



## 1. PURPOSE

The policy aims to identify the duties and responsibilities of teachers and learners in the delivery of blended classes and other activities in light of the university's CARE Center Model and Learner-Centered Framework.

## 2. OWNER

The Office of the Vice Chancellor for Academics and Research (OVCAR) is directly responsible for the implementation and monitoring of the guidelines.

## 3. SCOPE

The policy covers the duties and responsibilities of teachers and learners in the utilization of Blended Learning Models during the Academic Year 2023-2024.

## 4. OBJECTIVES

These guidelines aim to:

- 4.1 Create a process for planning, developing, enacting, and monitoring the teaching modality which includes pacing, teacher presence, assessment, and support;
- 4.2 Address the need to adapt to the post pandemic learning while delivering quality instructional programs based on the recommendations of the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU), and in compliance with the competencies set forth by CHED as stipulated in the respective PSGs of the programs offered at DLSU-D; and
- 4.3 Inform and guide stakeholders, especially students, parents, guardians, teachers, and administrators in the conduct of blended learning modalities.

## 5. DEFINITION OF TERMS

- 5.1 **Assessment Strategies** refer to the enabling and summative assessments given by teachers and completed by students on a given schedule.
- 5.2 **Synchronous Classes** are virtual meetings using MS Teams.
- 5.3 **Asynchronous Classes** engage learners to do activities such as individual tasks, group tasks, assessments, and reading tasks using the Schoolbook.
- 5.4 **Enabling Assessments** are graded tasks per module that students need to complete.
- 5.5 **Summative Assessments** are graded periodic tasks that evaluate the academic performance of students vis-à-vis the course and topic learning outcomes; these cover 30 percent of the total term grade.
- 5.6 **Learning Outcomes** are the measurable skills, abilities, knowledge, or values that students should be able to demonstrate as a result of completing a course.
- 5.7 **Modules** refer to self-instructional lessons and learner activities designed and provided by the different departments. Modules may be in hard copy or electronic form. The latter are published on Schoolbook for the asynchronous learning of students.

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- 5.8 **Online Activities** are assessments/tasks that students need to answer, complete, and submit online using the schoolbook.
- 5.9 **Teaching-Learning Activities** specifically identify the teaching-learning activities done by both teachers and students on a given schedule.
- 5.10 **Technology Enabler** refers to the technology that is used in the online learning platform. The Schoolbook and MS Teams are the learning platforms for asynchronous and synchronous modalities respectively.
- 5.11 **Self-care** is the period that is given to both students and teachers so that they could nurture, rejuvenate, and nourish their total well-being by freely using practical and therapeutic techniques, online or on site, which enable them to establish connections in the present situation and to various life's challenges in view of inclusive and humanizing learning experience.
- 5.12 **Blended Learning Modes (BLM)** is a combination of face-to-face and online learning or fully online in the delivery of classes. Blended Learning Modes are of two forms such as Traditional Blended Learning and Flex Blended Learning.

## 6. GENERAL POLICY

### 6.1 LEARNING MODELS

6.1.1 The BLM shall be implemented as follows:

- 6.1.1.1 **The Traditional Blended Learning Model** shall be adopted for all courses in the undergraduate programs.
  - 6.1.1.1.1 Under the traditional blended learning, 50% of the weekly class is delivered face-to-face while the remaining is asynchronous.

- 6.1.1.2 **Flex Blended Learning Model** shall be adopted for research and OJT classes.

- 6.1.1.2.1 Under the flex blended learning model, most of the meetings shall be online, synchronous and asynchronous. There shall be two (2) face-to-face meetings, one during the midterm period and one during final period.

- 6.1.2 **A fully onsite modality** shall be adopted for all Laboratory courses and Physical Education courses and shall follow the policies and guidelines stipulated in the *Student Handbook*.

### 6.2 LEARNING PLATFORM/ e-CLASS

- 6.2.1 All Teachers shall be required to use the Schoolbook.
- 6.2.2 Schoolbook and MS Teams shall be used for the asynchronous and synchronous conduct of their online classes, respectively.
- 6.2.3 Other platforms may be used as an aid only in communicating important and urgent matters to students and/or parents and guardians subject to Data Privacy Council Education Sector Advisory No. 2020 on Data Privacy and Online Learning (DPOL).

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- 6.2.4 Teachers shall at least be in Level 3 to qualify to handle blended classes. For those who qualify to handle flex blended classes, they shall have finished the SB Learning Path Level 5 by the end of the current academic year.

### **6.3 SYLLABUS**

- 6.3.1 Each department shall develop syllabi following the format prescribed by the institution.
- 6.3.2 For laboratory classes, a syllabus must be created separate from the lecture class.
- 6.3.3 For subjects with laboratory components, there shall be one syllabus for lecture and laboratory.
- 6.3.4 The syllabus shall have a uniform format, which includes the following important parts:
- 6.3.4.1 Logo of the University on the left and the logo of the college on the right as part of the heading;
- 6.3.4.2 Course Code;
- 6.3.4.3 Course Title and Course Type;
- 6.3.4.4 Course Credit;
- 6.3.4.5 Blended Learning Modality;
- 6.3.4.6 Prerequisites and Co-requisites;
- 6.3.4.7 Course Description, which explains the course itself and gives the students an overview of the subject;
- 6.3.4.8 Vision-Mission of DLSUD;
- 6.3.4.9 Institutional Learning Outcomes (ILOs);
- 6.3.4.10 Course Learning Outcomes, which should be at least FIVE (Higher Order Thinking Skills); and
- 6.3.4.11 Learning Plan
- 6.3.4.11.1 The Learning Plan includes Learning Outcomes for the Midterm and Final Term, Schedule, Teaching-Learning Activities / Assessment Strategies, Technology Enabler, Online Activities, which includes Synchronous, Asynchronous and Summative Assessments, Accumulated Hours, face-to-face meetings, and Equivalent Offline Activities.
- 6.3.4.11.2 Learning Outcomes for a given period must show the relationship between identified Topic Learning Outcomes (TLOs) and the Course Learning Outcomes (CLOs). Each CLO and TLO must be coded in the following manner: CLO 1, CLO 2, TLO 1, TLO 2, etc. There must be a separate set of learning outcomes, for both CLO and TLO for the midterm and final term.
- 6.3.5 The following shall be indicated in the syllabus:
- 6.3.5.1 The weekly lessons and tasks of the students;
- 6.3.5.2 The schedules of onsite, synchronous, and asynchronous sessions; and
- 6.3.5.3 The institutional self-care week.

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## **6.4 FACULTY LOADING/ATTENDANCE IN SCHOOL**

- 6.4.1 Teachers shall not be given beyond three teaching preparations unless they give their consent.
- 6.4.2 Teachers handling a particular course shall be given preference in the writing of modules for said course. Likewise, a teacher who helped in the module development of a particular course shall be given preference to teach the said course.
- 6.4.3 No flex blended classes and traditional blended classes on the same day shall be assigned to the same faculty member.
- 6.4.4 Schoolbook Level 3 training path shall be required prior to the distribution of teaching load to faculty members both full time and part time.
- 6.4.5 Schoolbook Level 5 training path shall be a requirement for permanency.
- 6.4.6 SB level 3 and at least 80% grade in the monitoring results on the use of Schoolbook and regular use of MS Teams for synchronous classes shall be required for the rehiring of part-time faculty.

## **6.5 MODULE**

- 6.5.1 Modules per subject must be developed by the department and shall be made accessible to the students on the Schoolbook.
- 6.5.2 For flex blended classes, there shall be a minimum of three and a maximum of six modules per term or a total of 6-12 modules for the entire semester.
- 6.5.3 A minimum of two (2) and maximum of six (6) modules per term shall be given for traditional blended and flex blended classes.
- 6.5.4 Modules to be developed shall have the following parts:
  - 6.5.4.1 Gospel/ reflection / prayer;
  - 6.5.4.2 Learning outcomes;
  - 6.5.4.3 Lesson proper and Learning Activities;
    - 6.5.4.3.1 The lesson proper shall include handouts in pdf, full-text articles in pdf, instructional videos (from YouTube), etc.
  - 6.5.4.4 Enabling and Summative Assessments.
- 6.5.5 Other learning materials such as PPT's, videos, texts, online materials, etc., may be included as additional references.
- 6.5.6 The modules shall present the complete list of references.
  - 6.5.6.1 There shall be a minimum of five and a maximum of ten references.
  - 6.5.6.2 References shall be within the last five years except for canon, theory-based works, and seminal studies.
  - 6.5.6.3 References shall be a combination of e-books, published research and articles, and other online resources.
  - 6.5.6.4 Proper citation should be observed following the format prescribed by the college.
  - 6.5.6.5 The REFERENCE TAB OF THE SCHOOLBOOK shall function as repository of other references like scanned pages of books, and other reading materials and videos which are needed in carrying out the lessons.

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- 6.5.7 For flex blended classes, modules shall be uploaded on the Schoolbook at least a week before the target date of presentation. This is to ensure that materials are available for advance reading by the students.
- 6.5.8 For traditional and flex blended classes, modules shall be uploaded on or before the target week of presentation based on the schedule that appears in the syllabus.
- 6.5.9 Faculty members who fail to upload appropriate content on the LESSON PART of the SB modules shall be deemed absent from their scheduled asynchronous classes.
- 6.5.10 Students may be required for their classes to buy books or any educational technology tools, or copyrighted modules prepared by faculty members.

## 6.6 ONSITE CLASSES

- 6.6.1 All courses under TBL mode shall have face-to-face classes **once a week**. A three-hour-straight class may have face-to-face and asynchronous meetings alternately.
- 6.6.2 Syllabus and other instructional materials shall be uploaded on the Schoolbook.
- 6.6.3 For subjects under flex blended learning model, face-to-face classes shall be scheduled at least once for the midterm and once for the final period by the subject teacher concerned under the following conditions:
  - 6.6.3.1 The schedule is agreed upon by both teacher and students;
  - 6.6.3.2 There should be no conflict with other f2f classes;
  - 6.6.3.3 Permission of the Department Chair should be sought; and
  - 6.6.3.4 The OUR (Checkers) should be duly informed of the arrangement.
- 6.6.4 The following are allowed during onsite classes:
  - 6.6.4.1 Delivery of lecture and discussion;
  - 6.6.4.2 Assessment/quiz;
  - 6.6.4.3 Oral defense; and
  - 6.6.4.4 Performance assessments.

## 6.7 SYNCHRONOUS CLASSES

- 6.7.1 Synchronous classes shall be held using MS Teams.
- 6.7.2 Classes shall start with a gospel reading, reflection, and an opening prayer and end with a closing prayer.
- 6.7.3 Synchronous classes shall be scheduled based solely on students' certificate of registration to avoid conflict of schedules with other classes.
- 6.7.4 Students shall be excused from attending synchronous classes if he/she has face-to-face classes on the same day.
- 6.7.5 Faculty members may require students to be on camera at the start and end of the class, and during recitation.
- 6.7.6 During synchronous classes, students are required to have decent background; otherwise, they need to apply or use background effects/blur background when video cam is on. Decent attire shall likewise be a requirement.
- 6.7.7 A student may be excused from scheduled synchronous classes due to valid reasons such as disruptions of internet connections, serious illness, death in the family, and any other reasons analogous to the foregoing.
- 6.7.8 A scheduled synchronous class shall push through regardless of the number of attendees.

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- 6.7.9 Students may opt to stay or leave the scheduled synchronous class if the teacher is late for 25 minutes. Students who opted to leave shall not be marked absent when their teacher arrives late.
- 6.7.10 Synchronous sessions missed by the teacher due to valid reasons such as disruption of internet connection, serious illness, death in the family, and any other reasons analogous to the foregoing shall be re-scheduled with the consent of students.
- 6.7.11 As a general rule, the Review-Feedback-Preview Model shall be utilized for flex and traditional blended classes. Onsite sessions are spent for discussion of difficult topics in the uploaded modules, a review of important concepts in the previous modules, feedback of students on the concepts learned, feedback of the teachers on the activities submitted by the students, and a preview of the succeeding modules/topics to be uploaded.
- 6.7.12 No graded assessments of any form shall be administered at scheduled synchronous sessions. Foreign language courses may be exempt from this rule.
- 6.7.13 Upon agreement among the students, all synchronous classes shall be recorded by the teacher. Recordings of synchronous classes shall be made available to the students on MS Teams for viewing and review purposes.
- 6.7.14 Students shall not be allowed to record the synchronous meetings.
- 6.7.15 The University shall exercise due diligence in adhering to data privacy laws and preventing possible occurrence of cyberbullying; otherwise, it shall be liable for any breach arising from the recording of synchronous sessions and their use or misuse.
- 6.7.16 For flex blended classes, teachers shall be required to e-submit within THREE days after the holding of synchronous session to the department secretaries concerned attendance sheets which are downloadable from MS Teams. The submitted attendance sheets will then be submitted to the assigned checker of the department by the secretary.
- 6.7.17 For Traditional Blended Classes, holding of synchronous classes may be allowed provided it is not in conflict with face-to-face classes on the same day. However, this provision shall be observed consistent with 6.7.7.

## **6.8 ASYNCHRONOUS CLASSES**

- 6.8.1 Individual and group tasks, graded assessments, and reading tasks shall constitute asynchronous activities.
- 6.8.2 The following guidelines shall be followed when responding to students' queries/concerns:
  - 6.8.2.1 Teachers must be able to respond to students' queries/concerns within 48 hours upon receipt of the same unless it falls on weekends or holidays, which shall be handled promptly the following working day.
  - 6.8.2.2 MS Teams chat, SB messages, and DLSU-D e-mail shall be used by students to send their queries or concerns to their teacher. SMS or any social media platform may be used by students to send their concerns provided that they strictly comply with data-privacy related laws.

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- 6.8.2.3 The time for sending queries by the students to his/her teacher shall be capped or limited. It may be discussed and agreed upon by the teacher and the students during the first day of class.
- 6.8.3 Teachers shall not be required to be online when their classes are on asynchronous mode.
- 6.8.4 Observance of consultation hours (CH) shall be 50% onsite and 50% asynchronous.

## **6.9 ASSESSMENT AND GRADING SYSTEM**

- 6.9.1 There shall be two summative assessments (midterm and final exams) for the entire semester.
- 6.9.2 For fully onsite classes, summative assessment shall be given face-to-face.
- 6.9.3 For Traditional blended classes and flex blended classes, summative assessment may be given online or face-to-face as agreed upon by the department.
- 6.9.4 Online summative assessments shall be uploaded on SB and shall be accessible for a minimum of one (1) day for quiz type and a minimum of 6 days for output-based assessments.
- 6.9.5 Summative Assessment shall be scheduled strictly during the Major Exam Week (Midterm and final exam week) stipulated in the institutional calendar.
- 6.9.6 An online summative assessment may come in two parts, but it shall follow the premise of provisions 6.9.4, 6.9.7 and 6.9.8. It shall likewise be stipulated in the course syllabus.
- 6.9.6.1 The number of items shall not exceed 100 points combined.
- 6.9.6.2 For summative assessments with two parts, it should be labelled as Part A and Part B or Part 1 and Part 2 when uploaded on the SB assessment.
- 6.9.7 For flex blended classes, output-based summative assessment shall be given to students at least fifteen days prior to scheduled Summative Exam Week.
- 6.9.8 The number of attempts and duration when the summative assessment is accessible to the students and the time allotted to answer the summative assessment shall be determined by the departments concerned. Anything that has been agreed upon in the departmental level shall be discussed with students during their first day in class.
- 6.9.9 All online assessments must be strictly uploaded on SB.
- 6.9.10 In case a student failed to comply with an online summative assessment, s/he may be allowed to ask for extension from his/her teacher. The student may be allowed to complete the missed summative assessment for a period of ONE day. The schedule shall be determined by the teacher concerned.
- 6.9.11 There shall be a minimum of three and maximum of five enabling assessments per term, and submission may be based on the discretion of the department.
- 6.9.12 When giving enabling assessments, a maximum of two enabling assessments shall be allowed during the week.
- 6.9.13 A minimum of two attempts shall be observed when answering online enabling assessments.

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- 6.9.14 Online enabling assessments shall be uploaded on SB and shall be accessible to students for a minimum of one day for quiz type and a minimum of six days for output-based assessments.
- 6.9.15 The time allotted to answer online enabling assessments shall be decided by the department concerned.
- 6.9.16 In case a student failed to comply with the online enabling assessment, s/he may be allowed to ask for extension from his/her teacher subject to the latter's discretion.
- 6.9.17 As a general rule for flex blended classes, a maximum of two video assessments per term shall be observed. It can be a combination of enabling and summative assessments.
- 6.9.18 Consent forms shall be secured prior to the holding of assessments in the form of an event delivered on social media.
- 6.9.19 Uploading and setting deadlines of enabling assessments shall not be allowed during Summative Assessment Week.
- 6.9.20 For online enabling assessments, gateway assessments shall not be allowed. These types of assessments hinder the students from progressing because succeeding assessments are unlocked only upon completion of prior assessments.
- 6.9.21 Assessments in the form of attending webinars must be within the regular class hours and must not go beyond 8:30 in the evening. However, upon the agreement between the subject teacher and the class, attendance at webinar may go beyond 8:30 in the evening.
- 6.9.22 All online assessments should be checked and graded by the teacher before the submission of midterm and final grades.
- 6.9.23 All online non-quiz or non-discrete types of assessment (essay, drop box, output-based, etc.) shall have a rubric or criteria for rating the students' outputs. A student may refuse to answer these types of assessment in the absence of a rubric or criteria for grading, and the assessment shall be deemed invalid and shall not be part of the student's grades.
- 6.9.24 For non-research subjects under flex blended classes, outputs shall be equivalent to summative assessment, and these shall be clearly discussed with students during their class orientation.
- 6.9.25 The number of items in the online enabling and summative assessments shall be decided by the department concerned. The Chair, as the head together with the whole department, should arrive at a collegial decision on the maximum and minimum number of items to be given in the assessments. Each department shall have clear provisions on this considering the type of assessments and time allotted for students to finish.
- 6.9.26 All online assessment-outputs shall be submitted on SB or DLSU-D email considering the instructions given by their teacher.
- 6.9.27 During suspension of classes, all online assessments shall be extended. The number of days for extension of assessments shall be based on the number of days when classes are suspended. However, the deadline of submission shall not fall on Sunday or holiday.

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- 6.9.28 The department shall decide on the grading system provided that 30% shall be allotted for summative assessments and the remaining percentage shall be allotted for class participation and enabling assessments.
- 6.9.29 There shall be a maximum of FIVE Graded class participation activities on the Schoolbook for each period (Midterm and Final).
- 6.9.30 Departments concerned shall determine the appropriate grading system to be implemented.
- 6.9.31 For transparency purposes, teachers shall be required to configure correctly the SB Gradebook vis-a-vis the breakdown of grades stipulated in the syllabus in order to reflect the respective grades of students. All assessments (enabling and summative) whether online or onsite, shall be reflected in the SB Gradebook.

## 6.10 SELF-CARE

- 6.10.1 One institutional self-care week to be scheduled the week after the midterm exam week of the semester shall be observed.
- 6.10.2 The following **shall not be allowed** during the self-care week:
  - 6.10.2.1 Face-to-face classes;
  - 6.10.2.2 Synchronous classes/sessions;
  - 6.10.2.3 Asynchronous classes;
  - 6.10.2.4 Uploading of assessments in any form on SB;
  - 6.10.2.5 Queries or the likes by the students to his teacher or vice versa;
  - 6.10.2.6 Oral defense;
  - 6.10.2.7 Submission of any outputs;
  - 6.10.2.8 Departmental, collegiate, or institutional meeting for faculty; and
  - 6.10.2.9 Departmental, collegiate, or institutional assignments/tasks for faculty.
- 6.10.3 **No** deadline of assessment in any form shall be scheduled during the self-care week.
- 6.10.4 Students may avail themselves of the self-care program provided by the different units of the University.
- 6.10.5 Students may be allowed to come to school to participate in on-site self-care programs provided by the University.

## 6.11 CBL MONITORING

- 6.11.1 Monitoring is done following a committee approved monitoring tool that will ensure compliance with the CBL guidelines.
- 6.11.2 Results of monitoring shall be made available after each term of the semester to ensure that needed intervention is given. A final report shall also be submitted as a basis for the performance of the faculty in relation to the CBL guidelines for the whole semester.
- 6.11.3 The monitoring is done by the CILP, results of which shall be submitted to the department chair for latter's appropriate formative actions.
- 6.11.4 The department chair may form teams in the department to make sure that proper formative interventions are given.

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6.11.5 Student Government shall design a monitoring scheme for students to check on teachers' compliance with CBL provisions. Results of which shall be submitted weekly to the CBL committee for appropriate action.

## **6.12 PERFORMANCE EVALUATION**

6.12.1 A teacher evaluation by the students shall be conducted to determine the performance of the teacher in his/her class.

6.12.2 For teachers handling flex blended classes, an evaluation tool shall be prepared in consultation with the HRMO based on the provisions of the revised CBL guidelines such as:

- 6.12.2.1 Over-all Use of the SB and MS Teams;
- 6.12.2.2 Uploaded Modules;
- 6.12.2.3 Synchronous Session; and
- 6.12.2.4 Asynchronous Sessions.

## **6.13 CONTINGENCY PLAN**

6.13.1 In case IATF declares Level 2 or higher, all classes shall be held following the fully online blended learning model and the latter's relevant provisions (IRR; Document 13) shall be observed until declared otherwise.

## **6.14 FORMATIVE CLAUSE**

6.14.1 *Teachers.* The following shall be enforced in case of non-compliance with any of the foregoing provisions:

- 6.14.1.1 First and second instances (on the same or another provision): REMINDER by their respective Chair;
- 6.14.1.2 Third and fourth instances (on the same and/or another provision): SOFT REPRIMAND by their respective Chair and retraining on the area/s of violation;
- 6.14.1.3 Fifth and subsequent offenses (on the same provision and/or another provision): MEMO requiring the faculty concerned to explain his side and retraining on the area/s of violation.

6.14.2 *Students.* The *Student Handbook* provisions shall apply in the event of violations committed by students.

## **7. EFFECTIVITY CLAUSE**

All the foregoing provisions shall supersede all previous IRRs and shall take effect on the first semester, AY 2023-2024 until Special Term 2024.

### **CBL COMMITTEE MEMBERS:**

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