 <p>Academics Division</p>	FACULTY MANUAL	
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FOREWORD

"Our planet is filled with heroes, young and old, rich and poor, man, woman of different colors, shapes and sizes. We are one great tapestry,"

"Each person has a hidden hero within, you just have to look inside you and search it in your heart, and be the hero to the next one in need."

"So to each and every person inside in this theater and for those who are watching at home, the hero in you is waiting to be unleashed. Serve, serve well, serve others above yourself and be happy to serve. As I always tell to my co-volunteers ... you are the change that you dream as I am the change that I dream and collectively we are the change that this world needs to be."

*Efren Peñaflorida
2009 CNN Hero of the Year*

If you happen to hold this little book, it means that you are already a member of the STI family.

Welcome to this distinguished institution of heroes. Heroes that change lives for the better.

Being a member of our family comes with a great deal of responsibility to make sure that each and every one of us delivers world class instruction to our students and to conduct one's self in a professional manner reflective of our place in society. STI comes out with this Faculty Manual hoping that this will be one of the instruments towards the realization of improvement in certain aspects of the Philippine learning system.

The Faculty Manual was formulated to discuss general and specific guidelines that will direct STI faculty members to provide world-class instruction, and to outline each of their accountability to students, colleagues, the institution and the society at large.

The policies and procedures found in this manual are intended to be viewed as a whole; individual parts are not to be taken in isolation to justify errors of omission or commission.

Definition of policies and procedures in this manual cannot possibly cover all issues that might affect the faculty member; therefore, it is important that in cases requiring clarifications, queries should be coursed through the faculty member's immediate supervisor, and through the Channel Management Division of STI Headquarters (STI-HQ).

GENERAL INFORMATION

STI HISTORY

It all started when four visionaries conceptualized setting up a training center to fill very specific manpower needs.

It was in the early 80's when Augusto C. Lagman, Herman T. Gamboa, Benjamin A. Santos, and Edgar H. Sarte – four entrepreneurs and friends came together to set up Systems Technology Institute, a training center that delivers basic programming education to professionals and students who want to learn this new skill.

Lagman, Gamboa, and Sarte were all heavily involved in the growing computer industry, while Santos just retired from his IT position in a pharmaceutical company.

Sarte's software house, Systems Resources Incorporated (SRI), kept losing programmers and analysts to jobs abroad. Programmers and analysts were a rare breed then, with only a few training centers offering courses on computer programming.

There was a clear need to find and hire people for SRI, and fulfill the need of a growing business industry that was migrating to automated or computerized business processes. The founders transformed the problem into an opportunity.

Systems Technology Institute's name came from countless brainstorming sessions among the founders, perhaps from Sarte's penchant for three-letter acronyms from the companies he managed at the time.

The first two schools were inaugurated in August 21, 1983 in Buendia, Makati and in España, Manila and offered basic computer programming courses. With a unique and superior product on their hands, it was not difficult to expand the franchise through the founders' business contacts. A year after the first two schools opened, the franchise grew to include STI Binondo, Cubao, and Taft.

A unique value proposition spelled the difference for the STI brand then: "First We'll Teach You, Then We'll Hire You." Through its unique Guaranteed Hire Program (GHP), all qualified graduates were offered jobs by one of the founders' companies, or through their contacts in the industry.

The schools' first batch of graduates, all 11 of them, were hired by SRI. And through GHP, more qualified STI graduates found themselves working in their field of interest straight out of school.

No one among the four founders imagined that the Systems Technology Institute would become a college, or would grow to have over 100 schools across the country. But it did, all because of its unique value proposition, the synergy between the founders and their personnel, and the management's faithfulness to quality.

Before the 1990s ended, STI also recognized the younger generation's needs for superior IT-enabled education.

It was during this time that STI started to venture into basic and secondary education. With its vast experience in managing tertiary level campuses, STI understood the responsibility of providing the same quality of learning tools and experiences to preparatory, elementary, and high school students. The outcome was the launch of the STI Basic Education and STI High School.

Integrating the foundations of education, STI established its first Prep School in 1998 at Las Piñas and Parañaque. Las Piñas also became the venue for the first STI Grade School in 1999 and the first STI High School in 2000.

In 1999, five Prep Schools were opened in Makati, Mandaluyong, Katipunan, Better Living-Parañaque, and Green Meadows, Quezon City. The following year, STI Prep School Cubao joined the roster of the STI Basic Education System.

A long way since its birth, STI has transcended beyond ICT, beyond education, and beyond the Philippines.

THE STI VISION

To be the leader in innovative and relevant education that nurtures individuals to become competent and responsible members of society.

THE STI MISSION

We are an institution committed to provide knowledge through the development and delivery of superior learning systems.

We strive to provide optimum value to all our stakeholders – our students, our faculty members, our employees, our partners, our shareholders, and our community.

We will pursue this mission with utmost integrity, dedication, transparency, and creativity.

STI EDUCATIONAL PHILOSOPHY

Having embraced constructivism as its paradigm for teaching and learning, STI seeks to provide every individual student a holistic development through technology-enhanced, student-centered active learning.

The STI Learning System strives to offer learning opportunities that allows students to maximize their potential and grow into intellectual, emotional, physical, and social maturity so that they will be able to thrive in a continuously changing, technology-driven world.

The front liners in the realization of this goal are the STI faculty members who commit themselves to continuous improvement as they initiate, facilitate, model, inspire, and guide students in their various stages of development and learning.

The STI faculty and administrators shall ensure that student development and learning are properly evaluated and the ensuing results are accurately communicated and acted upon.

It is with this intent that the STI Learning System is founded using the following core values:

EXCELLENCE

An STI faculty member strives to better facilitate student learning and development by engaging in meaningful reflection on the different elements that comprise the complex act of teaching.

RESPECT

An STI faculty member values student diversity and individuality in the facilitation of the teaching and learning process.

SERVICE

An STI faculty member accepts that, by facilitating the teaching and learning process to the best of one's abilities, the teacher is a conduit to nation building.

MALASAKIT

An STI faculty member devotes one's competencies to every learning opportunity that may uplift the entire STI community within and beyond the confines of the classroom.

TEAMWORK

An STI faculty member recognizes that only through the collaborative efforts of the entire STI community can student development be maximized.

MERITOCRACY

An STI faculty member commits to actively participate in all evaluation processes and advocate rewards based on quality output, achievement, and performance.

ENTREPRENEURSHIP

An STI faculty member initiates and supports innovative and creative ideas that will promote quality education in an ever changing environment.

THE STI EDUCATIONAL NETWORK SYSTEM

STI continues to be committed in nurturing globally competitive graduates seeking to improve their lives and well-being by providing real life education. In parallel, STI values its stakeholders – from students and their parents, personnel, and even the community – thus its dedication to the educational and cultural enrichment of the people and communities occupied by its campuses.

To be able to effectively extend its services, STI's network is composed of several structures, each with its own specific functions and objectives:

STI HEADQUARTERS

The STI Headquarters (STI-HQ) serves as the central hub that provides overall direction and guidance to the operations of the whole STI Education Network. It primarily focuses on developing, implementing, supporting, and overseeing network-wide standards, policies and programs geared towards continuous improvements in the schools' academic and operational quality. These include:

- Providing standard frameworks for academic programs that meet government requirements and are aligned to the industry needs
- Facilitating standard and systematic delivery of courses by providing relevant and up to date courseware materials aligned with the curricula
- Providing valid and reliable assessment tools and/or information for evaluating and improving the delivery of quality education
- Planning, organizing and monitoring the implementation of academic personnel training and development programs, services, projects and activities for the academic heads, faculty members, and academic non-teaching personnel in the entire STI network
- Overseeing the implementation of all academic personnel proficiency certification projects and activities
- Developing, initiating and monitoring various programs and projects to assist the schools in providing employment assistance to our graduates
- Providing assistance to the STI Alumni Association, Inc. in establishing, maintaining and enhancing relationships with our alumni
- Developing, initiating and monitoring programs and projects to assist the schools in its student development efforts to promote the growth of students to their highest potential
- Providing strategic business support in various phases of school operations
- Ensuring strong brand awareness through integrated marketing communications efforts
- Preparing accurate, reliable, and timely financial information of the entire STI network
- Managing timely and relevant technological and logistical services

- facilitating good planning and strategy mapping for the entire STI network
- Providing sound and timely legal advice and information

STI COLLEGE



STI Colleges provide associate, baccalaureate, and masteral programs in the fields of information and communications technology (ICT), engineering, business and management, hospitality and tourism management, education, and healthcare. These programs are duly accredited by the Commission on Higher Education (CHED) and the Technical Education and Skills Development Authority (TESDA). TESDA programs under the Colleges can also be ladderized with exit points that equip graduates with TESDA Certifications and the option to continue further studies in programs accredited by CHED.

STI EDUCATION CENTER



STI Education Centers provide two-year, one-year, and other short-term technical vocational programs in the fields of information and communications technology, engineering, business and management, hospitality and tourism management and healthcare. These programs are duly accredited by the Technical Education and Skills Development Authority (TESDA). TESDA programs under the Education Centers can also be ladderized with exit points that equip graduates with TESDA Certifications and the option to continue further studies in programs accredited by CHED. These certifications provide them opportunities for immediate entry-level employment.

STI ACADEMIC PERSONNEL

STI ACADEMIC PERSONNEL

The STI Academic Personnel include the academic leaders, the academic service professionals known as academic non-teaching personnel, and the teaching workforce. Their individual spirit, collaboration, and dedication to the STI community facilitate STI's pursuit to provide and sustain academic excellence.

All academic personnel are expected to implement and to make a conscious effort to place all activities within the context of the STI mission statement.

ACADEMIC NON-TEACHING PERSONNEL

The STI Academic Non-Teaching Personnel (**ANTP**) are those who possess certain prescribed technical education and academic skills development functions directly supportive of teaching, such as *Registrars, Librarians, Guidance Counselors, Student Affairs Officer, Alumni and Placement Officer, Laboratory Facilitators* and other school personnel responsible for academic matters.

The following sections discuss the general overview of the different duties and responsibilities of the Academic Non-Teaching Personnel. Detailed duties and responsibilities of such personnel are further discussed in the Academic Non-Teaching Personnel Manual.

REGISTRAR

The duties and responsibilities of an STI Registrar include, but not limited to, managing and maintaining students' confidential records, scheduling calendars, registration processing, grade processing, class schedules consolidation, transfer-credit evaluation, degree checking, graduation and enrollment certifications, and processing different government related applications. Generally, the Registrar ensures to maintain, evaluate and provide an accurate, complete and unambiguous record for each student, clearly reflecting academic status and progress in accordance with the established STI Academic Policy.

LIBRARIAN

The duties and responsibilities of an STI Librarian were derived from the academic, professional and collegial nature of his/her work in the library and from his/her position as member of the STI community. The Librarian is primarily concerned with the academic needs of the school. He/She facilitates access to knowledge through the collection, organization, and dissemination of informational materials, performs an instructional, consultative, and research role through formal and informal instructions in the methods of sources. The professional librarian should function in public service, information service, acquisition of informational materials, cataloguing, bibliographical control and collection and systems development.

GUIDANCE COUNSELOR

An STI Guidance Counselor is a licensed guidance counselor in any STI school whose main goal is to address the academic, personal, social and career development concerns of STI students by providing counseling and other guidance services. He/She is responsible for the implementation of the STI Guidance Program which is geared towards the realization of the goals and objectives of the school, promoting wholesome relationship with the students, the parents and guardians, the faculty members, fellow counselors and the community.

STUDENT AFFAIRS OFFICER

The STI Student Affairs Officer ensures that all student activities are aligned with STI's commitment to helping students achieve their highest potential. His/Her duties and responsibilities also include providing administrative leadership and/or support to approved student events/activities, coordinating learning assistance programs to promote academic excellence, implementing the scholarship and Student Assistantship programs, and ensuring that appropriate student disciplinary measures are meted out in coordination with the Guidance Counselor.

ALUMNI AND PLACEMENT OFFICER

The STI Alumni and Placement Officer ensures that students and graduates are provided with job placement assistance. Tasks include the establishment and strengthening of partnerships with legitimate companies willing to provide training and employment opportunities, organization of employability seminars, job fairs and mock recruitments, and monitoring of our graduates' employment status. Through the STI Alumni Association, he/she should also continuously facilitate the enhancement of relations between STI, as an academic institution, and the students long after they graduate.

LABORATORY FACILITATOR

An STI Laboratory Facilitator is responsible for ensuring the effective and efficient operation of all laboratory facilities and the proper organization, supervision and inventory of all laboratory equipment and supplies. He/She is also responsible for the establishment and enforcement of all laboratory rules and regulations to ensure a safe and orderly environment. His/Her tasks also include facilitating instructionally-related activities in the laboratories.

ACADEMIC TEACHING PERSONNEL

The STI Academic Teaching Personnel are those engaged in the facilitation of the actual teaching and learning process, research, and/or service mission of STI, either on full-time or part-time basis, and who have academic ranks appropriate to their academic qualifications and expertise. All academic teaching personnel are expected to implement and to make a conscious effort to place the course objectives and all activities within the context of the STI mission statement.

ACADEMIC HEAD

An STI Academic Head is primarily responsible and is personally accountable for the effective and efficient delivery of academic services that contribute to the holistic development of students to become competent and responsible members of society.

Functions of the Academic Head

The Academic Head is in-charge of the school's academic operations and ensures the consistent delivery of high quality services to the students; reports to the School Administrator¹ and is personally accountable for all academic affairs; and shall assume general responsibility and exercise supervision with respect to the educational policies of the school and the STI educational network. More specifically, the Academic Head is in charge of:

- Faculty Recruitment, Selection and Promotion
 - Recommends the hiring, renewal of contract, promotion and termination of faculty members to the School Administrator and President²
- Performance Appraisal and Academic Personnel Development
 - Makes certain that there is a process that evaluates and monitors the faculty members on their teaching performance, attendance in classes, thesis advising and paneling activities, student consultation and advising duties, timely submission of all deliverables, utilization of their administrative hours, student development and activities involvement, proper use of courseware and standard periodical exams, administrative work, etc.
 - Formulates, implements, and assesses an effective and efficient faculty development plan
 - Supervises and evaluates the Program Heads

¹ For STI-HQ-owned schools, if the highest ranking officer is the Deputy School Administrator, then he/she performs the functions of the School Administrator.

² For STI-HQ-owned schools, the EVP-COO of STI-HQ can act on behalf of the President.

- Supervision and Monitoring of Instruction
 - Conducts regular review of curricular programs with concerned academic personnel and gives feedback/recommendations to STI-HQ
 - Ensures that licensure exams passing rates, trade tests passing rates and employment rates of graduates are monitored with the end result of acquiring data that can be used for improving curricular programs, courseware, teaching methodologies, intervention programs, and the like
 - Analyzes retention and migration data
 - Collates and forwards all courseware feedback/recommendations to STI-HQ
 - Ensures that there are processes that check student assessments prepared by faculty members and that students receive timely and effective feedback on the result of the assessment process
 - Oversees the practicum and thesis programs
 - Regularly monitors the conduct of make-up classes
 - Performs meaningful analysis of academic statistical data (e.g. percentage of student failure per subject, percentage of students who got a certain range of GWA, and other academic related statistics) together with the Program Heads
- Student Support and Development
 - Ensures that there is a process that identifies and analyzes the academic weaknesses of students and that there are measures to address these (e.g. remediation and other alternative programs to enhance the students' learning)
 - Ensures that there are effective guidance and counseling programs
 - Oversees the effective implementation of co-curricular and extra-curricular activities of the students
 - Oversees the orientation of freshmen students
 - Ensures the proper implementation of job placement programs
- Community Extension
 - Ensures that there is a sustainable and continuous community extension program participated in by the entire STI community
- Resource Management
 - Prepares the final overall class schedule and faculty loading and ensures that it is effective and efficient
 - Monitors the availability and proper upkeep of all teaching/learning resources
 - Monitors the effective and efficient use of all teaching/learning resources
 - Conducts regular academic planning workshops and recommends to the School Administrator resources that will be needed
- Academic Administration
 - Formulates and implements academic plans, policies, rules and regulations consistent with those of STI-HQ
 - Oversees the implementation of all the academic policies
 - Monitors the submission of report requirements to CHED (SO number applications, etc.)
 - Meets the academic personnel regularly to disseminate current and pertinent information, discuss issues and concerns, plan and assign academic activities, and monitor ongoing academic activities
 - Manages the entire enrollment process of the school
 - Submits accurate and timely academic reports
 - Resolves any conflict which may arise in the STI community
 - Organizes academic activities which promote the advancement of the school's programs
 - Attend to other academic concerns of the school

PROGRAM HEAD

For campuses offering multiple program tracks/discipline, a Program Head may be assigned to oversee the tracks/discipline outside the specialization of the Academic Head. An STI Program Head is primarily responsible and is personally accountable for the effective and efficient delivery of academic services in the program/department.

Functions of the Program Head

The Program Head is in-charge of the academic operations of the program/department and ensures consistent delivery of high quality services to the students; reports to the Academic Head and is personally accountable for the academic affairs of the program/department; and shall assume general responsibility and exercise supervision with respect to the educational policies of the program/department. More specifically, the Program Head is in charge of:

- Faculty Recruitment, Selection and Promotion
 - Recommends the hiring, renewal of contract, promotion and termination of faculty members to the Academic Head
- Performance Appraisal and Academic Personnel Development
 - Evaluates and monitors the faculty members of the program/department on their teaching performance, attendance in classes, thesis advising and paneling activities, student consultation and advising duties, timely submission of all deliverables, utilization of their administrative hours, student development and activities involvement, proper use of courseware and standard periodical exams, administrative work, etc.
 - Assists the Academic Head in the formulation, implementation, and assessment of the faculty development plan
- Supervision and Monitoring of Instruction
 - Gathers and submits relevant information or feedback that can help the Academic Head in the review of curricular programs
 - Monitors licensure exams passing rates, trade tests passing rates and employment rates of graduates with the end result of acquiring data that can be used for improving curricular programs, courseware, teaching methodologies, intervention programs, and the like
 - Analyzes retention and migration data
 - Collects courseware feedback/recommendations from faculty members and forwards them to the Academic Head
 - Ensures that student assessments prepared by faculty members are valid, reliable, secure and verified
 - Ensures that students receive timely and effective feedback on the result of the assessment process
 - Monitors the implementation of the practicum and thesis programs
 - Ensures that make-up classes are conducted
 - Prepares and submits reports which reflect the school's standing in terms of academic matters (e.g. percentage of student failure per subject, percentage of students who got a certain range of GWA, and other academic related statistics) and assists the Academic Head in analyzing such data
- Student Support and Development
 - Identifies and analyzes the academic weaknesses of students and ensures that there are measures to address these (e.g. remediation and other alternative programs to enhance the students' learning)
 - Assists in the dissemination and implementation of guidance and counseling programs
 - Actively participates in the implementation of co-curricular and extra-curricular activities of the students
 - Actively participates in the orientation of freshmen students
 - Ensures the proper implementation of job placement programs

- Community Extension
 - Ensures that there is a sustainable and continuous community extension program participated in by the entire STI community
- Resource Management
 - Prepares an effective and efficient class schedule and faculty loading for the program/department
 - Ensures the availability and proper upkeep of all teaching/learning resources
 - Ensures the effective and efficient use of all teaching/learning resources
 - Actively participates in regular academic planning workshops
- Academic Administration
 - Formulates and implements academic plans, policies, rules and regulations for the program/department consistent with those of school and STI-HQ
 - Oversees the implementation of all the academic policies within the program/department
 - Meets the program/department faculty members regularly to disseminate current and pertinent information, discuss issues and concerns, plan and assign academic activities, and monitor ongoing academic activities
 - Assists in the enrollment process of the school
 - Submits accurate and timely academic reports
 - Resolves any conflict which may arise in the program/department
 - Organizes academic activities which promote the advancement of the school's programs
 - Attend to other academic concerns of the program/department

THE FACULTY MEMBERS

STI faculty members are the qualified teaching workforce of the school whose main duty is to shape the students to be competitive individuals in their field of specialization.

CODE OF ETHICS FOR STI FACULTY MEMBERS

As the main conduit for the transfer of knowledge and role model to the generations to come, STI faculty members must follow certain standards and conduct expected of a teacher. All STI faculty members must adhere to the following:

1. Duty to the Profession

A faculty member is a proud member of the academic profession – the profession that is identified with, sustained by, and dedicated to the enhancement of knowledge. A faculty member fully appreciates the enormous responsibility he/she has to his/her students and to the numerous generations that comprise his/her students' progeny. Hence, he/she realizes that his/her primary responsibility to his/her subject is to seek the truth. Thus, he/she devotes his/her energies to developing and improving his/her academic competence. He/She accepts the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. He/She practices intellectual honesty.

2. Duty to Students

As a teacher, a faculty member motivates his/her students in their quest for learning. He/She models before them, the best scholarly and ethical standards of his/her discipline. As a faculty member, he/she demonstrates respect for students as individuals and adheres to the proper role as intellectual guide and counselor. As a faculty member, he/she makes every reasonable effort to foster honest academic conduct and to ensure that his/her evaluations of his/her students reflect each student's true merit. He/She avoids any exploitation, harassment, or discriminatory treatment of students.

3. Duty to Peers

As a colleague, a faculty member has obligations that derive from his/her membership in a community of scholars. A faculty member does not discriminate against nor harass colleagues. In the exchange of criticism and ideas, a faculty member shows due respect for the opinions of others. A faculty member acknowledges academic debt and strives to be objective in his/her professional judgment of colleagues. A faculty member accepts his/her share of faculty responsibilities for the governance of the institution to which he/she belongs.

4. Duty to Academic Institution

As a member of an academic institution, a faculty member seeks above all to be an effective teacher and scholar. When considering the interruption or termination of his/her service, a faculty member recognizes the effect of his/her decision upon the program of the institution and gives due notice of his/her intentions.

As a member of his/her community, a faculty member has the rights and obligations of other citizens. A faculty member measures the urgency of these obligations in the light of his/her responsibilities to his/her subjects, to his/her students, to his/her profession, and to the institution. When he/she speaks or acts as a private person, he/she avoids creating the impression of speaking or acting for his/her school.

6. Duty to the Students' Parents

As primary agent in achieving STI's vision for the students, a faculty member recognizes the integral rights of parents in their children's education. A faculty member acknowledges that parents have the right to organize forum about matters related to their children's education. It may be discussions among themselves, with the faculty member, and/or with the school. Likewise, parents may exercise their right to access official school records directly related to their children, with the legitimate/formal approval from the faculty member and/or school authorities.

7. Duty as a Professional

As a professional with respect to his/her fellowmen and society, a faculty member adheres to the acceptable norms of behavior. He/She should be free from any discrimination (socio-cultural, racial, religious, political, etc.) towards students, parents, and colleagues. Further, a faculty member should not use his/her position in causing harassment in any form (sexual, psychological, etc.).

DUTIES AND RESPONSIBILITIES OF STI FACULTY MEMBERS

Being members of the STI community, STI faculty members have to carry out certain roles that shall be beneficial not only to the students but also to themselves, the institution and to the teaching profession. These duties and responsibilities are discussed in the succeeding sections.

IMPLEMENTATION OF THE MISSION STATEMENT

All faculty members are expected to implement and to ensure that all learning opportunities provided to the students are within the context of the mission statement of STI.

Instructional Responsibilities

Faculty members' instructional responsibilities include all tasks that are directly related to classroom instructions – prior, during and after the conduct of the actual teaching. These responsibilities are as follows:

1. Content Knowledge, Instructional Planning, and Instructional Delivery

In carrying out this primary teaching/learning function, a faculty member must observe the following duties and responsibilities:

- a. Demonstrate substantial knowledge of theory and content in subjects of specialization appropriate to the students' year level
- b. Conscientiously conduct classes in a manner that is consistent with the vision-mission and the educational philosophy of STI
- c. Carefully and methodically plan lessons and hold classes in a systematic yet interesting manner
- d. Develop and utilize appropriate student-centered classroom activities
- e. Begin and end classes on time
- f. Ensure that the required contact hours for each course are met and conduct make up classes for any shortfall
- g. Effectively communicate to students by applying appropriate non-verbal messages and by using English as the medium of instruction except for Filipino courses
- h. Adapt to the varying learning styles, needs and abilities of the students
- i. Perform other functions related to teaching that may be assigned by the administration

2. Use of Teaching Resources

The learning environment affects how the students respond to classroom activities; therefore, the necessary materials, furniture and equipment must be well-managed and put into proper use. To achieve this, a faculty member must observe the following duties and responsibilities:

- a. Fully adhere to the institutional policies on courseware usage (refer to section on *Courseware Policies and Procedures*)
- b. Provide STI-HQ with regular feedback, comments and/or recommendations on courseware syllabus and content, instructor's guide, slides, handouts, among others, to sustain relevance and improve the quality of the specified teaching resources
- c. Ensure that instructional materials, equipment and classroom furniture are properly handled and properly secured after use
- d. Promptly inform the administration, through the Program Head/Academic Head, regarding outdated and defective instructional materials, equipment and classroom furniture for possible replacement
- e. Turn over to the administration, through the Program Head/Academic Head, all defective instructional materials
- f. Efficiently organize the learning environment to ensure proper mobility, monitoring of classroom activities and a classroom atmosphere that is conducive to learning
- g. Institute appropriate classroom rules and assume full responsibility for student discipline

3. Evaluation/Assessment of Students' Performance/Learning

The primary purpose of assessment is to improve student learning thus, it is important not to separate assessment too sharply from the actual teaching function. With this in mind, faculty members must observe the following duties and responsibilities:

- a. Maintain a clear and orderly academic record of students
- b. Properly administer the Standardized Periodical Examination (SPE) and, in support, construct and administer tests which not only reflect the objectives but also cover the essential points of the course
- c. Conduct item analysis, as necessary
- d. Provide students with immediate feedback of their academic performance
- e. Adhere strictly to STI's Grades and Grading System Policies and regulations on attendance
- f. Promptly, accurately and properly submit grade reports of all classes
- g. Provide proper enrichment, intervention and/or remediation programs to students

Professional Responsibilities

As educators, faculty members are expected to engage in lifelong learning and exhibit enthusiasm for learning at all times. They are encouraged to be involved in activities that will help advance their competency.

Professional Growth

The teaching profession requires faculty members to undergo personal continuing education and self-improvement. A faculty member should be abreast with the latest development in the field of his/her specialization to enable him/her to teach in a manner that is insightful and relevant. In line with this, a faculty member may engage in the following activities:

1. Pursue a relevant advanced degree
2. Attend relevant trainings, seminars, symposia, conventions and/or conferences
3. Participate actively in professional organizations
4. Read pertinent books, journals and other related publications
5. Conduct related researches

Department

Every faculty member is expected to conduct his/her classes with professional competence and propriety befitting an educator. He/She shall accord his/her students just and fair treatment and respect they deserve.

Administrative Responsibilities

The STI academic system uses standardized courseware that has been prepared for the Faculty Members to focus on the delivery preparation rather than content preparation. This also allows the faculty members to devote more time to better perform their administrative responsibilities. Consequently, a faculty member must carry out the following:

1. Attend academic meetings, orientation programs, trainings, seminars and symposia, commencement exercises, school-sponsored social gatherings, conferences with parents and other functions prescribed by the school
2. Be available for academic advising and consultation with students and meeting with parents
3. Serve as a moderator or adviser in student organizations and activities (curricular, co-curricular, and extra-curricular activities)
4. Involve himself/herself in school-sponsored/supported community projects and programs
5. Be familiar with the official norms and policies of the school as embodied in the student handbook, faculty manual and other administrative manual
6. Keep abreast with the latest announcements and information from the administration
7. Observe the proper attire that befits a faculty member as discussed in the Dress Code policy in this manual. This includes wearing the official ID while in school premises
8. Exhibit genuine concern in the care and upkeep of school property and surroundings, which includes supporting measures that prevent students from causing damage to school property and report any impairment to the proper school authority
9. Be prepared at all times for any teaching performance evaluation
10. Abstain from taking any teaching assignment or job in any other school or institution, if one is employed as a full-time or part-time full-load faculty member by STI, unless authorized by the President/School Administrator
11. Comply with policies on attendance, punctuality, and residency hours
12. Involve himself/herself in other administrative duties such as doing committee work, student acquisition activities, enrollment and advising function, and other assignments

INTER-ACADEMIC RELATIONSHIP

The teaching profession requires a faculty member to nurture a healthy professional relationship with students, colleagues and superiors.

Relationship with Students

In dealing with students, faculty members are expected to conduct themselves in a manner that befits their noble profession. In particular, they are expected to abide by these principles:

1. Accord students the respect they deserve as persons and learners
2. Recognize students' rights (refer to *Batas Pambansa Blg. 232*³)
3. Be models as learned and virtuous persons worthy of emulation by their students
4. Be more patient and persevering in mentoring students considering that students have different learning styles
5. Observe the demands of justice and fairness in dealing with students
6. Implement disciplinary sanctions to students according to the disciplinary norms of the school
7. Avoid taking advantage of their position to gain any personal favor from their students

Relationship with Co-employees

Faculty members should maintain professional and harmonious relationship with other school personnel in all matters affecting their work and life within the STI community, thus, they are expected to follow these standards:

1. Relate with one another in a truly professional manner
2. Extend full cooperation in each other's academic and other school programs
3. Settle differences in a mature and professional manner
4. Refrain from unjust criticisms
5. Respect the rights of others
6. Observe the proper channels and procedures in airing any concern with any school personnel

³ http://www.lawphil.net/statutes/bataspam/bp1982/bp_232_1982.html accessed on September, 2011

STI POLICIES FOR THE FACULTY MEMBERS

STI FACULTY COMPETENCY CERTIFICATION

The STI Faculty Competency Certification (SFCC) has been developed to serve as a tool for the inventory of the knowledge and skills of faculty members as well as to provide a reference on how each faculty member can be developed to become a full-fledged STI Faculty Member – effective classroom teacher and professional. It would also help the institution focus its attention and support only to professional development programs that will help uplift the level of teaching and learning.

To ensure that the faculty member will be developed in all areas that will make him/her an effective channel in the delivery of education that will equip students with the industry-required competencies, the SFCC has been subdivided into two main areas, namely: basic and core competencies. These two competency certification areas will address and assess a faculty member's content and pedagogical knowledge. For a more detailed discussion, refer to the *STI Faculty Competency Certification Policy*.

1. GENERAL POLICY

In general, it is the policy of STI that all faculty members shall be certified by STI-HQ before they will be allowed to teach any course for more than one (1) semester in any STI educational institution. As a corollary, a faculty member can only be regularized if prior to the end of his/her probationary period, he/she has acquired the required minimum number of certification⁴.

The certification of a faculty member is the process of evaluating his/her knowledge of the course in order to ascertain that he/she has the minimum level of competence needed to teach that course as well as assess his/her teaching skills. It is also a means of monitoring the academic growth of the faculty member in order to identify and provide the necessary support programs that will enable him/her to gain the expertise in teaching the course. This system of faculty certification is STI's unique way of ensuring academic quality control and at the same time gives recognition to competent faculty members. The teaching privilege that comes with it shall be continuously enjoyed by a faculty member unless revoked by STI-HQ for some just cause.

2. THE COMPETENCY CERTIFICATION AREAS

The SFCC emphasizes the development and assessment of the two domains of faculty knowledge i.e. content knowledge and pedagogical knowledge. To address and assess the development of the pedagogical knowledge of STI faculty members, the Basic Competency Certification was established while the Core Competency Certification is used for the faculty members' content knowledge.

2.1 Basic Competency Certification (BCC)

This area of the SFCC looks in the reality that STI faculty members came from a variety of preparation programs and most do not have the necessary teaching background and formal training on teaching effectiveness. The BCC component aims to fill that gap by developing the faculty member's skills necessary of a teacher.

Since this certification aims to assess the teaching competence of STI faculty members and to provide means to augment development needs on that area, faculty members who are non-education graduates are required to attend the Teaching Skills Training provided by STI-HQ before they can be applied for this certification. This is to ensure that they have been equipped with the basics of teaching before they are assessed. Faculty members who are education graduates, on the other hand, may opt to apply for BCC without attending the said Teaching Skills Training.

For a faculty member to acquire this certification, several requirements will be considered and evaluated (e.g. Demo Teaching Evaluation, Faculty Diagnostic Exam, Formative and Summative Faculty Evaluations, Basic Competency Certification Exam, etc.).

⁴ The minimum level of certification required for a faculty member to be regularized is discussed hereafter in *Section 2, The Competency Certification Areas, under the heading "STI Faculty Competency Certification"*.

A faculty member who has satisfied the conditions of this certification will be awarded the BCC. Should the faculty member fail to acquire this certification on the first application; he/she will be given one chance per semester to acquire it. However, the faculty member should obtain the BCC within his/her first year of employment; otherwise, the school should not renew his/her faculty employment contract. The faculty member who failed to acquire this certification after the first application will be required to attend the next Teaching Skills Training.

2.2 Core Competency Certification (CCC)

The CCC (also known as the Faculty Proficiency Certification) is STI's means to ascertain that the faculty member has the minimum competency to handle a specific course. This certification will gauge the faculty member's content knowledge of the course he/she is teaching, thus, is course specific.

For a faculty member to acquire this certification, several requirements will be considered and evaluated (e.g. Faculty Rank, Formative and Summative Faculty Evaluations, Core Competency Certification Exam or the Faculty Proficiency Certification Exam, etc.).

A faculty member who has satisfied the conditions of this certification will be awarded the CCC in the particular course. This would allow him/her to teach the course even after the trial period⁵. However, the faculty member should obtain the CCC in the course within the trial period. Should the faculty member fail to acquire this certification within the trial period, he/she will be given one chance per semester to acquire it but will not be allowed to teach the course until such time that he/she has obtained the certification for that course.

A faculty member should get the CCC in at least 60% of the total number of courses handled since his/her hiring or six courses, whichever is lower. If the faculty member will not get the required number of CCC, the school should not approve his/her regularization⁶.

3. TYPES OF FACULTY COMPETENCY CERTIFICATION EXAMS

The Faculty Competency Certification Exam (FCCE) is the component of the SFCC that is used to measure the faculty member's pedagogical and content knowledge. Undertaking the FCC Examination served as the capstone of both the faculty development and certification programs, wherein a faculty member is being assessed if the desirable basic and core competencies STI wishes its pool of faculty members to possess, have already been acquired and put to practice.

There are two types of faculty competency certification exams:

1. Basic Competency Certification Exam (BCCE)
2. Core Competency Certification Exam (CCCE)

3.1 Basic Competency Certification Examination

The BCCE assesses the overall pedagogical knowledge of the faculty member. This exam is designed to measure the faculty member's knowledge of the theories and concepts of effective teaching and learning, and skills in implementing this knowledge in the classrooms.

This is open to all faculty members who satisfy all other requirements for Basic Competency Certification.

⁵ The trial period or exemption for a faculty member who will teach a course for the first time is discussed in *Section 7, Exemption for a Faculty Member who will Teach a Course for the First Time, under the heading "STI Faculty Competency Certification"*.

⁶ A faculty member who has been regularized on or before June of 2009 will no longer be subjected to this additional requirement for regularization.

3.2 Core Competency Certification Examination

The CCCE (also known as the Faculty Proficiency Certification Exam) assesses the content knowledge of the faculty member with respect to the content of the course he/she teaches. This exam would primarily measure if the faculty member has the understanding of specific course content and will be able to teach the course.

4. EXEMPTION FOR A FACULTY MEMBER FROM TAKING THE CORE COMPETENCY CERTIFICATION EXAM

STI-HQ provides exemption from taking the CCCE to a deserving faculty member who has proven his/her knowledge and skills in his/her field of specialization and on the specific courses he/she teaches.

4.1 Faculty Member with Vendor-Provided Certification

A faculty member who has acquired appropriate vendor-provided certification will have the privilege of being exempted from taking the equivalent certification exam for a particular applied core certification. The faculty member must submit a copy of his/her transcript of exam result for the said vendor-provided certification should he/she wishes to avail himself/herself of the said privilege. The transcript will be reviewed by STI-HQ to identify on which particular certification exam the faculty member will be exempted and the Academic Head will be notified accordingly.

4.2 Faculty Member who Passed Trade Test

A faculty member who has passed any Trade Test will be exempted from taking the core certification exams, which STI-HQ deemed equivalent to the trade test he/she successfully passed. Supporting documents should be submitted to STI-HQ for evaluation should the faculty member wishes to avail of this exemption

5. EXAM RETAKE AND CREDENTIAL UPDATES

A faculty member who is unsuccessful in acquiring the applied certification is given a number of chances to obtain the same certification. The Academic Head files a re-application for one of the following depending on the reason why the faculty member failed the applied certification.

5.1 Exam Retake

A faculty member who obtained a score below the set acceptable score in the competency certification exam may be considered for an exam retake. The Academic Head must explicitly indicate this in the "Remarks" column of the appropriate worksheet of the SFCC Request Template.

5.2 Credential Updates

A faculty member who fails to acquire the applied certification due to deficiency in certification requirements (e.g. rank, evaluation rating, etc.) other than the competency certification examination may be re-applied for the same certification if updates are already available. The Academic Head must explicitly indicate this in the "Remarks" column of the appropriate worksheet of the SFCC Request Template and the supporting documents of the updated credentials should be submitted. If re-application is due to credential updates, previous competency certification examination results will be used.

Re-application of certification through exam retakes or credential updates can only be done once every semester. The number of re-applications for a particular certification is limited up to the number of applications that can be made during the allotted period of acquirement per competency certification⁷.

⁷ The allotted period of acquirement of each competency certification is discussed in *Section 2, The Competency Certification Areas*, under the heading "STI Faculty Competency Certification".

6. RE-CERTIFICATION REQUIREMENTS

STI-HQ reserves the right to mandate a re-certification of a particular competency area and/or course that it deems necessary due to curriculum changes. As a result, STI-HQ may require the attendance and participation of faculty members in certain certification review modules, training programs, and/or the taking of certification exams.

7. EXEMPTION FOR A FACULTY MEMBER WHO WILL TEACH A COURSE FOR THE FIRST TIME

A faculty member who has the minimum academic qualification and will be assigned to teach a specific course in an STI school for the first time will be allowed to teach the course for a trial period of one term. During the trial period, the school is required to apply the faculty member for the applicable certification/s for the said course.

The Academic Head shall conduct formative and summative evaluations of the faculty member during the trial period. As the need arises, he/she may conduct formative evaluations more than once during this period (e.g. on a monthly basis). Please refer to the *Faculty Evaluation Guidelines and Procedures*.

At the end of the trial period, the faculty member should have acquired at least the Core Competency Certification for the course; otherwise, he/she will not be allowed to teach the same course in succeeding terms.

8. FACULTY MEMBER TRANSFERRING TO ANOTHER STI SCHOOL

As a general rule, if a faculty member transfers from one STI school to another, the faculty member must secure an endorsement from the former school. The second school should verify the veracity of the endorsement before proceeding to the hiring process.

If the transfer will happen before the completion of the trial period for a particular course, the second school has the option to either pursue the certification applied for by the previous school or give another trial period to the faculty member for the same course. Should the second school opt to pursue the certification applied for by the previous school, the school shall submit a formal notification to STI-HQ of the said transfer as well as the remaining documents necessary for processing, if applicable. The former school, on the other hand, will submit to STI-HQ the corresponding cancellation of certification request for the said faculty member indicating the transfer to the second school as reason for cancellation.

If the transferring faculty member has already acquired Competency Certifications on certain courses, he/she may be given teaching loads for these courses.

9. PART-TIME FACULTY MEMBER TEACHING IN MORE THAN ONE STI SCHOOL

All STI schools where the part-time faculty member renders his/her teaching service within a particular term should be aware of such to facilitate certification-related applications for that faculty member.

The Academic Heads of these schools shall apply the faculty member for certification but should indicate in the application the other school/s where the faculty member is currently teaching. In cases where the course being taught is common to two or more schools, only one application will be processed. STI-HQ shall determine on which school the faculty member will take his/her Faculty Competency Certification Exam (FCCE) and the other school/s will be informed of such. Evaluation rating to be used in the computation of Competency Certification score for that faculty member for such course shall be the average of the evaluation ratings obtained from the different schools.

Competency Certifications already acquired by the faculty member shall be recognized by all STI schools where the faculty member teaches.

FACULTY CLASSIFICATION AND EMPLOYMENT STATUS

1. Classification of Faculty Members

Faculty Members shall be classified into:

- 1.1 Full-time Faculty Member
- 1.2 Part-time Full-Load Faculty Member
- 1.3 Part-time Faculty Member

2. Minimum Academic Qualifications of a Full-time STI Faculty Member

As prescribed in CHED CMO No. 40 Series of 2008 (*Manual of Regulations for Private Higher Education or MORPHE*), the minimum academic qualifications needed to qualify for appointment as a full-time STI Faculty Member at the tertiary level are:

- 2.1 A relevant master's or doctoral degree in the area which he/she is being hired to teach and appropriate professional license for professional courses
- 2.2 For Nursing faculty members, in addition to the above-mentioned academic qualifications, at least one (1) year of clinical practice and membership of good standing of an accredited professional nursing organization.
- 2.3 For Education faculty members, in addition to the above-mentioned academic qualifications, at least three (3) years of very satisfactory teaching experience in either the elementary, secondary, or tertiary level.
- 2.4 For Physical Education faculty members, a bachelor's degree in physical education, a bachelor's degree in education with major or minor in physical education, or any other bachelor's degree with a certificate in physical education.

3. Definition of a Full-Time Faculty Member

A full-time faculty member is defined as one who meets the following minimum requirements and conditions:

- 3.1 He/She possesses the minimum academic qualifications for the faculty members at the educational level in which he/she is being hired as specified above.
- 3.2 He/She is given a regular teaching load of 24 units (8 units for the summer term).
- 3.3 He/She is considered on a 48-hour, 44-hour, or 40-hour residency per week.
- 3.4 He/She has a monthly salary which shall be paid twice a month at intervals not exceeding 16 days.
- 3.5 He/She is not teaching in any other educational institution unless officially permitted by the President/School Administrator.
- 3.6 He/She has no other remunerative occupation outside STI unless officially permitted by the President/School Administrator.

4. Definition of a Part-Time Full-Load Faculty Member

Any faculty member who does not meet the minimum academic qualifications of a full-time STI Faculty Member, as specified above is considered part-time and shall be given contractual appointments every term. A part-time full-load faculty member is defined as one who meets the following minimum requirements and conditions:

- 4.1 He/she is given a normal load of 24-units per semester (8 units for the summer term).
- 4.2 He/She is considered on a 48-hour, 44-hour, or 40-hour residency per week.

- 4.3 He/she is compensated on a per hour of residency basis and is paid semi-monthly on a per semester contract basis.
 - 4.3.1. 1st Semester (June to October, 5 months)
 - 4.3.2. 2nd Semester (November to March, 5 months)
 - 4.3.3. Summer Semester (April to May, 2 months)
- 4.4 He/She is not teaching in any other educational institution unless officially permitted by the President/School Administrator.
- 4.5 He/She has no other remunerative occupation outside STI unless officially permitted by the President/School Administrator.

5. Definition of a Part-Time Faculty Member

A part-time faculty member is defined as one who meets the following minimum requirements and conditions:

- 5.1 He/she is given a maximum load of 15 units per semester (6 units for the summer term).
- 5.2 He/she is compensated on a per teaching hour basis.

6. Probationary and Permanent Appointment of Full-Time Faculty Member

The initial appointment of a full-time faculty member shall be probationary in status. In accordance with government regulations, full-time faculty members can become permanent faculty members after the satisfactory completion of a probationary period, but part-time faculty members, regardless of their length of service in the school, cannot acquire permanent status and hence, may be terminated when a qualified teacher becomes available.

- 6.1 ***The Probationary Period*** – The probationary period is the interval during which the school is given the opportunity to assess the suitability of new full-time faculty members for the position to which they have been appointed. It also gives the probationary faculty member the opportunity to become accustomed to his/her new roles and school environment, and to get acquainted with teaching colleagues and school personnel. During the period of probation, the faculty member is expected to demonstrate a satisfactory performance of his/her duties and responsibilities.

The probationary period shall be three (3) school years equivalent to six (6) consecutive regular semesters of satisfactory service.

- 6.2 ***Permanent or Regular Status*** - A full-time academic teaching personnel who has satisfactorily completed his/her probationary employment, and who possesses the minimum qualifications required by CHED and STI, shall acquire a regular or permanent status if he/she is re-hired or re-appointed immediately after the end of his/her probationary employment. However, a regular or permanent academic teaching personnel who requests a teaching load equivalent to a part-time load, shall be considered resigned, and hence, may forfeit his/her regular or permanent status at the discretion of the management of the higher education institution and shall thereby be covered by a term-contract employment.

7. Employment Contract

Before or at the start of school term, STI shall execute a written employment contract with its teaching and non-teaching academic employees, whether permanent, probationary or part-time. The contract with a permanent teaching and non-teaching academic employee does not affect his/her tenure or status, but binds him/her to work for the entire school term and to complete the requirements thereof, including the submission of final grades.

Every contract of employment shall specify the designation, qualification, salary rate, the term and nature of service, the date of effectivity, such terms and conditions of employment as may be consistent with laws, and the institutional policies, rules and regulations. A copy of the contract shall be furnished the personnel concerned.

FACULTY LOAD AND WORK HOURS

The workload of a faculty member consists of the teaching load and the non-teaching load.

1. Teaching Load

1.1 Regular/Normal Semestral Load

The teaching load of a faculty member is accorded depending on classification as indicated in the following table:

Classification	Teaching Load
Full-time	Regular load: 24 units
Part-time Full-Load	Normal load: 24 units
Part-time	Maximum load: 15 units

1.2 Overload

As prescribed in the MORPHE, overload is a temporary arrangement resorted to when there is no faculty member available to teach the subject/course as part of the standard teaching load.

As a matter of policy, overload is discouraged but is allowed up to a maximum of six (6) units with the approval of the School Administrator. In exceptional cases, the School Administrator may allow overloads in excess of six (6) units but only with the written approval of the School President. Approvals for overload must be properly documented.

Overload is rendered outside the residency hours of the faculty member and is considered as overtime work. As such, overload rates already reflect the overtime pay and are not included in the computation of the 13th month pay.

1.3 De-loading

Faculty members who are given special administrative assignments (such as but not limited to Academic Heads and Program Heads) are given de-loading for them to properly perform their assigned tasks. They are therefore prohibited from accepting overload teaching assignments. Assigning or getting additional teaching loads beyond the regular 24-unit load defeats the concept and purpose of de-loading. De-loading is the reduction of teaching load to give these faculty members adequate time to perform critical administrative and supervisory functions inherent to their position such as supervision and evaluation of faculty members. Compensation is still determined by the total residency hours and not the actual teaching load. Exceptions may be allowed with the School President's approval only. All approvals for overload must be properly documented and should be clearly scheduled after 6:00 pm or on weekends to ensure that the overload does not interfere with their functions.

2. Work Hours for Full-time and Part-time Full-Load Faculty Members

For full-time and part-time full-load faculty members, physical presence within school premises is mandated and broken down as follows:

- 2.1 The corresponding contact hours of the 24-unit teaching load per week. All cancelled classes, whether because of faculty member's absence or otherwise, must have

corresponding make-up classes which should be conducted within residency hours and without additional pay.

- 2.2 Six (6) hours of student consultation per week. Regular schedules for student consultation must be announced, posted, and followed.
- 2.3 The remaining hours per week are used for administrative duties such as class preparation, checking/correcting examinations and projects, committee work, research, make-up classes, student acquisition activities, enrollment and advising functions, student development activities, faculty development activities, meetings, and other assignments. The remaining balance may also be used for attendance in school events and activities, as may be assigned by the Program Head, Academic Head, School Administrator, and/or President.
- 2.4 If the regular/normal teaching load assignment of 24 units cannot be met because of the lack of possible teaching assignment, the corresponding hours can be assigned to various administrative duties deemed necessary by the Program Head, Academic Head, School Administrator, and/or President.

3. Work Hours for Part-time Faculty Members

Part-time faculty members are expected to be present in class during the actual contact hours of their assigned teaching load. In addition to the actual teaching services rendered, the per-unit pay of a part-time faculty member also includes the time spent for the following:

- 3.1 Class preparation, checking/correcting examinations and projects, preparation and submission of grades, student consultation
- 3.2 Attending faculty orientation meetings and regular departmental/college faculty meetings
- 3.3 Other similar functions

Since a part-time faculty member is an employee paid on a per-unit basis, the principle of “no-work-no-pay” shall apply. Furthermore, non-teaching assignments, such as training or school events (except meetings and orientations which are deemed to be part of the part-time pay), when explicitly required by the Program Head, Academic Head, School Administrator, and/or the President, will also be paid at the contracted hourly rate. In these cases, the faculty member’s pay is limited to a maximum of eight (8) paid hours per day.

4. Other Workload

4.1 Thesis Advising and Paneling

The thesis advising and paneling assignments must be in conformance with the Thesis Policies, Procedures and Guidelines provided to the schools by STI-HQ.

Although these are part of a faculty member’s duties and responsibilities, these are not considered part of a faculty member’s regular/normal teaching load and residency hours, and are thus compensated accordingly. These should and will be considered to be rendered beyond the normal residency hours of the faculty member.

4.2 For Clinical Instructors

For **Related Learning Experience (RLE)**, the ratio of faculty member to the number of students supervised is **1:10** (*1 faculty member for every 10 students*). The ratio for “Nursing Leadership and Management” course is **1:15** (*1 faculty member for every 15 students*).

FACULTY TENURE

The policy on tenure aims to promote excellence in the teaching and learning process. The measures of assessment used were designed to provide faculty with the essential information needed to achieve excellence in the teaching and mentoring of learners. For a more detailed discussion, refer to the *STI Faculty Ranking, Tenure, and Promotion Policy*.

1. Tenure

Tenure is the status conferred by the school upon a faculty member who has successfully completed his/her probationary employment and who has met the minimum qualifications required by the Commission of Higher Education (CHED) and of STI. Such stature assures the faculty member of the permanency of his/her employment. One of the primary purposes of granting a tenure status is to guarantee the faculty member that he/she will receive continuing appointment and will only be terminated for just cause and authorized causes. To avoid confusion, Regular/Permanent and Tenured are synonymous terms. Part-time (full-load or otherwise) faculty members are not eligible to apply for a tenure status.

A probationary faculty member may apply for tenure on the first month of the sixth semester of continuous teaching as full-time probationary faculty member. A faculty member who is not awarded tenure is terminated at the completion of the third academic year. A faculty member who does not apply for tenure shall be construed as an intention not to teach in the next semester and shall be deemed resigned.

2. Tenure and Promotions Review Committee

The Tenure and Promotions Review Committee (TPRC) is composed of the following:

- School Administrator, as the Committee Chair
- Academic Head
- Program Head of the Department
- Selected Faculty Experts

The TPRC shall be composed of five (5) members. There should be at least two (2) faculty experts sitting as committee members, at least one (1) of which should be from the same department and discipline as the candidate, or a related/allied field. If this composition is not possible, the School Administrator with the aid of the Academic Head shall identify capable and eligible members of the committee, which may include faculty members from another department. As much possible, members of the committee must be drawn from tenured faculty members. The Committee Chair shall decide and finalize the members of the Tenure and Promotion Review Committee.

The committee is convened whenever there is a faculty member applying for promotion or tenure, or during the semestral renewal of contract of probationary full-time faculty members.

Functions of the Tenure and Promotions Review Committee

1. Evaluate the supporting documents of the candidate for tenure/promotion/contract renewal
2. Deliberate and decide on the merits of the candidate for tenure/promotion/contract renewal
3. Come up with a recommendation for the faculty member's tenure/promotion/contract renewal based on the decision of the majority of the Committee members
4. Deliberate and decide on all appeals for reconsideration referred back to the Committee by faculty members concerned
5. Oversees the implementation of the provisions and prescribed procedures in the manner set forth in the Faculty Ranking, Tenure and Promotion Policy

3. Criteria for Semestral Renewal of Contract for Full-Time Probationary Faculty Members

Tenure is conferred on a full-time faculty member who has successfully passed the stipulated probationary period, complied with all the requirements specified by the STI and met the criteria

for tenure as confirmed by the TPRC, and with whom the School Administrator and President have signed a contract for regularization.

The immediate supervisor of the probationary faculty member shall review the performance of the faculty member concerned at the end of each semester based on the following criteria:

- a. Instruction and Student Support. There are five (5) categories under Instruction and Student Support:
 - **Instructional Planning and Presentation** category emphasizes on effective teaching activities and practices. A faculty member is expected to plan his/her classes carefully and methodically and be able to present lessons thoroughly and in an interesting manner. Evaluation for this category would include the specific teaching methodologies, strategies, student-centered classroom activities employed and overall class management skills.
 - **Assessment of Student Learning** category evaluates to which extent the students' education have developed in terms of knowledge gained, understanding and skills acquired.
 - **Professional Development** category would give focus on faculty members' accomplishments and related activities that enhance professional career growth. A faculty member must keep oneself abreast with the latest development in his/her field of specialization to be able to provide up-to-date instruction to his/her students. The overriding principle behind professional development is that increased knowledge helps faculty members improve student achievement.
 - **Student Advising and Student Support Activities** category puts emphasis on faculty members being able to assist and motivate students toward successful completion of the course/program. A faculty member is expected to demonstrate genuine interest in the academic development of his/her students through advising/mentoring/coaching activities and moderating curricular and co-curricular activities.
 - **Scholarly Contribution** category emphasizes on faculty members' pursuit of scholarly activities that advance knowledge and research in the field of study for both the STI community and beyond. Faculty members' scholarly contributions may occur in a variety of forms, such as refereed publications in scholarly or professional journals, electronic publications, books and presentations at professional symposium /seminar.
- b. Service
 - **Service to the Department** category puts emphasis on faculty members' contribution to the academics department.
 - **Service to the School/STI** category puts emphasis on faculty members' contribution to the school or campus to which the faculty member belongs to.
 - **Service to the Student/Stakeholders** category puts emphasis on faculty members' contribution to the overall welfare of the students.
 - **Service to the Profession** category puts emphasis on faculty members' contribution to uplift the profession to which he or she belongs to.
 - **Service to the Community** category puts emphasis on faculty members' contribution to the community as part of, and to represent, STI's social responsibility to the immediate community to which the school belongs to.

4. Procedure for Semestral Renewal of Contract for Full-Time Probationary Faculty Members

The immediate supervisor of the probationary faculty member shall review the performance of the faculty member concerned at the end of each semester.

At the end of the first semester of probation, the performance of the probationary faculty member for the immediately preceding semester shall be judged on the result of his/her performance evaluation for that semester. Thereafter, the immediate supervisor shall recommend to the TPRC the:

- a. continuation of the faculty member to teach on probation; or

- b. termination of the employment contract.

The TPRC shall convene and assess the probationary faculty member's merits and performance. The committee shall prepare the decision sheet in accordance with the agreed-upon recommendation.

The TPRC shall render its decision and notify in writing the faculty member of the said decision within thirty (30) days from the end of the preceding semester.

In case the faculty member is allowed to continue to teach for the next semester, the same procedure shall be followed.

In case of regularization or termination, the President/School Administrator shall sign the decision sheet then issues a regular appointment or termination notice to the faculty member concerned.

5. Procedure for Termination of Contract of Probationary Faculty Members

If the TPRC decides to terminate the contract of the probationary faculty member for failure to meet the required standards, the employee shall be provided with a copy of the probation review report and a copy of all documentation and information that resulted in such a recommendation. However, the decision of TPRC shall be final and not subject to internal review or appeal.

FACULTY BENEFITS AND PRIVILEGES

The faculty members are entitled to the following benefits and privileges:

13th Month Pay. A government-mandated benefit in the amount not less than 1/12 of the total basic salary (honoraria shall not form part of the basic or regular pay) earned by faculty members within a calendar year, given to faculty members regardless of their employment status. Faculty members who resigned or whose services are terminated at any time before the time of payment of the 13th month pay are entitled to it in proportion to the length of time they worked during the year reckoned from the time they started working during the calendar year up to the time of their resignation or termination from the service.

SSS, PhilHealth, Pag-IBIG Benefits. These are government-mandated benefits governed and provided by the government agencies concerned. Faculty members who are duly enrolled and members in good standing of said government agencies can avail themselves of these benefits. Deductions for contributions to the aforementioned government agency shall only be made once regardless of the number of employers of the faculty member. Accordingly, in case of a part-time faculty member who has an employer other than STI, deductions shall only be made by STI if the other employer does not make the deductions.

Trainings and Seminars. Trainings and seminars may be granted upon the recommendation of the Academic Head and approval of the school as part of the development program for faculty members.

Retirement. Regular faculty members who have reached the compulsory retirement age of sixty-five (65) years or more and have served the company for at least ten (10) years may retire and shall be entitled to retirement pay. This is equivalent to at least one-half (1/2) month salary for every year of service, a fraction of at least six (6) months being considered as one whole year.

Vacation Leaves. All faculty members who have rendered at least one (1) year of service shall be entitled to a yearly vacation leave of five (5) days with pay.

Maternity. A female faculty member who has paid at least three (3) monthly SSS contributions in the twelve-month period immediately preceding the semester of her child-birth or miscarriage shall be paid a daily maternity benefit equivalent to 100% of her average salary credit for 60 days, or 78 days

in case of caesarian delivery, subject to SSS conditions. This benefit applies only for the first four (4) deliveries including miscarriage.

Paternity. Every married male faculty member is entitled to paternity leave benefits of seven (7) working days with full pay for the first four (4) deliveries or miscarriages of his lawful spouse. The faculty members concerned shall avail themselves of these benefits not later than 60 days after the date of said delivery or miscarriage.

FACULTY EVALUATION

The assessment of the faculty member's performance is an important component of education and is a valuable tool for the formulation of the faculty development plan. The quality of the teaching personnel directly affects the quality of instruction the school delivers and reflects the quality of education provided by the institution. Through evaluation, the school administration can monitor, safeguard and enhance the quality of STI education thereby contributing to the achievement of the Vision-Mission and institutional objectives of STI.

1. Faculty Evaluation Criteria

The Faculty Evaluation aims to measure three (3) scales of faculty member's effectiveness as follows:

- 1.1 Professional Responsibilities.** Professional is defined as exhibiting a courteous, conscientious, and generally businesslike manner in the workplace⁸. Hence, professional responsibilities include the characteristics of the faculty member as a teacher, his/her interaction with the STI community particularly the students, his/her attitude towards the teaching profession, and his/her adherence to the demand of continuing education and enthusiasm for learning.
- 1.2 Administrative Responsibilities.** Administration pertains to the performance of executive duties⁹. Consequently, administrative responsibilities pertain to the duties expected from a faculty member for being a part of the academic institution. These include (a) attending meetings and college functions, (b) being available for academic advising, (c) wearing of proper attire, etc.
- 1.3 Instructional Responsibilities.** Instruction refers to the action, practice, or profession of teaching¹⁰. For this reason, instructional responsibilities refer to the duties of the faculty member inside the classroom. This is correlated with five (5) out of six (6) sub-domains in Stronge's Qualities of Effective Teachers, namely:
 - prerequisites of effective teaching;
 - classroom management and organization;
 - planning and organizing for instruction;
 - implementing instruction; and
 - monitoring student progress and potential¹¹.

⁸ <http://www.merriam-webster.com/dictionary/professional> accessed on September, 2011

⁹ <http://www.merriam-webster.com/dictionary/administrative> accessed on September, 2011

¹⁰ <http://www.merriam-webster.com/dictionary/instruction> accessed on September, 2011

¹¹ Stronge, James H., (2007) Qualities of Effective Teachers 2nd Edition, Association for Supervision and Curriculum Development

Stronge defined the sub-domains in qualities of effective teachers as follows:

- 1.3.1 Prerequisites of Effective Teaching.** This is defined as “foundation on which teachers base their ability to adapt to changes and successfully navigate the complexities of the classroom; and also the competencies that are acquired and demonstrated before the teacher walks through the school door.” This is comprised of verbal ability (communication skills) and content knowledge (mastery of the subject matter).
- 1.3.2 Classroom Management and Organization.** This is divided into:
 - Classroom Management – refers to “the actions and strategies teachers use to solve the problem of order in the classrooms”.
 - Classroom Organization – refers to the physical aspects of the classroom such as seating arrangements, availability of ventilation, conduciveness of the classroom for learning, etc.
 - Expectations on student behavior – refers to the interpersonal conduct norms that a teacher establishes.
- 1.3.3 Organizing for Instruction.** This refers to the skills involved in planning instruction that maximizes the teaching time, and providing students with more opportunities for learning.
- 1.3.4 Implementing Instruction.** This includes the application of the plans that were made. This also measures the instructional skills of the faculty member such as the utilization of the principles of learning and the use of different approaches in teaching. Challenging student’s thinking is also a part of this sub-domain.
- 1.3.5 Monitoring Student Progress.** This involves the faculty member’s skill in facilitating recitations, quizzes and exams, assessing students’ academic performance, careful supervision of individual student progress, as well as his/her ability to give feedback appropriately.

2. Components of the Faculty Evaluation Tool

To further facilitate the effectiveness of the evaluation, it should be obtained from three (3) different sources.

2.1 Supervisor’s Evaluation

The supervisor’s evaluation reflects how the Academic Head, Program Head/Selected Faculty Expert and/or the School Administrator perceive the faculty members’ performance within and outside the classroom. It is their duty to review how a faculty member’s performance and skills may be improved and developed so that the delivery of quality education is ensured.

2.2 Faculty Self-Evaluation

The faculty self-evaluation gives opportunity for the faculty member to reflect, critique, and evaluate his/her performance. This is comprised of the quantitative assessment and the sentence completion test. The quantitative assessment measures how the faculty member views his/her performance inside and outside the classroom. The responses in the sentence completion test reflect the faculty member’s values and views of himself/herself as a teacher.

2.3 Students’ Evaluation

The students’ evaluation reveals how the students perceive their teachers within the classroom. This aims to provide feedback, from the students’ point of view, to the heads and faculty members, which is vital in evaluating the perceived effectiveness of classroom instruction.

3. Classifications

The Faculty Evaluation is classified as follows:

3.1 Formative Evaluation

The Formative Evaluation examines the strengths of a faculty member to determine areas that should be preserved by the faculty member concerned and identify good practices that can be shared among his/her colleagues. Also, it assesses the weaknesses of the faculty member with the intention of improving and shaping his/her professional development goals. Formative evaluation manifests itself as feedback¹².

3.2 Summative Evaluation

The Summative Evaluation is “primarily retrospective” and focuses on the documentation of habits, achievements, and the results of professional development activities, and it manifests itself as “evidence”¹³.

3.3 Post-formative Evaluation (through Peer Evaluation)

The Peer Evaluation may be conducted to assist the faculty member in improving his/her teaching performance and achieving his/her professional development goals during the course of teaching in a semester/term. It may also be used for a mentorship¹⁴ program that the school may implement as part of its development program for its faculty members.

4. Frequency

The Faculty Evaluation is conducted at least twice a semester/term during the formative and the summative evaluation. It may also be conducted as peer evaluation upon request and initiative of the individual faculty member or as deemed necessary by his/her superior.

The schedule of the formative and summative evaluation periods are indicated in STI’s Collegiate Academic Calendar.

4.1 Formative Evaluation

The formative evaluation period starts during the 2nd week of the semester/term, and usually ends during the first week before the prelim exams. Its purpose is to examine the strengths and weaknesses of the faculty member, in order to minimize the impact of his/her shortcomings, and to maximize the time left for his/her students to benefit from his/her improvement.

¹² Effective Teaching and Learning (CETaL) Teaching Portfolios, University of Texas at El Paso Center
<http://sunconference.utep.edu/CETaL/resources/portfolios/form-sum.htm> accessed on October 2007

¹³ Effective Teaching and Learning (CETaL) Teaching Portfolios, University of Texas at El Paso Center
<http://sunconference.utep.edu/CETaL/resources/portfolios/form-sum.htm> accessed on October 2007

¹⁴ Mentorship refers to a personal developmental relationship in which a more experienced or more knowledgeable person helps a less experienced or less knowledgeable person. The person in receipt of mentorship may be referred to as a *protégé* (male), a *protégée* (female), an apprentice or, in recent years, a *mentee* (<http://en.wikipedia.org/wiki/Mentorship> accessed on September 2011).

It is advisable for a faculty member to undergo a Formative Evaluation whenever:

- It is his/her first time to
 - teach the subject matter,
 - use a particular approach or methodology, or
 - use a specific material or equipment.
- His/Her students seem to be having difficulty in adjusting to his/her teaching.
- He/She is having some difficulty with classroom management.
- He/She wishes to be a better teacher than he/she already is.

4.2 Summative Evaluation

The summative evaluation period starts during the 2nd week after the midterms, and usually ends during the 2nd week prior to the final exams. This is to allow the students and the faculty member more time to adjust to each other before the evaluations are conducted. It is expected that by this time, the faculty member has had the chance to blend well with his/her students, and had enough time to profit from the Formative Evaluation.

4.3 Peer Evaluation

Peer evaluation may be conducted as frequently as the individual faculty member or superior deems necessary. The individual faculty member may, at any time, take the initiative to request, through his/her Program Head, colleagues and/or superiors to conduct an evaluation on his/her performance.

5. Responsibility

5.1 Faculty Evaluation Committee

The Faculty Evaluation Committee (FEC) is comprised of the following:

- Academic Head, as the Chairperson
- School Administrator, as the Co-Chair
- Program Head/Selected Faculty Expert¹⁵

As head of the FEC, the Academic Head is primarily and directly responsible for planning, coordinating and conducting (or overseeing the conduct of) Faculty Evaluation. The FEC carries out the established guidelines and procedures to complete the faculty evaluation process. The Committee is convened every faculty evaluation period. If one of the members of the committee is due for evaluation, the member concerned shall inhibit himself/herself from the proceedings.

5.2 Functions of the Faculty Evaluation Committee

- 5.2.1 Evaluate the performance of the faculty member inside and outside the classroom with the use of the standard Faculty Evaluation Tool
- 5.2.2 Come up with a recommendation for the faculty member's training and development needs based on the results of the evaluation
- 5.2.3 Deliberate and decide on all appeals for reconsideration referred back to the Committee by faculty members concerned
- 5.2.4 Ensure that the applicable policies and procedures for faculty evaluation are complied with
- 5.2.5 During the formative evaluation, the FEC examines and notes down particular event or action or statement in sequence of its occurrence to give the faculty member actual details of the feedback provided by the evaluators.
- 5.2.6 In the case of summative evaluation, the FEC assesses the faculty member's improvements in his/her performance identified in the formative evaluation and/or peer evaluation. The FEC should also consider other observations that were not displayed during the previous faculty evaluations.

¹⁵ In case the school does not have a Program Head, the School Administrator or Academic Head will choose a faculty member who is an expert in the same field to sit in the committee.

6. General Guidelines

Faculty evaluation is conducted at least twice every semester/term, at the start of the semester/term and before the end of each semester/term, or as deemed necessary by the academic management. This assessment scheme is done regularly in order to maintain effective teaching standards and behavior among faculty members, inclusive of full-time, permanent and probationary faculty members, as well as part-time faculty members.

The following are to be considered in conducting faculty members' performance evaluation:

- 6.1 Full participation of all faculty members in the faculty evaluation process is required.
- 6.2 The Faculty Evaluation Committee (FEC) establishes evaluation timelines and provides complete evaluation procedures and all necessary information to all personnel involved in the evaluation process.
- 6.4 The FEC prepares evaluation reports according to the Faculty Evaluation Guidelines and Procedures provided by STI-HQ.
- 6.5 A Students' Evaluation must be conducted during summative evaluation. The students' evaluation results for a faculty member shall be incorporated in the final result of the Summative Evaluation.
- 6.6 The overall evaluation score is based on the weighted average of scores from the Supervisors' Evaluation and Students' Evaluation.
- 6.7 Faculty Member's Self Evaluation is conducted to provide opportunity for the faculty member to reflect, critique, and assess his/her performance inside and outside the classroom.
- 6.8 Peer evaluation may be conducted through the initiative of the faculty member or as deemed necessary by the Academic Head or Program Head.
- 6.9 The results of the faculty member's self-evaluation and peer evaluation will not be included in the computation of the overall score but will serve as an additional basis in identifying the faculty member's training and development needs.
- 6.10 The result of the evaluation may be used by the school management as one of the bases in identifying any of the following recommendations pertaining to faculty member's employment:
 - renewal or non-renewal of contract of part-time faculty members;
 - reversal to part-time status;
 - conferment of regular status;
 - promotion to the next rank; or
 - pre-termination of employment.
- 6.11 Faculty members may agree or disagree with the results of the evaluation. Any complaints/concerns by a faculty member regarding the evaluation result/process may be raised to the FEC in writing.
- 6.12 In case of an appeal from the faculty member concerned, the Committee shall re-convene and study the appeal. A final decision shall be made within five (5) working days from receipt of the appeal. The Academic Head informs the faculty member concerned in writing of the final decision of the Committee.
- 6.13 The confidentiality of the evaluation results and proceedings must be strictly maintained by all personnel involved in the evaluation process.
- 6.14 The Academic Head and the Program Heads are fully responsible for the safekeeping and confidentiality of all evaluation materials.
- 6.15 All completely accomplished faculty evaluation forms must be attached to the faculty member's 201 file for recording and documentation purposes.

FACULTY RESIGNATION

General Policy

Acceptance of employment in an STI academic institution also involves acceptance of the conditions governing resignation or separation from service. The primary conditions of which is that no faculty member must resign in the middle of a semester/term and without giving a thirty-day notice to the school prior to the effectivity of the contemplated resignation. Resignation in a manner which is in violation of this policy shall hold the faculty member concerned liable for any damages that the school may sustain as a result of such resignation.

1. Any faculty member who intends to resign is required to file a resignation letter at least thirty (30) days before the effectivity of the contemplated resignation. The thirty-day period shall be computed from the date of the actual receipt by the school of said resignation letter. In exceptional cases, the School Administrator and the President may allow a shorter period before the resignation becomes effective.
2. A faculty member who abandons his/her academic duties without filing the required resignation letter is deemed to be absent without approved leave (AWOL) and shall be subject to disciplinary action in accordance with this manual. A faculty member who has resigned without observing the thirty-day notice rule, and in which the shorter period of notice before resignation has not been approved by the School Administrator and the President, shall be liable for any damages that the school may sustain as a result of such resignation.
3. Within thirty (30) days from the filing of resignation, the faculty member who is resigning shall turn over to the Academic Head or Program Head all examination papers, class records, student grade forms, instructional materials (i.e., courseware), and other pertinent academic records/reports. The turn-over report for office equipment, hospitalization and insurance cards (if any), school ID and other issued equipment to such faculty member must be submitted to the School Administrator.
4. The faculty member resigning shall liquidate all cash advances and/or pay all advances/loans or inform the Accounting Office to deduct such amounts from his/her last pay upon filing of the notice of resignation.
5. The Accounting Office shall release the final salary of the faculty member only upon presentment of the required clearance from the Property Custodian (if applicable), Librarian, Laboratory Facilitator, Registrar, Program Head, Academic Head, School Administrator and the President in accordance with the clearance policy of the school.
6. The faculty member shall sign a waiver and acknowledge receipt of all employment claims and benefits after the payment of his/her final salary and benefits, if any.

Specific Procedures for Resignation

1. A faculty member who intends to resign is required to file a letter of resignation to the Academic Head at least thirty (30) days prior to the effectivity of the contemplated resignation.
2. The Academic Head conducts an exit interview of the faculty member.
3. The faculty member shall secure a clearance from the offices/departments concerned and submit the same to the Program Head/Academic Head.
4. The letter of resignation and a copy of the accomplished clearance form are filed in the faculty member's 201 record.
5. The faculty member shall sign a waiver and quitclaim and acknowledge receipt of all employment claims and benefits after the payment of his/her final salary and benefits, if any.

OTHER ACADEMIC POLICIES

CLASS PROCEDURE AND MANAGEMENT

CLASS POLICIES

Effective teaching requires that faculty members should be able to enforce the pertinent policies in their respective classes. In this regard, faculty members are enjoined to adhere to the following academic policies:

Conduct of Classes

1. The faculty member should discuss the following on the first day of classes:
 - a. Syllabus or course outline
 - b. Required text, references, reading list
 - c. Major exams and their schedule based on the STI Academic Calendar
 - d. Grading System
 - e. Requirements to pass the course
2. On the first two weeks of the semester/term, the faculty member shall make a roll call every meeting based on the initial Class List provided by the Registrar. Students not in the Class List are required to present the original copy of their registration form and official receipt to check the status of their enrollment. The faculty member shall then update his/her Class List accordingly.
3. Two weeks after the start of classes, the Registrar issues an updated Class List. The faculty member shall use the updated Class List for the roll call at the start of the third week.

The faculty member shall inform the Registrar of any discrepancy between the updated Class List and the actual attendance or non-attendance.
4. The faculty member shall admit only officially enrolled students in his/her class.
5. The faculty member must strictly adhere to the courseware provided by STI-HQ as discussed in the *Courseware Policies and Procedures* section of this manual.
6. There should be adequate preparation for every lesson. The student's interest in and eventual learning from the lesson depends on the faculty member's mastery of the subject matter, attitude towards his/her students, and effective method of teaching.
7. The faculty member should provide activities and follow-through questions that would stimulate students to think. The faculty member should also encourage students to ask questions and he/she should promote wholesome class discussions.
8. The faculty member should ensure that writings on the whiteboards are erased, chairs properly arranged, and litter picked up at the end of each period. Air conditioning units/electric fans, lights and other electrical devices should be turned off when no class will follow his/her period. He/She should report defective/damaged facilities/equipment to the school administration.
9. The faculty member shall be present during the entire class session and may only leave in cases of emergency. In such cases, he/she must inform the Program Head/Academic Head as soon as possible.
10. A student may not be called out or be excused from his/her class due to an extra-curricular activity without the written permission from the Academic Head. In cases of emergency, the faculty member may allow a student to be called out even without written notice.

Class Attendance

1. The faculty member must start and end his/her class on time.
2. As a routine procedure, the faculty member is required to check attendance of the students at the start of the class. The names of students who are either absent or who come late for the class should be properly noted. Three (3) instances of tardiness are equivalent to one (1) absence.

A student's total absences (number of hours missed) shall not exceed 20% of the total hours for the term. The table below shows the maximum allowable student absences:

Units per Course	Lecture Hours per Term		Laboratory Hours per Term	
	TOTAL	20%	TOTAL	20%
5	90	18	270	54
4	72	14	216	43.2
3	54	10.5	162	32
2	36	7	108	21.5
1	18	3.5	54	10.5

3. It is imperative for the faculty member to call the attention of a student who is about to exceed the allowable number of absences and inform the Guidance Counselor/Academic Head/Program Head.
4. Only absences duly approved by the Academic Head are to be considered excused. An approved absence may be authorized by the Academic Head because the student has represented the school in recognized functions or activities.
5. Absences due to sickness, even if certified by a doctor, parent or guardian, are not considered as approved absences. Thus, they are counted against the attendance record of the students. However, a faculty member may give special consideration to a student who has been absent due to sickness especially if such student has shown good academic performance.
6. Regardless of the reason for the absence, students are responsible for all assignments and lessons missed.

Guidelines for Dropping of Courses

Dropping occurs after the period of late registration. Students are allowed to drop without being given a failing grade in the course before the midterm examination. The transcript will contain a grade of "DRP" for the course, earning the student no credit. Please refer to the *Student Handbook* on steps for dropping.

The office of the Registrar provides the faculty member(s) concerned with the official list of students who are officially dropped and with authorized dropping form.

EXAMINATIONS POLICIES

1. Periodic Examinations

- a. Examination materials for all periodic examinations shall come from STI-HQ. No faculty member is allowed to give periodical examinations other than those coming from STI-HQ.
- b. The periodic examination schedules are indicated in the academic calendar released by STI-HQ. Any change in the schedule shall be approved by STI-HQ. Such changes shall not affect succeeding schedules and coverage of periodic examinations.
- c. The Academic Head shall ensure that the schedule is posted on the school's/department's bulletin board and in strategic locations in the school, not later than two weeks before the examination proper.

2. Administering Examinations

In administering examinations, a faculty member is required to observe the following guidelines:

- a. During periodic examinations, the faculty member shall ensure that all students have secured their examination permits signed by the Registrar.

- b. To preserve the integrity of the exam, a special seating arrangement shall be made for the periodic examinations. Chairs must be arranged apart from each other.
- c. Make sure that students write their names on the examination papers.
- d. Provide students with clear instructions regarding the examination as well as the behavior expected during its conduct.
- e. Start and end the examination on time.
- f. Except in emergency situations, a student may not leave his/her assigned place without the permission of the faculty member.
- g. While administering the examination, a faculty member is not allowed to read newspapers/pocket books, check papers, compute grades or perform any other work or activities.
- h. The faculty member is not allowed to leave the classroom during the entire duration of the examination and must stay at a strategic place while keeping a watchful eye on the students.
- i. Make sure that students who have finished answering the examination ahead of their classmates are not causing undue noise or disturbance to those still taking the examination.
- j. Promptly check examination papers and provide students the results of the examinations not later than a week after the examination period.

3. Proctoring

As a rule, only faculty members should directly supervise the conduct of the periodic examination of the subject area that he/she is teaching. However, as deemed necessary by the Program Head/Academic Head, other academic personnel may also be assigned as proctors.

Proctors are responsible for the orderly administration of examinations. They should also ensure that students observe the proper decorum during examinations.

Proctoring Assignments

As part of their administrative responsibility, all faculty members shall be given a proctoring assignment based on the courses that they are teaching. Since periodic examinations in lecture courses are allotted a period of two (2) hours, the services of a proctor shall be scheduled accordingly.

Schedule of Proctor Assignments

The Program Head/Academic Head is primarily responsible for the preparation of proctor assignments and schedules. The Program Head/Academic Head is specifically required to do the following:

- a. Coordinate with other Program Heads in scheduling examination and proctor assignments
- b. Schedule examinations with provisions for lunch break and/or supper break, when necessary
- c. Assign proctor assignments to all faculty members handling lecture courses and other authorized academic personnel in cases where faculty members are not available
- d. Ensure that the proctoring schedule is properly disseminated to the faculty members or personnel concerned at least two (2) weeks before the periodic examinations

Specific Responsibilities

a. Before the Examination

The *Program Head/Academic Head* shall:

- Ensure that assigned rooms are suitable for the examination.
- Supervise preparation of examination materials.
- Inform proctors of their assignments at least two (2) weeks prior to the examination.
- Distribute the examination materials to the proctors one (1) hour before the examination schedule.

The *Proctor* shall:

- Verify his/her proctoring assignment at least one (1) week prior to the examination. In the event that the faculty member is not available on said schedule, he/she should inform the Program Head/Academic Head of the reason and secure his/her permission for a change in schedule. Failure to inform the Program Head/Academic Head at least one (1) week before the examination means that the proctoring assignment is acceptable to the faculty member/personnel concerned.
- Secure examination materials from the Program Head/Academic Head one (1) hour before the examination. Read examination instructions and seek necessary clarifications.
- Be in the examination area at least 15 minutes before the examination proper.
- Ensure that the examination area is well-lighted, ventilated and the chairs are properly arranged.

b. During Examination

The *Program Head/Academic Head* shall:

- Strictly monitor the conduct of the examination.
- Attend to cases needing immediate attention.

The *Proctor* shall:

- Check and validate examination permits. Students without the required permit shall be advised to secure a written approval from the Academic Head prior to taking the examination.
- Count and note down the number of students present for the examination.
- Instruct all students to clear their desk of books, notebooks and other materials not needed in the examination.
- Clearly and audibly read to the students all instructions pertinent to the examination.
- Write the start time and end time of the examination on the board.
- At regular intervals, announce to the students the remaining time to complete the examination.
- Make sure that there are no unnecessary movements or disruptions during the examination.
- Be vigilant throughout the examination.
- Not perform any activity such as reading books/newspapers, computing grades, eating, etc. during the examination.
- Not entertain any unnecessary questions from the students.
- Not allow students to leave the classroom, except in cases of emergency.
- Take note of the names of all latecomers for the examination.
- Personally collect all examination materials after the examination.

c. After Examination

The *Program Head/Academic Head* shall:

- Collect and secure all examination materials, if the proctor is not the one handling the class.
- Distribute examination materials to the respective faculty members.

The *Proctor* shall:

- Turn over to the Program Head/Academic Head all examination materials in a sealed envelope with his/her signature affixed across the label (if he/she is not the faculty member handling the class). He/She should indicate the course, schedule, the number of examinees, late examinees, cheating incidents, etc. The Program Head/Academic Head shall acknowledge receipt of all materials.
- Not discuss the contents of the examination or the examination process with anyone except with authorized personnel.

4. Special Examinations

A student who missed a periodic examination due to a valid reason may apply for a special examination. A special examination is given to a student not later than seven (7) calendar days after the approval of his/her application for special examination but before the start of the next periodical examination period. A student who has not taken special examination automatically obtains a raw score of **zero (0)** for the corresponding examination.

COURSEWARE POLICIES AND PROCEDURES

COURSEWARE COMPONENTS

Courseware refers to all learning materials and resources used in all STI classrooms across all programs. This is the detailed lesson plan of a specific course. This contains the course syllabus, course outline, instructor's guide, slides, laboratory exercises, and case studies.

A **courseware kit** is a set of materials which will be used to teach a particular course and consists of the following:

1. Syllabus

The **syllabus** gives an overview of the course. It contains a brief statement describing the course, its objectives, topics, learning activities and methodologies, and instructional strategies. It also includes the total number of hours allotted for the lecture and laboratory session (when applicable), the resources the instructors could make use of, the equipment to be used, and the hardware and software requirements.

The syllabus includes the following:

Component	Description
Course Code	This contains the reference code of a course under a particular curriculum.
Course Title	This is the title of the course.
Course Description	This contains a brief description of the course content.
Course Objectives	This identifies the target competencies of the course.
Credit	This contains the course units, number of hours of lecture and laboratory (when applicable) sessions per week.
Prerequisite	Whenever applicable, this indicates the prerequisite course(s) a student needs to pass prior to taking up the course.
Reference	This lists book(s) and other materials used as course references, such as journals, magazines, websites, etc.
Mandated Book	Whenever applicable, this includes the laboratory manual and/or worktext each student is required to have as part of the course requirements.
Course Requirements	This indicates requirements, such as exams, case studies, projects, etc., that will be used in evaluating student performance.
Grading System	This contains the details of the course breakdown as far as grading the requirements are concerned.
Course Outline	This is a summary of all topics covered by a particular course with the corresponding schedule (i.e., week, topic, objectives and number of hours per session).

2. Instructor's Guide

The ***instructor's guide*** contains an explanation of the topic and how each slide may be discussed. It is the "lesson plan" or "script" that serves as guide on how to explain the content of each topic and the use of all teaching materials included in the courseware. It contains the following items:

Component	Description
Topic Title	This is the title of each topic to be discussed.
Specific Objectives	This contains the specific objectives (cognitive, affective, and psychomotor) of each topic. The entire topic's target knowledge, skills, and attitude are clearly stated to guide the instructor and give a clear picture of the outcome at the end of each topic.
Materials/Equipment	This is a listing of all materials and equipment to be used in a particular topic.
Topic Preparation	Whenever applicable, this will include all the pre-work that needs to be done, prior to the teaching of the lesson. Activities include but are not limited to reading of additional materials (both by the instructor and students), homework, material preparation such as graphs, chart and the like (suggested instructions of which should also be included), research and so on.
Presentation Overview	This outlines how the topic/s will be presented to the students.
Topic Presentation	This details the actual discussion and teaching of the topic. It includes the slides, handouts, and other teaching materials to be used in the actual discussion. This also gives the timing or when and how to use the slides and its contents. Even the use of the handouts is also discussed.
Evaluation/Generalization/ Application	This may include individual or group activities, such as quizzes, group activities, and projects, to be used in evaluating the extent of learning that took place after teaching a particular topic.
Assignments/Homework	Whenever applicable, this is included as either a pre-discussion or extension/follow-up activity for a particular topic.

3. Slides

The ***slides*** are sets of instructional materials containing the key points or highlights of a particular topic. These materials are in Microsoft® Office PowerPoint® format which may either be projected as is or printed on acetate sheets for OHP use during the discussion of the topic.

4. Student Handout

A ***student handout*** is a set of supplementary reading materials that serves as a reference guide given out to students. It contains the key points of a topic.

5. Laboratory Exercises

In courses that have laboratory units, the ***laboratory exercises*** given include step-by-step instructions for students to perform, as well as the list of prescribed equipment and materials that must be used during laboratory classes.

6. List of Laboratory Equipment and Materials

The ***list of laboratory equipment and materials*** specifies the necessary resources needed to conduct a laboratory class, including the expected quantity or amount of resources for a class.

7. List of Hardware and Software Requirements

The *list of hardware and software requirements* specifies the things needed to conduct the course such as computer units and specifications, applications, test data, and others.

8. Periodical Exams

These are set of questions designed to test the knowledge of the students regarding the topics covered in a given period.

9. Case Studies

These are sets of problems given to the students which often require research, and integration and application of various knowledge learned in a particular course/topic.

10. Slide Handouts

These are copies of the slides that are provided to the students so they can focus on the discussion instead of copying the slide contents.

COURSEWARE USAGE

The courseware serves as the minimum standard instructional material to be used in all STI classrooms across all programs. The content of each courseware is based on the curriculum structure and design of individual programs offered. Below are the guidelines in the classroom implementation of the courseware:

- Although everything is provided for in terms of what to teach, the courseware should not be treated as the sole reference for teaching a course.
- It is possible to modify certain parts of the courseware, as the faculty member deems necessary. By the use of the term 'modify', it is meant that each faculty member may adjust the content and actual activities based on the students' needs, for as long as these are still anchored on the goals and learning objectives as sequentially specified in the course syllabus and outline. Likewise, the faculty member may add, but is not allowed to delete content, such as topics of the courseware, since the content of each grading period shall be reflected in the examinations.
- The periodical examinations from STI-HQ shall be administered as scheduled despite any modifications done, since the basic content shall remain the same.

In order to sustain the relevance and improve the quality of courseware, a courseware feedback procedure must be observed. The following must be complied with as an extension of its classroom implementation:

- A **Courseware Feedback Form** must be duly signed and accomplished by the faculty member concerned for a particular course, at the end of each periodical exam, and submitted to STI-HQ for evaluation purposes.
- If there are comments/suggestions regarding the courseware, faculty members shall specify the topics, page numbers, and details of their corrections, if any.
- The Academic Head shall review and endorse the accomplished feedback forms before submitting it to STI-HQ.

COURSEWARE MANAGEMENT

The courseware is a unique feature of the STI system, and as such, shall be treated with utmost confidentiality. The courseware and all of its content is the sole property of STI and **its unauthorized reproduction, whether in part or whole, soft or hard copy, IS STRICTLY PROHIBITED**. Below are considerations in the implementation of courseware at the school's level:

- All courseware materials must only be used for teaching purposes at an STI School, specifically for programs for which the courseware was designed. The use of any and all of the courseware materials for other purposes is strictly prohibited.
- Faculty members are required to use the most recent version of the courseware released, unless otherwise specified by authorized personnel from STI-HQ.
- Unauthorized reproduction of courseware materials in part or in whole is subject to the imposition of the prescribed penalties.

- Reproduction of worksheets, handouts, module tests and other attachments is allowed only if it will be used for evaluating the knowledge and/or skills gained by the STI students for a given period.
- Courseware materials shall only be used within the school premises.
- Faculty members are allowed to include additional topics and activities, provided that all topics specified in the courseware are sufficiently discussed with the students.
- Courseware materials should be kept in a secure place, accessible only to authorized personnel, under the control of a Courseware Custodian.
- All courseware should be properly filed and labeled.
- The Courseware Custodian shall maintain a courseware in and out record/logbook.
- An updated inventory of all courseware must be done annually by the Courseware Custodian.
- The school must abide by all procedures related to the use of courseware.

SANCTIONS FOR NON-COMPLIANCE

The following violations of courseware policies will be given sanctions as specified in the *Code of Conduct Policy* section of this manual:

- Unauthorized use, replication, or distribution of courseware materials, whether in part or whole
- Allowing the unauthorized use of the courseware materials, directly or indirectly, in part or whole, by any third party
- Any act that will result in the damage of the courseware
- Failure to return borrowed courseware on the agreed-upon schedule, without prior authority and/or approval
- Non-usage of courseware materials without any justifiable or acceptable reasons

GRADES AND GRADING SYSTEMS

General Policies

The credit for a course is determined by the number and length of class meetings per week per term or per module. The grade for a course is determined in proportion to the lecture and laboratory sessions conducted per week per term or per module.

Credit is the number of units earned by a student for a course in which he/she has obtained a passing grade.

The number of units credited for a course is defined in the student's curriculum.

Grading

Grades are determined by computing the weighted average of a student's performance over the term for both lecture and laboratory. A failing grade may be given to a student who does not meet the attendance requirement.

Grading System

STI has adopted the following grading system with the corresponding equivalencies:

Grade	Equivalent	Description
1.0	98 – 100 %	EXCELLENT
1.25	95 – 97 %	VERY GOOD
1.5	92 – 94 %	
1.75	89 – 91 %	
2.0	86 – 88 %	SATISFACTORY
2.25	83 – 85 %	
2.5	80 – 82 %	
2.75	77 – 79 %	FAIR
3.0	75 – 66 %	
5.0	Below 75 %	FAILED - Due to performance, absence or withdrawal without notice
DRP	Officially Dropped	DROPPED, with approved dropping slip
INC	Incomplete	INCOMPLETE REQUIREMENTS
P	Passed	To be used only for courses specified as having non-numeric grades
F	Failed	

Giving of incomplete (INC) grades is allowed only for OJT/Practicum and Related Learning Experience courses. Students who receive an INC grade have a maximum duration of one (1) year for completion. Remaining INC grades are automatically converted to failing grades (5.0) once the completion period lapses. To avoid problems of complying with completion requirements, only full-time faculty shall be allowed to handle courses where INC grades may be given.

The faculty member must indicate the reasons (e.g. academic deficiency, excess absences, etc.) for the final ratings of INC., DRP or 5.0 (Failed) on the Student Grade Form under Remarks.

Course Grade

The course grade is based on the percentage distribution for each periodical grade to be expressed in its equivalent grade.

The percentage distribution is as follows:

Example:

Period	Percentage	Course Score
Prelims	20%	80
Midterms	20%	75
Pre-finals	20%	70
Finals	40%	85
Average Course Score		79
Course Grade		2.75

Note that the Finals is always a comprehensive coverage of the course, hence the 40% allotment.

In courses with a combination of lecture and laboratory, the course grade is based on the proportion of lecture to laboratory units. Hence, the course grade for a three (3) unit course with two (2) units of lecture and one (1) unit of laboratory shall be a ratio of 2:1, lecture: laboratory.

Example:

Unit	Grade
Final Lecture Grade	80
Final Laboratory Grade	75
Average Course Score:	78.33
Course Grade	2.75

The summer grade of courses shall be based on the percentage distribution of three grading periods:

Prelims	30 %
Midterms	30 %
Finals	<u>40 %</u>
	100%

To accommodate the shorter period during summer, the topics shall be adjusted and equally divided into the three grading periods.

Note that this grade distribution is still subject to changes depending on the requirements of a course. The final grading system of a course shall be reflected on the course syllabus.

Submission of Grades

The faculty member is required to submit all students' grades on the dates specified in the STI Collegiate Academic Calendar. Failure to do so will make the faculty member liable for the sanctions specified in the Table of Offenses and Sanctions.

After each periodical examination, the faculty member shall encode the student's grade using the STI Enrollment System, at a schedule assigned by the Registrar. The said system will be used to complete the Student Grade Form.

Each faculty member shall submit to the Academic Head the duly accomplished Student Grade Form for each of his/her classes NOT later than seven (7) days after every periodical examination. The students' final examination papers MUST also be submitted to the Academic Head with the grade report for the finals. A photocopy of the completely accomplished Student Grade Form shall be submitted to the Student Development and Placement Services (SDPS) group of STI-HQ not later than the 14th day after the last day of final examination. The Academic Head is responsible for keeping track of each faculty member's completion and submission of the students' grade for every period.

Release of Grades

A faculty consultation period shall be done prior to the release of the final grades. This is to provide an opportunity for the students and faculty members to validate the given grades before its submission to the Registrar's Office.

The report of course grades per student will be issued by the Registrar's Office to the students without pending accountability. The student's copy will be issued by the Registrar's Office while the parent's copy will be sent thru mail.

The Registrar's Office will post the list of students with pending accountabilities at least two (2) days before the issuance of course grades.

The course grades of students with pending accountabilities will be withheld by the Registrar's Office until all accountabilities are settled with the Accounting Office. In lieu of the grade report, parents will receive a Statement of Account.

Change of Grades

No one may change any grade after the print-out of the completed Student Grade Form has been signed by the Academic Head at the end of the semester/term. Only in exceptional cases where the computation or recording error has been committed may a grade be changed following the prescribed procedures.

Until the end of late registration period of the succeeding term, a faculty member may request in writing the Program Head/Academic Head for a change in a student's grade. The faculty member must include the necessary justification and supporting documents. Hereunder are the procedures governing change of grades:

1. The faculty member fills up a Change of Grade form and submits the request to the Program Head. The Program Head will initially review the request, and if found justifiable, endorses it to the Academic Head.
2. The Office of the Academic Head accepts the documentation and logs the date of request in the Logbook.
3. The request is evaluated by the Academic Head and if the request is granted, a copy of the form is given to the faculty member and the Registrar's Office.
4. The Registrar's Office issues a copy of the grade as changed to the student and sends a copy to the parent or guardian.

MAKE-UP CLASSES

General Policy

Make-up classes shall be conducted by a faculty member whose class fails to meet the minimum requirement for student contact hours or the required STI academic standards.

Minimum Class Requirement

The minimum contact hours, for one (1) unit lecture, is 18 hours including examination period. Correspondingly, for other units, the minimum requirements are:

Lecture Units	Required Lecture Hours	Laboratory Units*	Required Laboratory Hours
1	18	1	54
2	36	2	108
3	54	3	162
4	72	4	216
5	90	5	270

* One (1) Laboratory Unit = Three (3) Contact Hours

Responsibility

A faculty member who has missed a class must follow the procedures described below.

For classes suspended due to natural calamities or additional school holidays, resulting in less than the minimum contact hours with students, the Academic Head shall arrange the institutional schedule for make-up classes.

For classes which require remediation as in the case of more than 50% of failure in the periodical examination, the Academic Head determines the need and schedule of such classes.

Procedures**1. For Make-Up Classes due to Faculty Member's Absences**

- 1.1 The faculty member fills up a Request for Make-up Class(es) Form immediately after reporting to work and submits it to the Program Head/Academic Head.
- 1.2 The Program Head/Academic Head acts on the request and shall inform the parties concerned (e.g., faculty member and students) accordingly.
- 1.3 The Office of the Academic Head monitors the actual holding of make-up classes.
- 1.4 The faculty member conducts the make-up class(es) and then submits the Attendance Sheet to the Program Head/Academic Head.

2. For Institutional Make-Up Classes and Make-Up Classes for the Academically at Risk Students

- 2.1 The Program Head/Academic Head prepares the schedule of make-up classes.
- 2.2 The Academic Head consults the School Administrator and/or the President regarding the proposed schedule for the make-up class(es).
- 2.3 The Academic Head informs the individuals concerned (e.g., Program Heads, faculty members, and students) of the schedule and venue at least one week before the actual holding of make-up class(es).
- 2.4 The Office of the Academic Head monitors the actual holding of make-up class(es).

TIME KEEPING POLICY

STI believes that an uncompromising commitment to professionalism begins with attendance, specifically in terms of punctuality and generally in terms of how time is valued by its personnel.

ATTENDANCE

The work schedule of faculty members whether full-time or part-time shall be on a case to case basis and shall follow the official work hours defined in the employment contract or based on the schedule entailed by the assigned teaching load.

All faculty members are expected to log-in upon arrival and log-out before leaving the school. This shall be used as reference for their attendance. Absences are strongly discouraged and shall have implications in the assessment of his/her professional competence for promotion and reclassification.

It is the obligation of a faculty member to be present in all his/her classes and is expected to:

1. Be within school premises at least fifteen (15) minutes before his/her first class.
2. Be in his/her class at the time and venue scheduled for that class. A faculty member must obtain the approval of the Program Head/Academic Head if he/she is to leave the school premises earlier than the usual official time.
3. Begin and end his/her classes on time. A time allowance of five (5) minutes is provided between two consecutive class periods to allow faculty members and students to go to their next class.
4. Be prompt in all departmental or school-sponsored activities, if attendance is required.
5. Conduct make up classes in lieu of one's absence.

TARDINESS

Tardiness pertains to the arrival of a faculty member at a later time than the scheduled start of each of his/her class and/or the start of official work. A faculty member is considered habitually or excessively tardy if:

1. he/she has been tardy for five (5) or more times and/or has accumulated tardiness of more than sixty (60) minutes, in a class within a calendar month, or
2. he/she has been tardy for five (5) or more times and/or has accumulated tardiness of more than sixty (60) minutes, within a calendar month based on the log-in time for full-time and part-time full-load faculty members.

Habitual or excessive tardiness also have implications in the assessment of a faculty member's professional competence for promotion and reclassification in addition to the imposition of disciplinary measures as indicated in the *Code of Conduct Policy* section of this manual.

ABSENCES

The following guidelines must be observed in case of absences:

1. For unforeseen absences, a part-time faculty member shall inform the Program Head or the Academic Head so that the latter can make arrangements for substitution. In the same manner, full-time and part-time full-load faculty members are to inform the Academic Head of his / her absence at least an hour before the start of his/her working time. He/she must also inform the Academic Head of his/her prospective schedule of make-up classes. Final approval shall come from the School Administrator.
2. For anticipated absences, the faculty member concerned shall inform and seek the approval of the School Administrator at least two (2) working days prior to the actual date of absence. Part-time faculty members are likewise required to inform the Program Head or the Academic Head about the lessons to be taken up, for proper facilitation of the substitution.
3. In the event that absences are extended, the faculty member must at once inform the Program Head or the Academic Head and seek approval of such extended absence from the School Administrator.
4. An absence may be considered excused for justifiable reasons, subject to the endorsement of the Academic Head and the approval of School Administrator. Included below are examples of causes justifying excused absences:
 - a. Absences due to faculty member's illness/sickness or due to medical problems of an immediate family member (parents, brothers and sisters, husband, wife and children)
 - b. Calamities (e.g., earthquake, landslide, typhoon, fire, flood, etc.)
 - c. Death of an immediate family member

Excused or authorized absence is covered by the leave entitlement benefit of a faculty member, in which case no salary deduction is made. If the faculty member has already exhausted the foregoing benefit, succeeding absences even if excused will result in salary deduction.

5. An absence is considered unexcused if such absence is made without the approval of the School Administrator. In case of an unexcused absence, a corresponding deduction shall be made against the salary of the faculty member in addition to the imposition of appropriate disciplinary actions.

Unexcused absences occur in the following:

- a. A faculty member absents himself/herself without informing the Program Head or the Academic Head and the School Administrator

- b. A faculty member has extended his/her period of approved leave of absence without notifying the Program Head and Academic Head and securing the required approval from School Administrator

ABSENCE WITHOUT LEAVE (AWOL)

Unauthorized absence from duty without notice is considered an AWOL. In case of absences, employees are required to inform their immediate supervisor an hour before the expected log-in. All absences incurred without previous notice are subject to deduction from pay unless covered by leave credits filed with authorization. Failure to notify one's supervisor shall be subject to appropriate disciplinary action as indicated in the *Code of Conduct Policy* section of this manual.

UNDERTIME

Logging out earlier than the official time out, specifically three hours or less shall be considered an under time. Logging out beyond three (3) hours before the end of official work hours shall be considered as a half day absence.

This fraction of time shall also bear corresponding deductions from the salary. All undertime should be filed accordingly with the necessary approvals. Unauthorized undertime shall be subject to the imposition of disciplinary measures as indicated in the *Code of Conduct Policy* section of this manual.

OFFICIAL BUSINESS (OB)

This covers those Instances when faculty members would have to make official transactions outside the school. Faculty members shall seek approval from Program Head or Academic Head at least a day before the expected appointment. Failure to do so shall warrant the disapproval of application of the Official Business trip.

MISCELLANEOUS PROVISIONS

Policies, rules and regulations regarding faculty members' involvement in logistical and administrative matters such as care of facilities, reproduction of materials, dress code, among others are provided hereinafter. As faculty members are expected to adhere to these provisions, it is essential for them to be familiar with the following policies, rules and regulations:

1. Care of Facilities

- a. Faculty members must warn students that littering and vandalism are strictly prohibited. Faculty members are personally accountable for ensuring that whiteboards are cleaned after each class session and the chairs neatly arranged. Lights, fans, and air conditioning units are turned off, and any audio-visual equipment brought in are promptly returned.
- b. Misuse of and damage to property and facilities must be reported to proper authorities.

2. Materials Reproduction

- a. A duly accomplished form should accompany all mimeographing/photocopying requests indicating specific details of jobs to be done.
- b. Personal requests made by any faculty member may be entertained depending on the schedule. The requesting parties will be charged for materials and overhead costs through the Accounting Office.

3. Dress Code Policy

Faculty members must wear the prescribed uniform or appropriate teaching attire and their official ID at all times. For PE, RLE and Laboratory classes, faculty members are advised to wear the prescribed teaching attire or uniform (e.g., Chef's uniform during kitchen laboratory classes, proper Laboratory Gown during Science Laboratory classes, White Gown or Nurse Uniform during RLE classes, etc.).

The acceptable and unacceptable attire for male and female faculty members are:

	Acceptable	Unacceptable
MALE	<ul style="list-style-type: none"> ■ Long sleeves polo with collar worn with a neck tie ■ Polo Barong (short or long sleeves) worn over a plain undergarment with sleeves ■ Slacks ■ Leather shoes and dress socks 	<ul style="list-style-type: none"> ■ Denim or denim-like pants ■ T-shirt ■ Walking shorts ■ Corduroy ■ Sports apparel ■ Loafers and gym shoes
FEMALE	<ul style="list-style-type: none"> ■ Collared blouse with sleeves ■ Non-collared blouse must be worn with blazer at all times ■ Slacks ■ Skirts with a modest hemline worn with stockings (<i>hemline for skirts should be no shorter than 3 inches above the knee</i>) ■ Closed shoes 	<ul style="list-style-type: none"> ■ Plunging neckline ■ Sleeveless, halters, and bustier ■ See-through materials ■ Leggings ■ Denim or denim-like pants ■ Walking shorts ■ Culottes ■ Capri or knee length pants ■ Sports ■ Open sandals and slip on clogs

4. Communications and Media

When communicating with media in one's capacity as a citizen and private person, or as a member of an outside group, care should be taken to avoid using the name of STI. When communicating with media in one's capacity as a member of STI, approval should be strictly sought from the Academic Head, School Administrator and/or President and STI-HQ.

5. Solicitation of Goods, Gifts and Donations

As a matter of policy, members of the STI system are not allowed to directly or indirectly solicit goods, gifts and donations, prizes or the like from students, parents, co-employees, suppliers, and other individuals or business firms and establishments unless authorized by the School Administrator or the President.

6. Vending of Goods on Campus

Faculty members are prohibited from selling goods and services in the school. They are likewise prohibited from selling goods and services to students at all times.

CODE OF CONDUCT POLICY

CODE OF CONDUCT

All employees are expected to manifest in their personal and professional lives the highest degree of honesty, decency, morality, competence and professionalism. As STI professionals, they assume social, moral and legal responsibilities on and off the school campus. Character formation therefore is the business and responsibility of everyone. A sense of personal discipline is necessary for the STI community to work together smoothly, harmoniously and effectively.

Certain behavioral expectations are demanded from everyone. For this reason, all must cooperate and work together for the common good of the STI community. Therefore, it is STI's goal to clearly define its standards on behavior and performance to guide its employees in the conduct of their behavior and performance in the school at all times by establishing and maintaining appropriate administrative procedures, which shall be implemented fairly and consistently. The principal reason for placing disciplinary sanctions is not to punish employees but to encourage effective and desired behaviors, on one hand, and to discourage or deter counter-productive or undesirable behaviors, on the other hand.

STI encourages efficient and equitable solutions for problems arising out of the employment relationship, complying with labor laws.

COVERAGE

The policy on code of conduct defines the acceptable standards of behavior of all full-time and part-time employees of the school.

RESPONSIBILITY OF THE EMPLOYEE

An employee is duty-bound to be aware and understand the acceptable standards of behavior and should work in accordance with the said standards. Ignorance of the policies does not excuse employees from being penalized.

RESPONSIBILITY OF SCHOOL MANAGEMENT

School management should disseminate and explain the provisions of this policy to all employees, ensure that the acceptable standards of behavior as embodied in this policy are complied with, and implement the provisions with the end in view of promoting a healthy work environment in the school. Furthermore, the school management has the right and duty to maintain discipline and foster efficiency such that the goals of the school are achieved. It is the school management's responsibility to initiate investigations in cases of violation and grievances, review and approve disciplinary actions, while ensuring that objectivity, fairness and constructiveness are observed at all times.

OFFENSES

All commissions and omissions violating the established school procedures in its activities and/or all acts prejudicial to the interest of the school and/or its employees and students are punishable offenses.

These are not limited to acts or omissions involving moral turpitude as well as other improper conduct which adversely affect the good will and interest of the school, whether or not these are explicitly defined herein.

CORRECTIVE ACTION

STI believes that only well-disciplined employees can contribute to the success of the school. Therefore, it is imperative that appropriate disciplinary action be imposed upon erring employees not merely as punishment but as a corrective and constructive measure.

Corrective actions may be in several forms. These are:

1. Written Warning – a documented notice of admonition issued to an employee
2. Written Reprimand - a documented reprimand issued to an employee
3. Restitution - an act of repaying or indemnification for damages caused
4. Suspension - a forced, temporary absence or physical detachment from work or service. An employee under suspension does not get any compensation and benefits from the company while he or she is on such disciplinary action.
5. Demotion – employee movement from a current position to a classification with a lower rank not necessarily lowering his/her salary
6. Dismissal - the separation from the organization or termination of an employee's service to the school for a just cause such as, but not limited to, poor performance and violation of school policies, rules and regulations. A dismissed employee loses his/her right to separation pay as he/she is being discharged for cause.

PROCEDURAL DUE PROCESS

STI shall at all times respect the employee's right to due process. Due process shall mean the right to be informed of the nature and cause of the violations and the right to be heard.

It is the accountability/responsibility of the immediate superior of the employee in question to initiate an investigation within five (5) working days upon the discovery of the violation. This investigation is primarily aimed at determining the existence of reasonable grounds to justify the imposition of charges for the commission of misconduct, untoward behavior, and/or violation of school rules and regulations. It is also the accountability/responsibility of the immediate superior to administer any corresponding appropriate corrective or disciplinary action. Appropriate action will be determined based on factors such as severity, frequency, and degree of deviation from expectations, and length of time involved.

Whenever reasonable ground exists to justify the imposition of charges against an employee for the commission of any act of misconduct or untoward behavior, omission of organizational imperatives or untoward behavior, the following procedures shall be observed:

1. Procedure for charges leveled against an employee that will not result in a suspension of three (3) days or more or dismissal :
 - a. NOTICE – The immediate superior must notify the employee in writing of the nature and gravity of the offense(s) charged against him/her as well as the possible penalty involved within five (5) working days from the day a reasonable ground to justify the imposition of charges for the commission of misconduct, untoward behavior and/or violation of company rules and regulations is established. Otherwise, the immediate superior shall be held responsible and shall be dealt with accordingly.

All employees charged with an offense may, upon the exercise by management of its discretion, be placed under preventive suspension pending investigation. Said preventive suspension may be imposed on the employee whenever his/her presence poses a serious and imminent threat to other persons, the students or personnel, the school and/or the school's property. Said preventive suspension shall only be allowed for the period of one (1) month without pay. However, in the event that an extension of the preventive suspension is found necessary, the school

will have to pay the corresponding salaries of the employee for the extension of the preventive suspension.

- b. EXPLANATION – The employee is given five (5) working days to explain his/her side in writing from receipt of the notice. In the event that the employee does not dispute the charges leveled against him/her, the employee may indicate countermeasures or corrective actions he/she is willing to undertake in order to avoid the commission of the same or a similar offense in the future. Failure of the employee to submit his/her written explanation within the prescribed period despite receipt of the notice shall not stop the course of the proceedings. The absence of the employee's written explanation shall mean that investigating authorities shall base their recommendations on the charges against the employee on the existing evidence available to them.
 - c. DECISION – The immediate superior must render a decision within five (5) working days from receipt of the employee's explanation, or in case no explanation is filed, from the last day to file said explanation. The decision must have the approval of the School Administrator. The employee shall be informed in writing of the corrective action to be enforced, if any.
 - i. In cases where the decision requires the implementation of the penalty of suspension, the immediate superior is required to submit to the School Administrator the schedule for the said suspension/s within three (3) working days from the date of the release of the decision.
 - ii. Failure of the immediate superior to submit the required schedule of suspension/s will give rise to the filing of appropriate administrative case/s against the concerned immediate superior without prejudice to the School Administrator's initiative of scheduling and implementing the said penalty/ies.
 - d. APPEALS – The decision of the immediate superior is appealable through a written appeal to the President of the school within a non-extendable period of five (5) working days from receipt of the decision by the employee. Decisions may only be appealed on the basis of the existence of errors of fact or law which warrant the reversal of the decision. The decision of the President in this instance is final and un-appealable.
2. Procedure for charges leveled against an employee that will result in a suspension of three (3) days or more or dismissal or for cases that call for urgency and special attention:
- a. NOTICE – The immediate superior must notify the employee in writing of the nature and gravity of the offense(s) charged against him/her as well as the possible penalty involved within five (5) working days from the day a reasonable ground to justify the imposition of charges for the commission of misconduct, untoward behavior and/or violation of company rules and regulations is established. Otherwise, the immediate superior shall be held responsible and shall be dealt with accordingly.

All employees charged with an offense may, upon the exercise by management of its discretion, be placed under preventive suspension pending investigation. Said preventive suspension may be imposed on the employee whenever his/her presence poses a serious and imminent threat to other persons, the students or

personnel, the school and/or the school's property. Said preventive suspension shall only be allowed for the period of one (1) calendar month without pay. However, in the event that an extension of the preventive suspension is found necessary, the school will have to pay the corresponding salaries of the employee for the extension of the preventive suspension.

- b. EXPLANATION – The employee is given five (5) working days to explain his/her side in writing from receipt of the notice. In the event that the employee does not dispute the charges leveled against him/her, the employee may indicate countermeasures or corrective actions he/she is willing to undertake in order to avoid the commission of the same or a similar offense in the future. Failure of the employee to submit his/her written explanation within the prescribed period despite receipt of the notice shall not stop the course of the proceedings.
- c. CONVENING OF THE COMMITTEE ON DECORUM AND INVESTIGATION – A thorough investigation of the facts and other circumstances regarding the offense(s) by which the employee is charged with shall be conducted by the Committee on Decorum and Investigation formed for this express purpose.
- d. INVESTIGATION PROCEDURES OF THE COMMITTEE ON DECORUM AND INVESTIGATION:
 - i. Investigation - Within ten (10) working days from receipt of the explanation, or in case no explanation is filed, from the last day to file said explanation, the Committee shall commence conducting a thorough and objective investigation of the facts and evidence giving rise to the charges leveled against the employee necessary to reach a conclusion on the merits of said charges. All parties involved shall be invited to attend hearing(s) to provide them the opportunity to be heard. Said parties and their respective witnesses shall be notified of any scheduled hearing at least three (3) days before the date thereof, specifying the time, date, and place of any hearing. Failure of the employee to attend the hearing(s) shall constitute a waiver of his/her right to be heard and present his/her evidence. Thereafter, the Committee may issue a decision on the basis of the evidence and pleadings submitted, and shall submit a recommendation to the President for the imposition of the recommended sanction.
 - ii. Decision – The Committee shall submit a recommendation to the President within fifteen (15) working days upon the termination of its investigation. The President shall then render a decision based on the Committee's recommendation and shall serve a written notice upon the employee. The decision of the President in this instance is final and un-appealable.

CHART OF PENALTIES

The penalties for violations prescribed in this Code may vary in accordance to the gravity of the offense and its frequency of commission.

Offense Classification	Class 1	Class 2	Class 3	Class 4	Class 5
FIRST	Written Warning	Written Reprimand	3 Days Suspension	5 Days Suspension	Dismissal
SECOND	Written Reprimand	3 Days Suspension	5 Days Suspension	10 Days Suspension	
THIRD	3 Days Suspension	5 Days Suspension	10 Days Suspension	Dismissal	
FOURTH	5 Days Suspension	10 Days Suspension	Dismissal		
FIFTH	10 Days Suspension	Dismissal			
SIXTH	Dismissal				

MULTIPLE VIOLATIONS

Commission of Class 1 and/or Class 2 offenses will be penalized one (1) classification higher if an offense under the same class has been committed within the last 24 months prior to the date of commission of the current offense.

Furthermore, counting of class 1 and 2 offenses under the same rule shall continuously progress. However, if no violation of the same rule occurs within a 24-month period, all previous violations of the same rule shall not be considered in any future counting of the offenses.

Class 3 to 5 offenses are not covered by any limitation period. The sanction imposed upon any violation of the same classification shall be a class higher, even if the violation of the same offense occurs after a period of 24 months from the time the first offense was committed.

Offenses in this policy are not all inclusive. Any act, conduct, or behavior prejudicial to the interests of the company not specifically included herein shall also be punishable after a thorough review and investigation by the management. The penalty to be imposed for such shall be dependent on the gravity of the offense.

ADMINISTRATION

The school shall see to it that necessary reports or clearances required by law in all instances of suspension, dismissal, or termination are timely and properly filed with the Department of Labor and Employment and other relevant government agencies.

ENFORCEMENT

These shall be responsible for the following acts relative to the enforcement of this policy:

1. School Administrator
 - a. Dissemination of the rules and regulations including new policies, amendments, or revision prior to their actual implementation
 - b. See to it that all immediate superiors of the school maintain discipline within their respective sections and/or departments. The School Administrator assists and guides them in discharging this responsibility.
 - c. Ensure that all mandatory due process requirements and necessary procedures are complied with before any corresponding disciplinary action is administered. This includes, but is not limited to, the proper documentation of the administrative case and proceedings.
2. Immediate Superiors
 - a. In their respective sections and/or departments, members of the management are expected to administer the established rules and regulations in a consistent, impartial and timely manner.
 - b. Failure of the immediate superior(s) to perform his/her/their responsibility shall be dealt with accordingly.
 - c. If however, the magnitude of the situation calls for urgency and special attention, and/or the decision of the immediate superior is placed in question, the case shall be referred to the Committee on Decorum and Investigation.
3. Committee On Decorum and Investigation
 - a. The Committee On Decorum and Investigation shall be composed of at least three (3) members that may include the following:
 - School Administrator (as Chair of the Committee)
 - Academic Head
 - Concerned Department/Program Head or his/her representative
 - Department/Program Head or his/her representative of a neutral department
 - A faculty member of good standing as a representative of the faculty
 - Executives of the school
 - STI-HQ representative upon request to the Channel Management Division of STI-HQ
 - b. If the person charged with a violation is the School Administrator or Deputy School Administrator, including other special cases which management may deem necessary, the Committee shall be composed of at least five (5) members that may include the following:
 - The School President or a member of the Board of Directors of the school (as Chair of the Committee)
 - Members of the Board of Directors of the school
 - Executives of the school

- STI-HQ representative upon request to the Channel Management Division of STI-HQ
 - For STI-HQ-owned schools, School Administrators/Deputy School Administrators of other STI-HQ-owned schools
- c. The Committee shall make recommendations resulting in the affirmation, setting aside, change or modification of the decision of the immediate superior based on its findings after investigation.
- d. In case of a dispute in the interpretation of any provision in this policy, the interpretation of the Committee shall prevail, shall be binding on all parties, and shall be final and un-appealable.

LIST OF OFFENSES**OFFENSES AGAINST TIMEKEEPING AND LEAVE OF ABSENCES POLICIES****Class 1**

1. Failure to submit approved Official Business/Overtime/Authority to Work Forms before utilization
2. Failure to log-in or log-out
3. Failure to notify the concerned department's designated staff/officer of the nature/reason for an absence or unexpected OB at least an hour before the official work schedule
4. Failure to file an application for Sick Leave/Emergency Leave on the day the employee returns to work (with notice either through a text message or phone call)

Class 2

1. Being tardy for five (5) or more times and/or having an accumulated tardiness of more than sixty (60) minutes, within a calendar month (Habitual Tardiness)
2. Being tardy for five (5) or more times and/or has accumulated tardiness of more than sixty (60) minutes, in a class within a calendar month (Habitual Tardiness)
3. Unexcused or unauthorized extending of meal breaks

Class 3

1. Reporting for work without medical and fit to work certificates after three (3) or more days of Sick Leave
2. Unauthorized absence or absence without official leave from work for a period of less than three (3) days
3. Extending a previously authorized leave without prior approval
4. Unexcused or unauthorized under time
5. Filing an application for Sick Leave/Emergency Leave more than three (3) days after the employee returns to work (with prior notice either through a text message or phone call)

Class 4

1. Unauthorized absence or absence without official leave from work for three (3) days to five (5) days

Class 5

1. Unauthorized absence or absence without official leave from work for a period exceeding five (5) days (Abandonment of Work)

OFFENSES AGAINST THE PERFORMANCE OF DUTY (NEGLECT OF DUTY)

Class 1

1. Reimbursement of expenses amounting to more than 1,000 pesos without proper documents

Class 3

1. Failure to render authorized overtime without valid reason after signifying one's willingness to perform said overtime
2. Non-compliance with the established guidelines contained in the STI Brand Manual
3. Volunteering in any school-sponsored affair but failing to comply with the corresponding responsibilities whether or not this results in overt prejudice to the school
4. Malingering, loitering, wasting of company time or committing similar acts
5. Unauthorized participation in activities which are outside of regularly assigned duties during official work hours
6. Causing unnecessary delays in accomplishing or carrying out official instructions and assigned duties
7. Sleeping while on duty or during work hours
8. Leaving the school premises during work hours without prior approval from one's immediate superior
9. Entering into transactions which are defined as "Done Deals"
10. Failure to liquidate on time without prior approval of the School Administrator
11. Failure to conduct make-up classes for classes missed during a semester/summer term without a valid reason
12. Failure to submit grades and other related reports/deliverables on time
13. Failure to submit all reports and/or deliverables on time as required by government regulatory agencies, STI-HQ, or the school
14. Refusal to report for overtime, holiday or rest day work after having been informed about it without justifiable reasons for doing so
15. Malingering or pretending to be sick; making or giving false excuse/s for a leave of absence

Class 4

1. Losing or misplacing official school records causing undue prejudice to the school
2. Committing gross acts of negligence or carelessness resulting in injury to oneself or to other employees/students/third party or resulting in losses, damages, or expenses to be incurred by the school
3. Failure of the immediate supervisor, manager, or any superior authority of the school, who has acquired knowledge of any infraction or violation of school policies/regulations, to initiate/institute disciplinary measures
4. Failure of the immediate supervisor, manager, or any superior authority of the school to institute disciplinary measures
5. Failure to report one's injury or any accident involving school property incurred while on company time and/or within school premises
6. Failure to observe established rules of procedure for any official request, or that which requires prior approval of the authority concerned

Class 5

1. Submitting false, misleading, inaccurate data or information resulting in prejudice to the school
2. Insubordination or willfully refusing, without a valid reason, to comply with or obey official orders or specifications given by one's immediate supervisor, manager, or any superior authority of the school
3. For full-time employees or faculty with a full teaching load, engaging in unauthorized employment outside of the school. This includes teaching, consultancy, or working in other educational institutions.

OFFENSES AGAINST OFFICE CONDUCT AND BEHAVIOR POLICIES

Class 1

1. Failure to maintain a neat and clean work area
2. Failure to observe cleanliness and orderliness in the common areas like the classrooms, laboratories, pantry, comfort rooms, lobby, etc
3. Listening to music or audio material which is disturbing and/or has a high intensity during work hours and/or within school premises
4. Failure to put cellular phones on silent mode during meetings or classes
5. Using loud/disturbing ringtones during work hours
6. Failure to observe the prescribed security, safety and health requirements of the school

Class 2

1. Eating in restricted areas
2. Incomplete or improper wearing of the issued or prescribed school attire (refer to the *Dress Code Policy* of this manual for details)
3. Using the school e-mail account and internet for unofficial purposes
4. Displaying offensive materials in the school
5. Forgetting to bring one's school ID when arriving at work
6. Failure to wear the school ID
7. Refusal to give make up exams and other assessment activities to requesting students with valid/justifiable reasons
8. Assigning school projects or conducting class activities that are not related to and/or not prescribed by the course being taught or handled
9. Participating in loud and heated verbal arguments during official working hours and/or within company premises which disturb the work of others
10. Unauthorized cooking within School premises

Class 3

1. Smoking within the school premises
2. Failure to complete the required duration of a training without valid reason
3. Wearing of ID accessories other than what was provided by the school
4. Failure to keep the ID neat and in order
5. Making false or malicious statements against another employee/student

6. Causing intrigues tending to cast insult; dishonor and/or discredit to another employee or to a student, regardless of malice or veracity
7. Non-usage of and/or non-conformance with the prescribed curriculum and courseware without any justifiable or acceptable reasons

Class 4

1. Drinking of alcoholic beverages at any time within school premises without proper authorization
2. Reporting for work or any official school function under the state of intoxication
3. Improper conduct and acts of discourtesy towards co-employees, students, school visitors, and clients at any time while representing the school or in the course of performing one's duties
4. Using disrespectful, abusive, indecent, offensive or foul language or gestures which are prejudicial to the interests of the school
5. Harassing co-employees, students, and/or clients in any form and any given time
6. Failure to immediately report a lost ID
7. Immoral conduct at any time within school premises
8. Gambling in any form within school premises
9. Offering "tutoring" services to students for a fee
10. Engaging in any activity which is in direct competition with the school's business or any part of its operation

Class 5

1. Entering or allowing other persons to enter any restricted area designated by the school without proper authorization
2. Unauthorized reading, gaining access to, or possession of files, records, memos, correspondences and other classified documents and/or materials of the school to which the employee has no authorized access
3. Making unauthorized connections to, breaking into, or adversely affecting the performance of other systems on the school's data network
4. Knowingly harboring a contagious disease that may endanger the health of co-employees, students and/or third persons
5. Refusal to wear the school ID
6. Refusal to keep a neat and clean workstation
7. Refusal to observe cleanliness and orderliness in the common areas like the classrooms, laboratories, pantry, comfort rooms, lobby, etc.
8. Altering or tampering with the school ID
9. Unauthorized use of the school ID - e.g. allowing other employees, students, visitors, etc. to use one's ID
10. Refusal to wear the issued or prescribed school attire (refer to the *Dress Code Policy* of this manual for details)
11. Soliciting or receiving money, gift or anything of value from any person to perform an act prejudicial to the school or as a condition for the performance of one's duty or in exchange of a job or in exchange for a favorable grade for a student
12. Non-disclosure of gifts received from any party by virtue of one's employment with the school

13. Bribing or offering money, gift, or anything of value to any employee, personally or through the intercession of another, to seek or qualify for preference, benefit or favorable conditions of employment or work assignment
14. Possession or use of prohibited drugs at any time within the school premises unless prescribed by a physician with medical justification
15. Carrying and/or possession of explosives, firearms and other deadly weapons at any time within the school premises
16. Fighting, assaulting, provoking or inciting another employee or student to engage in a fight during or outside work hours
17. Engaging in activities that are in conflict with the interests of the school
18. Extortion or illegal exaction
19. Commission of an act amounting to grave abuse of discretion
20. Refusal to divulge to authorities and management information relevant to an official investigation of a violation
21. Unauthorized collection of any contributions from the students and/or parents for any purpose or project whatsoever, whether voluntary or otherwise
22. Directly collecting any school fees from the students and/or parents without issuing an official receipt of the school
23. Refusal to conduct make-up classes for classes missed during a semester/summer term
24. Establishing, engaging, involving in, and/or having intimate (sexual and/or romantic) relationship with a student under the age of majority, may it be consensual or not, provided, that in the case of students of legal age, the employee concerned should not have taken any undue advantage of his/her position
25. Coercing, bribing or inducing others to violate school rules
26. Encouraging, assisting or deliberately providing occasions to non-employees /third parties to threaten or physically attack and/or harm a co-employee for reasons which are directly work related
27. Entering on behalf of the school into any contract or transaction, which is manifestly or grossly disadvantageous to the school whether or not the employee profited or will profit thereby
28. Deliberately condoning, tolerating or participating in an offense committed
29. Discrediting the name of the school
30. Involvement in grave public scandal or grave misconduct
31. All acts or omissions punishable by the laws of the land

OFFENSES AGAINST DISHONESTY POLICIES

Class 5

1. Concealing errors of omission or commission, thus negatively prejudicing the interests of the school
2. Falsely representing oneself to be another person or as an officer, agent, or representative of the school
3. Developing or using programs that bypasses security systems, steals or cracks password protected files and data whether or not this damages or compromises the school's system
4. Developing or using programs that evade software licensing protocol

5. Unauthorized copying and disclosing of computer source code programs and other electronic information developed by the school
6. Giving false or misleading information in applying for employment at the school, or giving false or misleading information to seek or to qualify for any preference or benefit from the school
7. Stealing/unauthorized possession, use and/or distribution of school property, tangible and/or intangible or the attempt thereof
8. Theft of a co-employee's or student's property
9. Substituting or attempting to substitute school-specified materials or equipment with another with intent to defraud the school
10. Falsifying timekeeping/attendance reports and records
11. Falsification or tampering of vouchers, receipts, and the like
12. Falsifying school records
13. Giving false and untruthful statements or concealing material facts in an investigation conducted by an authorized representative of the school
14. Misappropriating or withholding school funds
15. Generating soft copies of school files for unofficial or personal business
16. Unauthorized distribution or transmission of proprietary information, data, trade secrets or other confidential information belonging to the school. This includes the unauthorized use, replication, or distribution of courseware materials, whether in part or whole or allowing the unauthorized use of the courseware materials, directly or indirectly, in part or whole, by any third party.
17. Unauthorized and unjustified possession of faculty/training-related/student examinations and/or other classified records/documents
18. Copying or allowing someone to copy, submit and/or gain access to one's work, examination, training requirements and other outputs expected of a faculty member
19. Plagiarism – copying a published or unpublished work (or portions thereof) of another author and appropriating it as part of one's own work without proper acknowledgement
20. Consulting notes, sources, or materials, including use of electronic devices, not specifically authorized by the exam administrator/trainer during examinations and/or academic exercises/ activities
21. Unauthorized distribution of training materials provided by STI-HQ - appropriation or distribution of questionnaire, answer key, case study specification, or case study solution (or portions of the aforementioned) without proper authorization and/or knowledge of the trainer and/or training manager/coordinator
22. Taking the place, or allowing someone to take the place, of another who is supposed to take a test for training and/or allowing someone to accomplish a requirement for one who is supposed to submit the said requisite item for training completion
23. Tampering with faculty grading records and other official records/documents
24. Forging, falsifying or altering document/s in such a way as to mislead the user/s thereof or defraud the school.
25. Failure to report within 72 hours after one has received and has knowledge of an erroneous payment or overpayment of salary, commission, allowance or other forms of remuneration or reimbursement

26. All other acts of dishonesty, which cause or tend to cause prejudice to the school

OFFENSES AGAINST COMPANY PROPERTY POLICIES

Class 1

1. Failure to return borrowed school property, such as but not limited to laptops, LCD or OHP projectors, cameras, courseware, etc. on the agreed-upon schedule, without prior authority and/or approval
2. Failure to switch off computers, lights, faucets, and the like before leaving one's respective work area/s, classroom, or laboratory

Class 3

1. Allowing unauthorized persons to ride in car pool vehicles
2. Holding unofficial meetings/classes at any time within school premises without authorization
3. Using company property, equipment, materials or office supplies for personal or private advantage, benefit or purpose
4. Failure to immediately report damage to or defects in school equipment thereby resulting in greater damage or defect through continued use

Class 4

1. Operating or tinkering with school vehicles and other equipment either through oneself or by allowing another to do so, without possessing the required specialized skills or training to allow proper use or servicing of said vehicles or equipment
2. Careless or improper use of school tools, machines, equipment, causing damage or defect to the same
3. Operating, using, meddling with or impeding the proper use of machines, tools, equipment, vehicles, facilities or premises to which the employee has not been assigned or is not allowed

Class 5

1. Any act of vandalism or the damaging, deformation, or destruction of school property. This also includes any act that will result in the damage of the courseware.
2. Unauthorized possession, use, or lending of school property
3. Committing any act of dishonesty, negligence, deceit or anomaly not covered by other provisions which cause loss of damage to school property

OFFENSES AGAINST RESIGNATION POLICIES

Class 5

1. Failure of a resigning employee to serve an advance written notice to the company at least thirty (30) days before the date of his or her intention to leave the service
2. Failure of a resigning employee to continue to work or render actual service to the company during the thirty (30) day period covered by the said advance written notice; exception to this policy is granted when a prior agreement between the resigning employee and his / her immediate superior has been made (e.g. supervisor allowing the employee to resign even without the 30-day notice, etc.)

USE OF SOCIAL MEDIA POLICY

USE OF SOCIAL MEDIA

STI recognizes that social media and other electronic communications are effective means of communication that allow users to share ideas, activities, events and interests within their individual medium. Thus, as an educational institution, STI prides itself in employing faculty members and employees who are competent and responsible members of society, respecting each and every member of the STI Community.

Social media and other electronic communications reach a limitless number of individuals; connecting people who may or may not share interests and activities across political, economic and geographic borders. Social media include but are not limited to social networking sites, web feed, blogs, video-sharing, photo-sharing, podcasts, forums, chat rooms, micro blogs, wikis, online journals and other modes of electronic communications.

Hence, STI adopts a policy in the Use of Social Media which aims to address the following:

- The relative freedom afforded by social media and other electronic communications have caused concern regarding its misuse by individual patrons
- Statements, images and/or videos posted to the various social media and other electronic communications may cause damage and prejudice to the company
- Freedom of expression, as enshrined in the Constitution and the Civil Code, is not absolute
- That there is a need to regulate statements and/or images posted in social media and other electronic communications to reflect the maturity, integrity and respect of the whole STI community

COVERAGE

The policy on the use of social media defines the acceptable standards of behavior towards the use of social media of all full-time and part-time employees of the school.

RESPONSIBILITY OF THE EMPLOYEE

An employee is duty-bound to be aware and understand the acceptable standards of behavior towards the use of social media which includes the responsible use of his/her personal or official account. Ignorance of the policies does not excuse employees from being penalized.

RESPONSIBILITY OF SCHOOL MANAGEMENT

School management should disseminate and explain the provisions of this policy to all employees, ensure that the acceptable standards of behavior as embodied in this policy are complied with, and implement the provisions with the end in view of promoting a healthy work environment in the school.

OFFENSES

It shall be understood that any violation of the STI Code of Conduct through the use of social media shall likewise be penalized.

Minor Offenses

Offense	Penalty
Unauthorized use of social media during office hours	Class 2 to Class 5
Sending large number of irrelevant and/or non-work related emails	Class 2 to Class 5

Major Offenses

Offense	Penalty
Posting and/or uploading of statements, photos, other graphical images and/or videos damaging and/or prejudicial to STI	Class 4
Causing intrigues tending to cast insult, dishonor and/or discredit to another employee, faculty or visitor, regardless of malice or veracity	Class 4 to Class 5
Causing intrigues tending to cast insult, dishonor and/or discredit to student, regardless of malice or veracity	Class 4 to Class 5
Posting and/or uploading statements, photos, videos, etc. which constitute discourtesy towards any member of the STI community including visitors	Class 4 to Class 5
Engaging in vulgar or abusive language, personal attacks of any kind targeting individuals or groups	Class 5
Falsely representing oneself to be another person or as an officer, agent or representative of the school	Class 5
Posting of false, misleading, inaccurate data or information resulting in prejudice to STI	Class 5
Harassing, bullying, or fighting with co-employees or co-faculty members	Class 5
Dissemination of obscene materials, indecent exposures considered offensive to the employees, faculty members, and students and to STI	Class 5
Disclosing company privilege information including but not limited to employee violation of company rules and guidelines, client relationships, employee records, company credentials, business secrets	Class 5
Posting of subversive and seditious statements	Class 5
Posting disparaging remarks about employers, co-workers, students, or clients making profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments	Class 5

CORRECTIVE ACTION

STI believes that only well-disciplined employees can contribute to the success of the school. Therefore, it is imperative that appropriate disciplinary action be imposed upon erring employees not merely as punishment but as a corrective and constructive measure.

Corrective actions may be in several forms. These are:

1. Written Warning – a documented notice of admonition issued to an employee
2. Written Reprimand - a documented reprimand issued to an employee
3. Restitution - an act of repaying or indemnification for damages caused
4. Suspension - a forced, temporary absence or physical detachment from work or service. An employee under suspension does not get any compensation and benefits from the company while he or she is on such disciplinary action.
5. Demotion – employee movement from a current position to a classification with a lower rank not necessarily lowering his/her salary
6. Dismissal - the separation from the organization or termination of an employee's service to the school for a just cause such as, but not limited to, poor performance and violation of school policies, rules and regulations. A dismissed employee loses his/her right to separation pay as he/she is being discharged for cause.

PROCEDURAL DUE PROCESS, CHART OF PENALTIES, MULTIPLE VIOLATIONS, ADMINISTRATION, ENFORCEMENT

The sections on Procedural Due Process, Chart of Penalties, Multiple Violations, Administration, and Enforcement under the code of conduct policy are also applicable in the use of social media policy.

ANTI-SEXUAL HARASSMENT POLICY

ANTI-SEXUAL HARASSMENT POLICY

The declaration of State Policy under Republic Act 7877 (the Anti-Sexual Harassment Act) considers all forms of sexual harassment in the employment, education or training environment unlawful and contrary to the dignity of every individual, as well as the latter's guarantee to respect of human rights. Given the seriousness of this matter, STI promulgates appropriate rules and regulations defining the offense of Sexual Harassment and outlining the procedure in the investigation and imposition of administrative sanctions of such cases. While STI currently has existing policies on employee discipline, separate rules and regulations particular to the issue of Anti-Sexual Harassment were passed in compliance with the directive provided under Section 4 of Republic Act 7877. The purpose of the policy is to prevent and deter sexual harassment and to have effective procedures in place to investigate and prosecute such cases if and when they do occur because STI is committed to creating and maintaining an environment where all members of the STI community are free to work and study without fear of harassment of a sexual nature.

COVERAGE

This policy shall apply to all members of STI community in all locations and situations, including:

- a. the STI campus and buildings in all locations;
- b. at events such as school related activities, social functions, conferences, sporting events, field trips or work assignments which are related to a person's study or work; and
- c. in writing, on the telephone, by email or on the internet in any school related activity.

STI is committed to reviewing this policy and procedure on a regular basis in line with changes in the law, applicable jurisprudence and other developments.

CORRECTIVE ACTION

STI believes that only well-disciplined employees can contribute to the success of the school. Therefore, it is imperative that appropriate disciplinary action be imposed upon erring employees not merely as punishment but as a corrective and constructive measure.

Corrective actions may be in several forms. These are:

1. Written Warning – a documented notice of admonition issued to an employee
2. Written Reprimand - a documented reprimand issued to an employee
3. Suspension - a forced, temporary absence or physical detachment from work or service. An employee under suspension does not get any compensation and benefits from the company while he or she is on such disciplinary action.
4. Dismissal - the separation from the organization or termination of an employee's service to the school for a just cause such as, but not limited to, poor performance and violation of school policies, rules and regulations. A dismissed employee loses his/her right to separation pay as he/she is being discharged for cause.

PROCEDURAL DUE PROCESS

STI shall at all times respect the employee's right to due process. Due process shall mean the right to be informed of the nature and cause of the violations and the right to be heard.

1. Committee on Decorum and Investigation

Each STI school shall create a Committee on Decorum and Investigation of cases on sexual harassment. The Committee on Decorum and Investigation shall have the power and jurisdiction to receive, hear, and decide on complaints for sexual harassment. The Committee shall be composed of at least three (3) members that may include the following:

- School Administrator (as Chair of the Committee)

- Academic Head
- Concerned Department/Program Head or his/her representative
- Department/Program Head or his/her representative of a neutral department
- A faculty member of good standing as a representative of the faculty
- A ranking officer of a duly recognized student organization as a student representative
- Executives of the school
- STI-HQ representative

The Committee must have at least one (1) faculty member representative if the complainant is a faculty member and at least one (1) student representative if the complainant is a student.

It should be noted that the law directs that the Committee on Decorum and Investigation be a regular existing committee within the school; it is not an ad-hoc body.

1. **Functions**

The Committee on Decorum and Investigation shall have the following duties and functions:

- a. In consultation with officers, faculty members, employees, and students of the school through their authorized representatives, to adopt and use these rules and guidelines by way of compliance with the directive laid down in Republic Act No. 7877 also known as the Anti-Sexual Harassment Act of 1995, including the procedures for the investigation and prosecution of sexual harassment cases, and sanctions thereof
- b. To conduct meetings and consultations with officers, faculty members, employees and students of the school to increase their awareness to and prevent incidents of sexual harassment
- c. To carry out activities for information dissemination, consciousness-raising and better understanding by the STI community of the issues relating to sexual harassment
- d. To receive, hear, and decide on complaints of sexual harassment
- e. To issue summons to the complainant and witnesses
- f. To conduct proper investigation, hearing, and disposition of sexual harassment cases

The names, responsibilities, work locations, and phone numbers of each Committee member will be routinely and continuously posted so that any employee or student seeking such name can enjoy anonymity and remain inconspicuous.

Any member of the Committee who complains or is complained of sexual harassment shall inhibit himself/herself from participating in the deliberations of the Committee.

2. **Jurisdiction**

The Committee shall have jurisdiction over complaints for sexual harassment filed by any STI employee or student against any and all officers, faculty members, academic non-teaching personnel, and other employees of the school, regardless of rank or status, committed within or outside the school;

2. **Complaint**

A complaint for sexual harassment shall be filed by the complainant with the Committee on Decorum and Investigation. For acts constituting retaliation for sexual harassment complaints, the complaint may be filed by the offended party or by the School Administrator. In this case, the offended party shall be considered as the principal and indispensable witness.

The complaint shall contain the following:

- a. The full name and address of the complainant
- b. The full name, address, and other personal information of the respondent

- c. A detailed narration of pertinent facts constituting the offense
- d. A specification of the charge or charges
- e. The complaint shall be signed by the complainant. The complainant shall be summoned by the committee to attest to the truth of the allegations of the complaint
- f. The complainant may submit any evidence he/she has including affidavits of witnesses, if any, together with the complaint

A withdrawal of the complainant at any stage of the proceedings shall not preclude the Committee from proceeding with the investigation.

The respondent shall be notified in writing by the Committee of the complaint filed against him/her as well as the possible sanction involved within five (5) working days after receipt of the complaint. A copy of the complaint will be attached to the said notice.

Subject to the approval of the President, the Committee may place the respondent on preventive suspension pending the investigation in case the charge is serious, or if there is evidence to show that the respondent is exerting efforts to harass, intimidate, coerce, or unduly influence complainant or any of his/her witnesses into withdrawing his/her complaint or retracting his/her sworn statement or that of his/her witnesses against the respondent.

Said preventive suspension shall only be allowed for a period of one (1) calendar month without pay. However, in the event that an extension of the preventive suspension is found necessary, the school will have to pay the corresponding salaries of the employee for the extension of the preventive suspension.

3. Procedure

1. **If the charge against the respondent will not result in a suspension of 10 days or more or dismissal:**

The respondent is given five (5) working days to explain his/her side in writing from receipt of the notice and copy of the complaint. A copy of said answer shall be furnished the complainant. The respondent's answer shall be in writing. The same may be accompanied by affidavits of his/her witnesses, if available. The answer may be filed through personal service or by registered mail. If through registered mail, the date of the mailing shall be considered as the date of the filing.

If the respondent fails to file an answer within the prescribed period after due receipt of notice and copy of the complaint for sexual harassment, this shall constitute a waiver of his/her right to be heard and present his/her evidence. Thereafter, the Committee may issue a decision on the basis of the evidence and pleadings submitted by the complainant, and shall submit a recommendation to the President for the imposition of the recommended sanction.

The Committee will render a decision within five (5) working days from receipt of the respondent's answer, or in case no explanation is filed, from the last day to file said explanation. The respondent shall be informed in writing of the corrective action to be enforced, if any.

The decision of the Committee is appealable through a written appeal to the President of the school within a non-extendable period of five (5) working days from receipt of the decision by the respondent. Decisions may only be appealed on the basis of the existence of errors of fact or law which warrant the reversal of the decision. The decision of the President in this instance is final and un-appealable.

2. **If the charge against the respondent will result in a suspension of 10 days or more or dismissal:**

The respondent is given five (5) working days to explain his/her side in writing from receipt of the notice and copy of the complaint. A copy of said answer shall be furnished the complainant. The respondent's answer shall be in writing. The same may be accompanied by affidavits of his/her witnesses, if available. The answer may be filed through personal service or by registered mail. If through registered mail, the date of the mailing shall be considered as the date of the filing.

Failure of the respondent to file an answer within the prescribed period after due receipt of notice and copy of the complaint for sexual harassment shall not stop the course of the proceedings.

Within ten (10) working days from receipt of the explanation, or in case no explanation is filed, from the last day to file said explanation, the Committee shall set the case for a hearing. All parties involved shall be invited to attend the hearing(s) to provide them the opportunity to be heard. Said parties and their respective witnesses shall be notified of any scheduled hearing at least three (3) days before the date thereof, specifying the time, date, and place of any hearing.

Failure of the respondent to attend the hearing(s) shall constitute a waiver of his/her right to be heard and present his/her evidence.

The hearing shall be governed by the following rules and procedures:

- The Committee shall conduct an informal and impartial hearing. The parties shall present their respective claims or defenses with the right to adduce evidence and testimonies of their witnesses. The hearing shall be completely under the control of the Chairperson of the Committee. The Chairperson shall conduct examination of the complainant, respondent, and their witnesses. Other members of the Committee may also ask clarificatory questions.
- The Chairperson shall exercise complete control of the proceedings at all stages. The Chairperson shall use all and every reasonable means to ascertain the facts in a speedy and objective manner. The hearing may be informal and the same shall not be governed by technical rules of law and procedure applicable to court or judicial proceedings. However, the requirement of due process must be complied with at all times.
- The Guidance Counselor shall record the minutes of the proceedings. A record of the entire proceeding, as documented by the Guidance Counselor, shall be taken and filed as an official record of the case. The proceedings may likewise be recorded on audio tape by the Committee and with the consent of the parties and all persons present during said hearing. The Chairperson shall have custody of the records of the proceedings.
- All materials relevant to the investigation will be made available to the respondent. The respondent is entitled to the full details of matters under investigation and the opportunity to respond to them.
- During the hearing, the appearance and assistance of counsel may be allowed but only for the purpose of ensuring that due process is observed. Counsel(s) may not propound questions directly to the parties or their witnesses. All questions of counsels shall be directed to the Chairperson and shall be limited to clarifications on procedural matters. In any case, it shall be the duty of the parties to ensure that their lawyers will strictly adhere to these rules and shall not cause any disruption or unnecessary delays to the proceedings.

- Should the respondent unreasonably fail to appear on the scheduled hearing after due notice, such failure shall be placed on record and the investigation shall proceed *ex parte*.
- Amendments to the complaint/answer shall not be allowed without the approval of the Committee.
- The Committee shall give paramount consideration to the rights of the complainant and respondent, and shall treat them with respect and dignity.
- The Committee shall objectively evaluate the evidence pertinent to the complaint. The committee shall endeavor to establish the facts on the basis of the evidence presented during the investigation.
- The hearing shall be held under strict confidentiality and sensitivity.
- The complainant, respondent, and witnesses are bound to observe this procedure and shall await the final resolution of the complaint, before resorting to filing any suit before the court.
- The complainants, respondents and witnesses shall be bound by, and shall respect the procedures and policies of the Committee stated herein, as well as any other rule heretofore promulgated and duly published, and shall refrain from hampering, interrupting or frustrating, willfully or otherwise, said hearing(s) or any incidents thereof, by any act. This includes obtaining any appropriate writ or process from the courts.

The Committee shall submit a recommendation to the President within fifteen (15) working days upon the termination of the hearings. The President shall then render a decision based on the Committee's recommendation and shall serve a written notice upon the respondent. The decision of the President in this instance is final and un-appealable.

MALICIOUS PROSECUTION

While the school is totally committed to safeguarding the rights of all members of the STI community against sexual harassment, it is likewise the policy of the school to protect the same members from any malicious and baseless accusation and prosecution for sexual harassment.

Any person who shall be proven by the Committee to have falsified his/her testimony or having instituted a case of sexual harassment based on malicious, vindictive or baseless accusations shall be held liable for malicious imputation of offense and false accusation, and shall be subject to appropriate penalties in accordance with the policy of the school, and without prejudice to the right of the offended party to institute a criminal case for perjury before the proper government agency.

CHART OF PENALTIES

The penalties for violations prescribed in this policy may vary in accordance to the gravity of the offense and its frequency of commission.

Offense Classification	Class 1	Class 2	Class 3	Class 4	Class 5
FIRST	Written Warning	Written Reprimand	3 Days Suspension	5 Days Suspension	Dismissal
SECOND	Written Reprimand	3 Days Suspension	5 Days Suspension	10 Days Suspension	
THIRD	3 Days Suspension	5 Days Suspension	10 Days Suspension	Dismissal	
FOURTH	5 Days Suspension	10 Days Suspension	Dismissal		
FIFTH	10 Days Suspension	Dismissal			
SIXTH	Dismissal				

MULTIPLE VIOLATIONS

Commission of Class 1 and/or Class 2 offenses will be penalized one (1) classification higher if an offense under the same class has been committed within the last 24 months prior to the date of commission of the current offense.

Furthermore, counting of class 1 and 2 offenses under the same rule shall continuously progress. However, if no violation of the same rule occurs within a 24-month period, all previous violations of the same rule shall not be considered in any future counting of the offenses.

Class 3 to 5 offenses are not covered by any limitation period. The sanction imposed upon any violation of the same classification shall be a class higher, even if the violation of the same offense occurs after a period of 24 months from the time the first offense was committed.

Offenses in this policy are not all inclusive. Any act, conduct, or behavior prejudicial to the interests of the company not specifically included herein shall also be punishable after a thorough review and investigation by the management. The penalty to be imposed for such shall be dependent on the gravity of the offense.

ACTS CONSTITUTING SEXUAL HARASSMENT AND OTHER PROHIBITED ACTS

Sexual harassment includes sexual advances, requests for sexual favors, or any act or conduct, gesture, display, or circulation of written words, pictures or other materials that could reasonably be regarded as sexually offensive, humiliating or intimidating to the recipient. Sexual harassment shall refer to any sexually oriented conduct that has the effect of creating an environment that is hostile, offensive, intimidating or humiliating to students and employees.

Without limiting the circumstances that may constitute sexual harassment, the following acts and conducts committed against any student or employee of the school amount to sexual harassment. These acts constituting sexual harassment are classified according to the severity of the act or conduct:

1. Class 1 Offenses

Sexual gestures, propositions, or other sexual conducts such as, but not limited to:

- a. Displaying offensive pictures or publications within the school premises or at events such as school related activities, social functions, conferences, sporting events, field trips or work assignments which are related to a person's study or work
- b. Making offensive hand or body gestures at co-employee or student
- c. Staring or leering at a co-employee or student

2. Class 2 Offenses

- a. Constant talk of sex or sexual innuendos
- b. Asking a co-employee or student intimate questions on his/her sexual activities
- c. Gossiping or intriguing into one's sex life, commenting about an individual's sexual activity, deficiencies or prowess, sexual epithets, written or oral references to sexual conduct, inquiring into one's sexual experiences, discussion of one's sexual activities

3. Class 3 Offenses

- a. Physical conduct which is sexual in nature such as, but not limited to, touching, pinching, patting, grabbing, brushing against, or poking the co-employee or student's body
- b. Sexually oriented gestures, noises, remarks, smutty jokes or comments about a person's sexuality or sexual experiences directed at or made in the presence of the complainant

4. Class 4 Offenses

- a. Subjecting to or threatening to subject the complainant to unwelcome sexual attention or conduct or intentionally making the performance of the complainant's task more difficult because of the complainant's sex
- b. Retaliation for sexual harassment complaints such as, but not limited to disciplining, changing work assignment, providing inaccurate work information to, or refusing to cooperate or discuss work or school related matters with the complainant because he/she has complained about or resisted harassment, discrimination or retaliation
- c. Concealing or attempting to conceal any offensive act enumerated above

5. Class 5 Offenses

- a. For faculty members and other school employees, a sexual favor is made as a condition in the hiring or in the employment, re-employment or continued employment of the complainant, or in granting the complainant favorable compensation, terms, conditions, promotion, or privileges, or the refusal to grant the sexual favor results in limiting, segregating, or classifying the complainant which in any way would discriminate, deprive or diminish employment opportunities or otherwise adversely affect said complainant

- b. For students, by offering or proposing to a student to change his/her grades or give a passing grade in exchange for sexual favors
- c. When a sexual favor is made a condition to the grant of honors and scholarships, or the payment of stipend, allowance or other benefits, privileges, and considerations
- d. Preferential treatment or promise to the complainant in exchange for sexual favors
- e. Physical assault of a sexual nature such as, but not limited to rape, sexual battery, molestation, lascivious acts, or attempts to commit the foregoing
- f. Any physical assault or even a threat of physical assault as retaliation for the filing of a case on sexual harassment

6. Other Acts

The above is not to be construed as an all-inclusive list of prohibited acts under these policies and guidelines. Acts that are similar or circumstances that are analogous to the above-mentioned can be subject of complaint and sanctions, if warranted.

Sexual harassment is unlawful and hurts all members of the STI community. Sexually-oriented acts or any sex-based conduct have no legitimate purpose in an educational institution. Accordingly, anyone who performs such acts or engages in such conduct should be and will be made to bear the full responsibility for such unlawful conduct.

MANUAL REVISION

STI may make changes to the policies in this manual from time to time to improve the effectiveness of its operation. In this regard, any employee who wishes to make any comments about the contents of this manual may forward suggestions to the Channel Management Division of STI-HQ through the school's Channel Manager or School Operations Manager.

SEPARABILITY CLAUSE

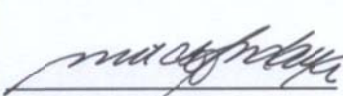
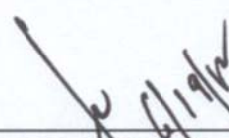
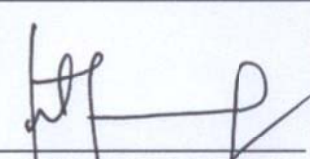
If any part of provision of the policies in this manual is declared invalid or unconstitutional, said changes shall apply only to that specific part or provision. The remainder shall be valid and effective.

REPEALING CLAUSE

Any existing orders, circulars, memoranda, policies, or any part thereof, which are contrary to, or inconsistent with any provision of the policies in this manual, shall be deemed repealed or modified accordingly.

Any other practices which are not mentioned in this manual and which do not form part of any existing policies shall be considered invalid or repealed.

Approved by:

 MITCH M. ANDAYA VP, Academics	 RESTY C. BUNDOC VP, Channel Management	 PETER K. FERNANDEZ EVP/COO
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