



SAINT LOUIS
UNIVERSITY
BAGUIO CITY, PHILIPPINES

FACULTY HANDBOOK

2025 EDITION

Founded in 1911 by the Congregation of
the Immaculate Heart of Mary (CICM)

Introduction

Saint Louis University envisions itself as an excellent missionary and transformative educational institution, zealous in developing community-oriented and globally recognized professionals who are innovative, competent, compassionate, imbued with Christian spirit, and empowered to build a just, peaceful, and sustainable society. This vision calls each member of our faculty to be more than educators—we are formators, innovators, and partners in building a better world. As Louisiana educators, we commit ourselves to developing students who embody these qualities through our own example of professionalism, which at SLU stands for integrity, competence, growth, and leadership. Yet professionalism at SLU signifies something deeper—it connotes relationships. Through communication, mutual respect, trust, acceptance, and shared values and goals, we promote the common good. The faculty of SLU continually move toward our institutional vision, mission, and objectives by fostering healthy relationships not only among ourselves but also with our students, our partners, and the wider community we serve.

Central to our work as faculty is SLU's Quality Policy Statement, which articulates our commitment to developing community-oriented and globally recognized Louisiana professionals. In partnership with our stakeholders, we implement an effective quality management system and pursue continual improvement to meet all applicable requirements toward the utmost satisfaction of our valued Louisiana community. This commitment to quality permeates every aspect of our work—from curriculum design and pedagogical innovation to research excellence and community engagement. It calls us to continuous reflection on our practices and ongoing enhancement of the educational experience we provide.

The SLU Faculty Handbook serves as an essential guide designed to present comprehensive information about important University policies, procedures, programs, benefits, and services as they apply to the faculty of Saint Louis University. To fulfill our shared mission and uphold our quality commitments, every faculty member is expected to be thoroughly familiar with the contents of this Handbook. While this Handbook contains useful and detailed information for faculty, members are also expected to follow other institutional policies and procedures as contained in other official publications of the University, including relevant memoranda and guidelines issued by various University offices.

This revised Handbook is organized to guide you through the essential dimensions of faculty life at SLU. The first part introduces the foundational elements of our institutional identity, including the CICM Philippine Province Vision and Mission from which the SLU General Objectives and Basic Principles were developed, the revised SLU Vision and Mission, our Quality Policy Statement, and a brief history of Saint Louis University. The second part describes Faculty Duties and Responsibilities, encompassing teaching, research, extension, and production policies that guide faculty members in fulfilling their professional roles. Part III explains the Faculty Development Program, reflecting our commitment to

continuous professional growth and excellence. Part IV provides details on policies related to Employment, Rank and Promotion, ensuring transparency and fairness in faculty career progression. The last part enumerates the benefits and services available to full-time faculty, demonstrating the University's commitment to faculty welfare and support.

The policies included in this Handbook are subject to change as the University deems appropriate and necessary to respond to emerging needs, regulatory requirements, and our commitment to continual improvement. Faculty may receive notice of new or modified policies, procedures, benefits, or programs from time to time. The most current version of policies and procedures will always be available through official University channels.

As we embrace this revised Faculty Handbook, let us remember that our work as educators at Saint Louis University is both a privilege and a profound responsibility. Together, guided by our shared vision and commitment to quality, we shape the minds and hearts of future professionals who will serve as agents of transformation in their communities and the world. May this Handbook serve as a valuable resource as we continue this noble mission of forming innovative, competent, compassionate, and Christian professionals empowered to build a just, peaceful, and sustainable society.

Section I. Vision and Mission of Saint Louis University

Saint Louis University is a Catholic institution of higher learning. It was founded by the CICM Philippine Province as one effective means of evangelization to be fully integrated with the Church's educational vision. It is, therefore, essential that SLU must address itself to the apostolic commitment and priorities of the CICM Philippine Province in its educational apostolate.

Section 1.1. The CICM Philippine Province Vision and Mission

Inspired by the historical commitment and dedication to provide a Catholic education, the CICM Philippine Province espouses the following vision and mission for its educational institutions.

1. It envisions an integral human formation of the youth who will become mature Christians and active members of the Church. This integral human formation is directed towards a Christian development of knowledge, skills and attitudes which is geared towards service in Church and in society by witnessing to the values of God's reign.
2. The schools are committed to instruction, to research, and to community service. Such activities are oriented towards the promotion of human dignity and happiness which leads to the development of the total person who is able to take up one's responsibilities in the Church and in the world.
3. The university promotes a special outlook on self, on others, on the material world, and on God – such special outlook changes the goal of every human activity and distinguishes the CICM educational institution from any other educational system.
4. Every CICM educational institution lives up to its missionary identity. Each member of the school community is fully aware of one's responsibility to reach out to the marginalized and to discover with them the impact of the Gospel on social reality, on justice, and on solidarity. Likewise, one is conscious of one's responsibility to reach out to separated brothers and sisters and to establish trustworthy relations with them because there is only one Gospel, one Lord, and one Father of all.
5. Inspired and compelled by the attitude of Jesus, the CICM educational institution gives special attention to the oppressed, the disadvantaged, and the handicapped.

Section 1.2. General Objectives

CICM wishes to state further its commitment to realize in the CICM Education Institutions the priorities which are manifest in its traditions and missionary objectives.

1. To form an educational community of administrators, faculty, students, personnel, and parents which is conscious that their knowledge, skills, and attitudes should be geared to being a sign of God's reign and that by this they realize their highest human dignity.
2. To bring about a new Christian outlook on God, life, culture, world, neighbor, society, and personal human dignity.
3. To give the educational community an adequate exposure to the Catholic faith, in catechesis as well as in liturgy and practice; to enable Catholics to grow to maturity in faith; and to be inviting and open to non-Catholic Christians and to non-Christians through sound ecumenism and mutual respect.
4. To animate lay people in our institutions by the Church and CICM vision on education, promoting the teaching profession in whatever field as a special charismatic service to God's people.
5. To reflect continually in the light of the Catholic faith upon the growing treasure of human knowledge and to transmit it through teaching, research, and various services to our communities.
6. To be committed to the service of the People of God and human society in general; to study contemporary problems as the dignity of human life, promotion of justice and peace, and just sharing in the world's resources.
7. To look for ways and means to give the same chances to the children of as many disadvantaged families as possible.
8. To serve as a dynamic base for the CICM Institute by creating awareness for the missionary task of the universal Church and by engaging in vocation animation.
9. To cooperate with the local Church, striving for a common vision while respecting the authority of the local Church and the CICM orientation.
10. To integrate and to promote the life-giving aspects of the cultural and moral values of the people.
11. To maintain an academic standard which allows the faculty and students to work on a level needed for their professional competence.

Section 1.3. SLU Vision-Mission, Policy Statement and General Objectives

Vision Mission Statement

We envision Saint Louis University as an excellent missionary and transformative educational institution, zealous in developing community-oriented

and globally recognized professionals who are innovative, competent, compassionate, imbued with Christian spirit, and empowered to build a just, peaceful, and sustainable society.

Quality Policy Statement

We are committed to developing community-oriented and globally recognized Louisian professionals who are innovative, competent, compassionate, imbued with Christian spirit, and empowered to build a just, peaceful, and sustainable society.

We, in partnership with our stakeholders, are implementing an effective quality management system and continual improvement to meet all applicable requirements towards the utmost satisfaction of our valued Louisian community.

General Objectives and Basic Principles

Saint Louis University derives its general and specific objectives from the CICM Philippine Province mission statement and objectives on its educational apostolate, and the national development goals and educational aims of the Philippines.

As a Catholic educational institution, Saint Louis University is conscious of the significant role it must assume so as to contribute to the development of the Philippines. Therefore, even as it is committed to the RP-CICM vision and mission for its educational institutions, Saint Louis University is also committed to the national goals and educational aims of the Philippines.

1. To provide moral and intellectual training in a Christian atmosphere which will promote a value system founded on human rights; on upright living; and on the origin, dignity, and destiny of men and women; to stand witness to the presence of Christ in the contemporary world by itself being characterized by institutional and personal commitment to fundamental truths and principles.
2. To contribute to national development by educating the youth for intelligent, efficient, creative, and responsible utilization of their skills and professions, providing thereby the necessary and enlightened leadership in the various fields of human social development.
3. To be the seat of intellectual dedication, constantly seeking and opening new horizons of knowledge, with the end in view of ensuring the positive application of the varied potentialities and capabilities of men and women in response to the needs of contemporary society and forming principled and committed persons engaged in the pursuit of collective spiritual and material well-being.

4. To make itself, in conjunction with other social institutions, a more dynamic and accessible instrument for promoting equality, justice, and social consciousness; to make itself a real and effective mechanism for the advancement of equality of opportunity among men and women, serving thus to remove prejudicial forces that impede harmonious local, national, and international life.

Section 1.4. University Seal



The colors of Saint Louis University are white and blue, the colors of the Blessed Virgin Mary. White symbolizes the earth and man; blue signifies heaven and God. The big golden cross in the middle of the shield affirms the Christian faith which the school aims to spread to the four corners of the earth as shown by the four small crosses.

Superimposed on the golden cross is the stylized lily which is associated with Saint Aloysius ("Louis") Gonzaga, the patron saint of the school. The big sword across the shield expresses the vigilance and perseverance needed in education. The rugged mountains that come out behind the sword illustrate the heights which the school strives to reach in bringing the light of truth to people gripped by the darkness of ignorance. The year 1911 shows the year when SLU was founded. The motto on the lower part of the seal "Sapientia Aedificat" ("Wisdom builds") expresses the belief of SLU that wisdom as the aim of education builds an enlightened society.

Section 1.5 History of Saint Louis University

The CICM Missionary Foundation: Roots of a Vision

The story of Saint Louis University begins not in the pine-clad mountains of Baguio, but in the heart of 19th-century Belgium, where a diocesan priest named Théophile Verbist harbored a profound concern for abandoned children in China. Born in Antwerp, Belgium in 1823, Verbist founded the Congregation of the Immaculate Heart of Mary (CICM) in 1862, establishing the congregation's first formation house at an old pilgrimage site called Scheut, a suburb of Brussels. The

congregation would become known as the Scheut Missionaries, dedicated to missionary work under the patronage of the Immaculate Heart of Mary and guided by their motto "Cor Unum et Anima Una" (One Heart, One Soul).

In the winter of 1865, Verbist and four companions arrived in Inner Mongolia, where they immediately began organizing small Christian communities. Just three years later, on February 23, 1868, Verbist died of typhoid fever at the age of 44 in Lao-Hu-Kou. His death did not diminish his legacy; rather, it sparked a missionary movement that would eventually reach the shores of the Philippines and transform the landscape of Catholic education in Northern Luzon.

The CICM Arrival in the Philippines: A Mission to the North

At the dawn of the 20th century, the Philippine Catholic Church faced a critical moment. The decade was marked by political turmoil as the Filipino nation struggled for independence, with religious education under American Protestant control and many parishes left without priests after Spanish friars departed following the American victory in the Battle of Manila Bay. In response to this crisis, Rome called upon missionary groups to restore the imperiled Church in the archipelago.

The CICM missionaries answered this call with remarkable alacrity. On November 2, 1907, nine CICM missionaries arrived in Manila, mandated by the Holy See to evangelize the northern part of the country. In November 1907, Bishop Dougherty welcomed seven young missionary priests and a brother, led by Superior Petrus Dietrickx, who became the pioneer CICM confreres in the Philippines. Among these pioneers were three priests whose names would become inextricably linked with Baguio's Catholic heritage: Frs. Séraphin Devesse, Octave Vandewalle, and Henry Verbeeck, who arrived in Baguio City on November 15, 1907.

The missionaries recognized that Baguio, then a small mountain village resort in the province of Benguet approximately two hundred and fifty kilometers north of Manila, would be pivotal for the region. With an elevation of at least 1,500 meters above sea level, Baguio served as a natural gateway to and from the Cordillera Mountain range, home to numerous indigenous tribes.

The Humble Beginning: A One-Room School (1911)

In 1908, Fr. Séraphin Devesse built the first Catholic Church in Baguio, naming it St. Patrick Church in honor of St. Patrick, who was then the patron saint of Baguio. It was from this foundation of faith that education would spring forth. On December 1, 1911, Fr. Séraphin Devesse founded a one-room elementary school in Baguio for ten local boys, using the convent of what is now the Baguio Cathedral along present-day Assumption Road corner Session Road. This modest beginning—a single room with ten pupils—would become the seedling from which a great university would grow.

The school's early years were marked by the self-effacing humility characteristic of CICM missionaries. Fr. Devesse, the founder, remained largely in the shadows of history, true to the missionary virtue of anonymity. Yet his vision of education as evangelization would prove transformative for the region.

Growth and Expansion: From Mission School to Saint Louis School (1913-1921)

In 1913, Fr. Florimond Carlu, one of the nine original CICM missionaries to the Philippines, took over the management of the mission schools that Fr. Devesse had established. In 1915, the intermediate grades and a trade school were started under the guidance of Fr. Florimond Carlu, and the school was dedicated to the patronage of Saint Aloysius "Louis" Gonzaga, patron saint of young people and students. Thus, the institution officially became Saint Louis Schools.

The expansion reflected the CICM's holistic approach to education. The trade school trained students in practical skills such as silversmithing, carpentry, hat making, weaving, and shoemaking, preparing them for meaningful livelihoods while nurturing their spiritual formation. In 1921, the high school was inaugurated, marking another significant milestone in the school's development.

Fr. Carlu would become a beloved figure in Baguio, serving as the revered parish priest of the Baguio Cathedral until his death in 1950. During this period, the Immaculate Conception - Missionary Canonesses (ICM) Sisters also arrived to collaborate with the CICM Fathers, a partnership that would prove instrumental in the administration and growth of Saint Louis Schools.

Survival Through War: Destruction and Reconstruction (1939-1952)

The outbreak of World War II in 1939 brought unprecedented challenges to Saint Louis School. Classes resumed in 1942 but became impossible to sustain. Due to the carpet bombing of Baguio, the school's buildings were destroyed, and classes were suspended until 1945. Tents were used as temporary classrooms.

The devastation of war, however, could not extinguish the missionary spirit. In 1952, through the combined efforts of Msgr. William Brasseur, Rev. Fr. Rafael Desmedt, and Rev. Fr. Karel Pieters, Saint Louis College was established with three departments: Education, Liberal Arts, and Commerce and Secretarial. The college started with only 75 students, and Rev. Fr. Gerard Decaestecker served as its first rector. His presidential tagline, "Wisdom Builds," captured the essence of the institution's mission and gave voice to the university motto "Sapientia Aedificat"—an exhortation to transform academic life into a source of meaningful relationships in family, work, and society.

The establishment of Saint Louis College represented more than reconstruction; it was a renaissance of the CICM's educational apostolate in the Cordilleras. The founding was part of the reconstruction effort under the visionary leadership of Bishop William Brasseur and CICM Provincial Superior Fr. Rafael Desmedt after the destruction wrought by the war.

Academic Advancement and University Status (1954-1963)

The 1950s and early 1960s marked a period of rapid academic expansion. In 1954, the Colleges of Engineering and Law opened their doors, followed by the start of the Graduate School of Arts and Sciences in 1956. The construction of the Gonzaga Building in 1955 established what would become the Main Campus, providing a permanent home for the growing institution.

In 1962, the Diego Silang Building was constructed and became the High School for Boys, further expanding the university's physical infrastructure. The building stood as a testament to the institution's commitment to nurturing young men in the Louisian tradition.

The crowning achievement of this era came on May 13, 1963, when Saint Louis College was conferred university status by the Philippine government under the presidency of Diosdado Macapagal. It became the first private university north of Manila (Wikipedia, 2024). Rev. Fr. Gerard Linssen, who had served as the third rector, transitioned to become the university's first president, adopting the presidential tagline "Building a Better World" and articulating a vision that "Saint Louis University may contribute to the world's progress in every sense, that she may help our fellowmen here and everywhere in their quest for truth and happiness."

Continued Expansion: Building Excellence (1964-1996)

The elevation to university status unleashed a wave of institutional development. In 1967, the College of Liberal Arts expanded into the College of Human Sciences and College of Natural Sciences, reflecting a commitment to comprehensive liberal education.

Under the leadership of Fr. Paul Zwaenepoel, the second president (1964-1976), the university embraced a "Triple Commitment to God, Man, and Country," emphasizing that "SLU should aim at making Christ present in the world in its academic aspect and in its social context." This period saw the canonical installation of the Saint Aloysius Gonzaga Parish in 1972, further strengthening the university's spiritual mission.

The mid-1970s brought landmark developments in healthcare education. In 1976, the Colleges of Medicine and Nursing were established, followed by the inauguration of the SLU Hospital of the Sacred Heart on May 10, 1977. The hospital serves as a training hospital for the university's Schools of Medicine, Nursing and Natural Sciences.

Fr. Ghisleen De Vos, the third president (1976-1983), championed the development of "a compassionate society," urging the community to "listen to one another and, in the silence of our reflections, to the abiding guidance of the Almighty." During his tenure, the Dr. Waldo S. Perfecto Building was erected and inaugurated in 1983.

In 1982, Saint Louis University achieved a significant milestone when it was granted deregulated status by the Philippine Association of Accrediting Schools, Colleges and Universities (PAASCU) after undergoing rigorous evaluation. This recognition affirmed the university's commitment to quality education.

Fr. Joseph Van den Daelen, the fourth president (1983-1996), envisioned SLU as moving "Towards a Christian Educational Community," declaring that "Saint Louis University stands out as a reminder of a firm vision of a true and animated Christian community in a world fraught with anxieties for peace and progress."

Transformation and Filipinization (1996-2015)

Fr. Paul Van Parijs, the fifth president (1996-2005), introduced the concept of "Covenant of the Heart," emphasizing the importance of living up to "being a living institutional witness to Christ and to His message." During his term, SLU acquired two additional campuses in Navy Base and Bakakeng, significantly expanding its physical presence in Baguio.

The year 2001 marked another watershed moment when the Commission on Higher Education (CHED) conferred **Full Autonomy Status** upon Saint Louis University, recognizing its sustained excellence in governance, curriculum development, and academic standards. This autonomous status was renewed in 2024, affirming SLU's continued commitment to educational excellence.

In 2005, a historic transition occurred with the installation of Fr. Jessie M. Hechanova as the sixth president—the first Filipino natural-born CICM to lead the university. His presidential tagline, "A Mission to Transform," reflected a pivotal shift in institutional identity. Fr. Hechanova challenged the community to reimagine SLU: "The challenge is to shift from an image of SLU as a company to that of SLU as a family or community in mission."

Fr. Hechanova's decade-long presidency (2005-2015) witnessed significant institutional developments. In 2010, all colleges were renamed to Schools, reflecting contemporary academic nomenclature. The year 2011 was particularly momentous as SLU celebrated its Centennial Foundation Anniversary—one hundred years since Fr. Devesse opened that one-room school for ten boys. The celebration included the launch of the Annual Run for Hope, which has become a cherished tradition embodying SLU's commitment to social involvement.

The Present Era: Missionary Spirit and Academic Excellence (2015-Present)

On July 1, 2015, Rev. Fr. Gilbert B. Sales was installed as the seventh president and the second Filipino to lead Saint Louis University. His presidential tagline, "*Missio et Excellentia*" (Missionary Spirit and Academic Excellence), encapsulates the dual commitment that defines contemporary SLU: "God is praised in Excellence. In everything that we do, whether in the pursuit of knowledge or in the service of humanity, let us do it with excellence."

Under Fr. Sales' leadership, SLU has undergone significant structural reorganization and international recognition:

Institutional Reorganization and Development (2016-2019)

In 2016, the Office of the Vice President for Mission and Identity was created, institutionalizing the university's commitment to preserving and advancing its CICM Catholic mission. This office ensures that the missionary charism permeates all aspects of university life.

The year 2018 saw substantial academic restructuring with the creation of the School of Accountancy, Management, Computing and Information Studies, and the School of Advanced Studies. The blessing of the Fr. Francis Gevers Hall provided state-of-the-art facilities for learning and research.

In 2019, SLU institutionalized its Quality Management System through ISO 9001:2015 certification, demonstrating its commitment to continuous improvement and stakeholder satisfaction. The installation of a Solar Power System underscored the university's dedication to environmental sustainability—a commitment that would later be recognized through various international rankings.

International Recognition and Rankings (2020-2024)

The period from 2020 to 2024 has witnessed SLU's emergence on the global stage of higher education. In 2020, SLU achieved notable recognition in the Webometrics ranking, affirming its digital presence and impact. The university received ISO 9001:2015 certification in 2021, validating its quality management systems.

In 2022, the School of Nursing Allied Health and Biological Sciences was created, expanding SLU's healthcare education portfolio. That same year, SLU earned 3 QS Stars Rating for Excellence, a prestigious international recognition of institutional quality across multiple dimensions.

The year 2023 proved to be a banner year for international recognition. SLU was ranked in multiple prestigious systems:

- Times Higher Education (THE) Impact Rankings, which assess universities' success in delivering the United Nations' Sustainable Development Goals
- World University Rankings for Innovation (WURI) 2023
- Quacquarelli Symonds (QS) Asia Rankings
- AppliedHE Private University Ranking: ASEAN+
- UI Green Metric, which evaluates universities' commitment to sustainability

In 2024, SLU was shortlisted for the THE Awards 2024, a testament to its innovative practices and outstanding contributions to higher education. The

university maintained its rankings in WURI and THE Impact Rankings and achieved recognition in Webometrics 2024. Most significantly, CHED granted SLU autonomous status anew, confirming its sustained excellence.

Educational Philosophy and Core Values

Throughout its 113-year history, Saint Louis University has remained anchored to the founding vision of the CICM missionaries while evolving to meet contemporary challenges. The university's current vision statement articulates this balance: "We envision Saint Louis University as an excellent, missionary, and transformative educational institution zealous in developing locally responsive, globally competitive, and empowered human resources who are creative, competent, socially involved and imbued with Christian spirit."

This vision is operationalized through four core values that trace their lineage to the earliest days of the mission school:

1. **Christian Spirit:** Christian Spirit emphasizes modeling Christ-like character by embodying Catholic teachings and advocating for service to others, serving as guiding principle that fosters a faith-driven and compassionate university community.
2. **Innovation:** Innovation fosters lifelong learning and the pursuit of self-actualization. By inspiring new ideas and outputs, it aligns with SLU's commitment to creativity and adaptability in a changing world.
3. **Competence:** Competence highlights the importance of excellence in professional practice and everyday life. By striving to exceed established standards with integrity, it encourages both students and faculty to pursue personal and professional growth.
4. **Compassion:** Compassion highlights the need to commit to delivering acts of kindness that uplift marginalized and vulnerable communities while promoting justice, peace, and the integrity of creation.

These values reflect the holistic formation that has characterized Louisian education since 1911—an education that develops not merely professionals, but transformative leaders imbued with missionary zeal.

The Presidential Legacy: Keeping the Flame of Mission Burning

The seven presidents of Saint Louis University have each contributed distinctive dimensions to the institution's development while maintaining continuity with the CICM missionary charism:

1. **Fr. Gerard Decaestecker** (1952-1954): "Wisdom Builds"—established the foundation of collegiate education
2. **Fr. Albert Van Overbeke** (1954-1962): "Strengthening Togetherness and Cooperation"—fostered institutional unity
3. **Fr. Gerard Linssen** (1962-1964): "Building a Better World"—guided the transition to university status
4. **Fr. Paul Zwaenepoel** (1964-1976): "Triple Commitment to God, Man, and Country"—expanded academic programs

5. **Fr. Ghisleen De Vos** (1976-1983): "Developing a Compassionate Society"—established health sciences education
6. **Fr. Paul Van Parijs** (1996-2005): "Covenant of the Heart"—expanded physical infrastructure
7. **Fr. Jessie M. Hechanova** (2005-2015): "A Mission to Transform"—ushered in Filipinization and centennial renewal
8. **Fr. Gilbert B. Sales** (2015-present): "Missio et Excellentia"—achieving international recognition and sustainable development

Of these eight leaders, the first six were Belgian CICM missionaries, reflecting the congregation's roots in Scheut. The transition to Filipino leadership with Frs. Hechanova and Sales represents the maturation and inculturation of the CICM mission in the Philippines.

Strategic Direction and Affiliations

Saint Louis University operates within a network of Catholic educational institutions that amplify its impact and ensure fidelity to its mission. The university maintains active membership in:

- ASEAN University Network - Quality Assurance (AUN-QA)
- Association of Southeast Asian Institutions of Higher Learning (ASAIHL)
- Association of Southeast and East Asian Catholic Colleges and Universities (ASEACCU)
- Association of Catholic Universities of the Philippines (ACUP)
- Catholic Educational Association of the Philippines (CEAP)
- International Federation of Catholic Universities (IFCU)
- Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU)

These affiliations position SLU within a global network of Catholic higher education institutions committed to academic excellence, missionary service, and social transformation.

The university pursues three strategic goals that guide all institutional initiatives:

1. **Uphold Louisiana CICM Catholic Mission and Identity:** Ensuring that the founding charism permeates all aspects of university life
2. **Sustain Excellence and Quality in (CICM) Catholic Education:** Maintaining rigorous academic standards while nurturing faith formation
3. **Amplify SLU-CICM's Commitment to Society:** Engaging meaningfully with community needs and social challenges

Academic Offerings: From Elementary to Doctoral Studies

Today, Saint Louis University offers comprehensive educational programs across all levels:

Basic Education School

The Laboratory Elementary, Junior High School, and Senior High School Departments continue the tradition begun in 1911, providing quality basic education that prepares students for higher learning.

Higher Education

The university's six schools offer diverse undergraduate programs:

- **School of Accountancy, Management, Computing, and Information Studies (SAMCIS):** Programs in accountancy, business administration, entrepreneurship, tourism, hospitality, computer science, information technology, and multimedia arts
- **School of Engineering and Architecture (SEA):** Nine engineering programs plus architecture
- **School of Law (SOL):** Juris Doctor and Master of Laws programs
- **School of Medicine (SOM):** Doctor of Medicine program
- **School of Nursing, Allied Health and Biological Sciences (SONAHBS):** Programs in nursing, biology, medical laboratory science, pharmacy, and radiologic technology
- **School of Teacher Education and Liberal Arts (STELA):** Education programs, communication, philosophy, political science, psychology, and social work

Graduate Education

The **School of Advanced Studies (SAS)** offers over 40 graduate programs at the master's and doctoral levels across business, engineering, liberal arts, natural sciences, nursing, and teacher education—fulfilling Fr. Devesse's original vision of education as transformation.

Physical Infrastructure: Four Campuses Serving the Mission

Saint Louis University now operates across four campuses with a total land area of 24 hectares:

1. **Main Campus (Mount Mary Campus):** A 6-hectare compound on Andres Bonifacio Street housing the School of Advanced Studies, School of Engineering and Architecture, School of Teacher Education and Liberat Arts, School of Law, School of Medicine, School of Nursing, Allied Health, and Biological Sciences and the SLU Sacred Heart Medical Center
2. **Gonzaga Campus:** On General Luna Road, home to the Laboratory Elementary Department of the Basic Education Schools
3. **Navy Base Campus:** On Claro M. Recto Street, housing the Laboratory Junior and Senior High Departments of the Basic Education School
4. **Bakakeng Campus:** Home to the School of Accountancy, Management, Computing, and Information Studies

This distributed campus model allows SLU to serve different constituencies while maintaining a unified institutional identity.

The CICM Philippines School Network

Saint Louis University stands as the oldest institution within the CICM Philippines School Network (CICM-PSN), a family of educational institutions that share the congregation's missionary charism. This network includes universities and colleges in the country: Saint Louis University in Baguio City, Saint Mary's University in Bayombong, Nueva Vizcaya, Saint Louis College in San Fernando City, La Union, University of Saint Louis in Tuguegarao City, Cagayan, Mary Hill School of Theology in Quezon City, and Saint Louis College of San Fernando, Cebu —each carrying forward the vision that Fr. Theophile Verbist articulated in 1862 and that Fr. Séraphin Devesse planted in Philippine soil in 1911.

Conclusion: A Living Legacy of Mission and Excellence

From a one-room schoolhouse with ten boys to a comprehensive university with over 40,000 students, Saint Louis University's journey embodies the transformative power of education rooted in faith and service. The university represents "the crowning achievement in the field of school apostolate" of the CICM in the Philippines, as noted by Superior General Omer Degrijse in his centennial circular commemorating the CICM.

The institution's motto, "Sapientia Aedificat" (Wisdom Builds), articulated by the first rector Fr. Gerard Decaestecker, continues to guide its mission. This wisdom is not merely intellectual accumulation but the integration of knowledge, faith, and action that transforms individuals and communities. It is wisdom that built a university from ruins after World War II, wisdom that earned international recognition for innovation and social impact, and wisdom that continues to form graduates who serve as transformative leaders in their fields.

As Saint Louis University moves into its second century, it remains faithful to the vision of Fr. Theophile Verbist, who dreamed of missionaries serving abandoned children and marginalized communities, and Fr. Séraphin Devesse, who believed education could evangelize and transform the Cordilleras. The university continues its mission *ad extra*—toward the other—reaching beyond geographical and cultural boundaries to proclaim the Gospel through excellence in education.

The flame of the CICM mission, lit in Scheut in 1862, carried to Inner Mongolia in 1865, brought to the Philippines in 1907, and kindled in Baguio in 1911, burns brightly at Saint Louis University. Under the patronage of Saint Aloysius Gonzaga and guided by the Immaculate Heart of Mary, the university advances with "*Missio et Excellentia*"—missionary spirit and academic excellence—as a beacon of Catholic education in Northern Philippines and a living testament to the enduring power of faith, wisdom, and service.

Section II. Faculty Duties and Responsibilities

2.1 Professional Responsibility in Higher Education Institutions

Professionalism at SLU denotes integrity, competence, growth, and leadership grounded in the institution's Catholic CICM identity and the constitutional and legal mandates governing Philippine higher education institutions.

2.1.1 Constitutional and Legal Foundation

As faculty members in a higher education institution, we operate under a fundamentally different paradigm from teachers in basic education. We are not merely instructors; we are knowledge creators, community partners, and catalysts for societal transformation (Republic Act No. 7722, 1994). This expanded role is enshrined in Philippine law and educational policy, reflecting the unique position universities hold in our nation's development agenda.

The Philippine Constitution recognizes universities as engines of national progress—not just as generators of knowledge and educators of young minds, but also as major agents of economic growth, Research and Development laboratories, and mechanisms through which the nation builds its human capital to actively participate in the global economy.

2.1.2 The Trifocal Functions: A University Mandate

The work of faculty in Higher Education Institutions has traditionally been trifocal, consisting of teaching, research, and community service/extension (Salazar-Clemeña & Almonte-Acosta, 2007). University faculty members are required to become teachers, researchers, and service-oriented professionals. These three functions are co-equal, having their own distinct processes and outputs, yet they interact at varying degrees to enable the University to deliver its expected services to society.

As articulated in CHED Memorandum Order No. 52, Series of 2016, "The dynamic synergy of Research, Extension, and Instruction, wherein the interaction of faculty cum researcher with undergraduate, graduate, and post-doctoral students further catalyzes the dynamic learning and knowledge-generation process, is the indispensable, foundational, distinctive and specialized hallmark of universities."

In alignment with the trifocal mandate of higher education institutions, SLU faculty members are evaluated and promoted based on their performance across the three co-equal functions of instruction, research, and extension, as well as their ability to demonstrate the dynamic synergy among these functions (see Faculty Evaluation Tools).

A. Instruction: Excellence in Teaching and Learning

The SLU faculty member witnesses with one's life to the values of God's reign. One's witness consists in locating one's specific activity within a Christian understanding of the world and of what it means to be a person. It consists in the active example of one's moral life for the youth who are in search of points of reference and certainties. Such is a faculty member who is conscious that his/her words and deeds contribute to students' faith in themselves, in others, and in God. Such is a faculty member whose faith seeks understanding and whose understanding seeks faith.

Every faculty member at SLU is expected to aspire for teaching competence. One should be both a master of one's subject matter and an artist in teaching. The serious faculty member keeps oneself abreast of current developments in one's field of specialization as well as in the field of general education so that one may be able to render a balanced education to students. A competent faculty member is a good teacher. A good teacher is one who is efficient and effective (see Section Faculty Promotion Policy).

Under the Outcomes-Based Education (OBE) framework mandated by CHED CMO No. 46, Series of 2012, faculty must demonstrate alignment between institutional vision-mission, program educational objectives, program outcomes, and course learning outcomes. This requires:

- Integration of research outputs as teaching resources in course syllabi
- Development of graduate attributes aligned with national and international qualifications framework
- Implementation of assessment methods that measure authentic student learning
- Continuous curriculum review and enhancement based on student learning outcomes

Beyond subject matter expertise and pedagogy, CMO No. 46 reinforces that faculty members hold a crucial responsibility in supporting students' holistic academic formation through intentional student advising, mentoring, and academic guidance. As stipulated in CMO 46, quality higher education emphasizes learner-centeredness, the development of the whole person, and the creation of a supportive learning environment. It explicitly states that HEIs must cultivate graduates who demonstrate not only disciplinary mastery but also "life-long learning, reflective thinking, ethical responsibility, and personal development." These institutional outcomes cannot be achieved through classroom instruction alone; they require continuous, meaningful faculty engagement with students throughout their academic journey.

In line with this mandate, SLU faculty members are expected to actively provide academic advising as part of their instructional role. This includes:

- Guiding students in academic planning and progression toward program outcomes;

- Monitoring student performance and providing interventions for learning difficulties;
- Providing mentorship that nurtures critical thinking, reflective practice, professionalism, and ethical decision-making;
- Coordinating with university services (e.g., guidance, student development, spiritual formation) when students require additional support;
- Helping students internalize graduate attributes which CMO 46 identifies as key outcomes of a quality higher education experience.

Student advising is therefore an integral component of effective instruction. Under the OBE framework, faculty do not merely deliver content; they facilitate learning pathways, support student growth, and ensure achievement of program and institutional outcomes. Advising is a direct expression of SLU's mission to form persons who are professionally competent, ethically grounded, socially responsible, and spiritually mature.

B. Research: Generation of New Knowledge and Innovation

Faculty are not just teachers—they are teacher-researchers who integrate their research activities into their instruction. Research outputs generated by SLU faculty are expected to inform course content and enrich classroom discussions, demonstrating the essential synergy between instruction, research, and the holistic formation of students. This integrated approach ensures that teaching remains current, evidence-based, and responsive to emerging disciplinary and societal needs.

Professional responsibility therefore extends beyond classroom instruction to the systematic generation of new knowledge through scholarly research. As articulated in the national direction for higher education, faculty must engage in the “discovery–applied research continuum which maintains a balance between discovery and applied research” (CHED CMO No. 52, Series of 2016). In fulfilling this mandate, faculty research responsibilities include:

- Conducting rigorous research that contributes to disciplinary knowledge and addresses real-world challenges;
- Maintaining relevance, utility, and social impact as primary considerations in research priority-setting;
- Publishing research outputs in peer-reviewed journals and other recognized scholarly venues;
- Involving students in research activities as active participants in knowledge generation;
- Aligning research agenda with institutional priorities, national development goals, and the Sustainable Development Goals (SDGs);
- Demonstrating research capability through sustained research productivity and impact.

Under the Institutional Sustainability Assessment (ISA) framework, these expectations are further reinforced, as Quality of Professional Exposure, Research, and Creative Work constitutes a core dimension requiring systematic planning, implementation, monitoring, and evaluation. Through excellence in instruction and research, SLU faculty fulfill their dual responsibility of advancing knowledge and shaping students into competent, responsible, and socially engaged professionals.

C. Extension: Evidence-Based Community Engagement

Extension programs in higher education institutions are not charity work or community service in the traditional sense—they provide the space to discover "practical, evidence, and science-based answers that can address real-world social, economic, and environmental challenges of partner citizens and communities" (CHED CMO No. 52, Series of 2016).

Faculty extension responsibilities within their department include:

- Identifying community partners whose needs align with disciplinary expertise
- Conducting needs assessments
- Designing interventions based on scientific evidence and best practices
- Implementing programs with clear objectives and measurable outcomes
- Evaluating impact and documenting lessons learned for knowledge generation
- Integrating extension experiences into instruction and research activities

Community engagement is a faculty responsibility—it is integral to how we discover, validate, and apply knowledge. Students are not passive recipients but active participants in community engagement activities that enhance their learning and contribute to societal development.

2.1.3 Professional Growth and Continuing Development

Teaching competence is enhanced and sustained by professional growth. Professional growth at SLU encompasses development across all trifocal functions. Some indicators of professional growth include:

- Completion of a degree higher than that with which one started as a faculty member
- Active involvement in research with sustained productivity and impact
- Meaningful involvement in community extension programs aligned with disciplinary expertise
- Membership in duly recognized professional associations
- Participation in Continuing Professional Development (CPD) programs as mandated by the Professional Regulation Commission under RA 10912 (2016)

- Engagement in scholarly activities including conferences, publications, and collaborative research
- Integration of innovations and creative work in teaching and community service

2.1.4 Institutional, Professional, and Personal Leadership

By joining the teaching profession, a faculty member assumes institutional leadership. A faculty member at SLU, however, assumes not only institutional leadership but also professional and personal leadership. He/she leads others by the practice of his/her profession and by the example of his/her life.

As university-level institution faculty, we are expected to "contribute to nation building by providing highly specialized educational experiences to train experts in the various technical and disciplinal areas and by emphasizing the development of new knowledge and skills through research and development" (CHED CMO No. 46, Series of 2012).

This leadership manifests through:

- Excellence in the trifocal functions serving as models for students and peers
- Mentoring students in research, creative work, and community engagement
- Collaborating with colleagues across disciplines and institutions
- Contributing to institutional governance and quality assurance processes
- Engaging with stakeholders to advance the university's mission and vision
- Exemplifying ethical conduct in all professional activities

2.1.5 Quality Assurance and Accountability

CHED defines quality as "the alignment and consistency of the learning environment with the institution's vision, mission, and goals demonstrated by exceptional learning and service outcomes and the development of a culture of quality" (CHED, 2014).

Faculty professional responsibility includes:

- Systematic planning, implementation, monitoring, and evaluation of activities across all trifocal functions
- Participation in accreditation processes (PAASCU, CHED-ISA, AUN-QA, PRC-PRB evaluations)
- Documentation of outcomes and impact of instructional, research, and extension activities
- Continuous improvement through the Plan-Do-Check-Act (PDCA) cycle
- Adherence to ISO 21001:2018 Educational Organization Management System standards emphasizing learner-centered outcomes and continuous improvement

2.1.6 The Dynamic Synergy Model

The SLU faculty member embodies the dynamic synergy of research, extension, and instruction, understanding that:

- Faculty are teacher-researchers who integrate research into instruction
- Students are active participants in knowledge generation and community engagement
- Community engagement validates and applies knowledge generated through research
- Research informs extension programs that address real-world challenges
- Extension experiences enrich instruction with practical applications and authentic learning contexts

2.1.7 Spiritual and Moral Dimension

The SLU faculty member nourishes one's personal well-being for others and for God. This spiritual dimension permeates all professional responsibilities:

- In instruction, through formation of students as whole persons with strong moral character
- In research, through ethical conduct and commitment to truth-seeking
- In extension, through compassionate service rooted in solidarity with marginalized communities

Professional responsibility at SLU is thus comprehensive and transformative, integrating academic excellence, research productivity, community engagement, and personal witness to Christian values in service of building a just, peaceful, and sustainable society.

Section 2.2. Teaching

2.2.1. Teaching Load

1. The assignment of teaching load during regular and short terms shall be made on the basis of merit (qualification), competence (evaluation), and seniority (years of service), and part-time teaching employees shall not be hired except in meritorious cases and only if permanent teaching employees shall have full load. The UNIVERSITY reserves the right to determine the meritorious cases where part-time teaching employees are concerned.
2. Vacancies in teaching positions in the undergraduate level shall be filled up in the following manner:
 - a. The teaching load shall first be offered to qualified teaching employees in the school or department concerned;
 - b. Should those in letter (a) decline, or where none can be found, the load shall be offered to teaching employees in the other schools;

- c. Should those in letter (b) decline or where none can be found, non-teaching employees who are qualified shall be offered the load; and
 - d. In the event that there are no willing employees mentioned in letter (c) then the UNIVERSITY shall hire new employees.
3. Teaching employees with at least one (1) year college teaching experience who obtains an evaluation rating of at least four (4) points above his/her faculty promotional scale shall be allowed to enroll as a student provided that the maximum combined teaching and student loads shall be thirty-three (33) units. The maximum combined teaching and student loads of thirty-three (33) units shall likewise apply to teaching employees at the elementary and high school levels.
4. Managerial employees may or may not be given a teaching load. The prerogative of the University President as to who among the non-teaching personnel shall be given a teaching load shall be respected.
5. The assignment/teaching loads in the undergraduate, secondary, and elementary levels to be considered full load shall be:
- a. For **Elementary** 40 hours/week
The Homeroom Advisers of the SLU Laboratory Elementary School, including the kindergarten homeroom adviser, shall, in consideration of the supervision of the pupils being rendered by them during the lunch break of school days, be given each an additional honorarium of One Thousand One Hundred Pesos (PhP 1,180.00) per month for ten (10) months in a year which will form part of their regular monthly homeroom advisorship pay. This provision was effective August 2016.
 - b. For **Secondary**, under the following guidelines:
 - i. As a general rule, a full-load classroom teacher shall be assigned a 24-hour teaching load per week in accordance with his/her field of specialization.
 - ii. A teaching overload may be given but not to exceed twenty-eight (28) paid teaching hours. This is inclusive of actual teaching hours and additional advisory responsibilities which are paid equivalent to teaching loads, such as designations as Learning Area Coordinators (LACs), Grade Level Advisers (GLAs) and Homeroom Advisers.
 - iii. Honorarium-based advisory responsibilities may be assigned to qualified teachers in addition to the above.
 - iv. Load distribution shall be on the basis of merit, competence, and seniority of the teaching employees to render sufficient and quality time for all the teaching and other responsibilities assigned to them.
 - c. For **Undergraduate** 24 paid units

- i. A full-time faculty member is expected to be on campus during workdays for class preparation, research, extension, consultation, administrative work or other school activities when he/she is not in the classroom. A full-time faculty is expected to undertake scholarly work and extension work, and to participate in school-related activities and events (see SLU Faculty Evaluation Tools).
 - ii. Any teaching load in excess of 24 units is considered as overload and is a temporary assignment given to a full-time faculty member when there are no available faculty to teach the course. Assignment of overload requires the written approval of the Vice President for Academic Affairs.
 - iii. A full-time faculty member who opts for a teaching load of less than eighteen (18) units per semester shall be considered resigned and shall be re-classified as a part-time faculty member upon the approval of the University.
 - d. The **School of Advanced Studies** shall have exclusive prerogative on the assignment of teaching loads on the basis of academic and professional qualifications and the requirements of the graduate program.
6. The UNIVERSITY shall exert effort to enforce the policy that, as much as possible, the 50-students-per-class policy should be adhered to, as per communication from the President's Office dated September 19, 1984 provided however, that the consent of the concerned teaching employee shall be obtained before any student in excess of 50 in a class be allowed to enroll the subject and provided further that the "excess" student is graduating of that subject is a pre-requisite of another subject required to be enrolled in the immediately succeeding semester.
 7. **Cross-teaching** may be allowed regular permanent college teaching employees provided that their combined load shall remain within the allowable limits as set forth by the CHED or the University and provided finally that the Notice of Intent to Cross-teach or invitation to cross-teach shall be duly approved by the Vice President for Academic Affairs, in accordance with the guidelines that will henceforth be issued.
- Violation of the above guidelines shall be subject to the provisions of this SLU Faculty Handbook, Employees' Code of Discipline, MOPRHE, and the Labor Code.
8. Clinical Laboratory Supervisors shall be classified as Class "A" Faculty and each shall be given a teaching load of nine (9) units per semester and three (3) units during short-term; provided that the teaching load shall be within their regular office hours; provided further, that the teaching load shall form part of their compensation package and provided finally, that they shall

be subject to the existing policies on faculty evaluation and ranking for purposes of load assignment.

9. In the matter of compensation of the teaching employee of the School of Law to be at par with the teaching employee in the graduate programs, the same shall be subject to review and consideration by the SLU Administration.
10. **Part-time.** A part-time faculty member carries a teaching load of less than eighteen (18) units per semester. His/her load is fully dependent on the availability of courses for which he/she is hired to teach after the full-time faculty have been assigned their load. If a part-time faculty member fails to meet the required standards during their faculty evaluation, they will not be recommended for hiring in the following academic year.
11. **Student load.** A faculty member is encouraged to grow and to develop professionally. Thus, the faculty enjoys scholarships in the SLU Graduate Programs under the SLU Faculty Development Program. The teaching load and the student load of a faculty member should be balanced in order not to undermine the faculty member's teaching efficiency and health.
 - a. A full-time faculty member with at least one (1) year of college teaching experience may be allowed to enroll as a student provided that the combined teaching and student loads shall not exceed thirty (30) units per semester.
 - b. A full-time faculty member with at least one (1) year college teaching experience who obtains an evaluation rating of at least four (4) points above his/her required rating shall be allowed to enroll as a student provided that the maximum combined teaching and student loads shall be thirty-three (33) units.
 - c. For a valid reason, an exception to the general rule shall be granted with the permission of the Vice President for Academic Affairs.
12. **Substitution.** Substitution for the teaching duties of another shall be optional and faculty who are asked to substitute for another shall be paid their own rates.
 - a. A teaching load initially assigned as a substitution becomes a regular teaching assignment of the faculty member when the substitution period extends until the end of the term.
 - b. When a teaching load is permanently assigned to a faculty member after the start of a term but before the midterm examinations, it shall be added to his/her original teaching load and his/her salary shall be recomputed accordingly. Teaching hours not actually rendered from

the start of the term up to the time of the new assignment shall be deducted from the faculty member's salary.

- c. When a teaching load is assigned to a faculty member after the midterm examinations, it shall be compensated as substitution hours up to and including the end of the final examinations.
- d. When a teaching load is withdrawn or removed from a faculty member after the start of a term, it shall be deducted from his/her original teaching load and his/her salary shall be recomputed based on the reduced load. Teaching hours actually rendered from the start of the term up to the time of load reduction shall be compensated as substitution hours.
- e. Substitution for the teaching duties of another shall be optional and the teaching employees who are asked to substitute for another shall be paid their own rates.

2.2.2. Class size

The class size in every course shall be determined by the University taking into account the capacity of its facilities, the level of instruction, the nature of the course, the size and such other factors that will enhance the total teaching-learning process. The University shall likewise be guided by the Policies, Standards and Guidelines (PSGs) and other pertinent CHED Memorandum Orders (CMOs) of the various academic programs, by the Manual of Regulations for Private Higher Education (MORPHE), and by the provisions of the Collective Bargaining Agreement (CBA) on class sizes.

1. The regular class size in the undergraduate programs is from thirty-five (35) to fifty (50) students.
2. The UNIVERSITY shall exert effort to enforce the policy that, as much as possible, the 50-students-per-class policy should be adhered to, provided however that the consent of the concerned faculty member shall be obtained before any student in excess of 50 in a class be allowed to enroll the course.
3. For graduate classes, the number of students should not be less than five (5). The consent of the concerned faculty member shall be obtained before any student in excess of 30 in a class is allowed to enroll the course.

2.2.3. Syllabus

1. The course syllabus serves as a learning contract and roadmap between faculty and students, articulating how the course contributes to the achievement of program outcomes within the Outcomes-Based Education (OBE) framework. An effective syllabus is systematically guided by the curriculum map of the program, which establishes the strategic alignment

between courses and program learning outcomes by identifying whether specific program outcomes are introduced, practiced, or demonstrated within each course, ensuring coherent progression of student learning across the program. The syllabus operationalizes this curriculum mapping by clearly identifying the program outcomes addressed by the course and the level of outcome achievement expected; translating program outcomes into specific course learning outcomes that are observable, measurable, and achievable; establishing constructive alignment among course learning outcomes, learning content, teaching-learning activities, and assessment methods; and demonstrating how course outcomes contribute to the achievement of Program Educational Objectives (PEOs) and institutional graduate attributes.

2. An effective OBE syllabus must include the program outcomes addressed; course learning outcomes aligned with program outcomes and expressed using appropriate taxonomy; performance indicators, content knowledge, assessment methods, evaluation methods, and standard matrices; teaching-learning activities strategically designed to enable outcome achievement; and integration of the trifocal functions through incorporation of faculty research outputs as learning resources, extension activities providing authentic learning contexts, and research experiences developing inquiry skills.
3. The syllabus clearly states the expectations, assessment, and evaluation requirements of the faculty from the students, including assessment tasks with explicit success criteria, timeline and deadlines, grading system, academic integrity standards, and engagement expectations for classroom participation, research activities, and extension involvement where applicable.
4. The syllabus serves as a primary evidence document in quality assurance processes demonstrating curriculum coherence, alignment with institutional vision-mission, compliance with typological expectations, integration of Philippine Qualifications Framework level descriptors, and evidence-based instructional design, thereby functioning not merely as an administrative requirement but as a strategic document that operationalizes the OBE framework, ensures quality assurance, integrates the trifocal functions of the university, and facilitates the transformative learning experience that prepares graduates to become innovative, competent, and compassionate professionals.
5. As part of the institution's commitment to Continuous Quality Improvement (CQI), course syllabus components and contents undergo regular review and enhancement to ensure alignment with current standards, emerging disciplinary knowledge, and quality assurance requirements.
6. Faculty members are required to follow the most recently approved syllabus template, format, and content requirements as established by the

academic unit. Faculty members are expected to implement approved syllabi faithfully while collaborating with the Department Head in the systematic updating and enhancement of courses assigned to them, incorporating assessment data, student feedback, accreditation recommendations, and advances in their field of specialization.

2.2.4. Faculty Punctuality and Attendance

1. The class period consists of the entire duration as scheduled for a particular course in accordance with the time prescribed by SLU in consonance with CHED policies.
2. The class period begins and ends with a prayer.
3. Two successive bells with a five-minute interval mark the end of the previous class and the start of the next class respectively. The faculty member shall be in the classroom when the second bell rings to render full academic instruction for the entire period. The class is dismissed only at the sound of the first bell.
4. A faculty member is marked "late" by the Dean's Office if he/she arrives within the first fifteen (15) minutes of the class period and is marked "absent" if he/she arrives after the first fifteen (15) minutes of the class period. The faculty member must be in the classroom for the whole class period; otherwise, he/she is considered absent.
5. Tardiness and early class dismissal are accumulated and recorded. When a faculty member has accumulated one (1) hour tardiness and/or early class dismissal, he/she incurs a corresponding salary deduction. The report for deduction is submitted by the School Dean and to the Finance Office whenever an hour of accumulated tardiness and/or early class dismissal is incurred. At the end of the semester, any accumulated tardiness and early class dismissal not yet deducted shall be deducted accordingly.
6. A faculty member who plans an activity to be done in a venue or time other than the assigned one needs the recommendation of the Department Head and the approval of the School Dean for a change of venue or time.
7. The faculty member observes professional conduct at all times. Classes are conducted as scheduled. The schedules of examinations must be strictly followed. As a general rule, no classes are allowed on Sundays and on legal holidays. Exceptions to this rule need the prior written approval of the University.
8. Justifiable absences, whether paid or unpaid, shall not be taken against the faculty in the evaluation. As per CBA 2021-2026, the following are considered justifiable absences:

- i. Sick leaves accompanied by a medical certificate from a licensed physician;
- ii. Absences incurred as leave with pay, these being sanctioned by the UNIVERSITY;
- iii. Absences without pay with previous written authorization of the UNIVERSITY.

2.2.6. Student Discipline and Attendance

It is the faculty member's responsibility to maintain discipline in the classroom. Misbehavior in the classroom is dealt with by the faculty member, according to the dictates of prudence and as warranted by time, place, and circumstances. Any breach of school discipline defined by the SLU Student Handbook or by university policies is to be promptly attended to by the faculty member and reported to the Student Affairs Office. Each faculty member is expected to have read and to know the contents of the Student Handbook so as to be able to promote school discipline according to the standards of SLU.

The University adheres to a policy where student attendance is given due importance as it affects the totality of learning processes. It is the responsibility of the faculty to check the attendance of the students and encode their absences using the SLU Class Attendance System.

1. The basic rule on absences is that a student who has incurred absences of more than 20% of the required number of class and laboratory periods in a given course should be given a DROPPED (D) mark by the faculty member.
2. No student who has been absent for three (3) consecutive class periods, and for each absence thereafter, is allowed to re-enter the class without a readmission slip issued by the Student Affairs Office.
3. Absences during classes for whatever reason or purpose are recorded against the student. However, a student may make up for any work missed during an excused absence; determination of validity of such absence is to be done by the Student Affairs Office.
 - a. If a student misses a quiz or an experiment or any class work due to an 'unexcused' absence, the faculty member shall give the student a score of zero (0) for that particular quiz or class work.
 - b. Absences during preliminary, mid-term, or final examinations are considered serious. Special examinations will only be allowed after thorough investigation of the reason for absence by the Student Affairs Office and upon the approval of the School Dean.
 - c. Special quizzes and examinations in the Prelims and Midterm periods must be administered by the faculty member and taken by the student within one (1) week after the student has resumed attending classes. If

a student fails to take the special quiz or examination within the allowable period, after and despite a reminder from the faculty member, the student concerned shall be given a score of zero (0) in the missed quiz or examination.

4. Students are marked "late" by the faculty member if they arrive after the opening prayer but within the first fifteen minutes of the class period. Students who leave the class after the roll call and not return or who return only at the end of the period are considered absent. Students who are late for more than fifteen minutes are still marked absent in class by the faculty member even if they may be allowed to join the class for the remainder of the period.

Section 2.3. Grades and Assessment

2.3.1. Grades

1. The faculty member should be aware of the importance of grades to each student and of the seriousness with which the process of grading should be taken so that the grades given to each student are truly just and fair beyond doubt.
2. Class standing comprises the sum total of all recitations, quizzes, homework, seatwork, theme work, experiments, laboratory work, class reports, models, projects, and similar requirements.
3. The computation of grades is based solely on the student's academic performance and achievement; it is not based on absences and on non-academic behavior. While grades may not be lowered due to absence, misconduct, or poor extracurricular performance, grades may be lowered for requirements which have not been met due to absence or tardiness. In other words, one's absence or tardiness can become one's liability if a course requirement on one's day of absence or tardiness was not met.
4. Final grades encoded by the faculty member and duly approved by the School Dean are final except when correction is justifiable as supported by pertinent papers.
5. Any complaint regarding grades must be forwarded within the period not later than the first month of the following term to the School Dean who shall immediately take appropriate action. The Registrar's Office must be furnished with a copy of the COMPLETION GRADE SHEET FOR INC/NFE MARKS but marked as CORRECTION OF GRADES together with the supporting papers.
6. The faculty member must keep a record of each student's ratings. Such a record must be made available when it is needed.

7. A faculty member should consult the School Dean if one-third (1/3) or more of the class will have failing final grades.

2.3.2. Submission of Grades

1. Faculty are required to encode the Prelim, Midterm, and Tentative Final grades using the Grades Entry application. The Grades Entry is an electronic grading sheet that validates entry of grades from Prelims to Tentative Finals and automatically computes the Final grades.
2. The School Dean and Department Head are given access to read-only, lock, and unlock electronic grading sheets under their supervision. This application will be used to monitor and check the date of entry, completeness and correctness of the electronic grading sheets encoded by faculty.
3. During the Final Period, the Dean's Office or the Department Head locks the electronic grading sheets upon the request of the teacher or after the deadline for the entry of grades. Locking of the electronic grading sheets informs the Registrar's Office that the teacher has completed data entry whereas unlocking of the electronic grading sheets facilitates corrections before the Registrar's Office finally locks all records.
4. After the deadline for the entry of grades in the Final period, the Registrar's Office will finally lock all electronic grading sheets that have been initially locked by the different schools to initiate printing of the final student grades. Faculty who deems it appropriate to change grades after the grading sheets have been printed should apply for the proper correction of grades at the Registrar's Office.
5. Encoding of Prelim and Midterm grades by faculty shall be within eight (8) working days from the time the examination was scheduled for administration. Encoding of student final grades by faculty shall be within five (5) working days after each final examination during the regular semester and three (3) working days after each final examination during the short term. Any late submission shall subject the faculty member to two (2) points deduction from his/her evaluation prorated according to the number of subjects of late submission in relation to the number of subjects taught for each term.

The deadline for encoding of grades after major examinations shall be announced by the Registrar's Office.

6. The Registrar's Office will provide the Dean's Offices and the teachers the hardcopy of the grading sheets after the final student grades have been printed.

2.3.3. Grading Guidelines

1. The passing grade is 75 (85 in the Graduate Programs). A student either passes or fails a course. A grade of 74.99 or lower is a failing grade (84.99 or lower in the Graduate Programs). As a general rule, a grade of 75 is equivalent to a 50% passing mark. A course may not have a passing mark lower than 50%. However, the School Dean may approve a course with a passing mark higher than 50% up to 70% except for the School of Law which is covered by the guidelines set forth below. This policy applies to all faculty members without exception.
2. All faculty members are required to follow the method of calculating the periodical grade (e.g. PRELIM, MIDTERM AND FINAL grades) that is defined and described in the course syllabus and course guides. Departmental Exams should be at least 30% of the periodical grade. The PRELIM, MIDTERM and TENTATIVE FINAL grades are rounded to an integer using the general rule of rounding. If the computed FINAL GRADE is failing and greater than 74 (that is, 74.01 to 74.99), the final failing grade will be 74. If the computed FINAL GRADE is failing and less than 74, or if the computed FINAL GRADE is passing, the rule in rounding off applies (i.e. 73.74 becomes 74, 73.38 becomes 73, 86.49 becomes 86, 86.51 becomes 87).

For the School of Law, the following guidelines shall be followed:

- a. The departmental examination shall comprise fifty percent (50%) of the grade of the students in the term it is given.
 - b. The class standing shall be computed based on the average rating of all recitations, quizzes, assignments, research work, case books and other requirements. The scores obtained are the grades for said work.
 - c. The Final Grade shall be the average of the Midterm Grade and Tentative Final Grade, except for fourth year subjects with mock bar examinations where the Final Grade shall be the average of Midterm Grade, Tentative Final Grade, and Mock Bar Exam Grade.
 - d. The rules on rounding-off of periodical grades as set forth above shall be followed.
 - e. A grade of 75 is equivalent to a 75% passing mark, except for first year courses/subjects where the passing mark is 70% and the computation of which is covered by the Guidelines in the Transmutation of Grades for First Year Subjects.
3. With the outcomes-based assessment, the faculty maps out how assignments, homework, quizzes, tests, and other learning and assessment activities match the learning outcomes and assigns weights to these activities. This information must be presented in the syllabus and course guides. The periodical grades are then computed using the sum of the weighted results of the learning outcome activities.

e.g. Periodical Grade = 30%(CS) + 40% (Exams) + 30%(Project)

4. In the computation of the final grade, the weight of the learning outcomes in the different grading period will also be considered.

e.g FINAL GRADE = 30% Prelim + 30% Midterm + 40% TFG

5. Only the following marks may appear on a student's official record:

1. A numerical grade from 65 to 99 (70 to 99 in the Graduate Programs).
2. A letter grade assigned for the Undergraduate Research Courses (HP, P, and F) under the Research Promotership Program.
3. NC (No Credit) or a failing grade due to NFE or to INC.

A student who is unable to take a final examination (NFE) or who does not complete the requirements of a course (INC) shall be given a final grade

- a. of NC (No Credit) if the midterm grade is passing
- b. which is the same as the midterm grade if the midterm grade is failing.

Examples:

If the midterm grade is 67, the final grade will be 67.

If the midterm grade is 74, the final grade will be 74.

If the midterm grade is 75, the final grade will be NC.

In accomplishing the electronic grading sheet, faculty shall follow item (1) but shall indicate in the "Remarks" column INC or NFE where such marks are applicable. This will serve as the School Dean's reference for allowing the removal of an INC or an NFE mark for a meritorious case in consultation with the faculty member concerned.

A student is given only one (1) month from the date of release of final grades to remove any INC or NFE mark. An NC mark or a failing mark due to NFE or INC which is not removed within the allowable period of one (1) month shall become permanent. A student has to repeat the subject where he obtained such a mark.

4. WP (Withdrawal with Permission). This mark is given to a student who withdraws from the course or a subject with the expressed permission of the School Dean. Provided further that it may be granted only for valid and meritorious reasons and should be filed not later than the midterm period. It should, however, not be granted due to academic negligence or unexcused absences after the Withdrawal Period set by the Finance Office for the term.
5. D (Dropped). This mark is given to a student who incurs absences beyond the 20% allowable limit. The date of the last absence incurred to reach the 20% limit should be indicated in the "Remarks" column of the grading sheet.

As a matter of policy, all complaints regarding grades must be filed with the School Dean within one (1) month from the date of release of final grades.

6. The Rating System used in the undergraduate level and the School of Law is as follows:

Percentage Equivalent	Letter Grade	Number	
97-99	A	1.00	} Excellent/ Superior
94-96	A-	1.25	
91-93	B+	1.50	} Above Average
88-90	B	1.75	
85-87	B-	2.00	} Average
80-84	C+	2.50	
75-79	C	3.00	Fair
below 75	D	4.00	} Failed
	F	5.00	

- 1.7. The Rating System Used in the Undergraduate Research Courses under the Research Promotership is as follows:

Points	Letter Grade	Numerical Grade	Description
14-16	HP	94	High Pass
10-13	P	81	Pass
1-9	F	74	Failed

2.3.4 Examinations

1. There are three (3) periodical examinations scheduled during each semester (i.e., the preliminary, the midterm, and the final examinations) except in the Schools of Advanced Studies and Law. There are two (2) examinations during the short term (i.e., the midterm and the final examinations). These are announced in the academic calendar. Examinations outside the schedule set forth in the academic calendar or set by the Deans in the School of Advanced Studies and the School of Law are not allowed. No student is exempted from these examinations.
2. Examinations in laboratory classes are given during the week before the scheduled examination week. Proper notification should be given to the students by the faculty.
3. No examination shall be conducted outside the campus. Final examinations are always written and/or with written reports of the faculty in-charge (e.g. evaluation result of a performance task reported through a

rubric). The said examination papers or written reports are kept in the University Registrar's Office for a year for purposes of verification.

4. The faculty member is required to follow and give the approved departmental examinations together with the Table of Specifications (TOS) in each course in all the periodical examinations. The examination and table of specifications shall be reviewed by the Department Head and shall be submitted to the School Examination Board for approval.
5. Only a faculty member officially assigned must administer the examinations. Only under unavoidable circumstances and only with the written consent of the School Dean may a faculty member substitute for another faculty member in administering an examination.
6. The faculty member must personally mark the examination papers. Assistance from others in correcting examinations is not allowed.
7. A student who cheats during the periodical examination gets a credit of zero (0) in the examination. A student who cheats during a quiz gets a zero (0) score for the particular quiz.
8. The faculty should inform the students of their preliminary and midterm grades and return the corrected examination papers within eight (8) school days or working days from the date of the actual examination. All quizzes, assignments and projects must be returned to the students immediately after evaluation.
9. Special examinations for the preliminary and midterm periods shall be given only upon presentation by the student of the PERMIT FOR SPECIAL EXAMINATION (PRELIMS/MIDTERMS) duly issued by the School Dean within one (1) week after the student starts attending classes again. A student who fails to take the special examination within the allowable period shall be given a SCORE of zero (0) for the preliminary or midterm examination missed.
10. The faculty member shall administer the completion examination to a student who has an NC or a failing mark due to an NFE or an INC mark in a final examination only upon presentation by the student of an APPLICATION FOR COMPLETION OF INC/NFE MARKS (FINAL EXAMS) duly issued by the School Dean. The faculty member concerned shall submit to the School Dean's Office the COMPLETION GRADE SHEET FOR INC/NFE MARKS together with the examination questions and the corresponding marked answer sheets (in the case of a NFE mark) or the reports and/or pertinent materials required by the subject (in the case of an INC mark) within one (1) week from the date of completion. Subsequently, such COMPLETION GRADE SHEET is submitted to the University Registrar's Office (URO) together with the supporting papers for final action. The School Dean and the

faculty member concerned are furnished with a copy of the duly accomplished COMPLETION GRADE SHEET.

2.3.5 Submission of Grades

1. Faculty members are required to encode the Prelim, Midterm, and Final grades using the Grades Entry application and are required to submit a printed copy of their class records, duly validated by the Department Head, to the School Dean.
2. The School Dean and Department Head are given access to read-only, lock, and unlock electronic grading sheets under their supervision. This application will be used to monitor and check the date of entry, completeness and correctness of the electronic grading sheets encoded by faculty.
3. During the Final Period, the Dean's Office or the Department Head locks the electronic grading sheets upon the request of the faculty member or after the deadline for the entry of grades. Locking of the electronic grading sheets informs the University Registrar's Office that the faculty member has completed data entry whereas unlocking of the electronic grading sheets facilitates corrections before the University Registrar's Office finally locks all records.
4. After the deadline for the entry of grades in the Final period, the University Registrar's Office will finally lock all electronic grading sheets that have been initially locked by the different schools to initiate printing of the final student grades. Faculty who wish to change grades after the grading sheets have been printed should apply for the proper correction of grades at the University Registrar's Office with a letter of explanation and other supporting documents to be endorsed by the School Dean.
5. Submission (encoding) of student final grades by faculty shall be within five (5) working days after each final examination during the regular semester and three (3) working days after each final examination during the short term. Any late submission shall subject the faculty member to two (2) points deduction from his/her evaluation prorated according to the number of subjects of late submission in relation to the number of subjects taught for each term (Sec 7.7, Art 7, 2016-2021 CBA).

The deadline for encoding of grades after major examinations shall be announced by the University Registrar's Office.

6. The University Registrar's Office will provide the Dean's Offices and the teachers the hardcopy of the grading sheets after the final student grades have been printed.

Section 2.4. Research and Innovation

Aside from the effective and efficient delivery of instruction, research and innovation requiring creative generation of scholarly knowledge are expected from the members of the academe particularly in an institution of higher learning. The University should not only be a teaching institution but at the same time a research and innovation-oriented institution which best fits the typology of a higher educational institution. This research and innovation functions are carried out through and by the academic personnel, as such, SLU looks forward to the active engagement in research of all academic departments in its various Schools (see SLU RESEARCH and INNOVATION MANUAL).

2.4.1. Research Grants

SLU encourages faculty to develop research and innovation proposals/projects for possible funding, in part or in whole, by the University that will result ultimately in publications in refereed and scholarly journals or registration to intellectual property rights. The University, however, reserves the right to screen, evaluate and determine the proposals that will be approved for funding or be entitled to a University Research and Innovations Grants (URG).

Also, in view of funding limitations, the faculty are highly encouraged to submit, on a competitive basis, their research and innovation proposals to external funding agencies. Competition with peers in one's discipline is a way to develop research productivity and engage in conversation with a wider scholarly community. SLU, in fact, encourages such activity.

2.4.2. Research Ethics

Since the possibilities for unethical practices, misconduct and conflict of interest and their resolutions are almost limitless and cannot all be covered in delineated policies and procedures, members of the academic community of SLU are expected to conduct themselves at all times according to the highest ethical standards, in a manner which shall bear the closest scrutiny, and they are responsible for seeking guidance from the appropriate source or after review by the University Research and Innovation Review Committee before embarking on activities which might raise questions about these issues. SLU views these practices in the conduct of research and innovation activities to be a serious breach of academic responsibility.

1. In the conduct of research and innovation activities, the faculty and staff of SLU are expected to adhere to the ethical and acceptable standards of research and innovation practices, e.g., informed consent, non-deception of subjects, confidentiality of data, privacy of subjects, risks and benefits to subjects, and the like.
2. Misconduct in research and innovation shall also be subject to investigation by the University. Misconduct shall refer to the failure to adhere to fair and

honest research and innovation practices and procedures. Misconduct in this context means falsification, fabrication, plagiarism, or other practices that seriously deviate from those that are commonly accepted within the scientific community in conducting research and innovation.

3. It is the responsibility of the university undergraduate research and innovation coordinators (UGRICs) and faculty research and innovation promoters (FRIPs) in coordination with the concerned deans to orient their student researchers on ethical practices in the conduct of research. The FRIP shall also inform students of measures to be implemented such as the proper use of equipment and materials and the need to adhere to the health and safety policies of SLU.

2.4.3. Research Output Presentation, Publication, and Intellectual Property Registration

The University does not promote the creation of new knowledge or research studies per se but believes that the results should be disseminated and eventually be published in a peer-reviewed or refereed journal and registered for intellectually rights. This is an indicator of the research and innovation productivity of the University and proof of the acceptability and validity of the research and innovation output of the faculty and students as well to the scientific community. Moreover, if the intended audience is to be reached, publication and intellectual property registration can be the most appropriate and respectable medium.

The submission of manuscripts for publication in a highly refereed journal and the registration of intellectual property rights with the Intellectual Property Office of the Philippines (IPOPHIL) is a requirement for all research and innovation projects funded in part or in whole by the University under any of the existing faculty development programs and grants (e.g., university research and innovation grants, in-house graduate scholarships, dissertation writing assistance grant, etc.).

Section 2.5. Extension

Social involvement and being of service to the mission of CICM represent the other core values of SLU, as such, the SLU community recognizes that SLU-being a Missionary Catholic University- is a potent agent, insofar as its capacities and resources can reasonably allow, in the transformation of its communities and the society in general. As a higher education institution with expertise in teaching and research and innovation, it is precisely these specializations that the University brings to bear in its extension programs (see SLU EXTENSION MANUAL).

The faculty of the various Schools and its departments can thus be counted upon to develop and support extension programs and projects that are aligned to the following key principles or characteristics that define SLU's unique extension identity:

1. *Discipline-based.* An extension program stems from, relates to, or at least complements an existing academic or research and innovation program, or a combination of these. The University thus promotes extension in all disciplinary areas and is open to a variety of ways in terms of communicating and transferring knowledge and technology that cater to the needs of the larger society, committed as it were to the amelioration of the quality of life in all frontiers. As such, the University looks forward to the active engagement in extension, of all the academic departments in its various Schools.
2. *Research-backed and guided.* The University envisions the interweaving and mutual complementation between its extension and research. Extension stimulates research activities relative to the assessment, analysis, and resolution of the target group's needs and concerns. Thus, it is research that supports and provides the scholarly dimension of extension, taking into cognizance its actual and potential contribution in the generation of knowledge that would have positive impact on the socio-politico-economic-cultural development and environmental and disaster management in the Cordillera region and beyond.
3. *CICM mission oriented.* It is not enough that the University's extension programs bear local relevance. Having been founded and inspired by the CICM missionaries, the University does not only seek to comply with the academic standards set forth by the State but is conscious as well of its responsibility and identity as a missionary Catholic institution. As such, its extension programs should be more transformative and more aligned to the CICM pastoral priorities which are directed towards the poor, the marginalized, the indigenous peoples, the youth and environmental protection. Moreover, these should also emanate from a spirit of volunteerism in the light of Christian missionary vocation as expected from the faculty, employees, and students at a Catholic University.
4. *Collaborative and participatory.* The University looks forward to engaging other stakeholders—target participants and partner agencies and individuals—in its extension programs. First, the University shall solicit the input of the target groups during the preparation, implementation, monitoring, and evaluation of the impact of the programs/projects. Second, the University likewise seeks to collaborate with other agencies who are working on related areas, instead of duplicating their efforts. In this regard, she shall enlist the support of its alumni as extension partners especially those who are actively engaged in similar social institutions.
5. *Sustainable.* The University cannot address all the needs, problems, and issues of the larger society, even those that are just within its immediate geographic location. The University can only do so much given its limited resources. While there are many possible extension programs, necessity dictates that the University must be very prudent in pursuing programs that may be very demanding, financially, or personnel-wise. The sustainability of

a program's impact on the part of the target group, which is to be ensured as much as possible, can be guaranteed only if the sustainability of an extension program is firmly assured first. Hence, proper allocation and optimal use of available resources shall be an imperative.

Section 2.6 Academic Functions

1. The teaching employees are expected to join one of the commencement exercises of the University in an Academic Year.
2. The UNIVERSITY shall assume the financial burden of paying for the rent of togas, the use of which is required during the commencement exercises of special exercises of the UNIVERSITY, provided that:
 - i. Teaching employees shall submit the needed information to the Finance Office;
 - ii. Teaching employees who fail to use the ordered toga shall be liable for the rent of the toga payable through automatic payroll deduction;
 - iii. Teaching employee who owns their toga shall not claim from the UNIVERSITY reimbursement of the equivalent cash amount of the rent;
 - iv. Teaching employees shall return within an hour after the academic function attended the rented toga at the place indicated in the notice, and any delay in the return of the toga shall be the liability of the individual teaching employee who fails to effect the immediate return insofar as the daily additional rental is concerned; and
 - v. Absence of the teaching employees in the UNIVERSITY function shall be subject to the provision on absences.

Section III. Faculty Development

Section 3.1. Policy

The competence of the faculty is a critical component in the University's pursuit of academic excellence. Hence, the University shall pursue a faculty development program to ensure that its faculty will meet requirements for competence. Competence is seen mainly in terms of the faculty member's skills capacitation along the University's tri-focal functions of instruction, research, and extension. In addition to basic skills capacitation, the faculty member should also meet academic degree requirements by regulatory bodies as well as other standards set by their specific profession or discipline.

The University Faculty Development Program will have three components: Basic Skills Capacitation along instruction, research, and extension, Academic Degree Advancement (PhD/ post-doc specializations), and Ongoing Professional Education (short courses, seminars, training workshops). These components are based on the identified needs of the University (see UNIVERSITY FACULTY DEVELOPMENT PROGRAM).

1. *Basic Skills Capacitation.* The University adopts a calibrated approach to its faculty development program. Among the three components, the Faculty Basic Skills Capacitation takes precedence and will be implemented evenly across schools and disciplines. Ideally, every tenured faculty member should have the skills to teach well, and do research and extension.
2. *Advancement of Academic Degree.* The Advancement of Academic Degree component will be pursued in a focused manner. In principle, all faculty should be encouraged to aim for a PhD specialization in their own disciplines. In practice, however, the University's priorities and resources shall dictate the actual targets and specializations to be pursued and formally supported.
3. *Ongoing Professional Education.* The Ongoing Professional Education component will be carried out as needed and as required by regulatory bodies and professional accrediting organizations. The activities will focus on the updating of knowledge and skills related to one's profession that goes beyond the basic skills domains. Training modalities include faculty exchange programs, industry immersion, and similar activities.

All activities conducted under the three components are programmatic, that is, they are aligned towards meeting specific targets in the strategic plan of the individual schools and the University's overall goals.

Section 3.2. Scholarships

1. Faculty in a university should ideally have a PhD specialization in order to effectively function in the trifocal areas of instruction, research, and extension. Towards this, all faculty should, in principle, strive to attain a PhD degree in their respective disciplines, with or without the support of the University.
2. Sending and supporting faculty for further studies will be anchored on the University's Academic Programs Development Plan, which is in turn based on the various schools' academic programs development plans. The same Plan will also serve as guide in responding to scholarship offers from external agencies (e.g., CHED, DOST, etc.).
3. To ensure best results from its higher degree advancement program, the University requires that faculty who shall pursue higher graduate studies shall:
 - a. specialize in their respective disciplines or at least in programs that are closely allied to their disciplines, and
 - b. enroll in programs with COD/COE standing or in programs offered by top schools in the country/overseas to be determined by the University.

Section 3.3. Seminars

1. The Department Head and the School Dean/Principal must ensure that attendance to seminars is equitably distributed ('rotation system') throughout the academic year among the faculty based on the school strategic plan.
2. In view of the proliferation of 'profit-oriented' seminars, only those seminars organized by professional bodies or societies will be approved by the University. 'Predatory' organizers or purely commercial type of seminars where the seminar fees are too exorbitant will be screened out and will not be given financial support. Hence, the Department Head should check first (and confer with relevant University offices, if necessary) on the appropriateness and legitimacy of the seminar/workshop invitations before endorsing the same for approval.
3. The seminar organizers must be professional organizations that are disciplinal in nature rather than generically vague and open to all participants or coming from many disciplines. If the organizers are not disciplinal associations or professional bodies, they should at least be academe-based organizations or institutions.

Section IV. Employment, Rank, and Promotion

Section 4.1. Classification

1. **Full-time.** A full-time faculty member possesses at least the minimum academic qualifications prescribed by the Commission on Higher Education (CHED) and has passed the University standards for the probationary period of employment. A full-time faculty member does not teach full-time in any other higher education institution and does not have other remunerative occupation elsewhere requiring regular hours of work.
2. **Probationary.** A full-time faculty member undergoes a probationary period. During this period, the faculty member demonstrates his/her character, competence, and health to merit full-time status.

The period of probation for full-time teaching employees shall be as follows:

- a. College four (4) consecutive semesters
- b. Senior High School four (4) consecutive semesters
- c. Junior High School two (2) consecutive academic years
- d. Elementary two (2) consecutive academic years

Unless rendering the aforementioned years of satisfactory service and were not disciplined administratively, unless terminated, said employee shall be deemed permanent.

3. **Part-time.** A part-time faculty member is one who is hired for a specific teaching load on a contractual basis per semester. The contractual relationship is automatically terminated upon the completion of the activity contracted, or upon the expiration of the time period, or by mutual agreement of both parties, and upon breach of contract by either party. A part-time faculty member is not entitled to security of tenure and to the benefits granted by the University to its full-time employees.
4. Contractual college teaching employees who have at least six (6) consecutive semesters shall be given probationary status, provided that:
 - a. The teaching employees are qualified under existing rules and regulations, such as, but not limited to, the MORPHE, CMOs, among others;
 - b. There is a determination of sustainability of full load for the coming semesters;
 - c. There is due consideration of the results from the ranking system used for loading; and
 - d. The teaching employees have not been disciplined administratively.

Section 4.2. Ranking

4.2.1. The Committee on Faculty Ranking and Promotions

1. **Composition.** The committee is composed of a chairperson and three (3) members. The chairperson and three (3) members are to be designated by the University President.
2. **Functions.**
 - a. The committee evaluates and verifies the authenticity of credentials and qualifications submitted by the recommending School Dean as well as those gathered from other sources.
 - b. The committee uniformly applies the criteria for determining the initial rank.
 - c. The committee deliberates on the recommended faculty promotions, accelerations, and retentions in rank within four (4) weeks after the Commencement Exercises
 - d. The committee submits the PROPOSED RANK OF FACULTY to the University President for approval.
 - e. The committee recommends policies and guidelines pertinent to ranking and faculty promotions to the University President.

4.2.2. Faculty Rank

Rank	Required Rating
Assistant Instructor	80
Instructor I	81
Instructor II	82
Senior Instructor	83
Assistant Professor I	84
Assistant Professor II	85
Assistant Professor III	86
Associate Professor I	87
Associate Professor II	87
Associate Professor III	87
Professor	88

4.2.3. Initial Appointment

As a general rule, a new faculty member shall not be conferred an initial academic rank higher than the ceiling rank as ascribed to the respective highest academic degree attainment (see GUIDELINES AND PROCEDURES ON INITIAL ACADEMIC RANKING).

1. All initial ranks recommended by the Committee on Faculty Ranking and Promotions shall become official and binding upon the confirmation and approval of the same by the University President.
 - a. The highest initial rank for a baccalaureate holder is Instructor II-1.
 - b. The highest initial rank for a master's degree holder is Senior Instructor 2.
 - c. The highest initial rank for a doctorate holder is Assistant Professor III-1.
2. A faculty applicant shall be assessed in terms of three (3) criteria:
 - a. Academic Degree (40%). Assessment is based on the highest educational attainment and field of specialization relative to the teaching assignment for which the applicant is being considered.
 - b. Teaching Experience (30%). Assessment is based on previous teaching experience. Points vary on the type of school and teaching status.
 - c. Professional Experience (30%). Assessment is based on full-time professional experience along a specific field of specialization related to the teaching load for which the applicant is being considered.

A faculty member's research track record at the time of employment shall be evaluated and granted bonus points but not to exceed 4.5 points which shall be added to the total weighted score.

3. Re-ranking of returning college faculty members and classroom teachers after voluntary separation from the University shall be guided by the following table:

Length of Service in SLU	Absence from SLU (to be re-ranked)
5 months – 10 years	More than 2 years
more than 10 – 15 years	More than 3 years
more than 15 – 20 years	More than 4 years
more than 20 years	More than 5 years

Section 4.3. Promotion and Evaluation

Faculty Promotion

1. For teaching employees, promotion defined as the yearly moving up of one year in the SLU Rating Scale for Teaching Employees, is not automatic, but shall depend upon the efficiency reports and recommendations from the Academic Dean and the Department Heads/Coordinators, and the evaluations of the college teaching employees' performances by the students using the evaluation scheme with the following distribution:

Dean's Evaluation	30 points
Department Heads/Coordinators Evaluation	35 points
Students' Evaluation	35 points

Student answer sheets shall be initialed by the Department Head/Coordinator and any complaint thereof shall be reduced in writing, to be submitted to any member of the Promotions Committee not later than thirty (30) calendar days from receipt by the teaching employee concerned of his/her evaluation summaries from the Dean's Office. Otherwise, the results of the evaluation are deemed final.

2. With the exception of "Assistant Instructor" and of "Professor," every academic rank covers two (2) years.
3. Should a faculty member obtain the desired evaluation rating and is only due for a horizontal promotion, there should be a salary differential indicated as recognition of his/her years at SLU.
4. No faculty member can be granted a rank of "Associate Professor" unless they possess a master's degree or its equivalent.
5. A faculty member who completes their master's degree and was eligible for acceleration within two (2) years immediately prior completing said degree shall be entitled to the benefits of such acceleration retroactively from the effectiveness date of the master's degree benefits. This policy applies to faculty members who have reached the maximum rank attainable for non-master's degree holder.
6. A faculty member who reaches the rank of "Professor" is given an incentive by a corresponding salary increase every two (2) years—similar to a vertical promotion—provided that an average rating of 88 and above is maintained.
7. A faculty member who is on study leave may be promoted in rank and thus be entitled to whatever privileges are attached to such a promotion upon the recommendation of the School Dean. If a faculty member on study leave gives up his/her status as a scholar without a meritorious reason (as determined by

the University) and returns to SLU, the promotion in rank because of the scholarship is withheld for the year that he/she gives up the scholarship.

8. Acceleration in rank is the extraordinary moving up of one (1) or two (2) years in the Faculty Promotional Scale on top of the yearly promotions. Acceleration in rank can take place every five (5) years. The yearly performance of a faculty member during the past five (5) years as evaluated is reviewed to determine whether or not he/she deserves an acceleration in rank. The average of the yearly performance during the five-year period is the index. One-year acceleration is given to a faculty member with an average rating of 88 and above and two-year acceleration is given to a faculty member with an average rating of 93 and above.
 - a. The ratings which ought to be averaged to determine the years of acceleration cover the immediate past five (5) years of actual teaching. An exception to this rule is made when a faculty member has been on a study leave to which the University consents outside the sabbatical leave. Since he/she is promoted without being evaluated during his/her study leave, the ratings for the acceleration process include only those which are available during the past five (5) years, provided that there are at least two (2) years of actual teaching with evaluation ratings available at the time the faculty member is in for acceleration. If evaluation ratings for less than two (2) years are available, there is no acceleration.
 - b. If there is an interruption of more than five (5) years on account of absence from the University, all previous years and ratings which could be counted for the acceleration process are not anymore considered. In other words, the acceleration process starts all over again when the faculty member returns to the University. If the interruption is five (5) years or less, the acceleration process includes the previous years which could still be counted for the acceleration, i.e., starting from the year the faculty member was hired or last accelerated.
 - c. A faculty member who goes on Sabbatical Leave may be accelerated on the basis of four (4) ratings, the year of leave being disregarded.
9. A faculty member who obtains a doctorate or is appointed School Dean is accelerated in rank by three (3) years.
10. A faculty member is retained in rank if he/she does not obtain the required rating for that particular rank.
11. A faculty member's retention during the probationary period can be a cause for termination.

12. In order to be promoted to the next rank, a new faculty member who taught for only one semester must have taught for the full term with a rating of two (2) points above the minimum evaluation rating for the particular rank.
13. Section 121, Article XXV, of the *Manual of Regulations for Private Higher Education* authorizes the University to terminate the services of a faculty member who is guilty of gross efficiency and incompetence in the performance of duties such as, but not limited to, failure to cope with the reasonable standard of efficiency and competence

4.3.2. Faculty Evaluation

A full-time faculty member is evaluated yearly by the School Dean (30 pts), the students (35 pts), and the Department Head (35 pts). See the SLU EVALUATION MANUAL for details.

1. The School Dean evaluates a faculty member on the following areas:
 - a. Attendance and Punctuality (8.5 pts.)
 - b. Compliance (14 pts.)
 - c. Research and Creativity (4.5 pts.)
 - d. Extension, Outreach, and Service to the University (3.0 pts.)
 - e. Professional Growth, Development and Achievement—Bonus (3.0 pts.)

The same rating system shall be applied to part-time faculty except in the areas of research and extension.

Each faculty member shall be furnished with a copy of his evaluation at some reasonable time within which he may seek clarification with his School Dean regarding points assigned to any item needing further explanation. After the lapse of the clarification period, the evaluation becomes final and shall constitute the basis for its inclusion in the PROPOSED RANK OF FACULTY.

2. The Department Head evaluates the efficiency of a faculty member in terms of teaching procedure, substantiality of teaching, grading procedure, and cooperation.
 - a. The class observation is done once a semester for a probationary faculty member and for a full-time faculty member who was retained in the previous year; once a year, preferably in the second semester for a full-time faculty member who was promoted in the previous academic year.
 - b. The Department Head decides which class is to be observed. He announces after the Preliminary examinations that the classroom observations are to be conducted soon but not during the Midterm examinations. There are two types of evaluation instruments for class observation, one for a lecture class and the other for a laboratory class.

Before submitting a faculty member's overall evaluation to the School Dean toward the end of the academic year, the Department Head must have a post-evaluation conference with the faculty member. The faculty member then signs the Department Head's Evaluation of Faculty.

3. The students evaluate a faculty member in terms of teaching efficiency and effectiveness.
 - a. The Student's Evaluation of Faculty is administered within a period of three weeks after the mid-term examinations, personally by the Department Head who explains its purpose and its procedure to the students, and inside the classroom during a regular class period of the faculty member concerned.
 - b. This evaluation is obtained from two classes: one class to be determined by the Department Head during the first semester and one class to be determined by the faculty member during the second semester. If a faculty member teaches only for one semester, the student's evaluation is obtained from two of his classes during that semester.

In order to benefit from feedback of the students' evaluation, the faculty member is informed about the results of a semester's students' evaluation within one month after that semester's final examinations.

4. The Office of the School Dean submits the summary of final appraisal results to the Committee on Faculty Ranking and Promotions for further review and deliberation and for final approval of the University President.
5. The faculty member may seek clarification about his/her evaluation results by writing to the Chair of the Committee on Faculty Ranking and Promotions not later than three (3) regular working days from receipt by the teaching employee concerned of his/her evaluation summaries from the School Dean's office. After the clarification period, the appraisal or evaluation becomes final and shall constitute the basis for its inclusion in the proposed rank of the faculty member and/or the basis for the possible retention of a Department Head.

Section V. Substitutions, Salary Adjustment, Leaves and Benefits of Full-time Faculty

The Board of Trustees of Saint Louis University, Inc. decides the benefits to be granted to the University personnel. The following benefits are presently being enjoyed by the faculty and by the administrative and special services personnel of the University:

- 5.1. Substitution for the teaching duties of another shall be optional and the teaching employees who are asked to substitute for another shall be paid their own rates.
- 5.2. A teaching employee who passes the Bar or Board examination directly related to his/her field of discipline and in accordance with the requirements of regulatory agencies such as CHED, LEB, PRC, among others, shall be entitled to the corresponding salary adjustment the month following the results of the examination and after submission of the certificate of passing.
- 5.3. Effective academic Year 2005-2006, teaching and non-teaching employees who enroll in any degree program in the undergraduate level including Juris Doctor, except for Doctor of Medicine, BS Nursing, BS Computer Science, and BS Information Technology, shall be given 35% tuition fee discount only, with the condition that the employee will pay the corresponding tuition if he/she gets a non-passing mark.

5.4. Benefits

- 5.4.1. Effective Academic Year 2005-2006, dependents of employees who enroll in either BS Computer Science (BSCS), BS Information Technology (BSIT) or BS Nursing (BSN), shall be given a 100% tuition fee discount on general education courses, with the condition that the employee will pay the corresponding tuition if the dependent gets a non-passing mark.
- 5.4.2. Effective Academic Year 2005-2006, dependents of employees who enroll in BS Nursing shall be exempt from payment of the annual examination.
- 5.4.3. Regular employees who are without any children are entitled to have one (1) "dependent" at a time who shall enjoy educational benefits under the same terms and conditions as with the "dependent-children" of employees. The "dependent" should be a brother or a sister or a child of a brother or a sister of the regular employee. Regular employees who may not qualify under this provision but who have rendered at least twenty (20) years of service to the University shall be entitled to nominate

a relative as "dependent" subject to submission of documents as may be required by the University.

- 5.4.4. The legal spouse of regular employees shall enjoy educational benefits in the undergraduate degree programs (first program), under the same terms and conditions as with the "dependent-children" of employees; subject to the submission of documents as may be required by the University.
- 5.4.5. Regular employees who died due to accident, or suffered permanent total disability due to accident, in the course of the performance of their regular duties, rendering them unfit to continue working, as determined by the University Physician shall continue their entitlement to educational benefits for their legitimate children (who were conceived or born before the death or permanent disability occurred) under the same terms and conditions as granted to "dependents" of employee until they graduate from college.
- 5.5. Dependent of employees shall be exempt from the College Entrance Examination fee and from the testing fee in the Basic Education School.
- 5.6. Increase in the differential pay for horizontal promotions shall follow the applicable incremental increases.
- 5.7. Service incentive leave pay, unused sick leave pays, and other applicable benefits shall be given at the end of the academic term, subject to university clearance, to college teaching employees who do not have teaching load for the immediately succeeding term.
- 5.8. Effective the second semester of Academic Year 2021-2022, dependent of regular employees shall be provided an allowance of Two Thousand Five Hundred Pesos (Php 2, 500.00) per semester for being qualified as members of the SLU Band, selected athletes, and performers of the SLU Center for Culture and the Arts. The UNION shall be furnished within thirty (30) days from the end of the term, a copy of the list of such dependents with cash allowances.
- 5.9. Effective the second semester of Academic Year 2021-2022, dependents of regular employees who garner academic awards shall receive a monetary incentive in recognition of their exemplary academic performance. The cash awards shall be as follows:
 - 5.9.1. For academic achievement in college: Ten Thousand Pesos (Php 10,000.00) for the first place (ranked 1 in the Dean's List), and Five Thousand Pesos (Php 5,000.00) for other employee dependents included in the roster of the Dean's Lists.

- 5.9.2. For academic achievement in the Basic Education: Ten Thousand Pesos (Php 10,000.00) for the first place, and Five Thousand Pesos (Php 5,000.00) for the second place.

5.10. Retirement Benefits

5.10.1. In the absence of an agreement which provides for retirement at a later age, a faculty is retired upon reaching the age of sixty (60) years (see SLU RETIREMENT PLAN for normal retirement benefits).

5.10.2. A faculty member who reaches the age of sixty (60) and whose employment is extended on a yearly basis shall continue to be a participant of the SLU Retirement Plan up to his/her late retirement date. The retirement date of a faculty member shall be the first day of the month after the end of the academic year in which his/her employment was last extended beyond the age of sixty (60).

5.10.3. A faculty member who elects to terminate employment prior to reaching the age of sixty (60) shall be given the early retirement benefits provided he/she has rendered at least ten (10) years of continuous service and provided he/she is honorably separated. Upon application, the benefits to be paid in this case shall be computed based on the formula embodied in the SLU Retirement Plan. The payment of this benefit cancels any other claims from the University.

5.10.4. Optional retirement with normal retirement benefits shall be given to a faculty member upon reaching the age of fifty-five (55) regardless of the years of service rendered or has rendered twenty-five (25) years of service, provided that the faculty member is at least fifty (50) years of age.

5.10.5. If a faculty member dies, his/her family or legal heirs are entitled to death benefits in accordance with the provisions of the SLU Retirement Plan.

5.11. Gratuity Plan - The Gratuity Plan is a contributory plan which provides gratuity benefits to all eligible employees of the University. This benefit is different and entirely separate from the SLU Retirement Plan; it is a supplement to the benefits under the said plan. The details are found in the (SLU) Employees' Gratuity Plan.

5.12. Government-Mandated and Other Benefits

The University provides all other benefits and privileges as embodied in government regulations and issuances, such as Thirteenth (13th) Month Pay, Service Incentive Leave, Maternity and Paternity leaves, SSS/MEDICARE/ECC coverage (Social Security Act of 1997), PhilHealth

Coverage (as mandated by the National Health Insurance Act of 1995), among others.

A faculty member is entitled to several benefits as incorporated in latest Collective Bargaining Agreement (CBA). Such benefits, among others, are longevity pay, welfare fund (or death benefit), University Foundation Anniversary gift, hospitalization discount, group accident insurance, *de minimis* benefits in the form of rice subsidy, additional Christmas bonus (14th month pay), and clothing allowance.

5.13. Authorized Leave

- 5.13.1. An "Authorized Leave with Pay" refers to a leave due to official business.
- 5.13.2. An "Authorized Leave without Pay" refers to a leave with a justifiable reason other than official business. This type of leave requires the written approval of the School Dean, and it is not deducted from the faculty member's evaluation.
- 5.13.3. A faculty member due to oral thesis defense at SLU shall be given a one (1) day "Authorized Leave Without Pay." During the defense itself, he/she shall be given a half (1/2) day "Authorized Leave with Pay." Members of the defense panel shall be given an "Authorized Leave with Pay" only during the hours of the defense.

5.14. Sick Leave

- 5.14.1. The term "Sick Leave" refers to (a) a leave due to actual sickness certified by a physician, (b) a leave due to the sickness or death of an immediate member of a faculty member's family, e.g., father, mother, legitimate spouse, or child.
- 5.14.2. The University has the right to direct its duly authorized medical officer to examine the sick faculty member.
- 5.14.3. A faculty member is entitled to a Sick Leave which is equivalent to the average of his/her teaching load for the first and second semesters. No Sick Leave credits are earned for teaching during short term.
- 5.14.4. The unused Sick Leave privilege is payable in cash at the end of academic year.

5.15. Sabbatical Leave - Upon the recommendation of his/her School Dean and upon the approval of the University President, a faculty member who has rendered ten (10) years of regular service may be granted a Sabbatical Leave (which is a Leave of Absence Without Pay) with the following stipulations:

- 5.15.1. The Sabbatical Leave shall take effect on the first day on the first month of a semester. A one-semester leave is granted preferably during the second semester. A short-term leave is not considered a Sabbatical Leave. Such a leave may be arranged with the School Dean.
- 5.15.2. The period of the Sabbatical Leave shall not be less than one (1) semester and not more than one (1) year. It should be either one (1) semester or two (2) semesters and one (1) short term. A faculty member on Sabbatical Leave shall not be allowed to return to teach prior to the expiration of his/her Sabbatical Leave.
- 5.15.3. Such leave is granted to one (1) for every fifteen (15) faculty per School except in the School of Law and in the Graduate Programs where such ratio does not apply. However, only one (1) faculty member in one (1) department can be granted a Sabbatical Leave during the same term.
- 5.15.4. Under ordinary circumstances, the Sabbatical Leave shall be filed at the School Dean's Office at least thirty (30) days before its effectiveness.
- 5.15.5. At least thirty (30) days prior to the expiration of his/her Sabbatical Leave, the faculty member should notify the School Dean of his/her availability for the coming term. A faculty member's failure to notify shall be construed as non-availability to teach. The University shall not be bound to give him/her a teaching load.
- 5.15.6. Upon his/her return to the University, the faculty member shall carry the approved rank for the year the Sabbatical Leave was taken.
- 5.15.7. The Sabbatical Leave shall be considered for service awards only and not for retirement purposes.
- 5.15.8. A subsequent Sabbatical Leave must at least be five (5) years after the expiration of the previous leave.

5.16. Service Awards

In recognition of the services rendered by employees, service awards are given to those who have rendered service at SLU. Cash awards are given to faculty who have rendered ten (10), fifteen (15), twenty (20), twenty-five (25), thirty (30), thirty-five (35), forty (40), and forty-five (45) years of service to the University during the yearly testimonial program. The Committee on Service Awards is responsible to prepare and submit the final list of University Service Awardees to the President for approval.

Section VI. Faculty Services and Facilities

6.1. Library Services

- 6.1.1. The faculty member may borrow a maximum of 10 books for the entire semester subject to recall anytime the need arises. He/she shall present his official class schedule when borrowing books. Other library materials which are not related to the faculty member's teaching load may be borrowed for a period of three (3) days only, provided that the number of borrowed materials does not exceed the maximum of ten (10) titles.
- 6.1.2. The University Libraries' electronic resources are a vital source for research and information, and include access to books, journal and magazine articles, reports, essays, microscopic slides, newspapers, citations, grammar check, videos, plagiarism checker among others. Electronic resources may be accessed through SLU website. Off campus access may require the library client's username and password. For further assistance in accessing the e-resources, faculty may visit the Multimedia Section at the Fourth Floor of the Vath Library.
- 6.1.3. A faculty member's library privileges are personal; they may not be transferred to or used on behalf of any other person.

6.2. Research and Innovation Services - The University provides services to help faculty pursue their research function. These services come in three forms:

- 6.2.1. A formal research mentoring program for starting researchers, which follows a step-by-step assistance throughout the whole research process from research conceptualization to research publication.
- 6.2.2. Seminar-workshops on proposal writing, conducting literature search and review, designing a questionnaire, reliability testing of the instrument, determination of the sample size and the most appropriate sampling technique, manuscript writing, etc.; and (3) consultancy services/technical assistance on matters like packaging a proposal for external funding and submitting manuscripts for publication. These services are provided in and through the Research and Development Office.

6.3. Information Systems and Technology Services

Access to the internet is provided to students and employees to support educational activities. It is available in computer laboratories, offices, library, and

selected areas within the campus. Users can request for cable network connection or Wi-Fi access points in their area to avail of internet services.

The ISTSD Department solution for email, e-classroom, and other e-services are available to faculty. The institutional email is provided free for all employees and students and especially to faculty for their use of the e-classroom. Faculty may request for an institutional e-mail address either personally or in writing from the helpdesk of the IT Center. The e-classroom is a learning platform may be used for blended and distance learning courses. It simplifies creating courses, assignments, and other requirements for e-learning. The e-classroom facilitates communication between faculty and students inside and outside the Campus. The IT Center is responsible for creating accounts of enrolled students; however, the faculty member shall be responsible for creating their respective courses in the e-classroom.

The iSLU Portal was developed for the convenience of faculty, students and parents through the services and information it provides. The faculty can check the class attendance of their students. Grades entry can be done from anywhere if there is internet access. Faculty can also post announcements for their students while students on the other hand can view their class schedules, grades, transcript of records, checklist, tuition fee balances and various announcements from the University (i.e., suspension of classes, special events). Students can also check for available subjects during the enrollment period. Automatic notifications are sent to students if they have been dropped from their classes. Parents can view the grades and transcripts, monitor the attendance, and check the tuition fee balance of their children.

6.4. Health Services

The facilities of the Health Services Unit are open to a faculty member and to his/her immediate dependents (i.e., spouse and child/children). First aid is given free of charge. A faculty member is entitled to free examination in the Clinical Laboratories of the School of Natural Sciences.

6.5. Counseling and Wellness Services

The Counselling and Wellness Center extends its services not only to the students but to the faculty as well. More specifically, it offers counseling service to those who wish to be assisted in processing and solving some personal-social (e.g. marital problems) or work-related concerns (e.g. difficulty getting along with colleagues or superiors; preparing oneself cope with the challenges of retirement). Consultation services are also provided to them so that they too may give assistance to their students, family members, or even colleagues. Referrals from faculty of individuals who are not connected to the University such as family members or friends are also accommodated (e.g. son/daughter who seem to show signs of depression). Lastly, faculty are also assisted in their research endeavors such as face validity evaluation of questionnaire items, provision of

Guidance-related data (e.g., common problems of students, enrolment referrals), or analysis of statistical treatment results.

6.6. Printing Services

The Printing Operations Office provides services for printing of examination questions. The faculty member is requested to personally submit his examination questions to the Printing Operations Office at least one (1) day before the scheduled examination. The faculty member personally takes the printed copies from the Printing Operations Office. No fees are collected from the students for copies of the examination questions.

References:

References

- Commission on Higher Education. (2012). *CMO 46, Series 2012: Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through Outcomes-Based and Typology-Based QA*. Commission on Higher Education.
- Commission on Higher Education. (2014). *Handbook on Typology, Outcomes-Based Education and Institutional Sustainability Assessment*. Commission on Higher Education.
- Commission on Higher Education. (2016). *CMO 52, Series 2016: Pathways to Equity, Relevance, and Advancement in Research, Innovation, and Extension in Philippine Higher Education*. Commission on Higher Education.
- Professional Regulation Commission. (2016). *Continuing professional development act of 2016* (Republic Act No. 10912). <https://www.prc.gov.ph/>
- Republic of the Philippines. (1987). *The 1987 Constitution of the Republic of the Philippines*. Official Gazette. <https://www.officialgazette.gov.ph/constitutions/1987-constitution/>
- Republic of the Philippines. (1994). *Republic Act No. 7722: An act creating the Commission on Higher Education*. Official Gazette.
- Salazar-Clemeña, R. M., & Almonte-Acosta, S. A. (2007). Developing research culture in Philippine higher education institutions: Perspectives of university faculty. In *Research cultures in higher education* (pp. 43–68). Institute of Education, University of London.