SAMAR COLLEGES, INC.
CITY OF CATBALOGAN

FACULTY MANUAL
TERTIARY

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APPROVAL AND ADOPTION

Samar Colleges, Inc. adopts this Faculty Manual for the Tertiary Department as the institutional reference for faculty responsibilities, academic practices, professional conduct, faculty development, and applicable employment-related policies and procedures.

The Manual shall be read together with the Human Resource Management Manual, Administrative Manual, Recruitment, Selection and Placement Manual and approved work instructions, and other applicable institutional policies. These documents shall be implemented consistently with the School's governing documents, duly delegated authority, and applicable laws and regulations.

Nothing in this Manual shall diminish rights or benefits that may not lawfully be reduced or waived. Its adoption shall not authorize any official or employee to act beyond the authority assigned under the School's governance structure.

This Manual shall take effect on the date approved by the School President and, when required by the School's governance rules, confirmed or approved by the Board of Directors.

Action	Name and position	Signature and date
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Board action, when required: Resolution No. _____

Date of approval: _____

Date of effectivity: _____

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REVISION HISTORY

Version	Date	Description of change	Approval status
	October 2026	Standardization of the Faculty Manual preliminary pages and proposed chapter and annex structure.	For review and approval

Only the current approved version shall be issued for official use. Revisions shall be recorded, authorized, and communicated through the School's document-control procedures. Superseded copies shall be identified or withdrawn.

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SC Vision

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

SC 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 the neighboring communities. We commit to help out students improved 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.

Core Values

Samar College commits itself to the following values represented by the acronym INSPIRE, as follows: I-Integrity, N-National Building, S-Spiritually, P-Professionalism, I-Inclusivity, R-Resourcefulness, E-Excellence

1.We ensure that our educational system is at the forefront of innovation and technology providing our faculty and students all opportunities to develop to their fullest potential.

2.We provide solid foundation in education and values that serve as the springboard to gainful employment and entrepreneurship for better quality of life for our people.

3.We value people as our greatest resource ensuring that their dignity and well-being are respected at all times.

4.We create leaders who are willing to put the greater good of others above their personal interest. We uphold our principles and values even when others choose not to do so.

5.We foster excellence in the arts to refine the expression of thoughts and feelings.

6.We strive to lead and not to be led, to influence rather to be influenced. By our examples, we shall be judged.

7.We treat one another with respect and genuine concern. We go beyond the call of duty to make sure that no one is left behind.

SC MANTRA – FOCUS & RISE IN SAMAR COLLEGE

The mantra FOCUS & RISE in Samar College Inc is designed to emphasize commitment, accountability, and the drive to excel. It underscores focus and rising to ensure the Samar Colleges will attain its preferred future. "Samar College as Champion for Empowering and Changemakers"

FOCUS and RISE framework represents the 10 working principles to be adopted and integrated in the operation of the College that will surely position it to a level that will be highly competitive as an educational institution not only in the region but in country. By 2030, Samar College Inc. shall start to earn recognitions for its cutting-edge projects and innovations implemented to empower its human resources, students and alumni. Samar College shall focus on holistic development and social responsibility. Thus,

F – Follow through to completion

O – Organize tasks by breaking down big ideas into doable parts

C – Connect new ideas with old ones (Associate new ideas with the old)

U – Uphold doing things right from the start (Do the right things right the first time)

S – Substantial focus on the vital few, not the trivial many and

R – Result-driven (Begin with the end in mind)

I – Integrity in doing the right things, not the easier wrong

S – Self-accountability (If it to be, it is up to me)

E – Exceed expectations by facing challenges with determination (No challenge too great, no task too menial)

Principles Mapped to the Acronoym:

1. Begin with the end in mind → Results-driven (R)
2. Associate new ideas with the old → Connect new ideas with old ones (C)
3. Do not reinvent the wheel → Connect new ideas with old ones (C)
4. Break down big ideas into doable parts → Organize Tasks (O)
5. Follow through to completion → Follow through (F)
6. Do the right things right the first time → Uphold doing things right (U)
7. Focus on the substantial few and not the trivial many → Substantial focus (S)
8. Do the right things and not the easier wrong → Integrity in decisions (I)
9. No challenge too great, no task too menial → Exceed expectations (E)
10. If it is to be, it is up to me → Self-accountability

11. Temper your decision in moderation → Rise with resilience (R), incorporating the essence of moderation and balance thriving within limits, where decisions are tempered to adapt effectively.

HISTORY OF SAMAR COLLEGE

The present Samar College opened its door to the public on July 1, 1949 under its old name Samar Junior College. The initial Tertiary program offering then were the Elementary Teacher Certificate (ETC) for the College of Education (CoEd) and the Associate in Arts (A.A.), with specializations in Preparatory Law, General Liberal Arts, and Education for the College of Liberal Arts (CoLa).

The pioneering Board of Directors (BoD) was chaired by Mrs. Felicidad G. Fernandez, with Mrs. Presentacion D. Raynaldo, Mr. Esteban S. Piczon, Mr. Marciano Lim, Dr. Antonio Merida, Atty. Francisco Astilla, Atty. Emilio Astorga as members of the Board. The Instructional Support Staff included: Mr. Sixto Q. Salazar, as Director, Mr. Marciano Lim, as the Training Department Supervisor, Mr. Fidel Lim, as Registrar and Treasurer, Atty. Jose C. Santos, as Librarian, Mr. Esteban S. Piczon as the Auditor, Mr. Alfredo CH Perez, as Accountant, and Mr. Carlos Valera, as Cashier.

The 1950's saw Samar College's emergence not only as a hub of academic excellence but as sports and cultural center as well. In the first ever held Eastern Visayas Regional Athletic Association (EVRAA) Meet in Cebu City, last February 19-25, 1953, our school represented Samar Province in the Basketball competition. The Catbalogan Fiesta and other local events were never complete without Samar College being invited to display its artistic and floral-inspired floats in the civic and military parade.

It was also in this period that the growing and expanding College of Education broadened its wings, when it opened up the complete four-year teaching education programs, namely the Bachelor of Science in Elementary Education (BSEED) and the Bachelor of Science in Education-Inverted Course, where graduates of the degree could teach in either elementary or secondary level.

In the 1960's, the School Administration Building transferred location to its present site, marking May 4, 1966, a red letter day for its inauguration. The Board of Directors (BoD) continued to be under the reins and able stewardship of Mrs. Felicidad G. Fernandez, while the then Gov. Esteban S. Piczon was installed as the Vice-Chairman of the policy-making body, which was beefed up by the entry of educators in the mold of Mr. Castor Pacoli, Sr., Mr. Sixto Q. Salazar, Mrs. Pia A. Astilla, Mr. Jesus Japson, and Mr. Delfin Raynaldo.

In 1976, Mrs. Pia A. Astilla was voted as the new Chairperson of the Board of Directors;she applied her brand of leadership in infusing timely adjustment to cope up with the dynamism of our educational system. She was an old hand in the game who practiced to the hilt what she gained from experience as a first-rate educator.

On February 21, 1984, Mr. Fidelindo G. Fernandez, accepted his nomination as Chairman of the Board of Directors. He proved to be a hands-on executive who brought his corporate wealth of experience to pragmatic application in the world of the academe.

The 1980's was such a period of great abundance and of modernity that brought so many blessings to the institution as a whole. It was in this period that Samar College laid its red carpet once more to another most sought-after degree of the time, the College of Commerce and Secretarial started to offer the four-year degree program Bachelor of Science in Commerce (BSC).

In 1996, the Commission on Higher Education (CHED) gave Samar Col iv le Certificate of Recognition for the graduate course in Education leading to the degree of Master of Arts in Education (M.A.Ed.). This was the product of the efforts of Dr. Letecia R. Guerra, the first Dean of Samar College's Graduate School until it was renamed as the College of Graduate Studies. Its initial offering included such fields of specialization as Educational Management (EM.) Elementary Education (EE), and Filipino (FIL). In later years, succeeding academic heads, especially during the time of Dr. Teresita Ty-Neypes, revised and added new fields of specialization to the program, such as Reading and Communicative Language Learning (CLL).

In the late 90's, total makeover was done to the prefabricated building of the High School and Elementary Building, turning it into a three-storey concrete edifice. This became one of the living testaments to the excellent financial management and great sense of vision of the Chairman of the Board of Directors and College President, Mr. Fidelindo G. Fernandez, together with the strong backing extended by his supportive and longest-serving School Treasurer, Mrs. Fidencia Piczon-Oral.

When Information and Communications Technology (ICT) became evident, Samar College followed the global trend; hence, the need for the inception of still another college devoted to servicing and developing students in such lucrative and futuristic field. The Information and Technology Education (ITE) program started initially as a department under Dr. Natalia Barayoga-Uy of the College of Commerce and Secretarial (CBAS). Later, it found strength academically to formally settle as an independent unit of the school to become the College of Information Technology Education (CoITE). Its first program offering was the Bachelor of Science in Information Management (BSIM). The college further diversified by offering the Bachelor of Science in Information System (BSIS) and Bachelor of Science in Information Technology (BSIT).

The institution added another feather on its cap when the CHED through a Permit No. 13, Series of 2006, allowed the opening of the Bachelor of Science in Criminology (BSCrim) course under a separate college, the College of Criminal Justice Education (CoCJE), with pioneering batch of 142 students for academic year 2006-2007. The new degree offered at that time, the BSCrim, propelled Samar College to attaining a counter – balance in the share of students from downgrading trends in population of the other colleges.

In February 2011, the newly-elected Chairman of the Board and College President, Mr. Rhett Caesar L. Piczon, who possesses an even innovative and pragmatic style of management. The other members of the Board of Directors (BoD) already included Ms. Manuelilda Rosario A. Torrevillas, serving concurrently as member and secretary of the Board and as School Administrator; Mr. Francisco A. Astilla, IV; Mr. Fidelindo G. Fernandez; Dr. Vitus T. Hobayan; Atty. Castor R. Pacoli, and Mr. Manuel Van A. Torrevillas, III.

Mr. Piczon started with the restructuring of the school organization by creating new offices to assist him in effectively managing the institution. In the early part of 2014, the

College of Graduate Studies revised its curricular offering of Master of Arts in Education (M.A. Ed), a graduate program requiring a thesis output in response to the growing demands of the K-12 Curriculum. Moreover, to cater to the growing demand for a varied and community-based curricular offering, the school submitted pertinent documents for the initial offering of three (3) additional curricula for the Higher Education level for academic year 2015-2016., Bachelor of Science in Social Work (BSSW) and Bachelor of Library and Information Science (BLIS), under the College of Arts and Science (CAS), and Bachelor of Public Administration (BPA), under the College of Business Management (CBM).

Samar College as an institution devoted to achieving academic excellence is doing its best to maintain the glorious standing today and beyond.

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I. GENERAL STATEMENT ON THE RESPONSIBILITIES AND RIGHTS OF A SAMAR COLLEGE FACULTY

A. Statement of Responsibilities

Samar College faculty members, in alignment with the institution's mission, embody the core values of academic integrity, respect, and ethical behavior. As educators, they are expected to fulfill the following responsibilities:

1. Maintain intellectual honesty in their pursuit, use, and dissemination of knowledge.
2. Engage in legitimate academic inquiry and accept objective criticism of their work.
3. Act as mentors and counselors to students, treating them with fairness and care.
4. Show respect for the beliefs and opinions of both colleagues and students.
5. Follow the established norms of professional and ethical behavior within the academic community and society at large.
6. Uphold the values of Samar College in their teaching, research, and service.

B. Statement of Rights

The rights of Samar College faculty members include the following:

1. **Academic Freedom**
   Faculty members have the right to academic freedom as guaranteed by the Philippine Constitution (1987). This includes the freedom to pursue research, publish findings, and teach without fear of retribution, as long as their work adheres to the standards of their academic discipline.
2. **Right to be Heard**
   Faculty members have the right to be consulted and to express their opinions on matters that affect them individually or collectively. They have the right to participate in decision-making processes and to express dissent without fear of retaliation.
3. **Right to Fair Compensation**
   Faculty members have the right to fair salaries, benefits, and privileges commensurate with their qualifications and responsibilities.
4. **Right to Information**
   Faculty members have the right to access information that impacts them, individually or collectively. They should be informed of decisions affecting them before these are fully implemented.
5. **Right to Organize**

Faculty members have the right to form and join organizations as protected by the Philippine Constitution (1987).

6. **Professional Growth**
   Faculty members have the right to pursue academic and professional development, both within and outside the institution, as long as it does not interfere with their responsibilities.
7. **Right to Redress**
   Faculty members have the right to seek redress for grievances through proper channels.
8. **Right to Due Process**
   Faculty members are entitled to due process in any proceedings related to allegations or grievances. No faculty member will face consequences without being given the opportunity to defend themselves through a fair and transparent process.
9. **Right to Mediation**
   Faculty members have the right to undergo a formative mediation process to resolve issues before formal proceedings are initiated, except in cases of serious ethical or criminal violations.

II. FACULTY RECRUITMENT, SELECTION, APPOINTMENT AND ONBOARDING

Recruitment, Selection, and Placement at Samar Colleges, Inc. shall be guided by established institutional policies and procedures to ensure that faculty positions are filled by qualified, competent, and professionally capable individuals who meet the prescribed qualifications and requirements of the College. The process covers the identification of staffing needs, recruitment and announcement of vacancies, screening and verification of applicants' credentials, competency-based panel interviews, teaching demonstrations, evaluation and ranking of candidates, approval of appointments, and completion of pre-employment requirements. These procedures aim to promote fairness, transparency, consistency, and merit-based decision-making in hiring faculty members who can contribute to the College's academic standards and institutional goals.

The detailed processes, responsibilities of concerned personnel, selection criteria, evaluation tools, and documentary requirements shall be governed by the Procedural Manual on Recruitment, Selection, and Placement for the Tertiary Department, which shall serve as the official reference for the implementation of recruitment, selection, and placement activities.

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Detailed Procedure (Recruitment, Selection and Placement) Faculty Tertiary Department

PROCESS FLOW	PERSON/S RESPONSIBLE	DETAILS	DOCUMENTED INFORMATION
		A.RECRUITMENT	
START	Administrative Staff	Checks the approved request for completeness, including the position, specialization, staffing justification. Coordinate clarification of incomplete information.	Approved Personnel Request Form; supporting staffing requirements
Receive and Review the Approved Personnel Request Form			
Job Analysis	Head HRMD	Reviews/validates the job description and qualifications to ensure that they reflect the requirements of the vacancy and teaching assignment.	Job description; applicable qualification standards
Job Posting	Administrative Staff	Publish the vacancy through appropriate recruitment channels, stating the qualifications, required documents, and application instructions.	Vacancy announcement
Receive and Record Applications	Administrative Staff	Receives applications through official channels, record submissions, check documentary completeness, and safeguard applicant records. Endorse complete applications for screening.	Application register; application letters; résumés; supporting documents
		B. SELECTION	
Screen Applications	Administrative Staff	Assess applicants against the prescribed minimum qualifications and requirements of the teaching assignment.	Screening checklist or documented screening results

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Shortlisting of Qualified Applicants	Head, HRMD	Identify applicants qualified to proceed and notify them of the assessment schedule and requirements.	Shortlist; applicant notifications; assessment schedule
Verify Credentials	Administrative Staff	Verify submitted academic and professional credentials, including educational qualifications and applicable licenses, certifications, or eligibility. Document matters requiring clarification.	Credential-verification records; supporting credentials
Conduct the Competency-Based Panel Interview	Designated Selection Panel	Interview shortlisted applicants using the prescribed assessment form. Panel members shall record and sign their individual evaluations.	Completed Applicant Interview Assessment Forms
Conduct Demonstration Teaching	Designated demonstration-teaching evaluators; HRMO for coordination	Following the panel interview, require applicants to conduct demonstration teaching. Evaluate professionalism, implementation of instruction, and classroom management using the prescribed form.	Completed Class Demonstration Evaluation Forms for Tertiary Education
Consolidate Ratings and Rank Applicants	HRMO; designated selection committee	Consolidate evaluation results using the prescribed criteria and weights. Check computations and rank applicants according to their total weighted scores.	Summary of Applicant Evaluation Results and Ranking; supporting rating sheets
Deliberate and Recommend Candidates	Designated selection committee	Review qualifications, credential-verification findings, interview results, demonstration-	Deliberation records; consolidated ratings

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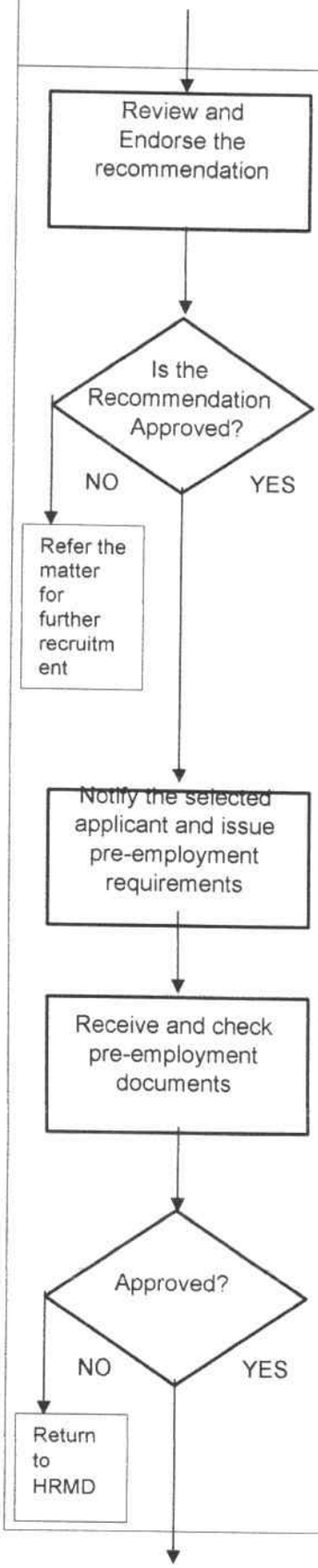
		teaching results, and comparative ratings.	
	Head of HRMO; SVP for Academic Programs	Review the completeness and consistency of the selection records and endorse the recommendation for presidential action.	Reviewed Summary of Applicant Evaluation Results and Ranking; supporting rating sheets
	School President and Chairman of the Board	Act on the endorsed recommendation. HRMO shall record the decision and coordinate the appropriate next action. Where no applicant is approved, refer the matter for further recruitment or other authorized action.	Written approval or disapproval
		C. PLACEMENT	
	Administrative Staff	Communicate the approved selection and provide the list of documents and clearances to be completed before assumption of duty.	Applicant notification; pre-employment requirements checklist
	HR Staff	Review submitted requirements for completeness and prepare employment contract or appointment.	Completed checklist; pre-employment documents
	School President and Chairman of the Board	Approves or Disapproves Contract of Employment or Appointment. Disapproved COE / Appointment will be returned to the HRMD.	Approved / Dis approved COE or appointment

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Facilitate assumption of duty and conduct initial HR orientation			
	HR Staff; concerned Dean or Program Head; newly hired faculty member	Confirm reporting on the agreed start date. Explain employment terms, reporting arrangements, basic policies, and essential employee requirements.	Assumption-of-duty acknowledgment of COE or Appointment; initial orientation checklist
		D. ONBOARDING	
Conduct institutional orientation	HRMD; designated resource persons	Orient the faculty member on the School's Vision, Mission, Core Values, organizational structure, employee policies, available services, and relevant institutional procedures.	Orientation program; attendance or acknowledgment records
Conduct department-level onboarding	Concerned Dean or Program Head; HRMO	-Explain course assignments, syllabi, class schedules, grading and assessment procedures, academic records, learning platforms, and performance expectations.	Departmental onboarding checklist; teaching schedules; relevant academic guides.
Monitor initial adjustment and complete onboarding records	HR Staff; Admin Staff and Head, HRMD	Address initial work concerns, identify support needs, and document completed and outstanding onboarding activities	Completed onboarding checklist; follow-up notes and action records
END			

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FACULTY SELECTION CRITERIA - TERTIARY EDUCATION FACULTY

Related Work Instruction: Recruitment, Selection and Placement—Tertiary Education Faculty

Purpose: To establish a consistent basis for evaluating and ranking tertiary faculty applicants according to their qualifications and demonstrated teaching competencies.

Scope: Applies to applicants for tertiary faculty vacancies covered by the related RSP Work Instruction.

A. Qualification Screening

Applicants shall first be assessed against the prescribed minimum qualifications for the position and teaching assignment. Submitted academic and professional credentials shall undergo verification.

Meeting the minimum qualifications permits further assessment but does not guarantee selection. A high comparative score shall not substitute for a mandatory qualification.

B. Selection Criteria and Percentage Weights

CRITERION	WEIGHT	BASIS OF EVALUATION	DOCUMENTED INFORMATION
Educational Qualification	**30%**	Educational attainment and relevance of the degree and specialization to the position and teaching assignment.	Transcript of records, diploma, and supporting academic credentials
Relevant Professional Experience	**10%**	Documented teaching, industry, or professional experience relevant to the vacancy.	Certificates of employment or service and other supporting experience records
Relevant Training and Professional Development	**10%**	Documented training and professional-development activities relevant to the discipline and teaching responsibilities.	Training certificates and professional-development records
Licensure / Certification / Eligibility	**10%**	Applicable professional license, certification, or eligibility, evaluated according to the prescribed qualification and scoring requirements.	License, certification, eligibility, and verification records
Competency-Based Panel Interview	**15%**	Competencies and suitability for the teaching assignment assessed through the prescribed interview indicators.	Completed Applicant Interview Assessment Forms
Teaching Demonstration	**25%**	Professionalism, implementation of instruction, and classroom management demonstrated after the panel interview.	Completed Class Demonstration Evaluation Forms for Tertiary Education
TOTAL	**100%**	Combined weighted scores for the six criteria	Summary of Applicant Evaluation Results and Ranking

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C. Teaching Demonstration Criteria

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College of Education
Academic Year _____

CLASSROOM OBSERVATION FORM
TYPE OF ASSESSMENT _____

NAME OF TEACHER _____DATE OF OBSERVATION:_____
COURSE_____TIME: _____
Lesson Covered:_____

Professional & Instructional Competency Areas	Performance Level				
	5	4	3	2	1
A. PROFESSIONALISM					
1. The teacher exudes a pleasant disposition.					
2. The teacher uses time efficiently and effectively.					
3. The teacher is on track of lesson progress in the course syllabus for the term.					
4. The teacher exhibits confidence and mastery of the subject matter.					
5. The teacher utilizes the medium of instruction fluently.					
B. IMPLEMENTATION OF INSTRUCTION					
6. The lesson's objectives are clearly stated.					
7. Prior knowledge, perception and experiences are used as basis in the introduction of the new lesson.					
8. Students are encouraged to explain their ideas or ask questions.					
9. A variety of teaching activities, technology and learning resources are used to facilitate learning.					
10. Thought – provoking questions are used to keep track of students' understanding of the lesson.					
11. Opportunities are provided to create meaningful interaction and collaboration among the students.					
12. Assessment is employed to gauge the level of students' learning.					
13. Students are encouraged to relate and compare their prior knowledge with new knowledge.					
14. Students are asked to express their learning difficulties and needs.					
15. Scaffolding is provided to ease out the complexity of the lesson.					
16. Appropriate values are seamlessly integrated in the lesson.					
17. Relevance of the lesson is drawn from real life situations.					
18. Leading/Guide questions are used to repair communication breakdowns.					
19. Verbal and non-verbal feedback are used motivate class participation.					
20. Wrapping-up for the lesson provided are utilized for students tie loose ends.					
C. CLASSROOM MANAGEMENT					
21. The teacher starts and ends the class on time.					
22. The teacher establishes routine that empowers students.					

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23. The teacher maintains an organized system of checking of attendance.					
24. The teacher establishes good rapport with the students.					
25. The teacher creates a safe and welcoming environment for the students.					

LEGEND :
5 - Exceeds Expectations
Consistently demonstrates exceptional performance; shows initiative, creativity, and a high level of accuracy and quality.
4 - Meets Expectations
Effectively fulfills all requirements and responsibilities; work is complete, accurate, and delivered on time with acceptable quality.
3 - Approaching Expectations
Shows effort and partial understanding; meets some but not all requirements; needs minor improvement in consistency, clarity, or completeness.
2 - Needs Improvement
Performance is below standard; work shows limited understanding or effort; significant support or correction is needed to meet expectations.
1 - Did Not Meet Expectations
Fails to meet basic requirements; work is incomplete, inaccurate, or missing; lacks evidence of understanding or effort.

Classroom Observation Feedback:

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Evaluator:

Acknowledged:

Name & Signature
Date_____

APPLICANT INTERVIEW ASSESSMENT GUIDE

Recruitment, Selection, and Promotion (RSP) - (Faculty)

Part I. Educational and Professional Qualifications

A. EDUCATIONAL QUALIFICATION

Rating	Criteria
5 – Outstanding	Educational attainment significantly exceeds the minimum qualification required for the position; possesses advanced academic credentials directly related to the discipline (e.g., Doctorate completed or with highly relevant post-doctoral/specialized studies).
4 – Very Satisfactory	Educational attainment exceeds the minimum qualification; possesses a completed Master's Degree or graduate studies highly relevant to the position.
3 – Satisfactory	Meets the minimum educational qualification required for the position (e.g., Bachelor's Degree for Basic Education or Master's Degree for Tertiary, as applicable).
2 – Needs Improvement	Partially meets the educational qualification; lacks some required academic preparation but may possess acceptable potential subject to institutional requirements.
1 – Unsatisfactory	Does not meet the minimum educational qualification required for the position.

B. RELEVANT PROFESSIONAL EXPERIENCE

Rating	Criteria
5 – Outstanding	Extensive (5 years or more) highly relevant teaching and/or industry experience with demonstrated leadership, curriculum development, research, or administrative responsibilities.
4 – Very Satisfactory	Three (3) to less than five (5) years of relevant teaching and/or industry experience with consistently satisfactory performance.

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3 – Satisfactory	One (1) to less than three (3) years of relevant teaching and/or industry experience that adequately prepares the applicant for the position.
2 – Needs Improvement	Less than one (1) year of relevant experience or experience only partially related to the position.
1 – Unsatisfactory	No relevant teaching or industry experience related to the position.

C. RELEVANT TRAINING AND PROFESSIONAL DEVELOPMENT

Rating	Criteria
5 – Outstanding	Completed numerous highly relevant trainings, seminars, certifications, workshops, or conferences (generally 40 hours or more within the last five years), including national or international programs directly related to the discipline.
4 – Very Satisfactory	Completed several relevant professional development activities (approximately 24–39 hours) directly related to teaching and the discipline.
3 – Satisfactory	Completed the minimum relevant training (approximately 8–23 hours) appropriate to the position.
2 – Needs Improvement	Limited relevant training (less than 8 hours) or trainings are only partially related to the position.
1 – Unsatisfactory	No relevant training or professional development related to the position.

D. LICENSURE / CERTIFICATION / ELIGIBILITY

Rating	Criteria
5 – Outstanding	Possesses all required licenses or eligibility and additional professional certifications, specialized credentials, or national/international certifications directly related to the position.
4 – Very Satisfactory	Possesses the required professional license/eligibility and one or more additional relevant certifications that enhance professional competence.
3 – Satisfactory	Possesses the minimum required professional license, eligibility, or certification for the position.
2 – Needs Improvement	Eligibility or certification is pending, expired, or not fully aligned with the position, but may still qualify under institutional policies.
1 – Unsatisfactory	Does not possess the required professional license, eligibility, or certification for the position.

General Rating Scale

Rating	Description	Interpretation
5	Outstanding	Significantly exceeds institutional requirements and demonstrates exceptional qualifications.

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4	Very Satisfactory	Exceeds the minimum qualifications and demonstrates above-average competence.
3	Satisfactory	Meets the minimum qualifications and is considered acceptable for appointment.
2	Needs Improvement	Partially meets the qualifications but has identifiable gaps requiring further development.
1	Unsatisfactory	Does not meet the minimum qualifications for the position.

Note: The criteria above shall serve as general evaluation guidelines. The Recruitment, Selection, and Promotion (RSP) Committee shall consider the qualification standards prescribed for the specific position and may exercise sound judgment in assessing the relevance, quality, and extent of an applicant's educational attainment, professional experience, training, licensure, and certifications in relation to the duties and responsibilities of the position.

Criteria	Weight	Reason
Educational Qualification	**30%**	**Ensures academic standards and CHED compliance.**
Relevant Professional Experience	**10%**	**Recognizes teaching and industry experience.**
Relevant Training & Professional Development	**10%**	**Values continuous learning and professional growth.**
Licensure / Certification / Eligibility	**10%**	**Meets legal and professional requirements.**
Competency-Based Panel Interview	**15%**	**Assesses communication, professionalism, institutional fit, and values.**
Teaching Demonstration	**25%**	**Measures the applicant's actual teaching competence and classroom effectiveness.**
TOTAL	100%	

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FACULTY RECRUITMENT WEIGHTED SCORE CONVERSION TABLE

Rating	Educational Qualification (30%)	Relevant Professional Experience (10%)	Relevant Training & Professional Development (10%)	Licensure / Certification / Eligibility (10%)	Competency-Based Panel Interview (15%)	Teaching Demonstration (25%)
5 – Outstanding	30	10	10	10	15	25
4 – Very Satisfactory	24	8	8	8	12	20
3 – Satisfactory	18	6	6	6	9	15
2 – Needs Improvement	12	4	4	4	6	10
1 – Unsatisfactory	6	2	2	2	3	5

Weighted Score Table

Criterion	Rating	Equivalent Weighted Score
Educational Qualification	5	30
Professional Experience	4	8
Training	5	10
Licensure	5	10
Panel Interview	4	12
Teaching Demonstration	5	25
TOTAL		**95**

Scoring Guide:

The evaluator shall assign a rating of 1 to 5 for each criterion based on the prescribed evaluation rubric. The corresponding weighted score shall be determined using the approved weighted score conversion table. The sum of all weighted scores shall constitute the evaluator's final score for the applicant, with a maximum possible score of 100 points.

III. FACULTY DUTIES, WORKLOAD AND WORKING ARRANGEMENTS

A. FULL-TIME ACADEMIC FACULTY

a. Employment and Conditions

i.Teaching

Teaching is the primary function of a full-time academic faculty. It involves guiding students in acquiring knowledge and skills and helping them develop their critical and creative thinking. This role includes specific tasks such as holding consultations, advising students, and implementing other learning initiatives. Faculty members determine course requirements, evaluate students' performance, and assign grades based on departmental policies. The faculty has the exclusive right to assign and change grades, following the proper procedures.

In carrying out their duties, teachers are considered persons in authority and are entitled to respect and protection.

ii.Research

Research is another key responsibility of a full-time academic faculty. Faculty members are encouraged to engage in scholarly work, including basic and applied research, materials development, conference papers, publications, feasibility studies, creative works, and other relevant professional activities. Research should align with the needs of the discipline and the goals of Samar College.

iii. Social Engagement

Full-time academic faculty members are expected to participate in social engagement programs, either through Samar College's community extension projects or in their own professional, government, or international organizations. These activities promote personal and professional growth, while fostering meaningful relationships with communities to address socio-economic, political, and cultural issues.

At Samar College, social engagement is an opportunity to live out the values of faith, service, and community by contributing to social transformation through consultancy, extension programs, and other forms of collaboration.

iv. Academic Development and Professional Growth

Full-time academic faculty members are encouraged to continually enhance their knowledge and skills in their respective fields. Samar College supports faculty development by facilitating opportunities for further studies

and attending conferences, seminars, and training programs as part of its Faculty Development Program.

The College also recognizes that faculty members may engage in other professional activities contributing to their academic and professional growth. Samar College allows participation in relevant consultancies and projects, provided they comply with established policies and guidelines.

b. Working Hours and Class Loads

i.General Working Hours

Full-time academic faculty members at Samar College are required to dedicate a specific number of hours each week to academic responsibilities, including teaching, research, student consultations, and other related tasks.

Additionally, faculty members are expected to report for other administrative duties, such as assisting with enrollment and participating in school activities, when called upon by the administration.

ii.Teaching Load

The standard teaching load for full-time faculty is 24 units per semester, ideally distributed throughout the week. However, based on institutional needs and subject to performance evaluations, faculty members may be assigned up to 30 units per semester.

Teaching assignments are arranged by the program head, reviewed and recommended by the college dean, and approved by Senior Vice President for Academic Programs .

iii. Teaching Load for Laboratory Classes

For laboratory subjects or other special classes that require more units than the standard 3-unit classes, the class load will be determined according to the policies set by the administration.

iv. Reallocation of Teaching Load

The teaching load of full-time faculty members at Samar College may be reduced for the following reasons:

- Appointment as a specific program coordinator, as designated by the college. This designation is equivalent to one (1) teaching load)
- Participation in the Enhanced Faculty Scholarship Development Program (EFSDP); 2 teaching loads.
- Other reasons deemed appropriate by the Dean, in consultation with Senior Vice President for Academic Programs.

v.Administrative Load for Probationary Faculty

Full-time academic faculty on probation may be assigned administrative duties only in exceptional cases, provided it does not hinder their teaching, research, and professional development.

vi. Preparation and Overload

To ensure faculty members have sufficient time for class preparation and research, they are typically limited to 3-4 class preparations per term. Any load exceeding this requires consultation between the Dean and faculty member, and approval from the Senior Vice President for Academic Programs.

vii.Activities Outside Samar College

Faculty may engage in outside activities that relate to their professional development, provided they have the approval of the president. These activities may include:

- Limited professional practice.
- Management of discipline-related private enterprises.
- Consultancy.
- Collaboration with government or non-government organizations.
- Off-campus research and social engagement.

Faculty members must ensure these outside activities do not conflict with their responsibilities at Samar College. Teaching at another institution requires permission from the school president, and outside activities should not exceed 10 hours a week. Faculty members must maintain effective teaching performance and meet their student consultation obligations.

viii.Graduate Studies

Faculty members at Samar College who are pursuing graduate studies, in compliance with CHED requirements for faculty appointments and under the Enhanced Faculty Scholarship Development Program (EFSDP) are eligible for an approximate reduction equivalent to two (2) class loads. This adjustment aims to alleviate their academic responsibilities, providing them with additional time to focus on their studies.

ix. Teaching Overload

When necessary, Samar College may assign a teaching overload to full-time academic faculty, taking into account:

1. Effective Teaching Performance

The faculty member must demonstrate strong performance in teaching.

2. Compliance with Regulations

The faculty member must adhere to school policies, including attendance, timely submission of grades, course syllabi, and other requirements.

3. Length of Service

Consideration will be given to the faculty member's service duration at Samar College.

Teaching overloads should not interfere with other responsibilities, such as administrative duties or committee memberships.

x.Overload Limits

As a general rule, faculty members may not take on more than 6 units of teaching overload.

c. Probation

For new full-time faculty members at Samar College, the probation period serves as both an adjustment phase and an opportunity for evaluation by students, peers, and administrators. This period focuses on professional development, allowing probationary faculty members time to grow into effective educators and scholars, emphasizing teaching, research, and social engagement.

i. **Definition of Probation**

A probationary faculty member is a full-time employee who has not yet been granted permanent status by the college.

ii. **Duration of Probation**

The initial appointment for full-time faculty at Samar College is for one semester. If no formal notice of non-renewal is issued at least 30 days prior to the commencement of the succeeding term, the appointment will be automatically extended. Subsequent renewals follow a semester-based schedule. To attain regular faculty status, a candidate must meet the residency requirement of three years and hold a master's degree, in accordance with institutional policies.

iii. **Procedure for Renewal**

1. **Performance Review**

Before the probation period ends, the Dean, in consultation with the Senior vice president for Academic Programs, reviews the probationary faculty member's performance.

2. **Recommendation**

The Dean submits a recommendation to the Senior vice president for Academic Programs.

3. **Review**

The Dean convenes the Senior vice president for

Academic Programs to evaluate the recommendation.

iv. **Criteria for Renewal**

- Effective teaching performance, as evaluated by students, peers, and the department chair.

- Demonstrate values that align with the college's mission, such as cooperation, responsibility, and active participation in the academic community.

- Completion of the required degree in the faculty member's discipline, as specified by the department.

- Compliance with school regulations, punctuality, and timely submission of grades.

- Research productivity, demonstrated by scholarly publications.

- Active involvement in social engagement activities.

- Good health, as confirmed by a medical officer.

Departments may implement additional standards for renewal, provided these are communicated to the faculty member at the start of probation.

v. **Effectivity/Non-Renewal of Contract**

- A probationary faculty member's employment is temporary, ending upon the expiration of the contract unless renewed.
- If the contract is not renewed, the faculty member will be notified at least 30 days prior to its expiration.
- Non-renewal may occur due to the unpredictability of faculty load assignments, which are contingent on enrollment figures for the upcoming term.
- In the event of non-renewal, the faculty member has the right to file an appeal following institutional procedures.

d. Permanency Regular

i. **Definition of Permanency**

A permanent faculty member has met the criteria for permanency and has signed a permanent contrac with the school. A permanent faculty member's service may only be terminated for just cause and after due process.

ii. **Criteria for Permanency**

- Effective teaching performance, evaluated by students, peers, program head, and the dean.

- Demonstration of values consistent with the college's mission, including the ability to work harmoniously with others and uphold the values of faith, service, and community.

- For College Departments, a master's degree is required for regularization.

- Compliance with school regulations, punctuality, and adherence to deadlines.

- Research capability

- Active involvement in social engagement activities.

- Certification of good health from a school-approved medical officer.

iii. **Procedure for Regularity**

1. **Performance Review**

Before the probation period ends, the Dean, in consultation with the Senior vice president for Academic Programs, reviews the probationary faculty member's performance.

2. **Recommendation**

The Dean submits a recommendation to the Senior vice president for Academic Programs.

3. Evaluation

The Senior Vice President for Academic Programs/ HR Head/ Senior Vice President for Administration evaluates the faculty member's performance and decides on recommending permanent status or non-renewal of the contract to the School President.

4. **Contract of Employment and Appointment**

The HR office issues a contract of employment and appointment to the faculty member recommended for regularity.

B. PART-TIME ACADEMIC FACULTY

a. Employment and Conditions

i. Teaching

Teaching is the primary function of a part-time academic faculty. It involves guiding students in acquiring knowledge and skills and helping them develop their critical and creative thinking. This role includes specific tasks such as holding consultations, advising students, and implementing other learning initiatives. Faculty members determine course requirements, evaluate students' performance, and assign grades based on departmental policies. The faculty has the exclusive right to assign and change grades, following the proper procedures.

In carrying out their duties, teachers are considered persons in authority and are entitled to respect and protection.

ii. Research

Research is another key responsibility of a part-time academic faculty. Faculty members are encouraged to engage in scholarly work, including basic and applied research, materials development, conference papers, publications, feasibility studies, creative works, and other relevant professional activities. Research should align with the needs of the discipline and the goals of Samar College.

iii. Social Engagement

Part-time academic faculty members are expected to participate in social engagement programs, either through Samar College's community extension projects or in their own professional, government, or international organizations. These activities promote personal and professional growth, while fostering meaningful relationships with communities to address socio-economic, political, and cultural issues.

At Samar College, social engagement is an opportunity to live out the values of faith, service, and community by contributing to social transformation through consultancy, extension programs, and other forms of collaboration.

iv. Academic Development and Professional Growth

Part-time academic faculty members are encouraged to continually enhance their knowledge and skills in their respective fields. Samar College supports faculty development by facilitating opportunities for further studies and attending conferences, seminars, and training programs as part of its Faculty Development Program.

The College also recognizes that faculty members may engage in other professional activities contributing to their academic and professional growth.

Samar College allows participation in relevant consultancies and projects, provided they comply with established policies and guidelines.

b. Working Hours and Class Loads

i. General Working Hours

Part-time academic faculty members at Samar College are required to dedicate a set number of hours each week to academic responsibilities, which include teaching, research, student consultations, and other related tasks.

Additionally, faculty members are expected to report for other administrative duties, such as assisting with enrollment and participating in school activities, when called upon by the administration.

ii. Teaching Load

The standard teaching load for part-time academic faculty is twelve (12) units. This load may be increased if the faculty member meets the following criteria:

1. Demonstrates effective teaching performance, as evaluated by students, peers, the Department Dean, and when applicable
2. Complies with school regulations and administrative requirements, including attendance, punctuality, and timely submission of grades.
3. Has accumulated length of service at Samar College.
4. Actively participates in Department and School activities.

iii. Teaching Load for Special Classes

For laboratory subjects or other special classes that require more units than the standard 3-unit classes, the class load will be determined according to the policies set by the Accounting Office at Samar College.

iv. Reduced Teaching Load

The teaching load of part-time faculty members at Samar College may be reduced for the following reasons:

- Appointment as a specific program coordinator, as designated by the college.
- Participation in the Faculty Development Graduate Studies Assistance Program.
- Other reasons deemed appropriate by the Dean, in consultation with the relevant Vice Presidents and Senior Vice Presidents.

v. Administrative Load for Probationary Faculty

Part-time faculty are not given administrative loads except as committee members.

vi. **Preparation and Overload**

To ensure faculty members have sufficient time for class preparation and research, they are typically limited to 3 class preparations per term. Any load exceeding this requires consultation between the Dean and faculty member, and approval from the Vice President for Academic Affairs.

vii. Activities Outside Samar College

Part time faculty members may engage in outside activities related to their professional development. These activities may include:

- Limited professional practice
- Managing discipline-related private enterprises
- Consultancy
- Collaboration with government or non-government organizations
- Off-campus research and social engagement

Part time faculty members must ensure that these outside activities do not interfere with their responsibilities at Samar College. Part-time faculty members must inform the Dean of any commitments with other educational institutions. This allows the Dean to evaluate whether the faculty member can manage their class load and continue to fulfill their academic responsibilities at Samar College effectively. Faculty members must also maintain high teaching performance and meet their student consultation obligations.

viii. Graduate Studies

Part-time faculty members at Samar College who are pursuing graduate studies in accordance with CHED requirements for faculty appointments must inform the Dean of their academic commitments. This allows for adjustments in class scheduling to provide them with more time for their studies.

ix. **Teaching Overload**

When necessary, Samar College may assign a teaching overload to part-time academic faculty, taking into account:

1. **Effective Teaching Performance**

The faculty member must demonstrate strong performance in teaching.

2. Compliance with Regulations

The faculty member must adhere to school policies, including attendance, timely submission of grades, course syllabi, and other requirements.

3. Length of Service

Consideration will be given to the faculty member's service duration at Samar College.

Teaching overloads should not interfere with other responsibilities, such as administrative duties or committee memberships.

x. **Overload Limits**

As a general rule, faculty members may not take on more than 3 units of teaching overload.

xi. **Load Reduction**

In special cases, the teaching load for full-time academic faculty members may be reduced with approval from the School President. This reduction will result in adjustments to pay, length of service, and benefits.

c. Probation

As a general rule part-time faculty member at Samar College are categorized as probationary employees, the probation period serves as both an adjustment phase and an opportunity for evaluation by students, peers, and administrators.

ii. Definition of Probation

A probationary faculty member is a full-time employee who has not yet been granted permanent status by the college.

iii. Duration of Probation

The initial appointment for full-time faculty at Samar College is for one semester. If no written notice of non-renewal is provided 30 days before the start of the next term, the appointment will automatically be extended. Subsequent renewals will be on a semester basis.

d. Procedure for Renewal

1. Performance Review

Before the probation period ends, the dean, in consultation with the Senior Vice President for Academic Programs, reviews the probationary faculty member's performance.

2. Recommendation

The Dean submits a recommendation to the Senior Vice President for Academic Programs

3. Review

The Dean convenes the Senior Vice President for Academic Programs to evaluate the recommendation.

ii. Criteria for Renewal

- Effective teaching performance, as evaluated by students, peers, and the department chair.

- Demonstrate values that align with the college's mission, such as cooperation, responsibility, and active participation in the academic community.

- Completion of the required degree in the faculty member's discipline, as specified by the department.

- Compliance with school regulations, punctuality, and timely submission of grades.

- Research productivity, demonstrated by scholarly publications.

- Active involvement in social engagement activities.

- Good health, as confirmed by a medical officer.

Departments may implement additional standards for renewal, provided these are communicated to the faculty member at the start of probation.

e. Effectivity/Non-Renewal of Contract

- A probationary faculty member's employment is temporary, ending on the expiration date of the contract, unless renewed.

- If a contract is not renewed, the faculty member will be informed at least 30 days before the contract ends.

- In case of non-renewal, the faculty member may file an appeal

IV. INSTRUCTION, ASSESSMENT, AND ACADEMIC RECORDS

Instruction, Assessment, and Academic Records at Samar Colleges, Inc. encompass the essential responsibilities of faculty members in delivering quality instruction, evaluating student learning, and maintaining accurate and reliable academic documentation. These functions shall be carried out in accordance with approved course syllabi, institutional academic policies, and established quality assurance standards to ensure effective teaching and learning, fair assessment, and the integrity of academic records.

1. Instruction

Samar Colleges, Inc. is committed to the effective delivery of instruction through systematic course planning, appropriate instructional materials, implementation of approved syllabi, and continuous monitoring of teaching and learning activities. Faculty members are expected to ensure that their instructional practices are aligned with the approved course syllabus, intended learning outcomes, and institutional academic

requirements. They shall use appropriate teaching strategies, learning resources, and instructional technologies to facilitate student engagement and achievement of the expected learning outcomes.

1.1 Preparation and Updating of Course Syllabi

Faculty members shall prepare their course syllabi using the prescribed institutional format and ensure that the contents reflect the course objectives, learning outcomes, topics, instructional activities, assessment methods, references, and other required components. Any necessary revisions or modifications shall be properly indicated and documented to maintain alignment between the approved syllabus and actual classroom instruction.

Submitted syllabi shall be reviewed by the concerned Program Head and Dean to ensure completeness, consistency, and alignment with academic requirements. The syllabus shall subsequently undergo the prescribed quality assurance review and approval process involving the Senior Vice President for Quality Assurance and Programs Development (SVP PDQA) and the Senior Vice President for Academic Programs (SVPAP), as applicable to the established routing procedure.

Faculty members shall maintain and use the approved syllabus as the principal guide in planning lessons, monitoring instructional progress, and preparing appropriate learning activities and assessments.

1.2 Preparation and Development of Instructional Materials

Faculty members shall develop, prepare, and update instructional materials and assessment-related learning resources appropriate to the courses they handle. These may include lesson presentations, learning modules, instructional guides, activities, digital learning resources, and other materials necessary to support the achievement of course learning outcomes.

All instructional materials and assessment tools shall be aligned with the approved syllabus and submitted to the concerned Program Head and Dean for review. The materials shall then undergo the prescribed quality assurance review and approval process before implementation, in accordance with institutional procedures.

Faculty members shall ensure that instructional materials are accurate, relevant, organized, and appropriate to the learning needs of students. They shall also use the institutional Learning Management System (LMS), where required, to facilitate access to learning resources, delivery of learning activities, and continuity of instruction.

1.3 Conduct of Classes and Other Instructional Activities

Faculty members shall conduct classes and related instructional activities in accordance with the approved syllabus, assigned teaching schedule, institutional academic calendar, and prescribed instructional requirements. They shall utilize instructional time effectively, demonstrate mastery of the subject matter, employ appropriate teaching strategies, and maintain a classroom environment conducive to learning.

Faculty members shall also ensure that students are provided with appropriate learning activities, opportunities for participation and collaboration, and guidance in accomplishing assigned academic tasks. Actual instructional delivery shall be consistent with the

approved course requirements, with appropriate documentation of any necessary changes or modifications.

The concerned Program Head and Dean shall monitor the conduct of classes through classroom observations and other appropriate monitoring activities. As specified in the uploaded work instruction, classes conducted through face-to-face and LMS modalities shall be monitored, and classroom observation shall be conducted at least once per semester. The prescribed Classroom Observation Sheet shall be used to document observations and identify areas for instructional improvement.

2. Assessment

Samar Colleges, Inc. recognizes assessment as an essential component of instruction and an important means of determining the extent to which students have achieved the intended learning outcomes. Faculty members shall implement appropriate, fair, and systematic assessment practices that are aligned with the approved syllabus, lessons covered, and institutional grading requirements.

2.1 Preparation and Approval of Assessment Tools

Faculty members shall prepare assessment tools appropriate to the course objectives, intended learning outcomes, and instructional content. These may include quizzes, written examinations, performance tasks, projects, and other assessment activities prescribed in the approved syllabus.

Periodic examinations, including preliminary, midterm, and final examinations, shall be prepared in accordance with institutional requirements. Faculty members shall prepare the corresponding Table of Specifications (TOS), where required, to establish the alignment of test items with the topics covered, learning outcomes, and intended cognitive or performance demands.

Assessment tools and related instructional materials shall be submitted to the concerned Program Head and Dean for review. They shall undergo the prescribed quality assurance review and approval process before administration, as required by the applicable institutional procedure.

Faculty members shall ensure that assessment instruments are clear, appropriate to the course, and consistent with the approved syllabus and the lessons actually covered.

2.2 Administration and Evaluation of Student Performance

Faculty members shall administer quizzes, examinations, performance tasks, and other assessment activities in accordance with the approved course syllabus and institutional academic policies. They shall provide students with appropriate instructions, implement assessment activities consistently, and observe the prescribed examination schedules and requirements.

After administering assessments, faculty members shall check student outputs, evaluate performance using appropriate criteria, and accurately record the results. Corrected test papers shall be returned to students, as applicable, to support feedback and improvement. Faculty members shall also provide general feedback on common errors, misconceptions, and areas requiring further clarification.

The concerned Program Head and Dean shall monitor assessment activities to ensure compliance with prescribed academic requirements and the appropriate implementation of assessment procedures.

2.3 Computation and Submission of Grades

Faculty members shall compute students' grades using the approved grading system and the assessment weights specified in the approved course syllabus. All grades shall be based on documented student performance and computed accurately and consistently.

Faculty members shall submit the required grade sheets through the designated institutional system, including the Instructor's Portal, on or before the prescribed deadline. They shall ensure that all required entries are complete, accurate, and consistent with the supporting class records and assessment results.

The concerned Program Head and Dean shall review the submitted grade sheets and recommend their approval. The Senior Vice President for Academic Programs shall review and approve the grade sheets in accordance with the prescribed institutional approval process.

Any discrepancies, incomplete entries, or errors identified during the review shall be addressed by the responsible faculty member or referred to the appropriate office for correction before final approval.

3. Academic Records

Samar Colleges, Inc. upholds the accuracy, completeness, confidentiality, and integrity of academic records as essential requirements for effective academic administration and accountability. Faculty members shall maintain complete and reliable documentation of instructional activities, student attendance and performance, assessment results, and grades in accordance with institutional policies and prescribed submission deadlines.

3.1 Preparation and Maintenance of Class Records

Faculty members shall maintain accurate and updated class records for every course handled. These records shall document relevant information on student attendance, participation, assessment results, and other academic performance indicators required by the institution.

Class records shall be updated regularly and used as the basis for monitoring student progress, evaluating academic performance, and computing final grades. Faculty members shall ensure that entries are accurate, supported by appropriate documentation, and consistent with the approved syllabus and prescribed grading system.

Class records and related academic documents shall be made available to the concerned academic administrators for monitoring, verification, and quality assurance purposes when required.

3.2 Recording, Review, and Approval of Grade Sheets

Faculty members shall prepare and submit grade sheets accurately and within the deadlines established by the institution. The grades submitted shall correspond to the documented assessment results and the approved grading system for the course.

The concerned Program Head and Dean shall review the submitted grade sheets and recommend approval after verifying their completeness and consistency. The Senior Vice President for Academic Programs shall conduct the prescribed review and approval and provide the Registrar with a copy of the approved grade sheets.

Faculty members shall promptly address any corrections or clarifications required during the review process and ensure that all revisions are properly documented and authorized. No unauthorized alteration of grades or academic records shall be made.

3.3 Safekeeping and Integrity of Academic Records

Faculty members shall exercise due care in preparing, maintaining, storing, and submitting class records, assessment results, grade sheets, and other academic documents. Both physical and electronic records shall be handled responsibly and protected against loss, unauthorized access, disclosure, or alteration.

Academic records shall be used only for legitimate instructional, academic, administrative, and quality assurance purposes. Faculty members shall observe institutional rules on confidentiality, access, retention, and authorized release of academic information.

Required academic records shall be submitted to the appropriate office within the prescribed period and in the required format. Faculty members shall cooperate with authorized verification, monitoring, and quality assurance activities to ensure the reliability and integrity of the institution's academic documentation.

V. PERFORMANCE EVALUATION AND PROFESSIONAL DEVELOPMENT

Samar Colleges, Inc. is committed to promoting faculty excellence, professional accountability, and continuous improvement through a systematic performance evaluation and professional development process. Faculty performance shall be assessed using the institutional Performance Evaluation Tool (PETT), which considers teaching competencies, administrative responsibilities, educational qualifications, teaching experience, and behavioral factors. The evaluation process shall provide a basis for recognizing faculty strengths, identifying areas for improvement, and formulating appropriate professional development initiatives to enhance instructional effectiveness and contribute to the attainment of institutional goals.

1. General Policy on Faculty Performance Evaluation

All full-time faculty members shall undergo performance evaluation in accordance with the institutional policies, prescribed evaluation schedule, and approved PETT. The evaluation shall provide a structured and evidence-based assessment of faculty performance in teaching, administrative functions, professional qualifications, experience, and workplace behavior.

The evaluation shall be conducted objectively and consistently, using the prescribed criteria and rating scale. Results shall serve as a basis for recognizing

satisfactory performance, identifying areas requiring improvement, determining professional development needs, and supporting appropriate academic and personnel decisions in accordance with institutional policies.

2. Areas of Performance Evaluation and Weight Distribution

Faculty performance shall be evaluated using the five major areas specified in the PETT.

Performance Area	Weight
I. Teaching Skills	45%
II. Administrative Functions	20%
III. Educational Qualification	10%
IV. Teaching Experience	10%
V. Behavioral Factors	15%
Total	100%

2.1 Teaching Skills — 45%

Teaching skills shall be evaluated based on the faculty member's competence in planning, delivering, and assessing instruction and managing the classroom. The assessment shall cover the following components:

- Planning and Preparation: Preparation and sequencing of lesson plans, clarity and appropriateness of objectives, instructional materials, learning activities, and assessment exercises.

- Instructional Process: Mastery of subject matter, accuracy of content, appropriate teaching strategies, student engagement, effective questioning, and achievement of instructional objectives.

- Assessment: Appropriateness of assessment activities, monitoring of student learning, provision of corrective feedback, maintenance of performance records, and use of assessment results to improve learning.

- Classroom Management: Creation of a conducive learning environment, fair treatment of students, management of time and resources, monitoring of attendance, and effective handling of classroom activities.

- Professionalism: Punctuality, regular attendance, student safety, clear communication, trustworthiness, and participation in professional development.

The Dean and Program Head shall conduct classroom observations twice every semester, respectively, to assess the faculty member's instructional performance. The prescribed classroom observation instrument and other relevant evidence of teaching performance shall be used as bases for the evaluation.

2.2 Administrative Functions — 20%

Faculty members shall be evaluated on their compliance with academic and administrative responsibilities, particularly the timely submission of required documents and adherence to institutional policies.

The PETT identifies the following indicators:

1. Submission of the syllabus and learning plan.

2. Submission of the Table of Specifications (TOS) and test questionnaires.

3. Submission of grade sheets.

4. Attendance.

5. Punctuality.

6. Participation in school activities.

7. Implementation of school rules and regulations.

The ratings shall follow the specific submission timelines, attendance percentages, and compliance indicators prescribed in the PETT. Faculty members are expected to observe established deadlines and fulfill assigned institutional responsibilities consistently.

2.3 Educational Qualification — 10%

Educational qualification shall be rated according to the categories indicated in the PETT, including the faculty member's highest relevant academic qualification and applicable eligibility. The prescribed rating criteria shall be applied consistently in determining the corresponding score.

Additional academic qualifications may also be considered under the PETT's separate plus-factor provisions, subject to the applicable rules.

2.4 Teaching Experience — 10%

Teaching experience shall be evaluated based on the length of service in teaching, using the rating categories specified in the PETT:

- 11–14 years — Rating 5

- 7–10 years — Rating 4

- 4–6 years — Rating 3

- 2–3 years — Rating 2

- 1 year — Rating 1

For faculty members with 15 or more years of teaching experience, the applicable plus-factor provisions of the PETT shall be observed.

2.5 Behavioral Factors — 15%

Behavioral factors shall constitute 15% of the overall faculty performance evaluation. This component shall consider the faculty member's professional conduct, interpersonal relationships, accountability, and behavior in the academic workplace, using the prescribed Behavioral Factors Assessment in Appendix A of the PETT.

The behavioral evaluation shall use the following distribution among the designated evaluators:

Evaluator	Weight within Behavioral Factors
Dean	35%
Program Head	30%
Students	20%
Peers	10%
Self-evaluation	5%
Total	100%

The ratings from the five evaluator groups shall be consolidated according to their respective weights to determine the faculty member's behavioral evaluation score. This weighted score shall then account for 15% of the overall PETT rating.

The Dean and Program Head shall base their assessments, in part, on classroom observations conducted twice every semester, respectively. Student, peer, and self-evaluations shall be completed using the prescribed assessment instruments and procedures.

The evaluation shall be conducted fairly and professionally. Feedback from the different evaluator groups shall be used to provide a balanced perspective on faculty conduct and professional relationships.

3. Rating Scale and Computation of Scores

The PETT shall use the following five-point rating scale:

Rating	Code	Description
5	O	Always
4	VS	Often
3	S	Normally
2	F	Occasionally
1	P	Rarely

The weighted score for each performance area shall be calculated using the formula prescribed in the PETT:

$$\text{Weighted Score} = \frac{\text{Raw Score}}{\text{Number of Items}} \times \text{Area Weight}$$

For the behavioral factors, the consolidated evaluator ratings shall first be computed using the prescribed evaluator weights. The resulting score shall then be multiplied by the 15% weight assigned to behavioral factors.

Any applicable plus-factor points shall be added after the weighted scores of the five performance areas have been computed. The PETT provides that plus-factor points must not exceed 1.0 and that the resulting grand total must not exceed the maximum rating of 5.00.

The overall rating shall be interpreted as follows:

Numerical Rating	Adjectival Rating

4.51–5.00	Outstanding
3.51–4.50	Very Satisfactory
2.51–3.50	Satisfactory
1.51–2.50	Fair
1.00–1.50	Poor

4. Classroom Observation and Monitoring

The Dean and Program Head shall each conduct two classroom observations per faculty member every semester. These observations shall serve as an important basis for evaluating teaching skills, instructional delivery, assessment practices, classroom management, and professionalism.

The observation process shall:

1. Utilize the prescribed classroom observation instrument.

2. Assess the faculty member's preparation, instructional strategies, subject mastery, student engagement, classroom management, and assessment practices.

3. Document observed strengths and areas requiring improvement.

4. Provide appropriate feedback and recommendations for instructional enhancement.

5. Serve as supporting evidence in the faculty performance evaluation.

Classroom observations shall be conducted professionally and objectively. Findings shall be considered alongside the other applicable evaluation indicators and shall not replace the complete PETT evaluation.

5. Evaluation Procedure and Documentation

The faculty performance evaluation shall follow the prescribed institutional process:

1. **Collection of evaluation data**. The designated evaluators shall complete their respective assessment components using the prescribed forms and relevant performance evidence.

2. Classroom observation. The Dean and Program Head shall conduct the required observations and document their findings.

3. **Scoring and consolidation.** The designated appraiser shall compute the weighted scores, consolidate the results, and determine the overall numerical and adjectival ratings.

4. Identification of strengths and development needs. The appraiser shall document the faculty member's strengths, areas for development, and recommended interventions.

5. Discussion of results. The evaluation results shall be discussed with the faculty member to promote understanding, feedback, and professional improvement.

6. Faculty comments and acknowledgment. The faculty member may provide comments, recommendations, and a response indicating agreement or disagreement with the evaluation, as provided in the PETT.

7. Completion and submission. The required signatures, dates, and supporting documents shall be completed and submitted to the HR for safekeeping, recording, and basis for professional development of the concerned teacher.

The completed evaluation form and supporting records shall be handled confidentially and made accessible only to authorized personnel for legitimate institutional purposes.

6. Professional Development and Continuous Improvement

Performance evaluation shall be used not only to measure faculty performance but also to support professional growth and continuous improvement. The results shall guide the identification of faculty development priorities and appropriate interventions responsive to individual and institutional needs.

The Dean and Program Head shall use the evaluation findings to recommend relevant professional development activities, which may include:

- Training and workshops on instructional planning, teaching strategies, assessment, and classroom management.

- Faculty development programs related to curriculum implementation, educational technology, and the Learning Management System.

- Mentoring, coaching, peer collaboration, and instructional improvement activities.

- Research, scholarly work, and professional development opportunities relevant to the faculty member's discipline.

- Further academic study and relevant professional certifications.

- Targeted interventions for faculty members requiring improvement in specific areas of performance.

Faculty members shall be encouraged to participate actively in their professional development by reflecting on evaluation results, identifying personal improvement goals, and implementing agreed-upon development plans.

Where performance gaps are identified, the concerned Dean or Program Head shall recommend appropriate support and improvement measures. Subsequent monitoring and evaluation may be used to determine progress and the effectiveness of the interventions.

7. Use of Evaluation Results

The consolidated PETT results shall serve as a reference for faculty development planning, recognition of performance, instructional improvement, and other personnel or academic decisions authorized under institutional policies.

Evaluation results shall be interpreted in relation to the prescribed criteria and documented evidence. Any decision concerning appointment, retention, promotion, or other employment matters shall remain subject to the applicable institutional policies, employment conditions, and approval procedures.

The faculty member shall be given an opportunity to receive feedback and provide comments on the evaluation, consistent with the provisions of the PETT.

VI. RESEARCH, COMMUNITY EXTENSION, AND INSTITUTIONAL SERVICE

Samar Colleges, Inc. recognizes research, community extension, and institutional service as integral components of faculty responsibilities and institutional development. Faculty members are encouraged to engage in scholarly inquiry, contribute to community development through relevant extension initiatives, and actively participate in institutional programs and activities. These responsibilities aim to promote knowledge generation, social responsibility, professional growth, community engagement, and the attainment of the College's vision, mission, and strategic objectives.

1. Research

Faculty members are encouraged to undertake research activities relevant to their academic disciplines, professional interests, and institutional research priorities. Research shall contribute to knowledge development, evidence-based practice, instructional improvement, and the advancement of the College's research agenda.

Faculty members engaged in research shall:

1. Develop and undertake research proposals aligned with institutional priorities and applicable research guidelines.
2. Observe established procedures for research proposal review, approval, ethical considerations, and implementation.
3. Ensure the accuracy, integrity, and ethical conduct of research activities, including proper acknowledgment of sources and responsible management of research data.
4. Prepare and submit required research outputs, reports, and other documentation within prescribed deadlines.
5. Participate in research presentations, conferences, scholarly collaborations, and publication activities, as appropriate.
6. Mentor or collaborate with students and fellow faculty members in research activities, where applicable.
7. Comply with institutional requirements for research monitoring, evaluation, dissemination, and documentation.

The College shall encourage faculty research productivity through appropriate capability-building activities, research mentoring, and opportunities for scholarly collaboration, subject to institutional policies and available resources.

2. Community Extension

Faculty members are encouraged to participate in community extension programs that respond to identified community needs and contribute to social development. Extension activities shall be aligned with the College's institutional priorities, relevant academic programs, and the knowledge and expertise of faculty members.

Faculty members involved in community extension shall:

1. Participate in the planning and development of extension projects based on identified community needs.
2. Contribute professional expertise, technical assistance, training, and other appropriate services to partner communities.
3. Coordinate with the designated extension office or institutional personnel in implementing approved programs and activities.
4. Observe approved project plans, schedules, responsibilities, and resource utilization requirements.
5. Document participation, accomplishments, outputs, and other relevant evidence of extension activities.
6. Participate in the monitoring and evaluation of extension initiatives to assess their effectiveness and community impact.
7. Submit required accomplishment reports and supporting documents within the prescribed deadlines.

Community extension activities shall be implemented in coordination with the appropriate institutional office and community partners to promote meaningful engagement, sustainability, and alignment with institutional objectives.

3. Institutional Service

Faculty members are expected to contribute to the effective operation and continuous development of Samar Colleges, Inc. through active participation in institutional committees, academic activities, quality assurance initiatives, and other officially assigned responsibilities.

Institutional service may include committee membership, curriculum development, academic planning, accreditation and quality assurance activities, student advising, faculty mentoring, institutional research initiatives, program implementation, and participation in official school events.

Faculty members shall:

1. Perform committee assignments and other institutional responsibilities delegated by authorized academic administrators.
2. Participate in institutional meetings, planning activities, consultations, and official programs as required.
3. Contribute to curriculum review, academic development, quality assurance, accreditation, and institutional improvement initiatives, when assigned.
4. Assist in student development activities and other academic support functions within their designated responsibilities.
5. Observe institutional policies, deadlines, reporting requirements, and established procedures.
6. Maintain appropriate documentation of completed assignments, committee work, and institutional contributions.

7. Demonstrate professionalism, cooperation, accountability, and commitment to the College's goals and objectives.

Institutional service assignments shall be undertaken in a manner that supports the effective delivery of academic programs and the continuous improvement of institutional operations.

4. Documentation, Monitoring, and Evaluation

Faculty members shall maintain appropriate documentation of their research outputs, community extension participation, and institutional service accomplishments. Required documents may include approved proposals, accomplishment reports, certificates of participation, publications, presentation records, committee reports, and other evidence prescribed by the concerned institutional office.

The appropriate offices, Deans, and Program Heads shall monitor faculty participation and review submitted documentation in accordance with established institutional procedures. Accomplishments in research, community extension, and institutional service may be considered in faculty performance evaluation and professional development planning, subject to the applicable institutional policies and evaluation criteria.

VII. COMPENSATION, BENEFITS, LEAVE AND EMPLOYEE WELFARE

1. Compensation Policies

Compensation policies aim to promote fairness, transparency, accountability, and consistency in the administration of salaries and other authorized benefits, while supporting the institution's commitment to faculty welfare and professional development.

1.1 Salary and Wages

Faculty members shall receive salaries and wages in accordance with their employment contracts, approved salary rates, employment classification, teaching assignments, and other applicable institutional policies. Salary adjustments, when authorized, shall be subject to institutional approval and established procedures.

1.2 Payment of Salaries

The College shall establish and communicate the applicable payroll schedule and procedures for the payment of faculty salaries. Faculty members shall ensure that required employment, attendance, teaching-load, and payroll documentation is accurate and submitted within the prescribed deadlines to facilitate the proper processing of compensation.

1.3 Additional Teaching Loads and Authorized Assignments

Compensation for additional teaching loads, overload assignments, special academic responsibilities, and other authorized services shall be determined in accordance with

approved institutional rates and applicable policies. Such assignments shall be properly authorized and documented before compensation is processed.

1.4 Statutory Benefits and Deductions

The College shall comply with applicable laws and regulations concerning mandatory employee benefits, employer contributions, and authorized payroll deductions, including those relating to the Social Security System (SSS), PhilHealth, Pag-IBIG Fund, and withholding taxes, as applicable.

1.5 Salary Adjustments and Other Compensation

Salary increases; adjustments, incentives, and other forms of compensation shall be granted only in accordance with approved institutional policies, applicable employment agreements, and authorized management decisions. Any applicable performance-based compensation shall follow the College's established evaluation and approval procedures.

1.6 Payroll Confidentiality and Accuracy

Faculty members and authorized personnel involved in payroll administration shall maintain the confidentiality and accuracy of compensation records. Questions or discrepancies concerning salaries, deductions, or other compensation matters shall be referred to the appropriate Human Resource Management or Accounting Office for verification and resolution.

Leave Benefits:

Objective

To grant employees the right to rest recuperate, and attend to personal matters which balancing the needs of the institution.

Policy Statement

1. Leave benefits shall be consistent with the Labor code and school policy.
2. Leave requests must be filed three (3) days in advance, except in emergencies.

Leave Policies

1. Vacation Leave - Fifteen (15) days paid vacation leave per year for regular employees, scheduled during breaks or by approval.
2. Sick Leave - Fifteen (15) days paid sick leave per year, with a medical certificate required for absences over 3 days.
3. Emergency Leave - Allowed for urgent personal matters, with a limit of 2-3 days upon approval.
4. Maternity /Paternity Leave - As mandated by national labor laws and government issuances (e.g. sss etc.)
5. Leave Request

Procedure

- Submit a leave Form at least 3 days in advance (except for emergencies or sudden illness).
- All leave of absences are subject to the approval of the immediate supervisor or school administrator.

Types of Leave	Entitlement
a. Vacation Leave	• 15 days vacation leave per year
b. Sick Leave	15 days - Granted upon presentation of a medical certificate for absences beyond three (3) consecutive days
c. Maternity Leave	• 105 days with pay, in compliance with RA 1120
d. Paternity Leave	• 7 days with pay in compliance with RA 8187
e. Solo Parent Leave	• 7 days with pay, in compliance with RA 8972
f. Special Leave for Women	• 2 months with pay for gynecological surgery, per RA 9710 (Magna Carta of Women)
g. Bereavement Leave	• As may be required by law or approved by management

Procedures

- Employees shall accomplish a Leave Application form and secure approval from their immediate supervisor and HR.
- Emergency leave may be communicated via phone/email but must be followed by a written request.
- HR shall maintain leave records and report balances to employees annually.

VIII. PROFESSIONAL CONDUCT, GRIEVANCES AND DISCIPLINE

Samar Colleges, Inc. is committed to maintaining a professional, ethical, respectful, and accountable academic environment in which faculty members uphold institutional policies, fulfill their duties responsibly, and observe appropriate standards of conduct. The College recognizes the right of every faculty member to fair treatment and due process in the resolution of grievances and disciplinary matters, regardless of

employment status. Accordingly, grievance procedures, disciplinary actions, and separation from service shall be handled in accordance with established institutional policies, applicable employment agreements, and relevant labor laws and regulations.

1. Professional Conduct

All faculty members, whether full-time or part-time, are expected to demonstrate professionalism, integrity, respect, accountability, and compliance with the College's policies and regulations. Faculty members shall perform their assigned responsibilities diligently, maintain appropriate professional relationships with students and colleagues, and contribute to a safe, respectful, and productive learning environment.

Faculty members shall observe the institutional Code of Conduct and applicable policies governing employee behavior, workplace relations, and professional responsibilities. Alleged violations shall be addressed through the appropriate institutional procedures, with due regard for the rights of the faculty member concerned.

2. Grievance Procedure

A faculty member may be subject to a grievance proceeding and potential disciplinary penalties only for just cause and after observance of due process. The grievance procedure shall apply to both full-time and part-time faculty members.

2.1 Due Process Rights

Faculty members involved in grievance or disciplinary proceedings shall be afforded the following rights:

a. Notification. The faculty member shall receive written notice of the charges or allegations against them, sufficiently informing them of the matters requiring a response.

b. Representation. The faculty member may appear before the committee convened to hear and decide the case, either personally or with an adviser, subject to applicable institutional procedures.

c. Access to Evidence. The faculty member shall be informed of the nature and source of the evidence supporting the allegations and shall be given the opportunity to present evidence in their own defense.

d. Cross-Examination. The faculty member shall have the opportunity to confront and cross-examine witnesses in accordance with the applicable proceedings and rules.

2.2 Cases Involving Gender-Based Sexual Harassment

Cases involving gender-based sexual harassment shall be handled in accordance with the College's School Policy on Safe Spaces and the applicable provisions of the Safe Spaces Act. Such cases shall be referred to the appropriate institutional mechanism for investigation and resolution.

The confidentiality, safety, and rights of the parties involved shall be respected throughout the proceedings, consistent with applicable policies and legal requirements.

3. Severance from Service

Severance from service may be classified as either voluntary or involuntary. The applicable procedures shall depend on the circumstances of the separation, the faculty member's employment status, and the relevant provisions of institutional policies and employment agreements.

3.1 Involuntary Severance

Involuntary severance occurs when a faculty member's employment is terminated as a disciplinary penalty following the appropriate proceedings.

a. Dismissal or Termination. When the hearing committee recommends dismissal or termination, the case shall be referred to the designated review body for evaluation in accordance with institutional procedures.

b. Review and Implementation of Decision. The recommendation and supporting records shall undergo the prescribed review process. The resulting decision shall be implemented by the College upon confirmation by the School President, subject to applicable institutional rules and legal requirements.

c. Preventive Suspension. A faculty member charged with a major offense may be placed under preventive suspension pending final resolution of the case, when warranted and in accordance with applicable labor laws and regulations. Preventive suspension shall be treated as a protective measure rather than a disciplinary penalty in itself.

d. Right to Appeal. A faculty member who disagrees with a disciplinary decision may avail themselves of the applicable review or appeal mechanisms provided under institutional policy and relevant laws. The proper forum, procedure, and finality of the decision shall be determined in accordance with the applicable rules.

3.2 Voluntary Severance

Voluntary severance occurs when a faculty member initiates the termination of their employment through resignation or another authorized form of voluntary separation.

The following policies shall apply to full-time and part-time faculty members:

a. Resignation During an Academic Term. Faculty members are expected to fulfill their teaching assignments and contractual obligations throughout the academic term. Discontinuance of service during a term shall be subject to applicable employment agreements, institutional policies, and legally recognized grounds for separation.

b. Notice of Resignation. A faculty member intending to resign shall provide the College with at least one (1) month's notice before the end of the academic term or academic year, consistent with the applicable employment agreement and legal requirements.

c. Advance Notice of Non-Availability. A faculty member who anticipates being unavailable for the succeeding academic term or academic year shall, whenever practicable, submit written notice at least one (1) month before its commencement. This requirement is intended to allow the College sufficient time to adjust teaching assignments, schedules, and faculty appointments. Any waiver shall be subject to institutional approval and applicable legal requirements.

d. Reemployment of Former Faculty Members. Former faculty members who have resigned may be considered for reemployment, subject to the College's prevailing recruitment, selection, and placement policies, qualification requirements, and applicable employment conditions. Previous employment shall not automatically guarantee reappointment.

e. Contractual Obligations. Resigning faculty members shall remain responsible for fulfilling applicable contractual obligations, subject to relevant laws and the terms of their employment agreements.

f. Pending Grievance Cases. A grievance case shall be considered pending once it has been formally filed in writing with the appropriate institutional office. Any administrative action relating to a resignation while a grievance is pending shall be handled in accordance with institutional policy, the faculty member's contractual rights, and applicable labor laws. The existence of a pending grievance shall not, by itself, be construed as an automatic ground to withhold acceptance of a resignation where doing so would conflict with applicable law.

IX. SEPARATION, TURNOVER AND FINAL PROVISIONS

1. Separation from Service

Separation from service may occur through resignation, retirement, expiration or non-renewal of an employment contract, termination of employment, or other grounds recognized under applicable institutional policies and laws.

1.1 Voluntary Separation. A faculty member intending to resign shall submit a formal written resignation letter to their immediate head at least thirty (30) days before the intended date of resignation. The immediate head shall review and forward the resignation letter to the Office of Human Resource Management for appropriate processing and coordination with the concerned offices. The faculty member shall coordinate with the College regarding the turnover of responsibilities and completion of clearance requirements, in accordance with institutional policies, the applicable employment agreement, and relevant labor laws.

1.2. Involuntary Separation. Separation initiated by the College shall be based on lawful grounds and implemented in accordance with institutional procedures and applicable due process requirements.

1.3. Expiration or Non-Renewal of Contract. The expiration or non-renewal of a faculty member's contract shall be handled in accordance with the terms of employment, institutional policies, and applicable laws.

1.4. Clearance Requirements. Faculty members leaving the College shall complete the prescribed clearance process, including the return of institutional property, submission of required academic documents, and settlement or proper accounting of outstanding institutional obligations, subject to applicable policies and laws.

1.5. Final Pay and Benefits. The processing and release of final pay, benefits, and other amounts due shall be handled by the Accounting Office in accordance with applicable labor laws, employment agreements, and institutional procedures.

2. Turnover of Responsibilities and Institutional Resources

To ensure continuity of academic and administrative operations, faculty members separating from service shall complete an orderly turnover of their assigned responsibilities, records, and institutional resources.

The turnover process shall include the following:

1. **Academic Records and Documents**. Submit complete and updated class records, grade sheets, assessment results, instructional materials, course syllabi, and other required academic documents to the Program Head.

2. **Pending Academic Responsibilities**. Inform the concerned Dean or Program Head of pending academic tasks, uncompleted requirements, student concerns, and other matters requiring appropriate action or endorsement.

3. **Institutional Property**. Return all school-owned equipment, keys, identification cards, documents, learning resources, and other institutional property in their possession.

4. **Digital Files and Access.** Turn over relevant institutional electronic files and work-related information through authorized channels and comply with institutional policies governing accounts, access credentials, data protection, and information security.

5. **Committee and Administrative Assignments.** Turn over documents, reports, ongoing projects, and other responsibilities related to committee membership or official assignments, where applicable.

6. **Clearance and Verification.** Complete the required exit clearance forms and secure the necessary acknowledgments from the concerned offices before the separation process is considered administratively complete.

Faculty members and concerned administrators shall ensure that the turnover is properly documented to protect institutional records, support continuity of operations, and prevent disruption of academic services.

3. Final Provisions

3.1 Compliance with the Faculty Manual

All faculty members are expected to read, understand, and comply with the policies and provisions contained in this Faculty Manual, together with applicable institutional policies, administrative issuances, and employment agreements.

3.2 Interpretation and Implementation

Questions concerning the interpretation and implementation of this Manual shall be referred to the appropriate institutional authority for clarification and action, consistent with the College's governance structure and applicable laws.

3.3 Amendments and Revisions

The College reserves the right to review, revise, or amend the provisions of this Manual as necessary to respond to institutional developments, changes in academic policies, and applicable legal requirements. Any amendment shall be subject to the prescribed institutional review and approval process.

3.4 Separability Clause

If any provision of this Manual is declared invalid or unenforceable by a competent authority, the remaining provisions shall continue to apply to the extent permitted by law.

3.5 Repealing and Superseding Clause

Institutional policies, rules, or provisions previously issued that are inconsistent with this Manual shall be addressed in accordance with the College's authorized policy review and approval process and applicable legal requirements.

3.6 Effectivity

This Faculty Manual shall take effect upon approval by the authorized governing authority of Samar Colleges, Inc. and shall remain in force until amended, revised, or superseded through the prescribed institutional process.

3.7 Dissemination and Acknowledgment

The College shall provide faculty members access to the approved Faculty Manual through the designated institutional channels. Faculty members shall acknowledge receipt of, or access to, the Manual and shall be responsible for familiarizing themselves with its provisions.

APPENDICES

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ENHANCED FACULTY DEVELOPMENT PROGRAM (EFDP)

I. 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.

II. 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.

III. 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).

IV. 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.

V. Obligation of Grantees

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

VI. 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

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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;

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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.

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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 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.
5. 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

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SIGNED IN THE PRESENCE OF:

_____ _____

Witness Witness

ACKNOWLEDGEMENT

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

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OFFICE OF THE SENIOR VICE-PRESIDENT FOR ACADEMIC PROGRAMS (OSVPAP)

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

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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.**

Conforme: Recommended by:

_____ _____

Faculty-Applicant *Department Head*

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Guidelines for the Dress Code of Faculty: Attire and Grooming Policy

a. Purpose

Samar College values the individuality of faculty members in their personal attire choices. However, as representatives of the college, faculty members are expected to project a professional image that reflects the institution's values. The way faculty dress affects not only their comfort but also the college's workplace environment and its image, particularly in front of students, parents, colleagues, alumni, and institutional partners. This policy also addresses issues of inappropriate attire, strong perfumes, and body odor to maintain a pleasant and professional atmosphere.

b. Uniform Policy

Samar College has a prescribed uniform for each day of the week. Faculty members are required to wear the designated uniform on the appropriate days. However, in cases where a faculty member is unable to wear the uniform or has not yet been provided with one, the following guidelines should be followed to maintain a professional appearance:

c. Appropriate Attire

Faculty members should wear clean, well-pressed clothing in good condition.

d. Inappropriate Attire

The following attire is not permitted at work:

- Cut-offs
- Flip-flops or thong footwear
- Tank tops, tube tops, halter tops with spaghetti straps, or off-the-shoulder tops
- Beachwear
- Midriff-baring tops
- Provocative clothing such as short skirts, skin-tight spandex, or Lycra outfits

e. Recommended Attire for Men

- Blazers, suits, or sport coats
- Dress slacks, chinos, or jeans
- Ties
- Dress shirts with buttons and collars

- Dress shoes

f. Recommended Attire for Women

- Dresses or blouses (not see-through or low cut)
- Slacks, stirrup pants, or jeans
- Polo shirts, culottes
- Dress shoes, loafers, huaraches, espadrilles, sandals
- Stockings or nylons
- Sweaters

g. Jewelry, Make-up, Perfume and Cologne

Jewelry should be in good taste with minimal visible body piercings. Excessive use of perfumes or colognes and poor hygiene can be problematic, as some people may have allergic reactions to strong scents. Personal grooming should be maintained to avoid offensive body odor.

h. Hats and Head Covering

Hats are not permitted inside the office or classroom, except for head coverings required for religious or cultural reasons.

i. Requests for Accommodation

The Dress Code will be enforced with respect for each faculty member's personal circumstances, including race, religion, gender, physical or mental condition, nationality, and family status. Faculty may request exemptions or accommodations from the Office of the Senior Vice President for Administration (SVPA) based on individual needs, and all requests will be given serious consideration.

j. Additional Guidelines

Formal Attire:

- Men: Tuxedo, black tie, or barong Tagalog
- Women: Evening gown or smart cocktail dress

Business Formal Attire:

- Men: Suit, blazer or sport coat with tie and slacks, polo barong
- Women: Suit, blazer, or sport coat over a dress or blouse with skirt/slacks

Business Casual Attire:

- Men: Khakis or dress pants with a collared shirt and loafers; optional blazer/sport coat
- Women: Dress pants, casual dress, or skirt with a blouse (no spaghetti straps or plunging necklines)

Semi-Formal Attire:

- Men: Suit and tie, dress pants with collared shirt and jacket, dress shoes
- Women: Knee-length cocktail dress, little black dress, dressy skirt and top, or slacks with a dressy blouse

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IMPLEMENTING RULES AND REGULATIONS FOR THE ANTI-SEXUAL HARASSMENT ACT OF 1995 (R.A. # 7877)

In compliance with Section 4 of R.A. No. 7877 or the Anti-Sexual Harassment Act of 1995 and Section 58 of the "Administrative Disciplinary Rules on Sexual Harassment Cases" embodied in CSC Resolution No. 01-0940 and CSC MC No. 17, Series of 2001, the Samar College Board of Directors hereby promulgates these rules and regulations to effectively carry out the provisions of R.A. No. 7877, within the premises and jurisdiction of the Samar College Community.

Samar College Policy on Anti-Sexual Harassment

RULE I.Affirmation of State Policy and Commitment

SECTION 1. The Samar College:

1.1 values the dignity of every individual

1.2 enhances the development of its human resources

1.3 guarantees full respect for human rights

1.4 upholds the dignity of teachers, staff, employees, and applicants for employment, students or those undergoing training, instruction or education.

SECTION 2. Samar College commits itself to provide a teaching-learning-working environment that is free from all forms of sexual harassment.

RULE II

Coverage

SECTION 1. These Rules and Regulations cover the following:

1.1 all school officials, teachers, staff, employees of agents of the school under a contract and students within the jurisdiction of Samar College.

1.2 all applicants for a teaching or administrative position, applicants for admission as students, after receipt of the application by the campus.

SECTION 2. Definition of Terms. —

2.1 Samar College — includes the Basic Elementary Education Department, Junior High School Department, Senior High School Department, different undergraduate Colleges, and the College of Graduate Studies.

2.2 Student — means any person enrolled in Samar College, including those who are participants in short-term training courses, seminars, workshops, review programs, contests or competitions conducted by the community, on or off campus.

2.3 Employee/staff — means any person holding an appointment or designation in any unit of Samar College, including contractual employees and employees of agents of the school under a Contract assigned at the School.

2.4 Faculty/teacher — any teacher of Samar College, regardless of rank, including the guidance counselors, librarians, research assistants, as well as trainers/coaches, specialists, consultants and speakers invited during seminars, workshops, training and the like.

RULE III

Sexual Harassment

SECTION 1. Sexual Harassment is committed by:

1.1 school officials, teachers, staff, coach, trainer and employees of agents of the school under a contract or any other person.

1.2 such official, teacher, staff, etc., has authority, influence or moral ascendancy over another in any aspect of academic or administrative work in any campus, classroom, office or unit of Samar College;

1.3 such official, teacher, staff, etc., demands, requests or otherwise requires any sexual favor from the other, regardless of whether the demand, request or requirement for submission is accepted or not by the object of such act.

SECTION 2. Other persons liable for sexual harassment:

2.1 Any person who directs or induces another to commit any act of sexual harassment as herein defined;

2.2 Any person who cooperates in the commission thereof by another without which sexual harassment would not have been committed.

SECTION 3. In a work-related environment, sexual harassment is committed when:

1.1 the sexual favor is made as condition for the hiring/employment/re-employment of the individual who is the object of sexual harassment; or

1.2 the sexual favor is made as a condition for granting such a person favorable compensation or promotion or any other terms, conditions or privileges; or

1.3 the refusal to grant sexual favor results in limiting, segregating or classifying a faculty/teacher/staff which would discriminate, deprive him or her or diminish employment opportunities or otherwise adversely affect such faculty member or staff;

1.4 the above acts would impair the teacher's/staff's rights or privileges under existing Labor Laws, rules and regulations; or

1.5 the above acts would result in an intimidating, hostile or offensive environment for the teacher or staff.

SECTION 4. In the school or training environment, sexual harassment is committed:

4.1 against a student, tutee, trainee or one who is under the care, custody, supervision or Advisorship of the offender;

4.2 against one whose education, training, apprenticeship or tutorship is entrusted to the offender;

4.3 when the sexual favor is made as a condition to the giving of a passing or a high grade, or the granting of honors and scholarships, or the payment of a stipend, allowance or other benefits, privileges or considerations; or

4.4 when the sexual advances result in an intimidating, hostile or offensive environment for the student, trainee or apprentice.

SECTION 5. Sexual Harassment under these rules includes those in peer relationships, such as:

5.1 Faculty-faculty;

5.2 employee-employees; and

5.3 student-student relations;

SECTION 6. Sexual Harassment under these rules also include those involving harassment of teachers or employees by students.

SECTION 7. Forms of Sexual Harassment. —

7.1 Physical;

7.1.1 Malicious touching;

7.1.2 Overt sexual advances;

7.1.3 Gestures and lewd insinuations;

7.2 Verbal, such as, but not limited to, requests or demands for sexual favors and lurid remarks;

7.3 Use of objects, pictures or graphics, letters, written notes, texts via cellular phones with sexual underpinnings;

7.4 Other forms analogous to the foregoing.

SECTION 8. It shall be the duty of the College President/Deans/Principals to:

8.1 prevent or deter the commission of acts of sexual harassment;

8.2 cause the settlement, prosecution or resolution of acts of sexual harassment in accordance with the procedure in these IRR.

RULE IV

Committee on Decorum and Investigation

SECTION 1. A Committee on Decorum and Investigation is hereby created in each Colleges and Departments under the office of the College President.

SECTION 2. The Committee shall be composed of the following:

2.1 The HRMD Director as representative of the Administration, who shall act as Chairperson;

2.2 the College Dean/Principal;

2.3 the Guidance Counselor;

2.4 a member/officer of Parents/Teachers Association

2.5 Senior Vice-President for Basic Education and/or Senior Vice-President for Academic Programs

2.6 Representative/s from the member of the Faculty or Personnel

2.7 A member/officer of the Supreme Student Council

SECTION 3. The Chairperson and members shall serve for a term of two (2) years.

SECTION 4. The Committee shall:

4.1 disseminate these rules, regulations procedures to the different Colleges and Departments of Samar College to increase understanding and prevent incidents of sexual harassment.

4.2 receive and act on reports and complaints of sexual harassment.

4.3 provide support measures to victims of sexual harassment

4.4 conduct the preliminary investigation of sexual harassment cases

4.5 conduct the formal; investigation of the case, once formal charges are filed by the Deans or Principals.

4.6 submit a report of its findings to the College President.

RULE V

Procedure

A. Informal Investigation of Sexual Harassment Case

SECTION 1. Informal procedure refers to Samar College, through the CDI, which does not involve formal investigation nor the filing of formal charges. It may consist of counseling, providing information, referral to an agency offering professional help and advice on options available as well as other means of support.

SECTION 2. The aggrieved party or anyone who witnesses or discovers the commission of any act of sexual harassment shall report the incident/act, in writing, to the CDI or to any school official, faculty or staff who shall in turn endorse the said report to the CDI within twenty-four (24) hours from the receipt of such report.

SECTION 3. The aggrieved party shall be interviewed by the CDI, and where necessary referred to the Guidance Center or agency offering professional help for counseling and assistance.

SECTION 4. The CDI, after consultation with the persons concerned, shall recommend measures to be adopted to prevent the repetition of the incident.

SECTION 5. Incidents of sexual harassment dealt with in this manner shall be documented by the CDI to determine whether patterns of sexual harassment are present. If the situation requires resort to formal charges of sexual harassment, the procedure set out in the succeeding sections shall be complied with.

B. Formal Investigation of Sexual Harassment Case

SECTION 1. Complaint. —

1.1 The Complaint may be filed directly with the Committee on Decorum and Investigation (CDI) or with the Deans/Principal who shall endorse the same within 24 hours from receipt thereof to the CDI.

1.2 The Complaint must be in writing, signed and sworn to by the complainant. It must contain the following:

1) full name and address of the complainant
2) full name, address and position of the respondent
3) a specification of the charge/charges
4) a brief statement of the relevant and material facts
5) evidence, in the form of affidavits of witnesses, in support of the Complaint, if any
6) a certification of non-forum shopping

6.1 In the absence of any one of the aforementioned requirements, the Complaint shall be dismissed without prejudice to its re- filing.

6.2 Where the Complaint is, not under oath, the complainant shall be summoned by the Committee to swear to the truth of the allegations in the Complaint.

6.3 A withdrawal of the Complaint at any stage of the proceedings shall not preclude the CDI from proceeding with the investigation of the case.

The CDI shall notify the respondent in writing of the sexual harassment charge.

SECTION 2. Counter-Affidavit/Comment. —

2.1 If the Complaint is sufficient in form and substance, the CDI will require the respondent to file a Counter Affidavit/Comment, under oath, within three (3) working days from receipt of the notice of the sexual harassment charges.

2.2 The Respondent shall furnish a copy of such counter affidavit/comment to the complainant, otherwise the same shall be considered as not filed.

SECTION 3. Preliminary Investigation. —

3.1 Within five (5) working days from receipt of the counter affidavit-comments, the CDI shall conduct a preliminary investigation of the sexual harassment case by examining all the documents submitted, ex parte and shall be terminated fifteen (15) working days thereafter.

3.2 Within five (5) working days from the termination of the preliminary investigation, the CDI shall submit its Investigation Report and the complete records of the case to the Campus Director.

SECTION 4. Formal Charge. —

4.1 If, after preliminary investigation, prima facie exists, a formal charge shall be issued by the College President within (3) working days from receipt of the Investigation Report, otherwise, the complaint is dismissed within the same period.

4.2 The Formal charge shall contain:

a. specific charge(s)

b. a brief statement of material or relevant facts, with certified true copies of the documentary evidence, if any

c. sworn statements covering the testimony of witnesses

d. a directive to answer the charges in writing under oath within 72 hours from receipt thereof

e. an advice to indicate in the Answer that respondent elects/does not elect a formal investigation of the charges

f. a notice that respondent is entitled to be assisted by counsel

SECTION 5. Answer. —

5.1 The Answer shall be in writing, signed and sworn to by the respondents, copy furnished the complainant, supported by documentary evidence, including affidavits of witnesses.

5.2 The respondent shall be given not less than 72 hours after receipt of the complaint to file an Answer, unless a different period is given.

5.3 The respondent shall indicate in his Answer whether or not he elects a formal investigation.

5.4 Failure of the respondent to file an Answer or to appear in the investigation shall be construed as a waiver to present evidence in his/her behalf.

SECTION 6. Preventive Suspension. —

6.1 The Board of Directors (BoD), through the Chairman, upon the recommendation of the CDI and the Dean, Principals or Department Heads, may order the preventive suspension of the respondent during the pendency of the investigation where the evidence of guilt is strong.

6.2 A Motion for Reconsideration of the Order of Preventive Suspension may be filed with the BoD or the said Order may be appealed before the Board within fifteen (15) days from the receipt of such Order.

6.3 If the case against the respondent is not finally decided within ninety days, after the date of suspension, he/she shall be automatically reinstated in the service.

SECTION 7. Pre-Hearing. —

7.1 The CDI may conduct a pre-hearing conference where the parties appear to agree on the following: a. stipulation of facts b. simplification of issues c. identification/marking of evidence d. number of names of witnesses f. dates of hearings g. other matters that may aid the prompt and just resolution of the case.

7.2 Parties may submit position papers or memoranda.

7.3 The case may be submitted for resolution without need of further hearing.

SECTION 8. Hearing. —

8.1 If the case is submitted for further hearing, the CDI shall conduct a hearing not earlier than five (5) working days nor later than ten working (10) days from the date of receipt of the respondent's Answer or Complainant's reply, if any.

8.2 The hearing shall be concluded within thirty (30) days from the filing of the charges.

8.3 The CDI shall submit its report and recommendations to the Campus Director within fifteen (15) days from the conclusion of the hearing.

SECTION 9. Decision. —

9.1 The College President shall render a decision within thirty (30) days from receipt of the CDI report.

9.2 Such decision shall be final and executory where a penalty of suspension for not more than thirty (30) days or a fine not exceeding thirty (30) days salary is imposed.

SECTION 10. Motion for Reconsideration. —

10.1 A Motion for Reconsideration (MR) may be filed with the College President within fifteen (15) days from receipt of the decision.

10.2 Only one MR shall be entertained.

10.3 The MR shall be based on any of the following grounds:

10.3.1 New evidence is discovered

10.3.2 The decision is not supported by the evidence on record.

10.3.3 Errors of law or irregularities have been committed prejudicial to the interest of the movant.

SECTION 11. Appeal. —

11.1 An appeal may be filed by the respondent with the Board of Directors, through the Chairman, within fifteen (15) days from the receipt of the decision of the College President.

11.2 Any appeal of the decision shall be filed in accordance with the Labor Codes rules on administrative cas

RULE VI

Administrative Penalties

SECTION 1. Acts of sexual harassment shall be punishable as light, less grave and grave offenses, as follows:

1.1 Light Offenses

1st Offense — Reprimand

2nd Offense — Fine or Suspension not exceeding thirty (30) days 3rd Offense — Dismissal

1.2 Less Grave Offenses

1st Offense — Fine or Suspension not less than thirty (30) days and not exceeding six (6) months

2nd Offense — Dismissal

1.3 Grave Offenses — Dismissal

SECTION 2. A respondent found guilty of two or more charges shall be imposed the highest penalty corresponding to the most serious charge and the other charges shall be counted as aggravating circumstances.

SECTION 3. The Head of Agency who fails to act within fifteen (15) days from receipt of any Complaint for Sexual Harassment properly filed against any employee in that office shall be charged with Neglect of Duty.

RULE VII

Guidelines on Proper Decorum at Samar College

SECTION 1. School officials, members of the faculty and staff shall treat one another with dignity and respect.They shall:

1.1 avoid telling green jokes in the classroom and in other public places.

1.2 avoid the use of language with sexual overtones

SECTION 2. All employees shall adhere to the school's dress code while in the school premises.

SECTION 3. All employees shall observe prudence in all their actions.They shall:

1.1 avoid talking and being left alone with the opposite sex in abandoned, secluded and unlighted places.

1.2 avoid body language or acts that would convey or invite sexual meanings or interpretations

RULE VIII.

Special Provisions

SECTION 1. Independent Civil and/or Criminal Actions. —

1.1 After the filing of a formal charge (administrative case), the victim of sexual harassment is not precluded from instituting a separate and independent civil action for damages and other affirmative relief in any court or tribunal against the respondent.

1.2 Administrative sanctions shall not be a bar to the filing of a criminal action and prosecution in the proper courts for acts of sexual harassment

SECTION 2. Penalties. —

2.1 Any person who violates the provisions of R.A. 7877, shall upon conviction by the courts, be penalized by:

2.1.1 imprisonment of not less than one (1) month nor more than six (6) months, or

2.1.2 a fine of not less than ten thousand pesos (PhP10,000.00) not more than twenty thousand pesos (PhP20,000.00), or

2.1.3 both such fine and imprisonment at the discretion of the court

SECTION 3. Civil Liability of the College President. —

3.1 The College President shall be solidarily liable for damages arising from acts of sexual harassment in the campus, if formally informed of such acts by the offended party and no immediate action is taken thereon.

SECTION 4. Prescription. —

4.1. Any action arising from the violation of R.A. No. 7877 shall prescribe in three (3) years.

SECTION 5. Annual Report. —

5.1 The College Deans/Principals shall submit an annual report to the College President on the implementation of these rules and regulations together with an evaluation thereof at the end of each school year.

SECTION 6. Adoption of CSC Resolution No. 01-0940. —

6.1 Rules IX, X and XI of CSC Resolution No. 01-0940 are hereby adopted as part of this IRR.

6.2 All other provisions of the aforesaid resolution shall be applied suppletory to this IRR.

6.3 In cases where provisions of this IRR overlap with those of the law and CSC Rules, the latter shall prevail (i.e., the law, CSC rules, SC Hand Book)

SECTION 7. Adoption of Samar College Code of Conduct. —

7.1 In the case of student offenders, Samar College Employee Handbook and the Code of Conduct shall be applied suppletory to this IRR.

SECTION 8. Procedure for Offenders who are Employees of Agents of the School under a Contract. —

8.1 Offenders who are employees of agents of the school under a Contract shall be proceeded against criminally or civilly.

8.2 The employee complained of shall be placed under preventive suspension by his employer upon the filing of the complaint.

RULE IX

Effectivity

This implementing Rules and Regulations shall take effect upon its approval and publication in the respective school organs of the community, certified copies of which shall be filed with Samar College's Office of the Senior Vice-President for Administration.

SAMAR COLLEGES, INC.
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POLICY ON COMPREHENSIVE DANGEROUS DRUGS ACT

SAMAR COLLEGE does not tolerate any individual or its personnel who will attempt to introduce drugs into the community. Thus, it specifically provides that person's guilty of bringing in, carrying, possession or use of drugs or any chemicals substance included in the list of prohibited drugs under the Comprehensive Dangerous Drugs Act of 2002 or R.A. No. 9165, as amended, or possession of any regulated drugs without proper prescriptions inside the College premises or outside the College during an academic function or school activity, will be separated by expulsion for students, or termination of employment, with due course as the case may be .

The above paragraph is without prejudice to the filing of the applicable criminal cases as provided by law.

The College in its measure to easily identify by the school administrator the different kinds of drugs and other chemical substance for its immediate confiscation and surrendering to the proper authorities, enumerated the following:

(1) Cannabis or commonly known as "Marijuana" or ' Indian Hemp" or by its any other nane. - Embraces every kind, class, genus, or specie of the plant *Cannabis sativa*

L. including, but not limited to, *Cannabis americana, hashisi, bhang, guaza, churrus* and *ganjab,* and embraces every kind, class and character of marijuana, whether dried or fresh and flowering, flowering or fruiting tops, or any part or portion of the plant and seeds thereof, and all its geographic varieties, whether us a reefer, resin, extract, tincture or in any form whatsoever.

(2) Methylenedioxymethamphetamine (MDMA) or commonly known as "Ecstasy", or by its any other name. - Refers to the drug having such chemical composition, including any of its isomers or derivatives in any form.

(3) Methimphetamine Hydrachloride or commonly known as "Shabu", "Ice", "Meth', or by its any other name. - Refers to the drug having such chemical composition, including any of its isomers or derivatives in any form.

(4) Opium. - Refers to the coagulated juice of the opium poppy *(Papaver somniferum L.)* and embraces every kind, class and character of opium, whether crude or prepared; the ashes or refuse of the same; narcotic preparations thereof or therefrom; morphine or any alkaloid of opium; preparations in which opium, morphine or any alkaloid of opium enters as an ingredient; opium poppy; opium poppy straw; and leaves or wrappings of opium leaves, whether prepared for use or not.

(5) Opium Poppy. - Refers to any part of the plant of the species *Papaver somniferum L., Papaver setigerum DC*, *Papaver orientale*, *Papaver bracteatum* and *Papaver rhoeas,* which includes the seeds, straws, branches, leaves or any part thereof, or substances derived therefrom, even for floral, decorative and culinary purposes.

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Drug Free Workplace Policy and Program

In compliance with Article V of Republic Act No. 9165, otherwise known as the Comprehensive Dangerous Drugs Act of 2002, and its Implementing Rules and Regulations and DOLE Department Order No. 53-03, series of 2003 (Guidelines for the Implementation of a Drug-Free Workplace Policies and Programs for the Private Sector), SAMAR COLLEGES, INC., (SC for brevity) hereby adopts the following policies and programs to achieve a drug-free workplace;

I. Policy on Drug Free Workplace

II. SAMAR COLLEGES, INC., explicitly prohibits:

- The use, possession, solicitation for, or sale of dangerous drugs on company premises or while performing an assignment.
- Being impaired or under the influence of dangerous drugs away from the School, if such impairment or influence adversely affects the employee's work performance, the safety of the employee or of others, or puts at risk the company's reputation.
- Possession, use, solicitation for, or sale of dangerous drugs away from the school premises, if such activity or involvement adversely affects the

employee's work performance, the safety of the employee or of others, or puts at risk the school's reputation.

- The presence of any detectable amount of dangerous drugs in the employee's system while at work, while on the premises of the school, or while on school business. "Dangerous Drugs" include those listed in the Schedules annexed to the 1961 Single Convention on Narcotic Drugs, as amended by the 1972 Protocol, and in the Schedules annexed to the 1971 Single Convention on Psychotropic Substances as enumerated in the attached annex of' R.A. 9165.

III. School Program on Drug-Free Workplace

A. Mandatory Drug Test

1. To ensure that only those qualified shall be screened and recruited to prevent the detrimental effects *(e.g. lower productivity; poor decision making; increased accidents; more compensation claims; and reduced team effort.)* which drug use and abuse may cause in the workplace, the conduct of mandatory drug test shall be required for pre-employment.
2. Samar Colleges, Inc., (SC for brevity) designates Divine Word Hospital, a duly accredited drug testing center by the Department of Health (DOH), as its authorized drug testing laboratory.
3. Samar Colleges, Inc., may also conduct drug testing under any of the following circumstances:
    i. **Random Testing:** Officer/employees may be selected at random for drug testing at any interval determined by the school management.

ii. **For-Cause Testing:** The Management may ask an officer/employee to submit to a drug test at any time it feels that the employee may be under the influence of drugs, including, but not limited to, the following circumstances: evidence of drugs on or about the employee's person or in the employee's vicinity, unusual conduct on the employee's part that suggests impairment or influence of drugs, negative performance patterns, or excessive and unexplained absenteeism or tardiness.

iii. **Post-Accident Testing:** Any officer/employee involved in a "Near-Miss" incident of "Work Accident under circumstances that suggest possible use or influence of drugs may be asked to submit to a drug test. As defined herein **"Near-Miss"** meansan incident arising from or in the course of work which could have led to injuries o fatalities of the workers and/or considerable damage to the employer had it not been curtailed. **"Work Accident"** refers to unplanned or unexpected occurrence that may or may not result in personal injury, property damage, work stoppage or interference or any combination thereof of which arises out of and in the course of employment.

4. All drug tests shall employ, among others, two (2) testing methods, the screening test which will deter nine the positive result as well as the type of the drug used and the confirmatory test which will confirm a positive screening test. Where the confirmatory test turns positive, the school's Medical Team shall evaluate the results and determine the level of care and administrative interventions that can be extended to the concerned employee.

5. SC shall inform the officer/employee who was subjected to a drug test of the test-results whether positive or negative.

6. All costs of drug testing shall be borne by SC management.

B. Treatment, Rehabilitation, and Referral

1. An officer/employee who, for the first time, is found positive of drug use, shall be referred for treatment and/or rehabilitation in a DOH accredited center. For this purpose, SC shall provide a list of at least three (3) accredited facilities which an employee who was tested positive for drugs may choose from.

2. Following rehabilitation, the school's Medical Team, in consultation with the head of the rehabilitation center, shall evaluate the status of the drug dependent employee and recommend to the employer the resumption of the employee's job if he/she poses no serious danger to his/her co-employees and/or the workplace.

3. All costs for the treatment and rehabilitation of the drug dependent employee shall be charged to his account. The period during which

the employee is under treatment or rehabilitation shall be considered as authorized leaves.

4. Repeated drug use even after ample opportunity for treatment and rehabilitation shall be dealt with the corresponding penalties under R.A. 9165 and is a ground for dismissal.

C. Advocacy, Education and Training

1. Samar Colleges, Inc., undertakes to increase the awareness and education of its officers and employees on the adverse effects of dangerous drugs through continuous advocacy, education and training programs/activities to all its officers and employees.
2. All officers and employees are required to undergo an orientation/education program before assumption of their respective duties. The program shall include the following topics:
    i. Salient features of R.A. 9165;
    ii. Adverse effects of abuse and/or misuse of dangerous drugs on the person, workplace, family and the community; ill.
    iii. Preventive measures against drug abuse; and
    iv. Steps to take when intervention is needed, as well as available services for treatment and rehabilitation.
3. To encourage all officers and employees to lead a healthy lifestyle while at work and at home, SC undertakes to conduct the following activities as often as possible:
    i. Lifestyle assessment programs on health nutrition, weight management, stress management, alcohol abuse, smoking cessation, and other indicators of risk diseases;
    ii. Health wellness screenings (e.g. blood pressure and heart rate, cholesterol test, blood glucose, etc.);
    iii. Sports, recreational and fun-game activities; and
    iv. Other activities promoting health and wellness.

D. Roles, Rights and Responsibilities of Employer and Employees

1. SC shall ensure that the workplace policies and programs on the prevention and control of dangerous drugs, including drug testing, shall be disseminated to all officers and employees. The employer shall obtain a written acknowledgement from n the employees that the policy has been read and understood by them.
2. SC shall maintain the confidentiality of all information relating to drug tests or to the identification of drug users in the workplace; exceptions may be made only where required by law, in case of

overriding public health and safety concerns; or where such exceptions have been authorized in writing by the person concerned.

3. All officers and employees shall enjoy the right to due process, absence of which will render the referral procedure ineffective.

E. Consequences of Policy Violations

1. Any officer or employee who uses, possesses, distributes, sells or attempts to sell, tolerates, or transfers dangerous drugs or otherwise commits other unlawful acts as defined under Article II of RA 9165 and its Implementing Rules and Regulations shall be subject to the pertinent provisions of the said Act.
2. Any officer or employee found positive for use of dangerous drugs shall be dealt with administratively in accordance with the provisions of Article 282 of Book VI of the Labor Code and under RA 9165.

F. Monitoring and Evaluation

1. The implementation of these policies and programs shall be monitored and evaluated periodically by management to ensure a drug-free workplace. For this purpose, an Assessment Team shall be constituted in accordance with D.C. 53-03.

G. Effectivity

The provisions of these policies and programs shall be immediately effective after its ratification by the management and the employee's representatives and its posting in the company's bulletin board.


SAMAR COLLEGE
Knowledge
is Power
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