THE UNIVERSITY

HISTORY

The Early Years

In June 1933, Holy Angel Academy (HAA) opened its doors to a modest group of 78 high school students in the Holy Rosary Parish Convent. It was initiated through the joint efforts of the late Don Juan D. Nepomuceno, a known philanthropist/prominent businessman and Fr. Pedro P. Santos, then parish priest of the town of Angeles and later Archbishop of Nueva Caceres. Its primary purpose was to offer Catholic education in the secondary level, which was the felt need of the community at that time. It was organized as a non-stock, non-profit corporation oriented towards service to the community.

The founders employed the able leadership of Ricardo V. Flores, an energetic educator from Pagsanjan, Laguna whose efforts, commitment and perseverance brought forth in two months time the opening of a complete secondary school and the issuance of government recognition in February 1934. Consequently, the Holy Angel Academy (HAA) became the first Catholic co-educational high school run by laypersons with the First Friday devotion to the Sacred Heart of Jesus, as its initial signature landmark. By 1940, HAA moved from the Parish Convent to its first building (present Main Bldg.) to accommodate its expanding enrollment.

When World War II broke out, classes were suspended and resumed only in 1945. On May 8, 1947 the Academy was given new government recognition for its General Secondary Education Program. In school year 1947-48, the Evening High School Program started to provide educational opportunities for working students, particularly the employees in Clark Air Force Base. Likewise, the tertiary department was established with the 2-year Junior Normal College or Elementary Teacher’s Certificate (ETC) as its initial program in response to the growing need for teachers in public schools. This program continued operating until 1963, when it was converted to a 4-year Normal College or the Bachelor of Science in Elementary Education (BEED) that was granted government recognition on February 11, 1955, this program continued operating until 1963, when it was converted to a 4-year Collegiate Normal Course of the Bachelor of Science in Elementary Education (BSEEd).

In 1948, the College of Commerce opened with a program, Bachelor of Science in Commerce whose government recognition was issued on December 3, 1951 or upon graduation of its first twenty three (23) students. In 1955, the Academy offered the 2-year Associate in Arts (also known as Preparatory Law Course) which was later converted into a 4-year Liberal Arts (or Bachelor of Arts) that was granted government recognition on May 18, 1960.

From Academy to University

In 1960, the elementary department was opened. More collegiate courses were also offered like the 1-year and 2-year Secretarial courses in 1961 and the two-year pre-engineering course in 1962. In the ensuing years, the latter was expanded to the complete programs Civil Engineering (August 13, 1968); Electrical Engineering (September 11, 1969), Mechanical Engineering (September 11, 1969) and Management and Industrial Engineering (March 17, 1986).
On December 6, 1961, the academy became Holy Angel College (HAC) with Don Juan D. Nepomuceno as the first President. Under the leadership, and the able assistance of his son, Mr. Geromin G. Nepomuceno, the school experienced a revitalized management that led to the construction of buildings and the adoption of the fiscal policy, which opened new possibilities for further growth and expansion. The latter assumed the presidency in 1973 to continue the pursuit of making the school one of the best Catholic educational institutions in the country, particularly in Central Luzon. In 1975, he was succeeded by Dr. Ricardo V. Flores, who held the leadership position until 1980.

During this period, the school also addressed the call of the government for courses responsive to the needs of the community, in particular, and the nation, in general. It offered Graduate Programs in Education in 1965 that earned government recognition on October 30, 1970. In 1974, the Department of Vocational/Technical Education was established in response to the nation’s Manpower Development Program through the introduction of the National College Entrance Examination (NCEE). This department offered courses in Industrial Electricity, Refrigeration and Air-conditioning, Radio Electronics, Automotive Mechanics, and Machine Shop Practice.

Realizing the significance of the unprecedented growth of the College, the administration applied for a university status, which it attained on December 4, 1981. Engr. Mamerto G. Nepomuceno was installed as first University President on March 8, 1982. On the same occasion, Archbishop Oscar V. Cruz of the Archdiocese of San Fernando Pampanga, proclaimed Holy Angel University a Catholic University. The achievement of graduates in various licensure examinations, scholarship opportunities and affordable fees led to the continuous growth of student enrolment that peaked at 27,000 in SY 1983-1984.

**Quest for Quality and Excellence**

On August 12, 1985, Sister Josefina G. Nepomuceno of the Congregation of Missionary Benedictine Sisters of Tutzing was installed as Second University President. Under this new leadership, the professional dimension of the University was pursued with vigor and its Catholic character given greater and renewed emphasis. The collegiate programs not only grew in number but also in quality when submitted for accreditation. The curricular offerings added in the undergraduate level from 1985 to 1994 were AB majors in Sociology and Religious Studies, Associate Programs in Computer Science and Theater Arts; BS in Accountancy; BSBA major in Small Business Management/Entrepreneurship; BSED majors in Values Education, PE Health and Music and Library Science; BS in Electronics and Communications Engineering; and Associate in Computer Secretarial and Medical Secretarial. In the graduate school level, Master of Business Management and Master of Public Administration were added in 1994 while the areas of specialization in the Master of Arts Program were expanded, such as: College Teaching, English Teaching, Mathematics and Library Science.

The Center for Research, Measurement and Evaluation as well as the Institute of Small-Scale Industries and Enterprise Resource Center were established to articulate the University’s thrust towards research and community service.

On August 30, 1993, the Liberal Arts, Business Administration, Education and Engineering Programs were conferred Level I Accreditation by the Philippine Accreditation by the Philippine Accrediting Association of Schools, Colleges and Universities. The following year, the elementary school was completely phased out after 34 years of existence.
On June 30, 1995, the programs in the Colleges of Arts and Sciences, Business and Accountancy, Education, and Engineering attained FAAP second level accreditation status through the Philippine Association of Accredited Schools Colleges and Universities (PAASCU). Thus, Holy Angel became the first and only University in Central Luzon accredited by PAASCU.

In the same year, Sr. Josefina ended her 10-year term as president with Mrs. Bernadette M. Nepomuceno as successor. The latter’s administration saw reforms in structure as well as operations that sustained and expanded the University’s quest for academic excellence. The said thrust was marked by new as well as upgraded curricular programs and awards of distinction. The areas of specialization in BS Business Administration and BS Secretarial Administration were expanded to include among others Hotel and Restaurant Management, Management Information System and Tourism. The Doctor of Philosophy in Management was initially offered in school year 1995-96 while the Accountancy degree was upgraded into a 5-year program in school year 1997-98. The University’s teacher-training programs were further enriched with the establishment of the Laboratory Elementary School in 1997.

On August 6, 1999, the programs in the Colleges of Arts and Sciences, Business and Accountancy, Education and Engineering were reaccredited by PAASCU. The Electrical and Industrial Engineering programs were conferred Center of Development Level II status by the Commission of Higher Education (CHED) that paved the way for the offering of Master in Engineering in school year 2001-02. Likewise offered was Doctoral in Business Management, Doctor of Philosophy in Educational Management, BS Psychology, BS Computer Science, BS Information Technology, and BSEd Physical Education with specialization in Golf Sports were added the following school year. On October 22, 2001, CHED listed the University as one of the top 52 tertiary educational institutions in the country effectively conferring on it a deregulated status.

In 2002, the University also hosted the First International Conference on Kapampangan Studies and established the Juan D. Nepomuceno Center for Kapampangan Studies to preserve, study, and promote Kapampangan cultural and historical heritage.

In school-year 2003-2004, the University revisited its mission and vision where all stakeholders agreed to rededicate commitment to accessible quality education, academic excellence, community linkages and the promotion of local history and culture. Responding to popular demand, it offered Nursing, Architecture, and Computer Engineering. It also initiated sweeping improvement in physical plant with the construction of Mamerto G. Nepomuceno Hall, St. Gabriel and St. Raphael, the Chapel of the Holy Guardian Angel, Café Juan, food courts, courtyard, and JDN Annex.

CHED further elevated the University to autonomous status on October 27, 2003 thus, acknowledging its academic leadership in Region 3. On January 31, 2006, PAASCU conferred the Level III accreditation status on the following programs: Accountancy, Arts and Sciences, Business Administration, Education and Engineering (Civil, Electrical, Industrial and Mechanical). Holy Angel University is one of the few institutions in the country that has attained such status.

In December 2005, the High School Program had its preliminary survey visit by PAASCU. The program was conferred Level 1-Candidate Status on May 31, 2006. This development pushed the High School Program to implement the Career Preparatory Program as an innovation of the Basic Education Curriculum prescribed by the Department of Education. The Program aims to prepare students not only for college education, but for employment or entrepreneurial
endeavours.

The Graduate Schools of Business and Education, as well as the Laboratory Elementary School applied for a PAASCU preliminary survey in February 2006.

On August 12, 2006, Dr. Arlyn Sicangco-Villanueva succeeded Mrs. Nepomuceno as the eight President. The President of the Republic, Gloria Macapagal Arroyo, administered the oath of office to Dr. Villanueva on February 1, 2007. The new administration initiated reforms and innovations in organization, operations, services, curricula, campus development and research, and has made international accreditation its flagship. Dr. Villanueva has also vowed to keep alive the founder's dream of making Holy Angel University the best school in Central Luzon anchored on the three E's: Evangelization, Excellence, and Economy.

The Commission on Higher Education recognized the University as Center of Development in Information Technology and in Business Administration on March 23 and December 7, 2007, respectively. Moreover, HAU ranked first among top performing schools with 26-50 examinees category in the May 2007 CPA Licensure Examination. Equally significant was the board performance of the first batch of Nursing examinees which was way above the national passing percentage.

The first semester of the following school year registered the highest College enrolment statistics of 12,010 since SY 1985-1986 with the CAN and CON having the biggest enrolment. At the same time, the Electronics & Communications Engineering program was conferred its Level III accreditation status by PASSCU.

March 8, 2008 marked the opening of the Diamond Jubilee year with the blessing of the San Francisco de Javier Building, which houses the state-of-the-art University Library and the University Theatre, which is considered by critics and performers as among the best in the country, as the highlights. The university undertook a major upgrading of computer facilities and operations by launching an integrated information system. It also embarked on a massive campus development with the construction of the new University Chapel, the seven-storey CICT-CASEd building, and the University Main Entrance.

The University's bid for international accreditation which began in school year 2005-06 was realized when the International Assembly for Collegiate Business Education (IACBE) conferred on the University on April 4, 2008, in Newport Beach, California, the Specialized Accreditation of the business and business-related programs of the College of Business & Accountancy.

On June 2, 2008, the University was conferred Center of Development in Teacher Education. In the same semester, the Graduate School enriched its programs through the inclusion of Master of Science in Electronics & Communications Engineering, Master in Information Technology, and Certificate of Public Administration & Governance.

The High School Program was conferred a PAASCU Level I accredited status on November 28, 2008.

In recognition of its accomplishments, adherence to quality assurance and commitment to public responsibility as a higher educational institution, CHED granted the University the Autonomous Status for the period March 11, 2009 to March 30, 2014.
The University conferred its first Doctor of Humanities, *honoris causa*, on Manuel V. Pangilinan, Chairman and CEO of PLDT and Smart Communications on March 13, 2009. On April 2, 2009, the University formally closed the celebration of the 75th Founding Anniversary with the launching of the book, *Destiny and Destination: The Extraordinary Story and History of Holy Angel University 1933 – 2008*, and the dedication of the Main Building to Don Juan Nepomuceno.

School Year 2009-2010 marked the founding of the College of Hospitality Management and the College of Criminal Justice Education and Forensics, as well as the offering of new programs namely, BS in Accounting Technology, BS in Criminal Justice Education with Forensics Program, BS in Aeronautical Engineering, BSBA in Legal Management, and Master in Special Education. Another highlight was CHED’s conferment on Hotel and Restaurant Management program the status of Center of Development, the first in the country.

In March 2011, Holy Angel named its first Juan D. Nepomuceno Cultural Awardees as well as the first recipients of the Order of St. Michael Archangel and the Order of St. Raphael Archangel.

In 2012, the High School Program was conferred a PAASCU Level II reaccredited status. In the same year, PAASCU conferred a Level II reaccredited status to Hospitality Management programs. On June 8, 2012, the University inaugurated the St. Martha Hall, the first dormitory of HAU inside the campus.

Thus, Holy Angel University has remained true to its Mission by continuously co-creating with all its stakeholders the quality educational experience and environment for the service of man and for the greater glory of God.

*Laus Deo Semper!*
UNIVERSITY MISSION AND VISION

Mission

We, the students, academic, and non-academic personnel of Holy Angel University declare ourselves a Catholic learning institution. Together, we co-create a quality educational experience and environment that promote Christ-centered values, professional competence, leadership and social responsibility.

Our goal is the development of the whole person in the service of man for the greater glory of God.

Thus, we commit ourselves to the founder’s vision of a Catholic institution offering accessible quality education.

LAUS DEO SEMPER!

Vision

As an institution of higher learning continuously seeking excellence, our research, community involvement and linkages ensure that both curriculum and instruction are up-to-date and responsive to the times. Our students learn independence, reflective thinking and curiosity to life. Our graduates find fulfillment in their chosen careers and vocations. (Academic Excellence)

We partner with communities for their greater empowerment and self-reliance. We provide opportunities for alternative and lifelong learning. We lead in the preservation and promotion of local history and culture, as well as play an advocacy role in contemporary issues. (Community Service for People Development)

Our governance is known for its transparency, accountability, sense of justice, and strong adherence to the highest ethical standards. (Responsive and Professional Governance)

Aware of their role and contribution to the University, our employees take pride in their work and commitment to serve. Our faculty and staff are distinguished by professional competence, innovative methodologies and deep awareness of their responsibility as role models. (Responsive and Professional Governance)

We provide a campus that is conducive to meaningful academic and social exchange, and that promotes physical and spiritual development. (Healthy HAU Campus)

We cultivate in all community members the deepening of an inner life characterized by a maturing conscience and a compassionate heart. We nurture relationships with one another towards transforming our academic community into a Christ-centered family. (Community Relationship toward a Christ-centered Family)
Goals and Objectives

In pursuance of its mission, Holy Angel University adopts the following objectives which permeate its departmental curricular offerings:

To provide the student with moral and intellectual training in a Christian atmosphere so that he may become an efficient and integrated person.

A person who is in the process of becoming the person he aspires to be:

- as a human being in relation to himself and God;
- as a social being in relation to society;
- as a professional in relation to the community; and
- as a worker in relation to the environment.

A person who is aware of and alive to the social realities of widespread injustice and inequality:

- who contributes to the development and attainment of an economically equitable politically just and participative, culturally integrated society; and
- who is socially responsible in upholding and defending human dignity and participates in promoting the common welfare.

To make itself, in coordination with other social institutions, a more responsive and accessible instrument for the advancement of equality and the promotion of social responsibility, thus serving as a catalyst for change towards a society of freedom, justice and peace.

HAU Core Values

Commitment to Excellence

In the heart of all our academic endeavors is our commitment to the higher standards of transformative education. In our sincere and persistent pursuit of knowledge and virtues geared towards the development of the whole person, we continually assess and update our programs and services to make them relevant and meaningful to all members of our academic community.

Servant Leadership and Social Responsibility

We work hand in hand in developing a sense of social responsibility as a distinctive mark of an authentic faith. We commit ourselves to the nurturing of a society based on justice, peace and respect for human dignity and the integrity of creation.

We cultivate in ourselves the deepening of an inner life characterized by a maturing conscience. We promote a culture that builds and inspires the values of teamwork, solidarity, dialogue and communication.
Spirit of the Founders

We commit ourselves in continuing the Founder’s vision of offering accessible quality education and living a life of simplicity, integrity, humility, compassion towards the less fortunate and fidelity to the traditional values of the Church.

In the pursuit of these core values, every stakeholder shall aspire to uphold the 7C’s in all his actions.

The 7C’s

1. CHRIST-CENTERDNESS

It is living a life rooted in the values exemplified by Jesus Christ manifested in having a maturing conscience, being moral, charitable, reflective, compassionate, and a responsible steward of creation.

2. COMPETENCE

It is the ability to do something effectively and efficiently in an environment that seeks to develop and promote trust, confidence and excellence.

3. COMMITMENT TO SERVICE

It is being a servant leader by heroically risking one’s reputation, possessions and life to put the interest and welfare of others above oneself, or just by sharing one’s time, talent and resources to others, within and outside the University.

4. COMPASSION

It is sharing in and responding to the sufferings of the under-served, disadvantaged and victims of social injustices.

5. COMMUNITY BUILDING

It is the creation of sincere and unconditional relationships as foundation of a just and humane society, as well as the empowerment of individuals and organizations leading to a sustainable development of the community.

6. COLLABORATION

It is working together for the realization of institutional goals characterized by genuine dialogue and meaningful partnerships within the University and other communities.

7. CONGRUENCE

It is the consistency between policy and implementation. It also refers to the integration of the University’s mission and vision in the personal and professional development of students, employees, and alumni.
Attributes of the HAU Graduates

As a Catholic learning institution, Holy Angel University is committed to the development of God-loving servant-leaders, well-realized in their personal, interpersonal, and professional dimensions.

As individuals, they live life with the disciplines of emotional maturity, self-confidence and assertive perseverance, within the context of responsible citizenry.

They are well-rounded in the aspects of physical well-being, culture, and the arts.

In relation to their fellowmen they are socially-responsive community leaders who deal matters with high integrity and compassion.

As decision makers, they are creative and innovative critical thinkers with a deep concern for the welfare of others.

They are professionally and technically competent by global standards, and have a positive attitude towards career growth, accountability and learning as a life-long process.

Holy Angel Hymn

From thy cradle safe and sound
Love of God and man we’ve found
To a happy life we’re bound
Holy Angel dear.

Hear our vow loyalty
Heart and soul we pledge to thee
With the virtues great and free
We’ve embraced from thee

When our battles won you’ll see
Banners high we’ll wave for thee
In our hearts thy name will
Holy Angel dear.
COLLEGE MISSION-VISION

College of Arts, Sciences and Education

Mission:
In consonance with the University’s mission of offering quality Catholic education and with the founder’s motto of Laus Deo Semper, the College of Arts and Sciences and Education is committed to produce highly competent and globally competitive Christian professionals, through the most diverse and meaningful liberal education as well as teacher training experiences that enhance communication skills, critical thinking, research capability and social responsiveness.

Vision:
Emboldened by our commitment to transformative education, we produce professionally competent and holistically developed Christian individuals through our curricular offerings that respond to the needs of the local community and society at large.

Objectives
As a service college, the College of Arts, Sciences and Education aims to provide a solid general education foundation where it seeks to:

1. train students to think clearly and logically to communicate their ideas correctly and effectively.

2. develop in the students and understanding of the human person in the light of the Christian faith as well as their active involvement in activities and opportunities for spiritual enrichment and community service;

3. deepen the students’ application and appreciation of the basic theoretical knowledge of mathematics, natural and social sciences as effective tools toward
   a. life-long learning in one’s field of specialization; and
   b. enrichment of one’s sense of social responsibility and love of country.

With its curricular offerings, the College seeks to train prospective teachers and development agents as well as specialists with

1. the desirable knowledge, skills, attitudes, values experiences, and competencies necessary for efficient and effective practice of their chosen profession;

2. a positive disposition towards research for individual or institutional growth/enrichment as well as professional advancement; and

3. the needed cultural and academic backgrounds that will help them understand and appreciate the role of their respective profession to nation building.
College of Business and Accountancy

Mission:

The Holy Angel University College of Business and Accountancy is committed to being the premier learning institution in the Region by providing high-quality business and accountancy education to the young men and women through a wide range of relevant educational experience.

It is also committed to develop our students to their fullest potential as a person, by creating an environment that will make learning an enjoyable and meaningful experience.

Its faculty, administration and staff constantly strive to provide our sincerest service to our students as we are committed to the same ideals of integrity, professionalism and love of God and country.

Vision:

The College of Business and Accountancy has the distinction of being the Center of Academic Excellence in Business Education in the Region.

As a Center of Academic Excellence, the College operates on international standards in instruction, research, and community service. It significantly excels in the following areas:

- Consistent above-national passing average performance in the CPA licensure examinations
- Level III accredited status;
- Interactive instructional materials and facilities;
- Established linkages with local and global industries for employment of its graduates;
- Scholarly research outputs published in international business Journals;
- Adopted barangays have become model communities.

Objectives

The College aims:

1. to equip students with the knowledge and skills necessary for active and effective participation in the process of the local economy;
2. to provide the necessary preparation to fulfil the complex functions of
entrepreneurship and business leadership;
3. to develop responsible professionals who will uphold the integrity and ethical standards of their profession;
4. to develop socially responsible, competent business executive; and
5. to help improve the national economy through the development of relevant occupations.

College of Engineering and Architecture

Mission:

The College of Engineering and Architecture is committed to provide quality education to produce competent and well-rounded persons capable of living Christian values and professional ethics as they continuously contribute to the advancement of technology for the improvement of life and preservation of the environment for the benefit of the future generations.

Vision:

The College envisions itself as a center of development/excellence in engineering and architecture with

- Competitive Graduates whose performance in board examinations is consistently above national passing rate;
- Competent Faculty members who possess research culture and are actively involved in community service;
- State of the Art Laboratory facilities that are at par with leading engineering schools in the country; and
- Functional Linkages/Partnership with institutions, industries, and organizations in both national and international levels.

Objectives

The College of Engineering and Architecture, in line with University tradition of contributing towards the formation of competent Christian professionals, is committed to the pursuit of academic excellence in engineering education as it aims to achieve the following objectives:

1. to provide students with fundamental knowledge and skills in the technical and social disciplines so that they may develop a sound perspective for competent engineering practice;
2. to inculcate in the students the values and discipline necessary in developing them into socially responsible and globally competitive professionals;
3. to promote through its curricular offerings and research undertakings, the development of a sustainable environment and the improvement of the quality of life;
4. to instill in the students a sense of social commitment through involvement in
College of Hospitality Management

Mission

The College of Hospitality Management is committed to:

- Continuously provide quality education through its highly competent and experience-based faculty, and staff and state of the art facilities;
- Develop students to their fullest personal and professional potential through updated curricula and learning approaches that are responsive to global challenges;
- Promote life-long learning by engaging in relevant industry practice, research, and community service.

Vision

The College of Hospitality management envisions to continuously pursue being a model of excellence in the hospitality industry whose graduates are imbued with culinary expertise, supervisory and entrepreneurial skills in the field anchored on Christian values and global standards.

Objectives

The College aims:

1. to offer relevant academic programs that meet the needs of both local and international industry partners as well as address entrepreneurial growth in the region and the country in general;
2. to instill Christian values endowed with a sense of social responsibility through community service and servant leadership;
3. to support its faculty toward continuous enhancement of personal and professional qualities.

College of Information & Communications Technology

Mission:

The College of Information and Communications Technology is committed to offer quality education to produce professionally competent and globally competitive graduates who are
self-reliant, employable, morally as well as spiritually upright, socially responsible and adaptive to the changing needs of times.

Vision:

The College envisions itself as a center of development/excellence in IT education in the country by creating an industry-oriented environment through relevant curricular programs and state-of-the-art facilities.

Objectives

The College aims:

1. to equip students with the fundamental ICT knowledge and skills necessary for active participation in the production and utilization of innovative systems and applications;
2. to recruit competent as well as industry and service-oriented faculty dedicated to deliver quality instruction, scholarly research outputs; and need-based community service;
3. to establish linkages/partnerships with reputable organizations for service-learning opportunities to ensure an up-to-date and responsive program offerings; and
4. to engage students, faculty and administrators in community extension service through provision as well as transfer of IT skills to partner groups/communities.
College of Criminal Justice Education and Forensics

Mission

The College is committed to become a premier institution for career development and enrichment of law enforcement practitioners and leaders within distinct expertise in criminal justice and forensic sciences anchored on Christian values and global standards.

Vision

The College envisions being a center of excellence in criminal justice education and forensics in the country by creating an industry-oriented environment through relevant and extensive curricular programs and state-of-the-art facilities and equipment.

Objectives

Inspired by its mission-vision, the college endeavours to:

1. nurture its students/trainees with the comprehensive and updated knowledge, essential values and industry-oriented competencies in the fields of law enforcement, criminal justice and forensic sciences;
2. recruit qualified, seasoned, competent and service oriented faculty to deliver quality instructions both in-campus and off-campus settings;
3. acquire adequate and state-of-the-art laboratory equipment;
4. established linkages/partnership with key local national/international industry players and law enforcement agencies for on the job training and immersion programs;
5. engage both faculty and students in research and extension activities in pursuit of new knowledge and development initiatives in law enforcement, criminal justice and forensic sciences;
6. register an impressive and continuously improving board examination performance that is significantly higher than the national performance through comprehensive review and assessment program.

College of Nursing and Allied Medical Sciences

Mission:

The teaching-learning community of the Holy Angel University College of Nursing and Allied Medical Sciences is committed to provide accessible quality nursing education and the best learning experiences geared to mold graduates with professional competence and personal qualities deeply rooted in Christ's ideals of selfless service to enhance the quality of life.
Vision:

The College envisions the University as a premier provider of Nursing Education. It strives to be the best in the region recognized for excellence in improving health through the integration of teaching, practice and research where the program prepares graduates to:

- Think critically and apply scientific methods using data available;
- Employ therapeutic communication in all fields and nursing set up;
- Possess scientific and technical competence to practice safely in the discipline;
- Have the inclination and knowledge necessary to be competent both in local and global nursing setting; and
- Participate in activities that contribute to lifelong personal and professional development.

Objectives:

The College aims:

a. To provide an up-to-date nursing education curriculum that will equip students with the knowledge and skills to make them competitive in diverse setting and adopt to constantly changing environment;

b. To recruit and maintain qualified faculty who will make full use of teaching resources to shape and strengthen both classroom and related learning experiences; and

c. To engage students, faculty and alumni in health-focused active ties toward the promotion of personal and community health.
PROFESSIONAL ETHICS

The achievement of the HAU's mission, goals and objectives depends significantly on faculty members who possess and manifest sound moral character, high ideals, professional competence, and understanding of human nature. On this premise, the following Code of Professional Ethics is set forth for the guidance of the HAU faculty members.

THE TEACHER AND HIS PROFESSION

1. Considering the nobility of the teaching profession, every teacher is expected to manifest sincere interest and pride in his profession.

2. Since service in education demands the highest standards of integrity and morality, the teacher is always expected to conduct himself properly.

3. Every teacher is the University’s partner in all activities that will strengthen its operations, upgrade its standards and maintain its good image in the community.

4. Mutual trust and respect, loyalty, self-sacrifice, willingness to help one another and share professional knowledge and experience with others should characterize the relationship between and among the HAU teaching force.

5. The teacher should continuously strive to grow professionally by engaging in activities that will broaden his outlook and deepen his professional knowledge.

6. Each member of the teaching staff should recognize that the interest and welfare of the students is of paramount concern.

THE TEACHER AND THE UNIVERSITY

1. Each faculty member is expected to uphold and to abide by the policies of the University and his own college or department specifically on matters pertaining to classroom discipline, conduct of examinations, submission of students’ grades and accomplishments, and submission of required forms, documents and reports.

2. Each member of the teaching staff should hold inviolate confidential information and plans of the University.

3. Complaints, questions and clarifications relative to certain policies or memoranda should be directed to the proper channels.

4. The teacher must dress appropriately especially in school and when representing the school in external functions.

5. Every teacher should conscientiously meet the terms and conditions of his employment and should give the Administration sufficient time to look for his replacement in case of plans of going on leave or resigning.
6. Prior to leaving his post in the University, every teacher should clear himself of all accountabilities with offices concerned.

THE TEACHER AND HIS COLLEAGUES

1. Professional ethics dictates that every member of the HAU faculty must:
   1.1 protect one another’s personal integrity by avoiding discussion of the personal shortcomings and problems of fellow teachers, particularly in the presence of students;
   1.2 act as model for one another by living the life of the professional who is a worthy bearer of the dignity and ethics expected in the teaching profession;
   1.3 acknowledge and appreciate any form of assistance received from colleagues; and
   1.4 not use vulgar language and anecdotes in and outside of the classroom.

2. When acting as substitute for a fellow faculty, the substitute teacher should follow as closely as possible the instructions given by the regular teachers, so continuity of and effective learning is facilitated.

3. Out of consideration for the succeeding teachers who will use the same classroom, every faculty is expected to see to it that the room is clean and orderly before leaving it.

THE TEACHER AND HIS STUDENTS

1. Teacher-student relationship should be characterized by cordiality and mutual respect at all times.

2. While firmness and resoluteness in imposing discipline are called for, they should always be tempered with compassion.

3. Fairness should always be the prime factor to reckon in matters of academic assignments and grades of students. The teacher should give reasonable class work and fair grading system. He should not be influenced by any consideration other than the merit of the student’s performance.

4. Confidentiality of information pertaining to a student or his family should always be respected.

5. A teacher should never take advantage of his students by:
   a) collecting or borrowing money from them;
   b) engaging in business with them inside the school premises;
   c) making students do work for him, particularly domestic chores; and
   d) soliciting sexual favors through word, deed or even insinuation, and making statements in class that denigrate students sexually or cause extreme embarrassment, even if these statements are intended not to be taken seriously.
THE TEACHER AND HIS COMMUNITY

1. In his community, the teacher is expected to live a life that is in consonance with the dignity and integrity of his profession.

2. The teacher is expected to support organizations in the community which work for the upliftment of the social, economic, moral and spiritual life of the people.
EMPLOYMENT CONDITIONS

RECRUITMENT

Hiring of faculty is the exclusive prerogative of the University. The processing of application is facilitated by the Human Resource Management Office (HRMO) to assist Department Heads in carrying out the following procedures:

1. Preliminary

   a. Department Heads shall communicate their manpower needs to the HRMO using the “Manpower Request Form (MRF)” at least a month prior to date needed
   b. The HRMO Director shall study the request and discuss the need with the Department Head concerned.
   c. The HRMO Director shall route the accomplished Manpower Request Form to concerned Department Heads for endorsement/notation and finally to the President for approval.

2. The selection process shall involve the following steps:

   a. **Submission of Requirements.** Faculty applicants submit all credentials to the HRMO, namely: Original Transcript of Records (TOR), Certification of Previous Employment, 2” x 2” picture, Letter of Application, Resume, Three (3) Character References from persons not related to him who can vouch for his moral background and personal qualities, Certificates of Seminars and Trainings, NSO-issued birth certificate, NSO-issued marriage certificate, community tax certificate, Police/NBI Clearance, SSS No., TIN Card, PRC License, Statement of Account with SSS and/or Pag-ibig.

   b. **Employment Tests.** In coordination with the University Testing Center, the faculty applicant is called to take a battery of tests. This is done to gather objective information on the applicant’s abilities. The results are released to the HRM Office and included into the faculty applicant’s folio.

   c. **Class Demonstration.** After the employment tests, the applicant is referred to the Dean for the details of a class demonstration. The class demonstration shall be attended by the Dean, the Department/Program Chair, and at least one (1) faculty member from the requesting college. The results are likewise forwarded to the HRM Office into the faculty applicant’s folio.

   d. **Final Interview/Selection.** The Dean & the HRMO Director are provided with the faculty applicant’s folio as basis for the interview and decision on hiring.

   e. **Physical Examination and Laboratory Tests.** The selected faculty applicant is referred to an HAU accredited diagnostic center for a physical examination the results of which are referred to the University physician. An applicant will not be hired if he/she is not physically fit.
f. **Background Check.** The HRMO shall conduct a background check on the applicant based from his/her previous employment.

3. Placement. The selected faculty applicant is referred back to HRMO for the contract signing. He/she shall also be endorsed to the requesting College for loading and to the Payroll Office. The new employee shall be given a copy of the faculty manual and shall be required to attend the orientation program.

**HIRING OF GUEST LECTURERS**

The guest lecturer title is a special category intended for experts who are contracted to teach professional/technical subjects in the University for a specific period. He joins the faculty roster upon recommendation of the concerned Dean and approval of the Vice President for Academic Affairs. The normal hiring procedure is waived in this case. He is also not entitled to benefits.

**TERMS OF EMPLOYMENT**

1. **Classification of HRM According to Appointment**

   1.1 **Status of Appointment**

   a) **Substitute** - one who is employed to take the place of a faculty member on leave. The employment automatically ends upon the expiration of the period indicated in the contract.

   b) **Fixed Period Teaching Contract (FT)** - one whose teaching load assignment is considered contingent and is usually dependent on the requirements of the curriculum design and/or the nature and volume of student enrollment. Likewise, he does not possess the minimum educational qualification for teaching but renders full-time teaching load and schedule per week.

   c) **Non-Tenured Part-Time** – one who possesses the minimum educational qualification and work experience for teaching and renders 3-12 teaching hours per week.

   d) **Guest Lecturer** – one who has expertise in a given field of specialization, usually invited to render lecture hours in the University. Guest lecturer appointment cannot be converted to regular status.

   e) **Probationary** – one who performs a regular job, has a master's degree, and whose term of appointment is definite. The teaching contract for probationary faculty is renewed every semester subject to satisfactory evaluation and recommendation of the Dean. Notification of non-renewal is served through the Dean of College concerned.

   f) **Permanent** – one whose term of appointment is continuous and has met the minimum academic qualifications prescribed by CHED. He is paid hourly, based on a maximum load of 24 units or its equivalent. He devotes his regular working day to the school and is not teaching full-time in any other school. Effective second semester
SY 1999-2000, the completion of a graduate degree is a requirement for permanency. Effective SY 2009-2010, a research output, in addition to the completed graduate degree, is a requirement for permanency. (Appendix 4)

1.2. Service Rendered

a) Full-time – a faculty member whose working day is devoted to the University and has no full-time employment outside the University and who teaches a regular load of 18 hours a week upon request or a maximum load of 24 hours or its equivalent.

b) Part-time – one who teaches a regular load of 12 units per week and who may have at the same time other employment. Part-time faculty members who are government employees are required to submit a permit to teach from their office of employment.

2. Teaching Load

a) Semestral Loading

Holy Angel University adheres to the rules and regulations of CHED on matters of teaching loads of its faculty members. In college, the maximum teaching load of full-time instructors is 24 units a week. Teaching hours should not be more than 8 hours per day. Instructors must not have more than four (4) preparations except for those handling major subjects.

To maximize their efficiency, faculty members shall not be assigned, nor can they opt to teach, subjects outside their competence. Faculty members may be given available overloads based on their qualifications, seniority and availability.

A full-time faculty member must be ready to accept a pre-arranged schedule prepared by his Dean. In the event that he refuses, the Dean is not obliged to give a replacement load.

Discontinuity of service due to lack of teaching load arising from low enrollment shall not be counted against the tenure of the faculty (See Appendix 5).

b) Teaching Loads Outside Holy Angel University

Faculty members and Non-teaching personnel may teach part-time outside the University subject to the approval of the University President.

c) Summer Loading

In general, the summer loads of a faculty shall not exceed one (1) load. This to ensure the delivery of quality instruction and to spread out the available loads to a bigger number of qualified faculty members.

The loading policy during the regular semester does not apply in summer. The availability of teaching loads, however, will depend on the number of students enrolling for the summer term.
Eligible teachers intending to teach in summer accomplishes the summer teaching survey form and submits them to the Dean on or before the scheduled deadline.

**COMPENSATION**

1. **Semestral Pay**

Faculty salaries are computed per semester on the basis of the teaching load and the teaching rate per unit. The rate per unit of a faculty member is based on his/her academic rank and the level within the rank.

The average monthly pay is determined by the following formula:

\[
\text{Monthly pay} = \frac{\text{Teaching load} \times \text{rate per unit} \times 18 \text{ weeks (one semester)}}{5 \text{ months (semester)}}
\]

2. **Summer Term Pay**

Faculty members who teach during summer shall be paid the same rates they are entitled to on regular semester or school year based on the following guidelines:

a. Compensation is guided by the principle of no work no pay;

b. Sick leave credits are not applicable during the term due to the briefness of time allotted;

c. Engineering laboratory sessions shall be paid on the same basis as in regular semester, that is, actual contact hours; and

d. Summer Pay is included in the computation of 13th Month Pay, SSS, Medicare and Provident Fund contributions.

**BENEFITS**

The following are the benefits presently enjoyed by the teaching HRM of HAU:

1. **Leave Benefits**

   a) **Sick Leave**

   A permanent faculty member is entitled to five (5) days sick leave with pay per semester, making a total of ten (10) days for the entire school year. Absences due to illness of an immediate family member that may be allowed to be charged to sick leave subject to the approval of the immediate superior and availability of leave credit. In the case of prolonged illness, faculty members can avail of leave without pay after exhausting their unused sick leave for the last three (3) years not exceeding 30 days and subject to the approval of the University President.
b) Maternity Leave

Maternity leave benefits are extended to every faculty member who has rendered at least an aggregate of six (6) months of service for the last school year immediately preceding the date of expected delivery. In accordance with law, the maternity leave with pay from the Social Security System (SSS) that a female faculty member is entitled to is fourteen days before her delivery inclusive of the sixty (60) days for normal delivery and seventy eight (78) for caesarean delivery. The University shall advance the payment of maternity leave benefits given by the Social Security System (SSS) subject to the following conditions:

i. Full reimbursement by the SSS;
ii. In case of an employee (teaching and non-teaching) holding two (2) or more appointments with the University, salary basis is the rate of full-time position; provided, however, that such rate shall not be more than the pay corresponding to twenty-four (24 units); and
iii. Faculty members who have employment outside the University and who have claimed their SSS maternity benefits with the other employer are no longer entitled to claim the same SSS benefits with the University.

c) Paternity Leave

Male faculty members are entitled to paternity leave in accordance with the provisions of the law. This leave is availed of during or after the delivery by a male instructor's legal spouse; provided that the total number of days shall not exceed seven (7) working days for each delivery. He is entitled to paternity leave for the first four (4) deliveries of his spouse. This benefit shall be availed of not later than 60 days after the date of said delivery. In the event that the leave is not availed of, it shall not be converted to cash.

d) Bereavement Leave

The University grants five (5) days of bereavement leave with pay upon the death of an immediate member of the family. The immediate member is defined as follows:

- For single individuals: parents, unmarried brother or sister;
- For married individuals: parents, spouse, and legitimate child.
- Any absence beyond the five (5) days bereavement leave shall be charged to sick leave.

e) Leave of Absence Without Pay

Leave of absence without pay, not exceeding one (1) semester (5 months) may be granted upon application subject to the approval of the immediate superior.

Leave of absence without pay beyond one (1) semester but not exceeding one (1) school year shall be subject to the approval of the University President and may be availed of only once. All requests for leave must comply with established procedures of the University.
2. Thirteenth Month Pay

The thirteenth month pay granted by the University shall be in accordance with law, to be given as follows:

- 83.33% on or around November 15
- 16.67% on or around December 15

3. Christmas Bonus

A Christmas bonus equivalent to 100% of the annual average basic monthly salary, excluding summer teaching pay, is granted to all regular faculty members to be released not later than December 15 of each year.

Newly permanent faculty members are granted a Christmas bonus equivalent to 50% of their average basic monthly salary effective on the date of permanency. The one hundred percent (100%) of the average basic monthly salary for one year shall be granted in the second year of permanency and thereafter.

The average basic monthly salary shall be determined by the following formula:

\[
\text{Average basic monthly salary} = \frac{\text{Total basic salary}_{1st \ sem} + \text{total basic salary}_{2nd \ sem} + \text{total monthly vocation pay}}{12 \ (\text{or} \ 11 \ as \ the \ case \ may \ be) \ months}
\]

4. Vacation Pay

The University shall grant an annual one-month vacation pay to faculty members upon permanency and a two-month vacation pay upon completion of two (2) years of permanency. The vacation pay is based on the average teaching loads for the two (2) semesters of the immediately preceding school year but not exceeding twenty-four (24) units per semester.

Actual service shall include leave of absence with pay (paternity leave, maternity leave, sick leave, official study leave, and bereavement leave). Vacation pay shall be given in two payments within the month of April. Actual service does not include leave of absence without pay.

The faculty members are required to report during summer to work on their syllabi and other related instructional materials, faculty development activities and to help during enrollment periods. Vacation pay shall be given in two payments within the month of April.

The monthly vocation pay shall be based on the following formula:

\[
\text{Monthly vocation pay} = \frac{\text{Total Sem Earnings}}{5 \text{months}} = 24 \text{ units} \times \text{Ave. Rate} \times 3.6
\]

5. Uniform Allowance

Every school year, the University grants a uniform allowance to Full-time Faculty Members who have taught in the University for four (4) consecutive semesters except those handling
less than twelve (12) units. Part-time faculty members who are non-permanent can avail of the uniform allowance after teaching for four (4) consecutive semesters.

The yearly uniform allowance is released in June, as practiced. A uniform allowance committee is organized and convenes every second year to decide on the cost, color and design of a new set of uniform. The uniform cost is applied to the uniform allowance given for the year. Recommendations of the uniform allowance committee are submitted to the President for approval and implementation.

6. Health Insurance Plan

The University provides all regular faculty Medical Insurance Plan coverage, which is non-transferable and non-cashable.

An Evaluation Committee is created to review and evaluate the performance of the contracted health provider, and deliberate on the proposals submitted by the other health providers for the succeeding year. Furthermore, it shall submit its recommendations to the University President.

7. Group Life Insurance

All faculty members of HAU are covered by a group insurance policy the premium payment of which is fully shouldered by the University.

8. Educational Benefits/Assistance

The University is committed to the ideals of academic excellence. Hence, to attain this ideal, it continues to provide opportunities for personal and professional growth to all permanent faculty members such as, study leave with pay, tuition fee assistance, thesis and dissertation grants and thesis deloading.

9. Retirement Benefits

The University grants retirement benefits to regular full time and regular part time faculty members who have to retire mandatorily upon reaching the age of sixty (60) years, or who opt to retire after serving the University continuously for twenty (20) years.

a) Optional Retirement

Any faculty member who has continuously served the University for 20 years regardless of age may choose to retire from his position with the corresponding retirement benefits.

To give the HRMO sufficient time to process all necessary arrangements related to the retirement, a faculty member must officially inform the Administration in writing at least one month before the effectivity date. The letter must be addressed to the University President.

The optional retirement pay shall be sixty percent (60%) of the monthly salary, exclusive of employer’s Provident Fund contribution.
b) Mandatory Retirement

All faculty members who reach the age of 60 while employed with the University shall be
granted mandatory retirement benefits. About one (1) month before his 60th birthday,
the faculty member shall receive a formal communication from the University regarding
his status of employment.

The mandatory retirement pay shall be one hundred percent (100%) of the monthly
salary, inclusive of employer’s Provident Fund contribution. The basis of computation of
the retirement benefits of faculty shall be the latest rate per unit and the average
teaching load for the last five (5) years prior to retirement, but not to exceed twenty-four
(24) units per year. All other benefits due to a member like the 13th month pay shall
likewise be given upon retirement or separation. Computation based on loads shall
consider the following:

a. If deloading for a particular semester/school year is due to adjustment in
curriculum as decided by management, the faculty is assured of twenty-four (24)
units for that particular semester;
b. If deloading is due to faculty’s option, the actual load for that particular semester
will be used;
c. If deloading is due to imposition of disciplinary action, the actual load for that
particular semester will be used; and
d. Any leave of absence within the last five (5) years prior to the year of retirement
shall not be included in the computation.

c) Additional cash benefit

Mandatory retirees shall receive a cash token equivalent to the service award token over
and above the computed mandatory retirement benefit package.

10. Bereavement Benefits

Financial assistance will be extended for the death of an immediate family member.

For married employees, the immediate family shall consist of parents, spouse and children.
For single employees, the immediate family shall consist of parents and unmarried brothers
and sisters.

11. Death Benefits

In case of death of a regular faculty member, the entitled beneficiaries shall collectively be
entitled to a death benefit in cash value. In addition, the legal beneficiaries of a deceased
faculty who has served the University for fifteen (15) years or more shall collectively be
entitled to the benefits that a deceased faculty member would have received under the
optional retirement plan.
12. Government-Administered Benefits

a) Social Security System

Social Security System is a government agency which provides protection to the private sector worker and his family in case of certain contingencies. The benefits are: Sickness, Maternity, Disability, Retirement, Funeral, and Loans.

b) Employees Compensation

The ECC administers compensation and State Insurance Fund to promptly secure adequate compensation, medical and/or related benefits for covered members in the event of work-connected injuries, disability or death.

Qualified faculty members are entitled to hospitalization benefits and medical care, as per P.D.622.

The amount of contribution for faculty member’s compensation is paid entirely by the school.

c) National Health Insurance Program (NHIP)

The NHIP aims to provide its members with a responsive benefit package. In view of this, the Philippine Health Insurance Corporation (PHILHEALTH) shall continuously endeavor to improve its benefit package to meet the needs of its members.

The benefits under the NHIP consist of the following:
- Inpatient hospital care
- Outpatient care
- Emergency and transfer services
- Such other health care services that PhilHealth determines to be appropriate and cost-effective.

A monthly premium is deducted from the faculty member’s salary as his contribution to PhilHealth.

Likewise, the school also gives its share to the monthly contributions. The amount of the faculty’s contributions and that of school are determined and scheduled by PhilHealth, and may change from time to time.

d) PAG-IBIG Fund

PAG-IBIG Fund is a nationwide provident savings fund and a housing finance system for the Filipino workers.

All SSS and GSIS members who are earning at least P4,000 a month are mandated to join PAG-IBIG. Employees who are earning less than P4,000 a month may join the fund on a voluntary basis.
The benefits under the PAG-IBIG Fund are:
- Multi-purpose loan
- Housing loan
- Provident Savings

13. Service Award

It is the practice of the University to honor faculty who have rendered continuous service to the institution for at least ten (10) years and every five years thereafter. The awards shall include a plaque of recognition and monetary reward for every year of service.

14. Welcome Gift for the New Born

A Welcome Gift in monetary form will be given to female and male regular employee for normal and/ or caesarian delivery of his/her legitimate child (this does not include stillbirth and miscarriages). The requirements for the grant are as follows:
- Birth Certificate;
- Doctor's/hospital certificate; and
- Maximum of 4 claims.

15. Birthday Gift

A cash gift is given to the celebrant on the first week of the birth month.

16. Foundation Bonus

A Foundation day bonus is given every year.

17. Signing Bonus

A Signing Bonus may be given upon conclusion of the Collective Bargaining Agreement.

18. Library Service

The University libraries provide a variety of reading materials, from those dealing with the faculty members' profession to magazines and newspaper for leisurely reading.

19. Medical and Dental Service

The school’s medical and dental clinics are open from 7 AM to 9 PM. Mondays thru Friday and on Saturdays till 7:30 PM. Employees can avail of first-aid treatment and emergency medication. School physicians and dentists also conduct free check-up and give referrals to specialists when necessary.

20. Rice Allowance

The University shall grant each permanent faculty member a monthly rice allowance.
21. Social and Athletic Services

To create a friendly, personal and informal relationship among employees and promote good health and morale, HAU sponsors social and athletics activities such as Christmas parties, sports fest, team building activities, wellness programs and other social gatherings.

22. Spiritual Services

The University Chaplain attends to the spiritual needs of the school community. He celebrates Mass daily and hears confessions regularly at the Chapel of the Holy Guardian Angel. Those who need spiritual guidance may see him at the Campus Ministry Office. The Chaplain also conducts recollections for students and personnel and other para-liturgical services, as well as train and commission student catechists to teach in public schools.

23. Development/Training Program

Whenever possible, the University offers on-the-job seminars and workshops to equip employees with better skills and knowledge necessary to their work as a faculty. Also, selected faculty members are sent to seminars outside the school.
DUTIES AND RESPONSIBILITIES

A. INSTRUCTION

To achieve its mission of good quality Catholic education, Holy Angel University adopts the following policies:

1. Faculty Responsibility

Prior To Opening

Prior to opening of each school year/semester and/or summer term, each faculty member is required to:

- personally communicate with the Dean of College for important announcements and/or information relevant to faculty meetings, first day of classes, and other matters vital to the opening of classes; and

- personally secure subject loads at the Dean’s Office on the official date of issuance. Date of issuance is posted in the respective College bulletin boards.

Start of/During the Term

At the beginning of the school year/semester and/or summer term, every faculty member is required to:

- follow strictly his class schedule and room assignment as reflected in the subject loads;
- assign a beadle for each of his/her classes;
- attend his classes promptly and regularly;
- promptly report to the Dean any conflict in schedule with other faculty members;
- give orientation to his students on class and other academic policies, use of the library and other University facilities, including introducing oneself, in order to make University life for the students more meaningful, enjoyable and easy to adjust to;
- check the pre-requisites of the subject(s) enrolled in by the students; advise students to report non-compliance at the Dean’s Office; and
- check the attendance of students in the class against the official list furnished by the Information Technology Services (ITS) Office, call the attention of students attending the class whose names do not appear in the official class list and report the same to the respective Dean’s Office.
Any change in the classroom/class schedules needs prior approval by the Dean who in turn will officially notify the Academic Affairs Office, HRMO and ITS Office on the approved change.

End of the Term

At the end of the term, the faculty member is required to:

- attend a meeting with the Dean and the chairperson for the deliberation of students’ grades; and
- input the student’s final grades through CAMPUS++ on the specified period. The printout of the final grades signed by the faculty member will then be submitted at the Dean’s Offices together with the photocopy of the class record, final examination papers and other requirements as may be specified by the College Dean on or before the specified deadline. He must submit the test papers, class record, and other requirements to the college that owns the class code.

2. Faculty Attendance

The Class Beadle System is adopted by the University as the faculty attendance monitoring scheme to optimize class contact time towards meaningful learning interactions within the classroom through the assignment by the faculty or the Dean of a Class Beadle to assist mainly in recording faculty attendance and in other class-related tasks. The faculty attendance is recorded using the Class Beadle Report Form (CBRF). Please refer to Appendix 6 for the Guidelines on the Class Beadle System.

a) Absences

Every faculty member should meet his classes regularly at the assigned official schedule and classroom. Please refer to Appendix 7 for the guidelines on the University Policy pertaining to faculty attendance.

If for some reasons related to illness/hospitalization, a faculty member has to be absent from his class(es), he should accomplish a “Request for Leave” (RFL) form and should notify his Dean at least 48 hours before to give the latter sufficient time to look for a substitute. An initial diagnosis/medical certificate from a private physician or certification from the University physician must be attached to the RFL. In case of unforeseen absence due to illness/hospitalization, the faculty or an immediate family member should notify his Dean/Chairperson within the first day of absence by phone, text message or letter so that his chairperson will file an RFL on his behalf and arrange a substitute/substitutes for his classes. Upon return to work, a faculty will accomplish a “Report to Duty” Form and submit a medical certificate within three (3) working days upon his return.

In case of unforeseen absences other than illness, the faculty should notify his immediate superior within the day through phone, text message or letter so that the Dean/Chair may look for a substitute. He is then required to accomplish the “Request for Leave” (RFL) form within 3 days upon his return.
The RFL form and other requirements should be accomplished within three (3) working days after the absence. Otherwise, late filing can be a basis for disapproval.

The Dean shall officially notify his respective faculty each time they incur a cumulative unexcused absences equivalent to 10% or above within the semester as reflected in the Faculty Absences Report furnished by the HRMO. This notification serves as a warning letter to the faculty concerned.

Faculty members who incurred cumulative unexcused absences 10% or above on the previous semester/school year immediately will be deloaded as follows:

<table>
<thead>
<tr>
<th></th>
<th>First Offense</th>
<th>Second Offense</th>
<th>Third Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>10% - 14%</td>
<td>3 units</td>
<td>6 units</td>
<td>9 units</td>
</tr>
<tr>
<td>15 and above</td>
<td>6 units</td>
<td>9 units</td>
<td>12 units</td>
</tr>
</tbody>
</table>

b) Tardiness

Tardiness means the failure of a faculty member to attend his class on time, that is, within the first fifteen (15) minutes of the class. If he arrives after the 15th minute, he shall be considered absent, even if he comes and conducts the class.

A faculty member shall be deducted based on the actual number of minutes late. Deduction shall be made only at every 60th minute of tardiness. However, if the accumulated number of minutes tardy does not reach 60 by the end of semester, the faculty member shall be deducted based on his computed rate per minute. (Appendix 8)

Students have the right to leave the classroom after 15 minutes if the faculty has not reported to class.

During evening brownouts, the faculty may dismiss the class if power is not restored after 15 minutes for those classes held in buildings without generators.

c) Early Dismissal

Early Dismissal refers to the failure of the faculty member to render the full duration of the class period, that is, dismissing the class one (1) minute to fifteen (15) minutes before the official end of the class session. If he dismisses the class 16 minutes or more before the official end of the class period, he shall be considered absent.

A faculty member shall be deducted based on the actual number of minutes of early dismissal. Deduction shall be made only at every 60th minute of early dismissal. However, if the accumulated number of minutes of early dismissal does not reach 60 by end of semester, the faculty member shall be deducted based on his computed rate per minute. (Appendix 8)
d) Faculty on “Official Business”

When a faculty member cannot meet his class(es) due to official business i.e., attendance to conferences/seminar-workshops sponsored by the University or a function as may be assigned by the Dean, he files an Official Business (OB) form which contains, among other information, the details of the official business and the schedule of the make-up classes.

e) Faculty Substitute

A faculty member must notify his Chairperson regarding his absences so that the latter can look for substitutes. Substitution arrangements filed by the Chairperson are subject to the approval of the Dean and the Vice President for Academic Affairs.

In looking for a substitute faculty, the following are to be observed:

- The substitute must be taken from those who have undergone the hiring procedure.
- He must have the same field of specialization as that of the faculty being substituted.
- Substitution across colleges is not allowed.
- Chairpersons and coordinators may substitute faculty members, charged against office hours

f) Attendance of Faculty Involved in Student Activities

If a faculty is involved in student activities, the Dean takes charge of informing the Human Resource Management Office in advance.

g) Beadle Faculty Account

The faculty has to create his beadle faculty account using the link, for the Online University Beadle System managed by ITS. This enables the faculty to access his attendance and accomplished CBRFs that have been processed and used as basis for faculty attendance report submitted to academic heads and to Payroll Office for appropriate action. Please refer to Appendix 9 for the creation of a Faculty Beadle Account.

h) Make-up Classes

Faculty members who incur absences are advised to conduct make-up classes except on Sundays to compensate for the loss of contact hours of students. The RFL form is used to report make-up classes and is submitted at the Dean's Office before such classes are held. (Appendices 10 and 11)
3. Class Period

The class period consists of the entire duration of a particular class in accordance with the
time prescribed by CHED. It begins and ends with a prayer.

Every faculty member is expected to be punctual in starting and in dismissing his classes.
Faculty tardiness and early dismissal are being monitored thru the Class Beadle System.

4. Faculty/Departmental Meeting

Faculty members are required to attend meetings called by the Dean or Department Chairs.
Faculty meetings are treated as academic hours and, therefore, absences from such
meetings shall be subject to existing rules of faculty absences.

For one belonging to a college but under a department based in another college, the Dean
of the department shall notify/request the faculty’s Dean to excuse the said faculty from his
classes.

5. Instructional Policies

a) Classroom Management

The faculty member is the person in command in the classroom. As such, he should
observe professional conduct during classes. He should refrain from smoking, eating or
performing distracting activities in the classroom during class or examination. Likewise,
he is in-charge of maintaining a classroom atmosphere conducive to learning.

Persons other than students officially enrolled in the class are not allowed in the
classrooms. Visitors should not be entertained inside or outside the classroom during a
class period.

b) Checking of Students’ Attendance

Faculty members should be faithful in following up student absences. To facilitate the
checking of attendance, a seat plan devised for HAU should be used in every class.

No student, regardless of his academic performance in the classroom, should be given
credit for the subject(s) in which the number of absences has exceeded the 20% limit of
the total number of meetings as per CHED regulation:

For Regular Semester:

For subjects held 1x a week, a maximum of 3 absences.
For subjects held 2x a week, a maximum of 7 absences.
For subjects held 3x a week, a maximum of 10 absences.
For subjects held 4x a week, a maximum of 14 absences.
For Summer Term

Three to five (3-5) absences for three- to six-unit (3-6) subjects and two (2) absences for two-unit (2) subjects

c) Textbooks, Reference Books, and Instructional Materials

Every faculty member must prescribe a textbook for his subject. If the textbook is not available, a faculty member may recommend to the Faculty Library Committee the purchase of copies of the book for the Library, or may use instructional materials but with prior approval of the Dean.

For books sold to students, faculty members are advised to refer the matter to ISSI.

Prior to the start of the semester, each faculty member shall confer with his Department Chair who in turn will coordinate with the Director for University Libraries for the reference books.

d) Examinations

Regular Examinations

There are three (3) major examinations scheduled during the semester: preliminary, mid-term and final examinations. They are accordingly announced in the school calendar.

Prior to the holding of each regular examination, a schedule form is prepared by the Department/Program Chair and submitted to the Dean for approval. The Dean submits the exam schedule to the HRMO. No test shall be conducted outside the scheduled dates and the specified venue without prior approval from the Dean.

Examination Papers

Schedules for the reproduction and claiming of test papers in each major examination are announced by the Dean’s Office. The faculty members, therefore, shall coordinate with their respective Dean for such schedules.

Examination Permits

A student will not be allowed to take the examination without an examination permit issued by the Finance Office. Examination permits should be signed by the faculty members during the examination.

Late or special examinations may be given to students who fail to take the test on the scheduled date only in extremely meritorious cases.

For humanitarian consideration and in view of the difficulty in administering special examinations during vacation, a student without a permit for the Final Examinations may be allowed to take them but his grades will not be issued by the University until he has settled his accounts.
Administration of Examinations

It is the responsibility of every faculty member to administer his examinations. Only under extremely unavoidable circumstances and with prior approval of the Dean may a substitute proctor be allowed to administer an examination.

In case of departmental examinations, the College assigns proctors to assist the faculty in the administration of the examinations.

Cheating In Examinations

Cheating is never tolerated in the University and every effort should be exerted to prevent it. Any student, who in the course of the examination is caught cheating, should be apprehended on the spot by the faculty member.

Likewise, to help prevent cheating, no student shall be allowed to leave after the test questions have been distributed except in cases of extreme necessity. Please see Appendix 12.

Checking of Papers

The faculty members should personally correct the examination papers. Corrected papers should be returned to the students (or at least shown to them), five (5) days after the examination, except the final examinations which are submitted at the Dean’s Office.

6. Grades

A student’s rating or grade in a subject is a reflection of his academic performance of class standing which is the weighted average of the sum total of all requirements of the course such as recitations, quizzes, examinations, homework, seatwork, experiments, laboratory work, reports, research papers, etc.

The faculty member must keep a class record of students’ ratings for ready reference.

Grade computation of grades is mainly based on academic performance and achievement of a student and follows the Department’s grading system. Course requirements and other class work missed during an absence become the academic responsibility of students. In case of excessive absences beyond the maximum number allowed by the CHED (20% of total required hours), a mark of “FA” is given to the student concerned.

a) Midterm Grades

Faculty members should inform their students of their midterm grades so appropriate remedial measures can be taken by students to improve their academic standing.

b) Deliberation of Grades

Faculty members should attend the deliberation of grades conducted per department by the program/department chairperson and the Dean before they input their final grades in
CAMPUS++. A deliberation form must be accomplished and must be submitted to the Dean’s Office as a requirement for clearance.

c) Submission of Midterm and Final Grades

Every faculty member is required to submit the midterm and final grades at the Dean’s Office five (5) working days after the scheduled examinations.

“Submission” is defined as the inputting of a midterm or final grade for each and every student in a class and finalized using the Final Grade Entry routine in CAMPUS++. “Full compliance of grade submission” refers to a faculty’s submission of all final grades for all classes assigned to him/her before the deadline.

The Deans and the VPAA will issue warning letters to faculty members for late submission of midterm and final grades. Please refer to the Table of Offenses for the corresponding sanctions.

Final grades submitted by the faculty members are final except when correction is justified and with supporting documents.

d) Request for Change of Final Grades Already Submitted

A change of grade will only be allowed in these circumstances: (1) an error in the computation of student's grades; (2) an error in inputting student's grades; and (3) incomplete grade in Practicum/RLE. The request for a change of grade must be made within two (2) semesters from the issuance of the final grade except when the student dropped from the University five (5) days from issuance of grades.

When a student requests for a change of grade based on the circumstances mentioned, a faculty member shall write the Dean a request for a change of grade and shall attached supporting documents. If the Dean found the request meritorious, he shall recommend the approval of the request to the VPAA.

On the other hand, an Academic Standards Committee shall be formed due to the following circumstances:

- The request cannot be resolved by the faculty or the faculty is unavailable
- The grade will be changed from a “failing mark” to a “passing mark”
- The change of grade will qualify the student for honors

The Academic committee shall compose of the College Dean and the Department/Program Chairs who will be tasked to review and to deliberate the grade of the requesting student. The committee will convene en banc and will do an actual recomputation of the grade based on the class record, test papers, grading sheets and other documents submitted by the faculty concerned.

The Dean must inform the student five (5) days after the receipt of the request the decision of the committee in writing whether the decision is favorable or not. Supporting documents and computations shall be attached to the written decision.
7. Grading System

The University follows the decimal system of grading with final grades accessed online by the students on scheduled dates and venues determined by the enrolment committee. The table below is used for the interpretation of grades in comparison with other schools.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Letter Grade</th>
<th>Percentage Grade</th>
<th>General Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>A</td>
<td>97 – above</td>
<td>Outstanding</td>
</tr>
<tr>
<td>1.25</td>
<td>A-</td>
<td>94 – 96</td>
<td>Excellent</td>
</tr>
<tr>
<td>1.5</td>
<td>B+</td>
<td>91 – 93</td>
<td>Superior</td>
</tr>
<tr>
<td>1.75</td>
<td>B</td>
<td>88 – 90</td>
<td>Very Good</td>
</tr>
<tr>
<td>2.00</td>
<td>B-</td>
<td>85 – 87</td>
<td>Good</td>
</tr>
<tr>
<td>2.25</td>
<td>C+</td>
<td>82 – 84</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>2.5</td>
<td>C</td>
<td>79 – 81</td>
<td>Fairly</td>
</tr>
<tr>
<td>2.75</td>
<td>C-</td>
<td>76 -78</td>
<td>Fair</td>
</tr>
<tr>
<td>3.0</td>
<td>D</td>
<td>75</td>
<td>Passed</td>
</tr>
<tr>
<td>5.0</td>
<td>F</td>
<td>Below 75</td>
<td>Failed</td>
</tr>
<tr>
<td>6.0</td>
<td>F.A.</td>
<td></td>
<td>Failure due to absences</td>
</tr>
<tr>
<td>8.0</td>
<td>U.W.</td>
<td></td>
<td>Unauthorized Withdrawal</td>
</tr>
<tr>
<td>9.0</td>
<td>DRP</td>
<td></td>
<td>Officially Dropped</td>
</tr>
</tbody>
</table>

In accordance with Article 15, section 83 of the Manual of Regulations for Private Schools Annotated (First Edition, 1995), any provisional, conditional or temporary grade given at the end of the semestral term in any curriculum subject which is still subject to conversion into another grade shall not be allowed.

8. Supervision

The acceptance of the appointment to the teaching staff of Holy Angel University implies the appointee’s willingness to uphold the standards set by the University and to abide by the policies, rules and regulations governing its system of administration. To determine properly the merits of deserving faculty members and to encourage devotion to duty, the Dean/Department Chair/Coordinator concerned makes periodic classroom observation on teaching approaches and the response of students. Faculty members on probation may expect to have more frequent visits than those with permanent status.

The primary objective of classroom observation or visitations is to help both the instructors and the students so that the educational objectives of the University may be realized. After the classroom observation and evaluation, faculty member concerned will be called fora post-observation conference by the Dean/Department Chair/Coordinator.
9. Faculty Evaluation

Faculty members are evaluated by their superiors on two (2) aspects: teaching performance and administrative responsibilities. The teaching performance covers their teaching effectiveness in the classroom as evaluated by their Dean/Department Chairs/Coordinators. The administrative responsibilities include compliance with school regulations and other administrative requirements.

They are also evaluated by their students and peers every semester. The peer evaluation is intended to assess their ability to work harmoniously with their colleagues.

Results of such evaluation may be used for supervision, lifting of probation, promotion, input to faculty development planning, and basis for separation and termination.

Deans shall evaluate all probationary, fixed term, and non-tenured faculty members within their college on a semestral basis. They shall evaluate regular faculty members on a yearly basis. Chairpersons and coordinators shall evaluate all faculty members under their supervision on a semestral basis. Classroom observation shall be the main mode of evaluation. A post-conference must be done at the end of each observation.

The performance efficiency rating of the faculty is based on the following distribution:

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>30%</td>
</tr>
<tr>
<td>Department Chair</td>
<td>30%</td>
</tr>
<tr>
<td>Peer</td>
<td>10%</td>
</tr>
<tr>
<td>Students</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Weighted Score</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

10) Educational Tours, Field Trips & Other Off-Campus Activities

Holy Angel University recognizes the value of educational tours, field trips and other off-campus activities to vitalize classroom instruction and to add realism to school experiences. These activities should be conducted in accordance with CHED Memorandum Order #17: Policies & Guidelines on Educational Tours & Field Trips of College and Graduate Students (Appendix 13)

All requests for educational or field trips must be arranged with the Holy Angel Travel Services (HATS). HATS was established to serve the University community’s need for trips that do attain learning objectives at the lowest standardized rates possible, and at the same time, provide training opportunities to our very own Tourism students. It seeks to deliver the same, if not better, professional service extended by other providers in the industry.

In a few cases where the demands of a particular tour are beyond the current level of HATS’ technical or economic expertise, the services of an outside agency may be tapped but only after the conduct of a bidding process administered by HATS itself, with the possible assistance of any school official the University may designate. Transactions with, and supervision of, the winning bidder will then still be through HATS.

No tours/trips shall be allowed one (1) week before the major exams.
The University does not officially sanction the conduct of trips for pleasure and socialization like picnics, excursions, and outings outside the school calendar and within school calendar which have no connection with classroom instruction. Appropriate disciplinary measures will have to be meted out to faculty who undertake or participate in such activities.

B. CONSULTATION

Faculty members are required to provide consultation hours for students in their academic problems and give academic counseling. Consultation hours shall be at least ten (10) hours per week for full-time faculty members and at least fifteen (15) minutes for every 3-unit load for non-tenured faculty. The consultation hours and venue should be posted in the college bulletin boards for the information of the students.

C. ADMINISTRATIVE RESPONSIBILITIES

Every faculty member should support and carry out the policies of the University. He should fulfill conscientiously the terms of the contract. As such, he is expected to:

- Attend faculty meetings and other University functions such as graduation exercises, faculty retreats or recollections, in-service trainings, seminars and other activities for professional growth;
- Extend his full participation in activities intended to study or evaluate existing policies and regulations, to formulate new ones, to discuss proposed regulations and to solve academic or non-academic problems;
- Serve in councils and committees and participate in academic planning and other duties that the Department Chair, Dean, Head of Academic Affairs and President may deem fit;
- Together with their Chairpersons, work on the syllabi and instructional materials for the regular semesters;
- Represent the University in community projects and organizations;
- Serve during the enrolment in any of the following capacity: as evaluator, verifier of data entry staff; and
- Observe and abide by all existing rules, regulations and policies of the University governing his employment.

D. PROFESSIONAL RESPONSIBILITIES

1. Professional Competence and Development

Every member of HAU’s corps of faculty should upgrade his professional competence. He should keep abreast with the latest developments in the areas of general education and of his specialization to be able to give a well-rounded instruction to his students.
He is called upon to continuously strive for academic excellence and professional growth by means of:

- pursuing and completing graduate studies;
- attendance/participation in seminars, conferences, conventions, and symposia;
- participation and membership in professional societies or organizations;
- undertaking of and participating in research projects/activities; and
- Continuous studying and learning through reading of books, professional journals, and other materials.

2. Catholic Professionalism

As a faculty member of a Catholic educational institution, each faculty is expected to live an exemplary professional Catholic life so he may become a model for his students and the academic community as a whole.

Each faculty member should always be conscious of the fact that teacher’s personality and behavior exert tremendous influence on the private and religious life of the students. As such, every faculty member of HAU is expected to live a Christian life nurtured by a profound sacramental life, prayer and active apostolate.

3. Research

Research differentiates the basic education levels from higher education since colleges and universities are considered as major sources of knowledge and innovations generated through the research activities of professors and their students. The CHED envisions research as the venue whereby faculty members may acquire professorial status through the quality of their research undertakings and their extensive contributions to the body of knowledge in their respective disciplines. Faculty members are also expected to inspire their students in continuously generating as well as utilizing knowledge and experience for the development of the individual and society.

4. Community Involvement

The Institutional Community Extension Service Program (ICESP) provides opportunities for faculty to grow professionally and personally through community extension activities. Faculty members may serve as:

- extension project planner and implementor;
- coordinator for a particular extension project;
- committee chairman or member of particular community extension activity;
- lecturer or trainor in the community;
- participant in free clinic, tree planting, Christmas treat for disadvantaged individuals and other civic oriented activities; and
- solicitor/contributor for funds and other resources as well as relief and donations.
Faculty members are therefore strongly encouraged to undertake community service at the college or institutional level. A faculty community service coordinator is designated in each college to assist faculty members who are interested in undertaking community service. (Appendix 14)

5. Organization Advising

Accredited student organizations, advisory classes, student councils and publications usually request faculty members to act as advisers. This arrangement is purely voluntary on the part of the faculty and does not oblige the University to provide remuneration.

When an instructor, however, becomes the adviser of a student group, it is understood that he accepts the responsibilities of a faculty adviser including accompanying students in off-campus activities, attending meetings, signing letters and documents, and providing guidance and inspiration.

E. OTHER POLICIES

1. Dress Code

All faculty are expected to present a professional appearance in the conduct of their work. They are required to follow a dress code. The prescribed uniform & I.D. should be worn at all times. (see Appendix 15)

2. No Smoking Policy

This no smoking policy seeks to guarantee non-smokers the right to work in an environment free of tobacco smoke. All premises in the University are designated smoke-free starting SY 2004-2005 (June 2004).

Tobacco means cigarettes, cigars, cheroots, stories, periques, granulated, electronic cigar, lug cut, crimp cut, ready rubbed and other smoking tobacco; sniff, sniff flour, Cavendish, plug and twist tobacco, fine-cut and other chewing tobaccos; shorts, refuse, scraps, clippings, cuttings and sweepings of tobacco; and other types of tobacco prepared or suitable for chewing or smoking in a cigarette, pipe or otherwise o for both chewing and smoking. Tobacco also includes cloves or any other product that is packaged for smoking.

Smoking, chewing or other use of tobacco products by teachers, staff, students and members of the public shall be prohibited while inside the campus. The ban on the use of tobacco products shall apply to the buildings, vehicles and grounds of Administration and all support sites.

Sanctions in the Enforcement of the No Smoking Policy

All employees are expected to comply with the University’s No Smoking Policy starting Academic Year 2004-2005. Sanctions in the enforcement of this policy shall form part of the employee’s performance evaluation by superior through the merit/demerit system. The extent of compliance shall be rated based on historical data, nature and discipline evaluation.
records of the employee relative to smoking, wearing of uniform and ID card, attendance and other similar policies.

Employee offense observed/recorded by the immediate superior is equivalent to five (5) to twenty (20) points demerit/deduction on the total points assigned to a particular performance factor under the Performance Evaluation policy. For the No Smoking Policy, the following sanctions shall apply:

**First Offense:** Verbal Warning. Employee will be counseled by his/her immediate superior upon receipt of notice of offense based on two incident reports filed at the HRMO (5 points).

**Second Offenses:** Written Reprimand. Repeat offenders will be required to actively join and participate in a HAU No Smoking Support Group Program with their written reprimand filed in their respective employee’s folder. Evidence of attendance and completion of the said program must be reported by the employee to his/her immediate superior who will then submit the same to the HRMO for consideration in the University’s Recognition Program (10 points)
PROFESSIONAL DEVELOPMENT

Professional development is an integral part of each teacher’s performance and development cycle. It is an important link between his individual performance in the classroom and the University’s commitment to produce continuous improvement in student outcomes.

The Faculty Development Program offers projects, services, and activities that would lead to the holistic development of the faculty as:

An Individual Person. The University believes that people are its most important assets. As such, it provides avenues for the faculty for an on-going personal growth. It provides activities that touch not only the intellect but also the psycho-spiritual side of man.

A Professional Teacher. Various seminar-workshops/trainings and programs are given for the on-going professional growth of the faculty. These will not only hone their skills in teaching but will also give them opportunities to further their studies and conduct researches that will be useful in their classroom instruction.

A Community Member. Professional and personal growth is not confined within one’s self. The faculty members are given a chance to work and share whatever they could offer with the other members of the University and of the community.

COMPONENTS

The program is made up of three components. These are:

I. CONTINUING PROFESSIONAL EDUCATION PROGRAM

A. In-service Education and Training (INSET)

This is a set of training programs and activities based on identified needs and designed for new faculty who are non-education graduates for the next two years of stay in the University from their date of hiring. It is aimed at developing the professional knowledge, skills, attitudes and performance of faculty. In the first year, a total of seven (7) modules are lined-up to provide new faculty with the basics of teaching divided into the first four (4) during the first semester and the last three (3) during the second semester, to wit:

- The essence of Commitment to the Teaching Profession
- Professional Ethics
- Measurement and Evaluation
- Principles of Teaching and Strategies
- Classroom Management
- Motivation Techniques and Art of Questioning
- Innovative Teaching Strategies

In the second year, the new faculty members are merged with the old timers for the series of enhancement activities.
B. Graduate/Post-Graduate Studies Assistance Program

The University continues to give emphasis on the importance of graduate/post-graduate education in the faculty development program.

It offers various forms of assistance at different stages of the faculty's graduate/post-graduate studies:

The forms of assistance in various stages of the graduate/post-graduate studies are:

- Faculty Development Fund Loan (Study Loan)
- Tuition Assistance/Discount
- Group Service Vehicle
- Study Leave with Pay
- Thesis/Dissertation Grant
- Thesis Deloading

II. ENRICHMENT PROGRAM

A. On Research

The HAU Faculty Research Incentive Program was established not only to facilitate the professional development of faculty members but also for the University to realize its mandate as a Higher Education Institution (HEI) of undertaking research to improve higher education in particular and the quality of life in general. This program consists of Cash Research Incentive and Research Load Credit. (See Revised Research Manual)

B. On Instruction

Professional Enhancement Program.

This program involves the upgrading and updating of professional knowledge and competencies of HAU teaching force through training, seminars, workshops and conferences conducted in and outside the University. It also provides for the following:

- Visiting Professorial Lecture Program
- Paper Presentation (Local and International)
- Special Skills Training (Local and International).

C. On Personal Development

This component aims to enrich both the intrapersonal and interpersonal qualities of faculty members anchored on the framework of Christian well-being for oneself, one's family, community, country, and the environment through the following activities:

- Retreat/Recollection
- Values Development
- Team Building
- Sports fest
- Wellness Program
- Community Engagement

III. INTERNATIONAL LINKAGE/EXCHANGE PROGRAM

This program provides for professional growth and development through agreement between the HAU and other foreign institutions for teaching fellowships (Faculty Exchange); or through joint faculty research undertakings between the University and other foreign institutions (Collaborative Research).
ACADEMIC RANKING

Academic rank is conferred to faculty members in recognition of, among other things, their varying qualifications, levels of teaching competence, professional development and community involvement.

The following table presents the classification of faculty by academic rank.

<table>
<thead>
<tr>
<th>Academic Rank</th>
<th>Minimum Academic Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Instructor</td>
<td>Bachelor’s degree</td>
</tr>
<tr>
<td>Instructor 1</td>
<td>Bachelor’s degree with masteral units</td>
</tr>
<tr>
<td>Instructor 2</td>
<td>Bachelor’s degree with masteral units</td>
</tr>
<tr>
<td>Instructor 3</td>
<td>Bachelor’s degree with masteral units</td>
</tr>
<tr>
<td>Assistant Professor 1</td>
<td>Master’s Degree</td>
</tr>
<tr>
<td>Assistant Professor 2</td>
<td>Master’s Degree</td>
</tr>
<tr>
<td>Assistant Professor 3</td>
<td>Master’s Degree</td>
</tr>
<tr>
<td>Associate Professor 1</td>
<td>Doctoral Degree</td>
</tr>
<tr>
<td>Associate Professor 2</td>
<td>Doctoral Degree</td>
</tr>
<tr>
<td>Associate Professor 3</td>
<td>Doctoral Degree</td>
</tr>
<tr>
<td>Professor</td>
<td>Doctoral Degree</td>
</tr>
</tbody>
</table>

DELIBERATION MECHANICS:

INITIAL RANKING, PROMOTION AND ACCELERATION

I. INITIAL RANK

A. Guidelines

1.1 Initial rank refers to the academic rank given to a new faculty member at his initial appointment in the teaching staff of HAU.

1.2 The initial rank of a faculty member is determined by the Committee on Faculty Ranking, Promotion and Acceleration.

1.3 The initial rank given to a faculty member shall become official and binding only upon the confirmation and approval of the President.

1.4 The designation of an initial rank higher than Assistant Instructor is not a guarantee for permanent status.

1.5 In determining the initial rank of a faculty member, previous teaching experience in other schools may be considered.
B. Criteria: Weight Points and Percentage

The determination of the initial rank is based on the following criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points or Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Attainment</td>
<td>50 pts. or 50%</td>
</tr>
<tr>
<td>Teaching Experience/Equivalent</td>
<td>20 pts. or 20%</td>
</tr>
<tr>
<td>Professional Development, Research and other Scholarly Activities</td>
<td>25 pts. or 25%</td>
</tr>
<tr>
<td>Community Involvement</td>
<td>5 pts. or 5%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100 pts. or 100%</td>
</tr>
</tbody>
</table>

C. Points Assignments per Criterion

1. Educational Attainment (50 pts.)

To be credited the full points, the area of specialization for the masteral degree should be in line with, related to or in the allied/disciplines of the undergraduate degree. Otherwise, the credit of the graduate study shall be 50% of the assigned number of points. This is in recognition of the fact that the graduate studies in the area of specialization in the undergraduate degree or its related fields or discipline enhances more the professional competence of the faculty to teach his subjects of specialization.

On the other hand, the giving of 50% credits to graduate degree on an entirely different area of specialization from that of the undergraduate degree is a recognition of the professional development of the faculty which may not directly enhance his knowledge in his specialized subjects but may also result in the broadening of horizon and improvement of his affective capability and thus indirectly contribute to his teaching performance.

List of Area of Specialization, Allied/Related Areas

<table>
<thead>
<tr>
<th>Bachelor of Science (BS) Engineering</th>
<th>Master of Arts/Science (MA/MS) in Engineering-related areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS Engineering</td>
<td>MA/MS in Math, Computer, Eng’g Management, Eng’g Education, MS Physics, MS Chemistry, Computer Eng’g</td>
</tr>
<tr>
<td>BS/AB Math</td>
<td>MA/MS Engineering</td>
</tr>
<tr>
<td>BS Computer Science Computer Engineering</td>
<td>MA Computer Science Computer Engineering</td>
</tr>
<tr>
<td>BSE/BEEEd</td>
<td>MA Ed</td>
</tr>
<tr>
<td>AB/BS English</td>
<td>MA English Literature Journalism Linguistics Mass Communication</td>
</tr>
<tr>
<td>AB/Political Science</td>
<td>MA/MS Social Studies History Sociology Social Sciences Public Administration</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>BSBA (Management, Accounting, Economics, Finance)</td>
<td>MBA MBM MMBM MA Economics/Finance</td>
</tr>
<tr>
<td>AB</td>
<td>MA Philosophy Psychology Guidance and Counseling Values Education Religious Education Theology Equivalent</td>
</tr>
<tr>
<td>AB/BS Psychology Guidance and Counseling</td>
<td>MA in Psychology Industrial Psychology Guidance and Counseling</td>
</tr>
</tbody>
</table>

Note: This list may not be comprehensive. Additional areas may still be identified in the course of the Committee deliberation.

**Point Allocation**

**Educational Attainment (50 pts.)**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>50/42.5*</td>
</tr>
<tr>
<td>Masterate</td>
<td>35/27.5*</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>15</td>
</tr>
</tbody>
</table>

*N.B. aligned full points - 35 (100%), not aligned – 26 (75%)

This is in recognition of masteral degrees that enhance the knowledge in the area of specialization of the undergraduate degree vis-à-vis masteral degrees that result in professional growth in general, but not necessarily on the area of specialization of the baccalaureate degree.

**2. Teaching Experience (20 pts.)**

In determining the initial rank of a faculty member, previous teaching experience is considered as follows:

- Teaching experience at HAU Elementary and High School shall be given equivalent of ½ point for every three (3) years of full-time teaching.
College teaching experiences in other educational institutions may be considered in full and not lower than one-half (1/2) provided that the college teaching experience was in a school of respectable standard and such experience was on a full-time status, (at least 18 units of its equivalent teaching load).

The committee reserves the right to evaluate and determine what a school of respectable standard is.

For purposes of initial ranking, the minimum number of years of teaching experience may be substituted in part by educational attainment as follows:

<table>
<thead>
<tr>
<th>Educational Attainment</th>
<th>Years of Teaching Experience Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masteral Candidate</td>
<td>3</td>
</tr>
<tr>
<td>Masteral Degree</td>
<td>5</td>
</tr>
<tr>
<td>Doctoral Candidate</td>
<td>7</td>
</tr>
<tr>
<td>Doctoral Degree</td>
<td>10</td>
</tr>
</tbody>
</table>

This substitution of teaching experience by educational attainment is in recognition not only of the enhancement of knowledge arising from graduate studies but also of the professional and personal experiences gained in the course of the said study that may contribute further to a person’s teaching proficiency both at the cognitive and affective levels.

Teaching experience point allocation is as follows:

<table>
<thead>
<tr>
<th>Full-time Teaching at HAU</th>
<th>.5/3 years of full-time Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>GS and HS</td>
<td>.5/3 years of full-time Teaching</td>
</tr>
<tr>
<td>College</td>
<td>.5/year</td>
</tr>
<tr>
<td>Part-time</td>
<td>1/year</td>
</tr>
<tr>
<td>Full-time</td>
<td></td>
</tr>
<tr>
<td>College Full-time Teaching Outside HAU</td>
<td>.5 or 1/year*</td>
</tr>
<tr>
<td>Graduate School</td>
<td>1.5/year</td>
</tr>
</tbody>
</table>

3. Professional Development (25 points)

The University recognizes the importance of continuing professional upgrading among its faculty members to raise their levels of teaching competence and research capability, among other things. As such, the following factors are considered in this criterion:
a) Research/Book Authorship/ Published Articles
- Researches or Studies Completed or Authorship/Co-Authorship of Book with copyright
- Research Involvement/ Published Articles local circulation national circulation international circulation

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>3-5 pts.</th>
<th></th>
<th></th>
<th>10 pts.</th>
<th></th>
<th>1 pt./article</th>
<th>2 pts./article</th>
<th>5 pts./article</th>
<th>15 pts.</th>
</tr>
</thead>
</table>

b) Seminars for the last 3 years
- One (1) point for every seminar attended/participated
- Two (2) points for being speaker/resource person

<p>| | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

c) Membership/Participation in Professional Organizations and/or Awards/Commendation Received

<p>| | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

4. Community Involvement (5 points)

Membership, official positions, participation in socio-civic and professional organizations that engage in community service.

One point for every active involvement in community service activities with certificates.

(The committee reserves the right to evaluate and validate/verify certifications submitted.)

Faculty Classification with Minimum Entry Requirement

<table>
<thead>
<tr>
<th>Academic Rank</th>
<th>Minimum Academic Qualifications</th>
<th>Evaluation Rating (Point Ranges)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asst. Instructor</td>
<td>Bachelor’s Degree</td>
<td>Below 25</td>
</tr>
<tr>
<td>Instructor 1</td>
<td>Bachelor’s Degree with Masteral units</td>
<td>25-34</td>
</tr>
<tr>
<td>Instructor 2</td>
<td>Bachelor’s Degree with Masteral units</td>
<td>35-44</td>
</tr>
<tr>
<td>Instructor 3</td>
<td>Bachelor’s Degree with Masteral units</td>
<td>45-54</td>
</tr>
<tr>
<td>Asst. Professor 1</td>
<td>Master’s Degree</td>
<td>55-59</td>
</tr>
<tr>
<td>Asst. Professor 2</td>
<td>Master’s Degree</td>
<td>60-64</td>
</tr>
<tr>
<td>Asst. Professor 3</td>
<td>Master’s Degree</td>
<td>65-69</td>
</tr>
<tr>
<td>Associate Professor 1</td>
<td>Doctoral Degree</td>
<td>70-74</td>
</tr>
</tbody>
</table>
PROMOTION AND ACCELERATION

A. Promotion

Promotion in rank refers to the upward movement of one level in the HAU Academic Ranking Scale.

There is no automatic promotion in rank. A faculty must take the responsibility of applying for promotion and submitting all the requirements for purposes of adjustments in rank at the Academic Affairs Office through the College Dean.

Promotion in rank is bestowed to qualified faculty upon the recommendation of the Committee on Ranking, Promotion and Acceleration based on established criteria and approved by the President.

Permanent faculty members are expected to deliver instructional services that maximize learning experience among students and at the same time optimize the use of the University’s academic resources. Likewise, they are also expected to continuously upgrade themselves professionally through scholarly activities such as seminars, researches, and involvement in professional organizations. And for a holistic development, faculty members are strongly encouraged to render community service particularly in the beneficiary areas of HAU. In consonance with this, the University adopts the following academic ranking criteria and corresponding weights for promotion/acceleration in rank:

Other than educational qualifications, promotion in rank emphasize factors that ensure/facilitate delivery of instructional services, that maximize learning experience among students and those that contribute to enhance teaching-learning experience through the integration of research and community service experiences in classroom instruction. To realize these, the following criteria and point allocations are followed:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Attainment</td>
<td>35</td>
</tr>
<tr>
<td>Teaching Performance Effectiveness</td>
<td>20</td>
</tr>
<tr>
<td>Professional Development</td>
<td>35</td>
</tr>
<tr>
<td>Community Involvement</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
1. Educational Attainment (35 points)

Breakdown and Weight of Criteria

<table>
<thead>
<tr>
<th>Degree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>35</td>
</tr>
<tr>
<td>Masterate</td>
<td>15/11.25*</td>
</tr>
</tbody>
</table>

*unaligned (75%)

2. Teaching Performance Effectiveness (20 points)

<table>
<thead>
<tr>
<th>Role</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean/Department Head</td>
<td>60%</td>
</tr>
<tr>
<td>Peer</td>
<td>10%</td>
</tr>
<tr>
<td>Students</td>
<td>30%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

3. Professional Development (35 points)

<table>
<thead>
<tr>
<th>Research</th>
<th>Per output depending on the number of faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Output</td>
<td>Rubrics 1-20</td>
</tr>
<tr>
<td>Journal Publication</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

| Professional Updating             | Per Seminar                                  |
| Seminar, Conferences, Convention and Special Studies | International | National |
|-----------------------------------|----------------------------------------------|
| No. of Hours                      | Points | Points |
| 8                                 | 2.0    | 0.5    |
| 16                                | 2.5    | 1.0    |
| 24                                | 3.0    | 1.5    |
| 32 and above                      | 3.5    | 2.0    |
| 40 and above                      | 4.0    | 3.0    |
| Membership/Participation          | 2.0    | 3.0    |
| in Professional Organization      | 2.0    | 3.0    |

8
4. Community Involvement (10 points)

<table>
<thead>
<tr>
<th></th>
<th>ICESP</th>
<th>Outside</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Per Activity</td>
<td>Maximum Pts.</td>
</tr>
<tr>
<td>Organizer</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Lecturer, trainer</td>
<td>2.5</td>
<td>8</td>
</tr>
<tr>
<td>Active participation</td>
<td>1.5</td>
<td>4</td>
</tr>
<tr>
<td>Solicitor</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

N.B. All outside community service/activities undertaken should be a collaborative endeavor between the outside organization and HAU, i.e. such endeavor directly or indirectly promotes the community service objectives of the University.

Faculty Promotional Scale

<table>
<thead>
<tr>
<th>Classification</th>
<th>Academic Qualifications</th>
<th>Evaluation Rating (Point Ranges)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asst. Professor 1</td>
<td>Master’s Degree</td>
<td>Below 49</td>
</tr>
<tr>
<td>Asst. Professor 2</td>
<td>Master’s Degree</td>
<td>49-58</td>
</tr>
<tr>
<td>Asst. Professor 3</td>
<td>Master’s Degree</td>
<td>59-67</td>
</tr>
<tr>
<td>Associate Professor 1</td>
<td>Doctoral Degree</td>
<td>68-73</td>
</tr>
<tr>
<td>Associate Professor 2</td>
<td>Doctoral Degree</td>
<td>74-79</td>
</tr>
<tr>
<td>Associate Professor 3</td>
<td>Doctoral Degree</td>
<td>80-85</td>
</tr>
<tr>
<td>Professor 1</td>
<td>Doctoral Degree</td>
<td>86-90</td>
</tr>
<tr>
<td>Professor 2</td>
<td>Doctoral Degree</td>
<td>91-95</td>
</tr>
<tr>
<td>Professor 3</td>
<td>Doctoral Degree</td>
<td>96-100</td>
</tr>
</tbody>
</table>

B. Acceleration in Rank

Acceleration refers to the extraordinary upward movement of a faculty in the Academic Ranking Scale by one or two levels on top of the regular/normal promotion. This can only occur after every three years with the average of the annual overall performance rating of a faculty member during the preceding 3-year period plus the other criteria.

There is no automatic acceleration in rank. A faculty must take the responsibility of applying for promotion and submitting all the requirements for purposes of adjustments in rank to the Academic Affairs Office through the College Dean.

Acceleration in rank is bestowed on faculty with an average evaluation ranking of 90% and above for the last three (3) years plus exemplary performance in the areas of research and community services coupled with continuing professional development.
Provision for Academic Ranking, Promotion, and Acceleration

1. For a faculty member to be promoted in rank, all the minimum requirements for that rank should be satisfied. When one is missing, the faculty member is retained in his present rank.

2. Acceleration in rank should be after every 3 years based on the required average rating plus other criteria for the preceding three-year period.

3. A faculty member who fails to obtain the required rating is retained in his present rank.

4. For faculty members who are on probation, retention in the initial rank for failure to obtain the required evaluation rating is ground for termination.

5. The minimum requirements for an Associate Professor rank include a doctorate degree and at least one research output under the Research Incentive Program.

6. A faculty member with rank of Professor or Associate Professor who has not produced a research within the two-year ranking period be given one-step down in rank without diminution of pay.

7. The College Ranking Committee shall automatically evaluate faculty due for ranking on the basis of documents available in the 201 file.

Academic Ranking for Part-time Faculty Members

<table>
<thead>
<tr>
<th>Part-time</th>
<th>Full-time Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asst. Lecturer 1</td>
<td>Asst. Instructor 1</td>
</tr>
<tr>
<td>Lecturer 1</td>
<td>Instructor 1</td>
</tr>
<tr>
<td>Lecturer 2</td>
<td>Instructor 2</td>
</tr>
<tr>
<td>Lecturer 3</td>
<td>Instructor 3</td>
</tr>
<tr>
<td>Asst. Professorial Lecturer 1</td>
<td>Asst. Professor 1</td>
</tr>
<tr>
<td>Asst. Professorial Lecturer 2</td>
<td>Asst. Professor 2</td>
</tr>
<tr>
<td>Asst. Professional Lecturer 3</td>
<td>Ass. Professor 3</td>
</tr>
<tr>
<td>Associate Professorial Lecturer 1</td>
<td>Associate Professor 1</td>
</tr>
<tr>
<td>Associate Professorial Lecturer 2</td>
<td>Associate Professor 2</td>
</tr>
<tr>
<td>Associate Professorial Lecturer 3</td>
<td>Associate Professor 3</td>
</tr>
<tr>
<td>Professorial Lecturer 1</td>
<td>Professor 1</td>
</tr>
<tr>
<td>Professorial Lecturer 2</td>
<td>Professor 2</td>
</tr>
<tr>
<td>Professorial Lecturer 3</td>
<td>Professor 3</td>
</tr>
</tbody>
</table>
Professorial/Technical (PROTECH) Faculty Members

The ProTech category covers faculty members who (a) are CPAs, Nurses, Engineers and Architects teaching as full-time, part-time or guest lecturers; and (b) teach subjects in their area of specialization and require the professional license for one to be able to teach the subject/course.

Guidelines in Initial Ranking and Promotion

Effective 1st semester, SY 2003-2004 the following additional guidelines for initial ranking and promotions have been approved by the University President:

1) The awarding of actual ranks resulting from the University’s Initial Ranking Scheme;

2) The retention of academic rank of part-time faculty who decide to teach on full-time basis as well as those full-time converting to part-time;

3) Faculty and administrators who are still in the University shall keep their old ranks should they decide to go back to teaching; and

4) That the application for promotion of probationary or fixed term contract faculty who are assigned administrative position(s) follow the regular tracking schedule of two (2) consecutive school years or four (4) consecutive semesters.
CODE OF BEHAVIOR & EMPLOYEE DISCIPLINE

CODE OF BEHAVIOR

The University recognizes that its commitment to provide excellent service to clients can only be achieved through the continuous and unrelenting support of its highly professionalized, well-trained and disciplined workforce.

The Code of Behavior is therefore adopted to prescribe work ethics and standards for the faculty of the University which will not only be conducive to higher productivity at the workplace, but enhance and safeguard the corporate image of the University as well.

While the Code defines the offenses as well as the corresponding disciplinary measures, its overall intent is to prevent the infraction rather than the administration of the disciplinary measures.

EMPLOYEE DISCIPLINE

The University will initiate disciplinary action on faculty for conduct unbecoming a faculty member. A faculty member who commits any of the following non-exclusive offenses may, after due investigation and proper hearing, be subject to the following appropriate disciplinary sanctions:

TABLE OF OFFENSES & CORRESPONDING SANCTIONS

Legend:
1 - Warning/Verbal Reprimand
2 - Written warning/deloading
3 - Suspension (the duration of which shall depend on the gravity of the offense)
4 - Termination for cause (without prejudice to taking of appropriate legal action)

<table>
<thead>
<tr>
<th>Offenses</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theft of the University or other employee’s property.</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Embezzlement, malversation and/or misappropriation of the University’s</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>funds or asset.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of University name, property, or equipment for personal and/or</td>
<td></td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>commercial purposes or misrepresenting authority for and in behalf of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the University.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any act which tends to discredit or malign the name of the University.</td>
<td></td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Soliciting any sum of money, gifts, benefits or favors or anything of</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>value from students, faculty, employees, clients, suppliers, other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>individuals, business firms and other establishments, without any</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>written permission and approval from the President or through the</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mediation of another in consideration of any act or service connected</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>with the performance of the faculty’s duties and responsibilities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any act of forgery committed on documents, plagiarism or violation of intellectual property rights.</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fraud or willful breach of trust in the conduct of one’s job.</td>
<td>From suspension to termination depending on the gravity of the case</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Falsification of personnel records or other University records.</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tampering or falsification of official or faculty grading records, student records or other school records/failure to keep school records.</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changing of grade of a student in consideration of some remuneration or favor.</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Influencing a co-faculty to change grade.</td>
<td>3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tampering or altering vouchers, receipts, tickets and the like for reimbursement of expenses.</td>
<td>3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giving fraudulent testimony or submitting false statement during an investigation.</td>
<td>3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other acts analogous to the foregoing, as may be determined in the exercise of sound discretion.</td>
<td>3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use or possession of prohibited drugs and paraphernalia within or outside the University premises.</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possession of firearms and/or deadly weapons within the University premises.</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conviction of a criminal offense.</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sexual harassment as defined under R.A. 7887.</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Violation on the wearing of uniform and I.D.</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disgraceful or immoral conduct, indecency or moral indiscretion committed within and outside the University premises.</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making malicious, obscene or libelous statements about the person or vulgar language, gossips, anecdotes and insulting words to any member of the academic community.</td>
<td>3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insult or willful disrespect on any act of discourtesy to superiors or any co-faculty or to any person transacting business with the University within the University premises or while discharging official functions.</td>
<td>3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inflicting bodily injury on a faculty member or administrative personnel or a student.</td>
<td>From suspension to termination depending on the gravity of the offense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drunkenness or drinking liquor or any alcoholic beverages within the University premises during or beyond working hours.</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gambling in any form.</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receiving for personal use fees, gifts, or other valuable when such fee, gifts or valuable is given in the hope or expectation of receiving a favor or better treatment accorded other persons.</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flagrant or persistent violation of the Code of Professional Ethics.</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serious insubordination willful disobedience/grave misconduct</td>
<td>2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unbecoming a faculty member.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------------</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Violation of Anti-Hazing Law.</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Violation of confidentiality of the University records.</td>
<td>3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infraction of University rules/procedures in handling any University transaction or work assignment that results in a loss.</td>
<td>3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Failure to submit grades and other documents according to deadlines.</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unauthorized or unjustified possession of examination questions.</td>
<td>3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giving of test questions to students.</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refusal to discharge responsibilities as an adviser.</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Failure to participate in academic planning (preparation/revision of syllabi and examination of books).</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Failure to attend faculty meetings and seminars.</td>
<td>2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-compliance with the department’s adopted grading system.</td>
<td>2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sleeping in post.</td>
<td>2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Failure to correct and return to the students’ examination papers and research work after 10 days.</td>
<td>2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selling of supplies, photocopied materials, books, services or the collection of any contribution in any form whatsoever, whether voluntary or otherwise, from the students and school personnel.</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lending/loaning activity with co-workers, agency personnel, or University students</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Failure to comply with the guidelines set forth in the administration of examinations.</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Failure to observe consultation hours of students.</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Habitual absenteeism or tardiness or early dismissal of classes as per existing policy.</td>
<td>Deloading 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abandonment of post.</td>
<td>From suspension to termination depending on the gravity of the offense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negligence in taking precautionary measures to ensure safety of members of the academic community.</td>
<td>3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improper use of equipment and facilities which leads to the damage or potential damage to said property/unauthorized use.</td>
<td>2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deliberate destruction of or causing damage to the University property or records.</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contracting loans from students/parents/colleagues</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loaning money with interest to students, and employees of the University</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gross inefficiency and incompetence in the performance of his duties</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Due Process

Due process shall be observed in all cases of disciplinary investigation. The right to due process of law of parties involved as guaranteed by the Philippine Constitution, Philippine Labor Code, and the Manual of Regulation for Private Schools shall be the basis of the conduct of the proceedings.

Implementation

The immediate superior to whom the faculty reports shall be responsible for enforcing the school’s disciplinary policies and procedures.
CESSATION OF EMPLOYMENT

Cessation of faculty employment in the University may be in the form of the following:

1. Resignation

Employees are required to give at least thirty (30) days written notice of intention prior to date of effectivity of the resignation to leave the University employment. This period of time is given to allow proper turn over so that operations will not be unduly hampered. Written notice is to be given to the immediate superior to be forwarded to the HRMO.

2. Death while employed

Upon the death of an employee, the family members should inform the HRMO. Should the death occur while the employee is engaged in his job, or in school, the HRMO will inform the heirs of the deceased employee. In any case, the “death benefit” policies shall determine the benefits due to the employee. The Payroll Office shall inform government offices, as well as the Union, of such death for benefit claims. The Payroll Office will assist the family of the deceased in obtaining the benefits.

3. Retirement

   a. Mandatory

   An employee will be retired upon reaching the age of sixty (60) years or at the age provided in the collective bargaining agreement and shall be entitled to the retirement benefits provided therein.

   b. Optional Retirement

   Upon the written application of an employee who has served the University for at least twenty (20) years and its approval by management thereafter, the employee will be contacted by HRMO and the Payroll Office to discuss optional retirement arrangements and related matters.

4. End of a Term Appointment

Some appointments at the University are for a specified period of time. The employee is normally informed of the nature of the employment relationship by the hiring department and the HRMO. An appointment letter is normally issued. In this case, the University will provide no further notice at the end of the term appointment, as it shall automatically cease at the expiration of the period agreed upon.

5. Completion of a Work Assignment

Some appointments in the University are on a project basis. The employee is normally advised of the term nature of the employment relationship by way of the initial job announcement and also by the appointment letter which specify the status of the employment relationship.
6. Termination of a Probationary Appointment

The appointment of a faculty member on a probationary status shall expire at the end of the semester, unless renewed for another term or for permanent status. In case of non-renewal, notification is sent to the faculty member by the Dean.

7. Termination/Dismissal for Cause

Termination is the severance of the employer-employee relationship. Dismissal for cause shall mean termination of one’s employment made during its effectivity based on lawful, valid, and serious ground/s.

In addition to the just causes enumerated in the Table of Offenses and in the Labor Code, the employment of a faculty member may be terminated for the following causes:

a) Gross inefficiency and evident professional incompetence or continued failure or negligence in the performance of responsibilities such as but not necessarily limited to habitual and inexcusable absences and tardiness from classes, willful abandonment of employment or assignment; poor evaluation results;

b) Physical or mental incapacity, health disability;

c) In the event of phasing out, closure or cessation of the educational program or course or the school itself;

d) Other causes analogous to the foregoing as may be provided for in the regulations prescribe by CHED, the Manual of Regulations for Private Schools, school rules, or in the Collective Bargaining Agreement.

The University will follow due process in all cases of faculty being terminated for due cause.
DISPUTE RESOLUTION

A. LABOR MANAGEMENT COUNCIL

The University recognizes the rights of employees to participate in policy-and decision-making processes insofar as said processes will directly affect their rights, benefits, and welfare. To this end, the University and Union shall organize a Labor-Management Council (LMC) composed of three (3) representatives from each side with the option to have alternates. The Council shall be convened within one month after the signing and ratification of this Agreement to set things in motion (e.g. agenda, schedule, etc.). It shall serve the following purposes:

- as open channel of communication and a forum for regular dialogue between the administration and the faculty as well as non-teaching personnel;
- a venue to promote shared responsibility between the administration and the faculty and non-teaching personnel to resolve issues of common interests;
- an avenue for participation of the employees in the policy and decision-making processes insofar as their rights, benefits, and welfare are concerned.

All actions by the Council shall be recommendatory and final decision on recommendation shall be vested upon the President. The Council will be furnished copies of the approved decisions.

The council shall never operate as a grievance committee, and all matters within the jurisdiction of the grievance machinery shall not be heard nor discussed by the LMC.

B. GRIEVANCE MACHINERY

The University has established a structured grievance system to ensure fair treatment of our employees, to deal with employee complaints, and to resolve problems.

Guiding Principle in Dispute Settlement

The intention is to establish a means for the prompt disposition and amicable settlement of all grievances. The parties shall endeavor to resolve all disputes through friendly and intelligent negotiations, as their mutual commitments to ensure continuity of work. We recognize that an open conflict, in any form involves losses, and therefore, every effort in this direction shall be exerted to avoid such conflict.
Grievance Defined

A grievance is any question regarding the meaning, interpretation or application of any of the provisions of the Collective Bargaining Agreement or involving any ruling, practice, policy, action of the Supervisor, Department Head and Management; and any other dispute of labor-management relations; complaints about promotion by the affected employee or other established working conditions.

Grievance Procedure

Grievance shall be processed as expeditiously as possible in accordance with the procedures contained in the Collective Bargaining Agreement.
LIST OF APPENDICES

Appendix 1  Policy on Activities other than Designated Official Function
Appendix 2  Policy Against Lending & Merchandising Activities
Appendix 3  Implementing Rules and Regulation for Anti-Sexual Harassment Act of 1995 (R.A. # 7877)
Appendix 4  Policy on Research Output As A Requirement for Permanency
Appendix 5  College Faculty Loading Guidelines
Appendix 6  Guidelines on Class Beadle
Appendix 7  Policy on Faculty Attendance
Appendix 8  Policy on Tardiness and Early Dismissal
Appendix 9  Faculty Beadle Account
Appendix 10  Policy Governing Conduct of Advance Classes, Make-up Classes
Appendix 11  Policy on the Conduct of Make-up or Advance Classes in View of Attendance to Official Business (OB)
Appendix 12  Policy on Cheating
Appendix 13  Policies & Guidelines on Educational Tours & Field Trips of College and Graduate Students
Appendix 14  University Community Service Program
Appendix 15  Faculty Dress Code Policy
Appendix 1

POLICY ON ACTIVITIES OTHER THAN
DESIGNATED OFFICIAL FUNCTION

Policy Statement

As an educational institution, the University is vested with the social responsibility of conveying and promoting values and attitudes that prepare the students to be responsible members of society. Faculty members, above all, are expected to provide modeling behavior such that students will experience what is told to them in the institution.

The University is hereby adopting the following policy governing activities and transactions other than designated official functions in order to cultivate and maintain the spirit of fairness and professionalism in the dealings and relationships of all members of the University community:

All faculty members and employees in the course of fulfilling their official duties or in connection therewith should refrain from:

a. Receiving for personal use fees, gifts or other valuable when such fee, gift or valuable is given in the hope or expectation or receiving a favor or better treatment accorded other persons;

b. Soliciting goods, gifts, donations, prizes or the like from individuals, business firms and establishments without written permission and approval of the President;

c. Selling goods and services to students; and

d. Committing acts punishable under the anti-graft laws.

Solicitation, sale of goods and services, and receipts of gifts and favors, to be deemed official and legitimate, shall first seek written permission and approval of the President prior to being undertaken. Moreover, employees must be guided that any form of solicitation should not interfere with any educational or official activities/policies of the University.
Appendix 2

POLICY AGAINST LENDING & MERCHANDISING ACTIVITIES

Policy Statement

The University continues to upgrade the compensation package of its faculty and personnel in order to ensure that all officers, teaching and non-teaching personnel are highly motivated in contributing to the pursuit of the University's Mission, Vision, Goals and Objectives.

Recently however, the University has been made aware of certain issues arising from lending and merchandising being conducted by such personnel, between and among themselves (and agency personnel and students) which involves the need to exact payments/interests from colleagues and co-workers similar to a loan/sale agreement. While the University does not discourage its employees to lend assistance to each other by their own means, the University will always guard against activities that may unduly compromise their professionalism, morale, and dedication.

There is no doubt that a lending/merchandising activity, whether written or verbal, or for whatever amount, creates a special relationship of creditor-debtor between the parties, which grants certain rights to such parties in case of non-payment or breach. If this form of activity between and among University personnel is not abated, any ensuing lending activities are sure to create a potential strain between such parties, that would eventually undermine the professionalism, morale, and dedication of our personnel, not to mention the effects it would have on the learning environment of our students.

For this reason, any faculty or personnel, or any other staff of the University, who shall engage in any form of peddling/selling of merchandise or loan activity with co-workers, agency personnel, or University students, shall be subject to investigation and may be sanctioned as follows:

Sanction

Any violation of the University’s policy against lending/merchandising activities shall constitute a “Major Offense” and shall be dealt with in accordance with existing procedures under the University Manuals for Teaching and Non-Teaching Personnel with the corresponding sanction of termination.

Effectivity: 28 January 2012
PART I: STATE AND SCHOOL POLICIES

Section 1. State Policy. The State shall value the dignity of workers, employees, applicants for employment, students or those undergoing training, instruction or education. Towards this end, all forms of sexual harassment in the employment, education or training environment is hereby declared unlawful.

It is the duty of the employer to prescribe the guidelines on proper decorum in the workplace and educational institution, and to provide the procedures for the resolution, settlement or prosecution of said acts.

Section 2. School Policy. One objective of the Holy Angel University is to foster an open learning and working environment. This implies its obligation to provide an environment that is free from sexual harassment and from fear that is may occur. Since the entire academic community suffers when sexual harassment takes place, it is the declared policy of Holy Angel University that sexual harassment is unacceptable behavior and violation of the law and shall never be tolerated or condoned.

Violations of these policies shall result in disciplinary action, including but not limited to expulsion or termination as the case may be, without prejudice to criminal prosecution.

All members of the HAU community affected by or involved in a sexual harassment incident shall be treated with respect and given full opportunity to present their side of the incident.

Considering the delicate nature of such incidents and possible misconceptions and apprehensions, the University shall accord the respondent as much respect as the complainant, by ensuring confidentiality and due process in the investigation of the case and by punishing those who commit damaging intrigue, perjury or those who are found to have made false accusations.

PART II: DEFINITION OF TERMS

Section 1. School Personnel. This refers to all persons working for Holy Angel University, and includes the following:

1. Teaching Staff - actually engaged in the teaching service;

2. School Administrators - the school head or the chief operating officer of a school or in general, those who are duly appointed to (and occupying) a position of responsibility involved in both policy-formulation and implementation;
3. **Academic Non-Teaching Personnel** - any employee possessing certain prescribed academic functions directly supportive of teaching, such as librarians, guidance counselors, researchers, research assistants, and the like.

4. **Non-Academic Personnel** - any employee who does not fall under the definition and coverage of teaching staff, administrators and academic non-teaching personnel.

The University shall be considered both as a place of study and a place of work.

**Section 2. Sexual Harassment** - Sexual harassment is committed by an employer, agent of the employer, manager, supervisor, employee, instructor, coach, trainor, or any other person who -- having authority, influence, moral ascendancy or physical superiority over another in a work/educational environment—demands, requests or requires any sexual favor from another, whether or not the other person accepts the demand, request or requirement. Forms of sexual harassment include:

- Unwelcome sexual advances;
- Repeated sexually-oriented kidding, teasing, joking, of flirting;
- Verbal abuse of a sexual nature;
- Graphic commentary about an individual's body, sexual prowess or sexual deficiencies;
- Leering, whistling, touching, pinching or brushing against another’s body;
- Displaying objects or pictures which are sexual in nature that would create a hostile or offensive environment;
- Serious physical abuses such as sexual assault and rape;
- Persistent and unwanted attempts to change an educational or professional relationship to a personal or intimate one.

**Section 3. When Sexual Harassment is Committed.** In a *school-as-a-place-of-study* setting, sexual harassment is committed:

1. against one who is under the care, custody or supervision of the offender;
2. against one whose education, training, apprenticeship of tutorship of the victim is entrusted to the offender.
3. the sexual favor is made a condition to the giving of a passing grade, or the granting of honors and/or scholarships, or the payment of a stipend, allowance, or other benefits, privileges or considerations; and
4. the sexual advances result in an intimidating, hostile or offensive environment for the student/trainee/apprentice.

In a *school-as-a-place-of-work* setting, sexual harassment is committed when:

1. the sexual favor is made as a condition in the hiring or in the employment, re-employment or continued employment of the victim;
2. the sexual favor leads to the granting of favorable compensation, terms, conditions, promotions or privileges;

3. the refusal to grant the sexual favor results in the limiting, segregating or classifying the employee in a way that will discriminate, deprive or diminish employment opportunities or otherwise adversely affect said employee;

4. the sexual favor or its refusal impairs the employee’s rights or privileges under existing labor laws; and

5. the sexual favor or its refusal results in an intimidating, hostile or offensive environment for the employee.

Sexual harassment can be verbal, visual or physical. It can be overt, as in the suggestion that a person get a higher grade or a salary increase by submission to sexual advances. The suggestion need not be direct or explicit; it can be implied from the conduct, circumstances and relationship of the persons involved.

**Section 4. Offenders.** Offender may be those who have authority, influence, or moral ascendancy over another. Students committing sexual offenses will be charged as per provisions of the Student Manual.

**Section 5. Other Persons Liable.** Any person who directs or induces another to commit or succumb to act of sexual harassment, or who cooperates in the commission of the act, shall also be held liable under these Rules. Their penalties will be determined by the extent and nature of their involvement.

**Section 6. Sanctions.** The board shall choose from the following based on the gravity of the offense as determined by it.

- Written Reprimand
- Suspension
- Termination

**Section 7. Sanctions Not a Bar to Court Action or Other Actions.** Administrative sanctions shall not be a bar to prosecution in the proper courts. Any offense falling hereunder may be referred to other school authorities for proper action.

**Section 8. Harassment Outside the Campus.** The University and the Anti-Sexual Harassment Board herein defined shall take cognizance of sexual harassment cases committed by the members of its community outside the campus and beyond classroom and office hours if the sexual favor falls under Section 3 hereof.

**PART III: ANTI-SEXUAL HARASSMENT BOARD**

**Section 1. Anti-Sexual Harassment Board and its Functions.** An Anti-Sexual Harassment Board is hereby created. The Board shall conduct orientation, as the case may be, for employees, faculty, coaches, students, etc. to increase understanding and prevent incidents of sexual harassment. It shall also conduct the investigation of alleged cases. The Board may form a Committee to initially determine if submitted cases merit
investigation. The Committee may refer cases to the Board of Discipline, the Grievance Committee or the Anti-Sexual Harassment Board depending on the nature of the offense.

Section 2. Composition of the Board. The Board shall be composed of representation of the different sectors of the University as follows:

Chairperson
Vice Chairpersons
Members

<table>
<thead>
<tr>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator</td>
</tr>
<tr>
<td>Administrator</td>
</tr>
<tr>
<td>1 Male and 1 Female Faculty</td>
</tr>
<tr>
<td>1 Male and 1 Female Employees</td>
</tr>
<tr>
<td>(from Rank and File)</td>
</tr>
<tr>
<td>1 Male and 1 Female Students</td>
</tr>
<tr>
<td>University Chaplain</td>
</tr>
</tbody>
</table>

PART IV: GRIEVANCE PROCEDURES

Section 1. Right to Due Process. No disciplinary sanction shall be applied upon any respondent except for cause, and after due process shall have been observed. The respondent must be afforded confidentiality during the proceedings,

"Due Process" means:

1. The alleged offender is informed in writing of the accusation against him;
2. He is given the chance to answer the charges against him, with the assistance of counsel if desired;
3. He is informed of the evidence against him;
4. He is given the chance to present evidence on his own behalf;
5. All the evidences are considered by the Committee.

Section 2. Written Complaint. The complaint must be in writing, under oath and must contain the following information:

1. The name(s) and address(es) of the complaint(s);
2. The name(s) of the respondent(s);
3. Narration of incident (when, where, how);
4. The name(s) of witness(es), if any;
5. Attachments of pertinent papers or documents in support of the complaint.

The complaint must be filed with the Board Chairperson within two years from the commission of the offense or from the time the threat ceases.

Section 3. Furnishing Respondent with Complaint. The Board shall immediately furnish the offender a copy of the complaint and all its attachments, and shall direct him to submit an answer and accompanying documents within ten (10) days from receipt thereof. The Board shall schedule the hearing on a date immediately after the given period.
Section 4. When Victim is a Minor. When the offended party is a minor, the parents, or any adult school personnel may file the complaint for the minor.

Section 5. Failure to Answer. If offender fails to answer in writing and under oath and submit documents (within ten days from receipt of the complaint), or fails to appear during the conference, the offender shall be deemed to have waived his right to present his evidence and the case shall be heard in his absence.

Section 6. Confidentiality. The Board should make every effort to maintain confidentiality.

Section 7. “Reasonable Man/Woman” Standard. In view of the fact that the perceptions of men and women may differ as to what constitutes harmless fun on one hand and offensive conduct on the other hand, the Board shall adopt a “reasonable man/woman” rather than a “reasonable person” standard to determine whether the act is unwelcome and sufficiently pervasive to constitute sexual harassment. Under this standard, the proper focus is on the victim's perspective of the given act. Thus, in a typical case, a sexual harassment complaint is proven if a reasonable man or a reasonable woman would consider the act hostile or offensive.

Section 8. Liability of the Employer or Head of Office/University. The employer or head of office/university shall be solidarity liable for damages arising from the acts of sexual harassment committed on campus if the employer or head of office/university is informed of such acts by the offended party and no action is taken thereon within ten (10) calendar days from receipt of the complaint.

Section 9. Written Records. Written records of cases of sexual harassment must be kept and treated with confidentiality. Therefore the public should have no access to them except upon order of the court. All records shall be kept by the Board Secretariat.

Section 10. Procedures. The procedures will be summary. The offender cannot invoke cross-examination as a matter of right but may be allowed to ask clarificatory questions if deemed necessary by the Board. If, in the motu proprio opinion of the Board, no hearing is necessary, then it shall issue an order to the effect and declare the case submitted for resolution.

PART IV: MISCELLANEOUS PROVISIONS

Section 1. Preventive Suspension of Accused. Any respondent may be placed immediately under preventive suspension without pay for a period not exceeding thirty (30) days.

Section 2. Incriminating Innocent Persons. Any member of the academic community, who shall, by perjury, incriminate or impute to an innocent person the commission of a sexual harassment act, shall be meted appropriate by the Board.

Section 3. Separability Clause. If any part or provision of the Act or any of these implementing rules and regulations be held invalid or unconstitutional, it shall not affect the effectivity and implementation of its remaining parts or provisions.
Section 4. Repealing Clause. Any rules and regulations, orders and policies of the University which are inconsistent with any provision of the Act or with any of these implementing rules and regulations, are hereby deemed repealed or modified, as the case may be.

Section 5. Effectivity. These rules and regulations shall take effect fifteen (15) days after publication and posing by the Board.
Appendix 4

POLICY ON RESEARCH OUTPUT AS A REQUIREMENT FOR PERMANENCY FOR FACULTY

1. A research output shall be a requirement for permanency effective Second Semester of School Year 2010-2011.

2. The said research should have been conducted under the University Research Incentive Program and accepted for presentation in the University Research Colloquium. Researches done as requirements for graduate students will not be credited as research outputs.

3. The said research can be used by the faculty for ranking and promotion purposes and shall be rated using the approved rubric for output evaluation.

4. The said research output shall have been conducted within the probationary period of the faculty.
Appendix 5

COLLEGE FACULTY LOADING GUIDELINES

A. Factors to Consider In Load Distribution

1. Qualification and performance are the primary criteria to be considered in the distribution of loads.

Post graduate degrees have to be aligned with the subjects to be taught. Top priority will be given to those with PhD and MA degrees in the areas or subjects taught.

2. Employment status

Regular faculty members are given priority in load distribution over full-time probationary.

3. Professional Practice/Work Experience

All other things being equal, a faculty member who has an active and good professional practice or work experience(s) will have an advantage.

B. Number of Loads

Regular faculty members with Master’s degree are assured of 36 teaching units per school year. Anything in excess of 36 units will be given to them depending on student enrollment and fulfillment of loading requirements of 36 units for all regular full time faculty members. They are required to render ten (10) hours every week of academic advisement/consultation. Once all regular full-time faculty members are given 48 units maximum every school year, available loads shall be given to qualified (following rule number 1) probationary full time faculty members.

C. Giving-up of Loads

No full-time faculty should turn down teaching assignments because these do not suit his/her personal preferences. Should his/her teaching load fall less than 18 units because he/she turns down teaching assignments that are not in accordance with his/her preference has in effect waived his/her right to a full-time load. Should this happen, he/she takes on a part-time status and must reapply for a full time status when he/she desires.

D. Natural Deloading

When regular full-time faculty members cannot be given the minimum 18 units due to lack of available teaching loads, their employment status is not affected. They will still be paid on unit basis but their status will remain fulltime.

E. 10% and Above Absences

Faculty members who have a rate of absenteeism of 10% and over in the previous semester shall be deloaded in accordance with the guidelines on absences.
Appendix 6

GUIDELINES ON CLASS BEADLE SYSTEM

Rationale

One means of achieving meaningful learning interaction between the faculty and the students is to optimize the class time. In examining how we can address student concerns on faculty attendance and optimizing contact time, we realized that a number of activities can and do eat up this limited class time:

- checking on student attendance
- collecting student submissions
- waiting for equipment to be set up
- having needed class materials prepared
- waiting for the faculty to arrive
- waiting for the students to come in

We evaluated how we did things and searched for alternatives that will achieve efficient and effective operations to be able to address the needs of students for quality education. We saw the inherent problems in the way we did things and sought improvements that were needed. We realized that students can be responsible partners in making sure that they get the most value from their class time.

Objectives

The Class Beadle System is one of the key strategies directed for adoption by the University’s Board of Trustees. The Class Beadle is a student assigned by the faculty or the College Dean to assist mainly in recording faculty and student attendance and in other class-related tasks.

The Class Beadle System aims to achieve the following goals:

- meaningful learning interaction
- optimized contact time
- accurate attendance report
- teachers as models of punctuality and attendance
- students taking responsibility for their learning
- re-aligned functions of the checker

Guiding principles

We implement the Class Beadle System guided by the following core values:

Integrity. We believe that our faculty and our students conduct themselves with integrity, i.e., they are honest, truthful and straightforward in their dealings with each other, with their peers, and with their superiors.

Excellence. Our faculty and students uphold excellence in whatever they do and support
pursuits that promote excellence within and even beyond the classroom. Excellence is achieved with both quality delivery of instruction and optimized contact time. Both the faculty and the students can be responsible partners in achieving this objective.

**Teamwork.** Faculty and students can and do work together -- putting into good use skills, competencies and special talents for the meaningful learning interactions within their class sessions.

**Trust.** Faculty and students can do things well given the classroom environment and resources available for them. *We trust their intentions as well as recognize the goodness in each of them.*

**Policy Statement**

The Class Beadle System shall henceforth be implemented to optimize class contact time towards meaningful learning interactions within the classroom through the assignment by the faculty or the Dean of a class student member to voluntarily serve as the Class Beadle for the duration of the term.

**Implementing Guidelines**

The following guidelines shall govern the implementation of the Class Beadle System:

1. **Duties and Responsibilities of the Faculty.** The Faculty shall
   
   - Appoint the Class Beadle;
   - Acknowledge the start and end times of the class session by signing the Class Beadle Report Form (CBRF seen as Annex A in the *Handbook for Class Beadles*);
   - In case of resignation by or change of the Class Beadle, inform the Dean, assign a replacement Class Beadle, and direct the replacement Beadle to report to the Dean for documentation and orientation.

2. **Duties and Responsibilities of the Class Beadle.** The Class Beadle has the following duties:
   
   - record the actual times for the faculty’s start and end of class and submit this record to the College Dean’s Office;
   - check and record the attendance of students when directed and submit this record to the faculty;
   - assist the faculty in class-related tasks that may be requested such as relaying information to the class, getting class materials and/or equipment prepared, collecting student submissions, among others.

3. **Assignment of Class Beadle.** Faculty is given the option to assign the Class Beadle. If the student declines the assignment, the faculty shall assign another student to serve as such. The faculty shall direct the assigned Class Beadle to proceed to the SJH 205 on April 6, 2011 for an orientation on the Class Beadle System. The Dean’s student aide will get the names of assigned beadles for the classes for each class period. The student aide immediately informs the Dean of classes without beadles so that a Class Beadle can be assigned.
4. **Orientation of Class Beadle.** Orientation of Class Beadles will be on the first day of classes to include a discussion of the *Handbook for Class Beadles* (attached here). The Dean secures the *Class Beadle’s Undertaking* upon the student’s acceptance of the assignment. Once the Class Beadle accepts the assignment, the Dean gives the Handbook and the packet of CBRFs covering the 30 class sessions for this Summer Term.

5. **Faculty Attendance Recording.** The Class Beadle gets the Class Beadle Report Form (CBRF as seen in Annex A of the *Handbook for Class Beadles*) from the College Dean’s Office before the class starts. He/she fills out the form according to the *How to Fill Out a Beadle Report: A Guide for Class Beadles* (seen in Annex B of the *Handbook for Class Beadles*).

Class Beadles are directed to record the start time as the time that the faculty steps inside the classroom and the end time as the time just before the faculty leaves the classroom upon dismissal.

Class Beadles are instructed to inform the faculty of their absence and their recommended substitute. The faculty should direct the substitute Class Beadle to get a CBRF from the Dean’s Office to record faculty attendance.

Faculty may use the Remarks portion of the back of the CBRF for notes to explain tardiness and/or early dismissal of the class. The Dean evaluates the reasons and/or notes to excuse or not excuse the tardiness and/or early dismissal. Thus, the CBRF also serves as verification for tardiness and/or early dismissal once the Dean countersigns the Remarks on the faculty’s reason.

In case of the absence of the faculty, the Class Beadle shall submit the filled-out CBRF as soon as the allowable waiting time is over. He/she informs the Dean’s Office immediately of the faculty’s absence.

However, if the faculty has notified the Class Beadle of his/her time of arrival, then the class members should wait. The faculty should remind the Class Beadle to indicate this change in schedule in the CBRF to be written in the Remarks portion for the Class Beadle. If this advised time passes and the faculty is still not around, then the Class Beadle may dismiss the class and immediately submit the filled-out CBRF to the College Dean’s Office to inform them of the faculty’s absence.

The faculty shall file the Request for Leave Form for the absence incurred as soon as possible to avoid being marked Absent Without Official Leave (AWOL).

6. **Submission of CBRFs.** Faculty should remind the Class Beadles to submit the filled-out CBRF to the CICT Dean’s Office for classes being held at the St. Joseph Hall (SJH) and the CON Dean’s Office for classes held at the MGN Building. For last period classes in CICT and CON that finish beyond the office hours of the Colleges, the faculty should direct the Class Beadles to put in the filled-out CBRF in the designated drop box found at the main gate before they leave the campus for the night.

Information from the CBRFs shall be encoded in the Beadle Database System as soon as possible. Once the day’s transaction report is printed and checked against the accomplished CBRFs by the Dean’s Office, these CBRFs are forwarded to the Human
Resource Management Office (HRMO) for processing and filing.

7. **Student Attendance Recording.** The faculty can direct the Class Beadle to check and record student attendance. The Class Beadle gets the faculty’s Class Record or the class seat plan to record the absence or presence of the class members.

In the absence of any of these records, the Class Beadle may route a piece of paper and have his/her classmates write and sign their names. The class attendance record is given to the faculty at the end of the class session.

8. **Change of Class Beadle.** The assigned Class Beadle may be changed with another under the following situations:
   - temporarily in his/her absence for the class session
   - permanently in the following instances:
     - inability of the Class Beadle to fulfill the duties assigned to him/her
     - resignation by the Class Beadle
     - drop out by the Class Beadle from the class
     - decision of the faculty to change the Class Beadle as confirmed by the College Dean

The faculty shall assign the replacement Class Beadle and direct the Beadle to report to the Dean for orientation and documentation.

9. **Faculty clarifications/queries.** The faculty may inquire or clarify at the HRMO on attendance recording discrepancies or with the Dean for concerns regarding the implementation of the Class Beadle System.

Effectivity: 05 April 2011
Appendix 7

POLICY ON FACULTY ATTENDANCE

Policy Statement

For the Administration to develop a healthy atmosphere conducive to the promotion and preservation of effective teaching and learning situation, and to ensure fulfillment of the rights of students to instructional services and have increase the chances for developing their competence and capability to fulfill the demands of their chosen profession of field of practice for which they enrolled in the University, the following have been adopted as part of the Policy on Faculty Absences.

I. Definition of Terms

1. Sick Leave - Absences from duty on account of sickness/ illness of the member or his/her immediate family (married -spouse-children, single-parent).

2. Sick Leave Credits - A regular (permanent) faculty member is entitled to five (5) days of sick leave with pay per semester.

   Absences due to unavoidable circumstances charged to sick leave shall be subject to the approval of the immediate superior as long as there is available leave.

   In case of prolonged illness, faculty members can avail of unused accumulated sick leave for the last three (3) years. This shall require certification from the university’s physician.

3. Leave of Absence - Absence from duty for any reason other than serious illness with permission granted by the employer to an employee. The granting of this leave of absence is contingent upon the necessities of the service.


5. Emergency Leave - absence from duty with permission on account of an extreme emergency situation.

6. Maternity Leave - absence from duty with permission on account of delivery or miscarriage.

7. Paternity Leave - The paternity leave availed of during or after the delivery of his spouse; provided that the total number of days shall not exceed seven (7) working days for each delivery; and availed of not later than 60 days after the date of said delivery.

8. Bereavement Leave - absence from duty with permission on account of an immediate family member (parent, brother, sister, spouse and children).
9. Study Leave - absence from duty with permission on account of pursuing a graduate
course that will improve professional competence.

10. Leave of Absence Without Pay

For college faculty members, leave of absence without pay, and not exceeding one (1)
semester (5 months) may be granted upon application subject to the approval of the
immediate superior. The University does not allow indefinite leave of absence.

11. Return to Duty - resumption of work on the part of the employee after the expiration of a
leave of absence.

III. Procedure in the Filing of Absence or Leave

1. In case of foreseen absences or leaves, particularly those of long duration, please be
guided by the following:

a) Request for Leave must be filed at least two (2) weeks before effectivity date, using
the official form. For Study Leave, the corresponding form should be accomplished.

b) Final approval of the Assistant Vice-President for Academic Affairs must be obtained
before going on-leave.

Should a faculty member go on leave without waiting for the approval, he/she be on
AWOL (Absence without Official Leave) and shall be officially informed to report to
duty within a specified period of time that is considered reasonable. Failure on the
part of the faculty member to answer or report to work on the date specified in the
letter would constitute abandonment of work.

c.) At least one week before the expiration of the official leave of absence, the faculty
must accomplish and submit the “Report to Duty” form so that proper arrangements
concerning his/her work/classes could be made. If the leave is due to prolonged
illness, a fit-to-work certificate issued by the school physicians should be attached to
the Report to Duty form.

Failure to report to duty on the specified date without obtaining an approved
extended leave of absence, would be construed that the faculty is on AWOL
(Absence Without Official Leave) and shall be officially informed to report to duty
within specified period of time that is considered reasonable. Failure again, on
his/her part to answer or to report to work on the date specified in the letter would
constitute abandonment of work.

d.) For absence of more than two (2) weeks (except those due to Maternity Leave), the
faculty member is required to obtain clearance from offices concerned.


2. In case of unforeseen absences/leaves, the following are to be observed:

The immediate superior must be notified of the faculty’s absence within the day through phone or letter. If possible, a teaching guide/lesson plan for the substitute faculty must be sent.

The faculty member files an RFL upon his return to duty. If such absence is due to sickness, a Medical Certificate from the private physician/School Physician must also be submitted.

**IV. Maternity leave**

1. Accomplishing the Maternity Notification Form

Upon knowing her pregnancy condition, the female faculty member should accomplish the “Maternity Notification” form, which may be obtained from the Payroll Office. This will be submitted to SSS to ensure that she can avail of the maternity benefits even in case of miscarriage.

2. Notifying the Department Head

The faculty should inform her Department Head in writing of her pregnancy condition as soon as possible, giving the approximate date of delivery, so that necessary preparation/arrangements could be done for her maternity leave.

3. Accomplishing the Request for Leave Form

At least two weeks prior to effectivity date, the “Request for Leave” form must be accomplished. A medical certificate from the Obstetrician, stating the expected date of delivery must be attached to the form. This will give the superiors specific information about the duration of the faculty’s absence.

In case of cesarean operation, a Medicare form from the Payroll Office must be secured.

4. Upon Delivery

The following must be submitted at the Finance Office;

**Normal Delivery**
- Medical certificates issued by attending physician, and
- Birth certificate of the child issued by the Local Civil Registrar (for SSS).

**Cesarean Operation**
- Letters a & b of Normal Delivery
- SSS Sickness Notification to be accomplished by the attending Physician (part II - Medical Certificate), and
- Photocopy of operating room record from the hospital.

**Miscarriage**
- Medical Certificate
V. Notices of Habitual Absences

1. Faculty members who have exhausted their sick leave credits before the end of the semester/school year shall be officially notified by Personnel Office that subsequent absences shall be without pay.

2. Academic heads shall officially notify their respective faculty each time they incur absences equivalent to 10% or above as reflected on the Faculty Absences Report furnished by the Personnel Office. This information shall serve as warning letters to the member concerned.

3. The Assistant Vice President for Academic Affairs gives the final warning letter to the faculty concerned at the end of the semester/school year to the over-all topnotchers (10% and above percentage) and prescribes the corresponding penalty.
Appendix 8

POLICY ON TARDINESS AND EARLY DISMISSAL

On Tardiness

Tardiness means the failure of a faculty member to attend his class on time, i.e., within the first fifteen (15) minutes of the class. If he arrives after the 15th minute, he shall be considered absent.

A faculty member shall be deducted based on the actual number of minutes late. Deduction shall be made only at every 60th minute of tardiness. However, if the accumulated number of minutes tardy does not reach 60 by end of semester, the faculty member shall be deducted based on his computed rate per minute.

On Early Dismissal

Early Dismissal refers to the failure of the faculty member to render the full duration of the class period, that is, dismissing the class one (1) minute to fifteen (15) minutes before the official end of the class session.

A faculty member shall be deducted based on the actual number of minutes of early dismissal. Deduction shall be made only at every 60th minute of early dismissal. However, if the accumulated number of minutes of early dismissal does not reach 60 by end of semester, the faculty member shall be deducted based on his computed rate per minute.
Appendix 9

FACULTY BEADLE ACCOUNT

Please be advised to create your beadle faculty account with the link, http://172.16.192.212/beadle/Login.php. This account will enable you to access your attendance and the accomplished CBRFs that have been processed and used as basis for the faculty attendance report submitted to the academic heads and to the Payroll Office for appropriate action.

The procedure for the creation of the account is:

1. Click the word "HERE" and it will redirect to http://172.16.192.212/beadle/faculty_account.php.

2. Enter Employee Number and click Display. The system will verify if the employee number is existing.

3. If the employee number is existing in the system, enter username and password.

4. Upon saving, you can log now with the beadle system.

Please remind your beadles to submit the accomplished CBRFs right after your class period or within the day to facilitate the processing of the attendance.
Appendix 10

POLICY GOVERNING CONDUCT OF ADVANCE CLASSES AND MAKE-UP CLASSES

I. Rationale

In line with the University's mission of providing quality education and developing a healthy atmosphere conducive to the promotion of effective teaching and learning and to provide support for the faculty in the fulfillment of their responsibilities to the students, the following have been adopted as part of the University's academic policies.

II. Definition of Terms

1. Advance Classes - refer to classes conducted ahead of the regular schedules due to anticipated/expected inability of the faculty to meet his/her classes on the regular assigned schedule.

2. Make-Up Classes - refer to classes conducted to compensate for classes that were not met on the regular assigned schedule.

III. Guidelines

1. In these cases: a) conduct of advance classes, b) conduct of make-up classes, prior approval must be secured. As such, the accomplishment of the Request for Leave (RFL) form must be submitted to the Office of Academic Affairs at least within twenty-four hours after submission to the Dean's Office.

2. All advance classes and make-up classes undertaken without prior approval are automatically considered disapproved and therefore will have implications on the absences percentage computation and, correspondingly, on the pay of the faculty member concerned.

3. For the conduct of approved advance and/or make-up classes. Approval of the Dean must be secured before the conduct of make-up class.

   3.1 The number of hours should be equal to the actual number of hour’s missed/replaced; prior approval of the Dean must be secured before the conduct of makeup class.

   3.2 The schedule of a make-up or advance classes should not be in conflict with the schedules of other classes of affected students. Thus, prior to setting the schedule, the students must be consulted; if the make-up class is scheduled to compensate for an absence or leave incurred, the details pertaining to the absence of leave and the equivalent make-up class should be filed in one leave form for proper processing & monitoring. Make-up class schedule should be submitted at the personnel office at least 2 days prior to the conduct of make-up class.

3.3 The holding of makeup class during the exam week will not be compensated;

3.4 The conduct of make-up/advance classes is limited to a maximum of three times in a semester.
POLICY ON THE CONDUCT OF MAKE-UP OR ADVANCED CLASSES IN VIEW OF ATTENDANCE TO OFFICIAL BUSINESS (O.B.)

1. Attendance to Official Business (OB) activities, whether inside or outside the University, that prevent the faculty from attending to his scheduled classes, shall, up to a cumulative maximum of 3 contact hours per class per academic term (semester or summer), not require the conduct of make-up or advanced classes.

For purposes of counting, fractions of a day on OB shall be accumulated and credited against the 3 contact hours per class stated above.

Official Business shall include, but will not be limited to, attendance to seminars, workshops and other faculty development activities; and participation in special meetings, school functions, committee work and special assignments during periods when no official declaration on suspension of classes is made.

It is understood that a faculty who attends an OB, although excused up to the limit set herein, may voluntarily hold make-up or advanced classes, should he decide to do so in the best interest of his students. Otherwise, he shall institute intervention measures that will put to productive use his students’ time during his absence.

It is also understood that beyond the cumulative maximum of 3 contact hours per class per academic term, make-up or advanced classes shall be required.

2. The selection of participants to seminars, workshops, conferences, and other faculty development activities referred to in this Memorandum, shall, without prejudice to other criteria applied, take into primary consideration: (a) the alignment of the professional/academic specialization of the attendee with the nature of the activity, (b) the present and future needs of the University or any of its Colleges and Departments, and (c) the provision of equal opportunities to teachers with similar qualifications and career potentials in the University.

Where professional alignment is met, Deans should represent the University in the Conventions of professional organizations; otherwise, the slot may be given to the Chair, and then to the Faculty.

3. Make-up or advanced classes, if needed, may now be held on classes recited once a week for 3 hours or more, subject to the request and approval procedures currently used.

4. Make-up or advanced classes on the same subject may be combined, depending on the availability of a facility suited for this purpose and with the approval of the Dean.

This Memorandum supersedes all other University policies, rules, regulations and procedures on the contrary, and shall be applied in consonance with other related provisions contained in the Faculty Manual and in other administrative instruments now in effect.
Appendix 12
POLICY ON CHEATING

Policy Statement

The following acts shall constitute cheating and shall be punishable hereunder:

1. Unauthorized possession of notes or any material relative to the examination whether the student actually uses them or not.

2. Copying from or allowing another to copy from one’s examination papers.

3. Talking with another without permission during an examination.

5. Passing as one’s own work any assigned reports, term paper, case analysis, reaction paper, and the like, which was copied from another.

6. Using any electronic device/cellphone during exam unless allowed by the teacher.

Steps in Reporting Cheating Cases

1. The faculty member administering the examination will immediately apprehend a student who is cheating on the spot and will receive zero in the examination/test/quiz.

2. If the same student repeats this major offense/cheating, the student will be given a failing grade in the subject in which he was caught cheating. The case will be reported to OSA for other necessary sanctions.
Appendix 13

CHED Memorandum Order
No.17
Series of 2012

SUBJECT: POLICIES AND GUIDELINES ON EDUCATIONAL TOURS AND FIELD TRIPS OF
COLLEGE AND GRADUATE STUDENTS

In accordance with the pertinent provisions of Batas Pambansa Blg. 232, Republic Act (R.A.)
7722 otherwise known as the Higher Education Act of 1994, provision in the Constitution which
states that “The State shall exercise reasonable supervision over all higher education
institutions”, and pursuant to Commission en Banc Resolution No. 122-2012 dated June 11,
2012, the following the policies and guidelines and procedures are hereby adopted:

ARTICLE I
STATEMENT OF POLICIES

Section 1. It is the policy of the state to create and sustain a complete, adequate and
integrated system of education relevant to the needs of the people and society. In line with this,
the higher education’s contribution to boost tourism and generate more employment is
recognized towards the attainment of the goals of human development.

Section 2. It is also the policy of the state to continuously promote the law to restrain certain
acts of public officers and private persons alike which constitute graft or corrupt practices or
which may lead thereto.

ARTICLE II
COVERAGE

Section 3. These policies and guidelines shall cover the educational tours and/or field trips in
the Philippines duly required in the approved curriculum of authorized higher education
programs of both public and private HEIs. These shall apply to all higher education students and
the faculty duly authorized by the concerned HEI to handle educational tours and/or field trips.
Other trips to be conducted after the student has graduated or not covered by these policies and
guidelines.

Section 4. For purposes of this CMO, the terms below are defined as follows:

Educational Tour – an extended educational activity involving the travel of students and
supervising faculty outside the school campus which is relatively of longer duration usually lasting
for more than one day and relatively more places of destination than a field trip.

Field Trip - an educational activity involving the travel of students and supervising faculty outside
the school campus but is of relatively shorter duration usually lasting for only one day and with
fewer places of destination.
ARTICLE III
OBJECTIVES

Section 5. These set of policies and guidelines aims to rationalize the Conduct of Educational tour and/or Field Trips among Higher Education Institutions (HEIs) in order to:

5.1. provide access to efficient and interactive learning of students through meaningful educational tours and/or field trips as required in their program requirement embodied in the approved curriculum, and

5.2. ensure that all Higher Education Institution provides quality educational tour and/or field trips relevant to acquisition of the necessary knowledge, skills, and values for student welfare and development.

ARTICLE IV
ACADEME-INDUSTRY LINKAGE

Section 6. Educational Tours and Field Trips in general are part of the curriculum enhancement, hence, broadens the student’s learning opportunities and a feel of the real world, and therefore serves as a powerful motivator to strengthen the academe-industry linkage. HEIs should come up with their creative academe-industry plans appropriate to degree program requirement.

Section 7. Higher Education students are considered as young adults, thus they shall assess their capability to undertake such educational tours and/or field trips. HEIs shall require the concerned students to submit medical clearance before allowing them to join the given educational tours and/or field trips. The medical clearance must be issued by the concerned HEIs as part of their free services to the students.

Section 8. For students who cannot join the educational tours and/or field trips, they shall be given parallel school activity which provides similar acquisition of knowledge of the required practical competencies other learning objectives. Learners with special needs such as Persons with Disabilities (PWDs) shall be given due consideration.

Section 9. For students undergoing internship, practicum or on-the-job training program, the same shall be governed by CHED Memorandum Order No. 23 s. 2009 “Guidelines for Student Internship Program in the Philippines (SIPP) for all programs with practicum subject. Educational tours and field trips shall not be made as substitute of a major examination for the purpose of compelling students to participate in educational activities not otherwise compulsory.

ARTICLE VI
DESTINATION

Section 10. As much as practicable, destination of educational tours and/or field trips should be near the concerned HEI in order to minimize cost. Be guided by CMO 11, s. 1997 for the place where they should visit among others, the registered museums, cultural sites and landmarks which should be in line with the objectives of the educational tours and/or field trips.

Section 11. When the educational tours and/or field trips require additional cost on the part of the students, prior consultation with concerned students shall be undertaken as much as possible.
Hence, all these information shall from part of the Orientation Freshmen before the start of classes, including the details of the educational tours and/or field trips.

Section 12. Whenever necessary for the safety and convenience of the touring party, advance and proper coordination with the local government units with appropriate clearance from the concerned government and non-government offices shall be secure before the scheduled dates of the educational tours and/or field trips.

ARTICLE VII
ROLES OF THE HIGHER EDUCATION INSTITUTIONS

Section 13. HEIs shall implement the appropriate educational tours and/or field trips in accordance with the specific degree program requirement.

Section 14. Briefing and debriefing program shall be undertaken by the concerned HEI before and/or after the educational tours and field trips. Briefing shall include among others, precautionary measures that will be undertaken by the concerned HEI with the concerned students including parents and/or guardians. As a general requirement, the HEIs following their institutional policy should require the students to submit the parent’s and/or guardian consent. Debriefing program should include among others, reflection among the learning experiences duly documented in the learning journal.

Section 15. As part of the Curriculum/course, a Proto-type Observation Guide during educational tours and/or field trips must be required to be accomplished, giving emphasis on the relevant competencies and lessons learned from the stated trips. An assessment of learning outcomes must also be accomplished following the institutional policy on grading system.

Section 16. HEIs shall inform the CHEDROs on the nature of the educational tours and/or field trips to include purpose, schedule, destinations, and cost and submit a report on the matter to the CHED Regional Offices concerned at least one month before the opening of the classes for every academic year. HEI’s report should include among others the filled-in undertaking that the field trip is not conducted to unduly benefit or accommodate any of the establishments enumerated in the list owned by an HEI or employee or by an owner who is relative within the third civil degree of consanguinity or affinity to an HEI owner or employee having any involvement in the conduct of educational tours and/or field trips. In turn, all CHEDROs are hereby directed to consolidate these reports of the HEI within their respective jurisdictions and submit the same to the Executive Office (Attention: The Director, Office of Student Services).

Section 17. In the event that the tour guides will be utilized, only accredited Tour Operators and Tour Guides from the Department of Tourism shall be engaged by the HEIs. To ensure quality professional conduct of tours, only travel and tour operators and tour guides accredited by the Department of Tourism should be engaged by the HEIs (a list of DOT-accredited tourism enterprises can be obtained from the DOT Main & Regional Offices).

Section 18. Security of the students should be the foremost responsibility of the higher education institutions concerned. HEI authorities shall inform parents or guardians on the HEI guidelines on the conduct of educational tours and/or field trips.
Section 19. HEI guidelines for educational tours and/or field trips or on-the-job training shall be written in their student handbook, and copies of the same shall be given to students and displayed in conspicuous places for their student’s guidance and reference.

Section 20. It shall be unlawful for an HEI employee to personally profit from an educational tours and/or field trips. HEI employee who violates this section may be terminated for Grave Misconduct.

Section 21. If any of the service companies mentioned in the preceding sections is established as a laboratory or practicum training outfit, the provision of immediately preceding sections shall not apply.

ARTICLE VIII
FUNDING

Section 22. Prior consultation including the manner, time and duration of the educational tours and/or field trips shall be done by the concerned HEIs with the concerned students and stakeholders. If the educational tours and/or field trip is included in the internship, this shall be fully explained to the concerned students. Enclosed is Annex A for the checklist of requirements.

ARTICLE IX
SANCTIONS

Section 23. In order to ensure compliance with the guidelines and regulations stated in this CMO, the Commission en Banc may, upon the recommendation of the Regional Offices and CHED Legal Services, impose the following sanctions depending on the nature and seriousness of the violation or noncompliance of Higher Education Institution.

Any HEI found guilty of violating any of the provisions contained in these guidelines may be subjected to the following sanctions:

1st Offense, a written warning;
2nd Offense, suspension from conducting educational tours and field trips for a period of time as determined by the commission en Banc, and
3rd Offense,
  • Disapprove the application for other school fees increase and introduction of new fees od HEI;
  • Administrative and criminal charges against it and/or its responsible officers under existing laws
  • Imposition of penalties such as revocation of permits, downgrading of status, phase-out and such other penalties may be validly imposed by the Commission the concerned HEIs.
ARTICLE X
REPEALING CLAUSE

Section 24. CHED Memorandum Order No. 11 s. 1997 “Enjoining all HEIs in the Country to Make insofar as Practicable, All Registered Museums and Cultural Sites and Landmarks as Venues for Educational Tours and Field Trips and subjects for Studies and Researches is hereby amended. All previous issuances inconsistent with these guidelines are deemed repealed, revoked or rescinded accordingly.

ARTICLE XI
EFFECTIVITY

Section 25. These guidelines shall take effect 15 days after publication in newspapers of general circulation and should be observed by all HEIs starting AY 2012-2013 and shall remain in force and effect until revoked or amended.

Issued this 6th day of July 2012 in Quezon City.

PATRICIA B. LICUANAN, Ph.D. (SGD)
Chairperson


# Checklist of Requirements

## For CMO No 17 Policies and Guidelines on Educational Tours and Field Trips of College and Graduate Students

<table>
<thead>
<tr>
<th>Area</th>
<th>Description</th>
<th>Complied</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Before the Educational Visit or Field Trip</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Included in the curriculum</td>
<td>Included in the curriculum with corresponding unit credits and time allotment whether lecture or laboratory hours</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>specify course title and unit credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Guidelines of concerned HEI</td>
<td>Update Guidelines of concerned HEI included in the student’s handbook, displayed in the conspicuous places, and included in the General Orientation of Freshmen</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Outline of Assessment Report to be filled in by the concerned faculty and students</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. Faculty –in-charge</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty –in-charge</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Present designation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. With letter of notification from the Administration indicating Faculty-in-charge role and responsibilities before, during and after the educational tours and field trips</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4. Advanced and properly coordinated with the Local Government and other concerned non-government offices.</strong></td>
<td>Advanced and properly coordinated with the Local Government and other concerned non-government offices with letter request by the sending HEI and acknowledged/approved by LGUs/NGOs</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td><strong>5. Consultation conducted to concerned students, faculty and stakeholders.</strong></td>
<td>Consultation conducted to concerned students, faculty and stakeholders with attached minutes of</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Destination chosen considering cost and benefit requirements</td>
<td>Destination chosen considering cost and benefit requirements, safety, and relevance with the subject matter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Fund and other resources properly secured</td>
<td>Fund and other resources properly secured and accounted for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Briefing to concerned faculty and students</td>
<td>Briefing to concerned faculty and students and provide the needed info materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Written plans submitted to HEIs</td>
<td>Written plans by the accredited travel agency (if appropriate) with attached Gant Chart duly-approved by the HEI</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Copy of the itinerary and Travel Agency’s or Tour Operator’s Accreditation Certificate issued by DOT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Insurance of students, faculty and other concerned stakeholders</td>
<td>Individual or group insurance for students faculty and other concerned stakeholders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Format of Learning journals given to students</td>
<td>Standard Format of Learning journals given to students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Announcement to students, faculty and parents</td>
<td>Announcement to students, faculty and parents made one (1) to two (2) months before the scheduled date of educational tour/field trip</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Risk Assessment plans in place</td>
<td>Risk Assessment plans in and preventive measures given to students and stakeholders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Medical clearance of students</td>
<td>Medical clearance of students and medical aid kits are provided</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Medical clearance duly signed by the Parent or Physician or Waiver</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Page | 96
<table>
<thead>
<tr>
<th>15. schedule of fees (including its details)</th>
<th>Written schedule of fees disseminated to concerned stakeholders</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Parent/guardian consent duly-notarized be required before the educational tour or field trip</td>
<td>Duly-notarized consent submitted before the activity</td>
<td></td>
</tr>
<tr>
<td><strong>B. During the Educational Visit of Field Trip</strong></td>
<td>Concerned parents or guardians were properly informed of the HEI guidelines on the conduct of educational tours and/or field trips</td>
<td></td>
</tr>
<tr>
<td>2. Proper implementation of educational visit or field trip</td>
<td>Program of activities followed as planned or activities adjusted as the need arises</td>
<td></td>
</tr>
<tr>
<td>3. Properly coordinated with the concerned LGU and/or government or non-government office</td>
<td>Letter or MOA stating the coordination with the concerned LGUs or NGOs</td>
<td></td>
</tr>
<tr>
<td><strong>C. After the Educational Visit or field trip</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Conducted Debriefing program including among others reflection of the learning experiences duly documented in the learning journal</td>
<td>Documentation of Debriefing Program</td>
<td></td>
</tr>
<tr>
<td>2. Assessment report by faculty and submitted including details of amount expended</td>
<td>Assessment report by faculty and submitted including details of amount expended to be submitted to CHED. Filled-in Undertaking form</td>
<td></td>
</tr>
<tr>
<td>3. Assessment report by students and students concerned</td>
<td>Assessment report by students submitted to concerned HEI</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 14

UNIVERSITY COMMUNITY SERVICE PROGRAM

A. Vision-Mission

Vision

Capable and committed HAU volunteers and workers partnering with enabled and self-sufficient communities

Mission

Moved by the passion to serve and living by the values of selflessness, goodness, integrity and trust, we the community extension volunteers and workers, promote growth and development by generating options with our less disadvantaged partners in Angeles City and outlying areas of Pampanga.

B. Program Thrust and Management

Opportunities for the involvement of HAU’s stakeholders in community The University Office of the Community Extension is tasked to create extension activities/services through its three program components 1) the Institutional Community Extension Services Program (ICESP); 2) the National Service Training Program (NSTP); and 3) Networking for Service Program (NSP) with government and non-government organizations.

While the first two programs are designed to inculcate volunteerism among employees and students, the third one is curriculum-based for students anchored on the social responsibility mission of the University and the national mandate of involving the youth in nation building.

In carrying out such task, it seeks to coordinate sectoral efforts and resources for the maximum benefits of both service providers and recipients toward the attainment of the University vision of:

- establishing partnership with communities for their greater empowerment as well as self-reliance; and
- cultivating among members of HAU community the deepening of an inner life characterized by a maturing conscience and environment that promote Christ-centered values, professional competence, leadership and social responsibility.

Participatory management of ICESP and sector-based projects and activities is undertaken through the CSCB or the Community Service Consultative Body consisting of the following:
A sectoral representative is a volunteer or does not receive any compensation in doing liaison function between OCES and his department/sector, particularly in disseminating information about community extension projects for the purpose of mobilizing active involvement and in generating appropriate resources. He/she also attends regular and emergency/special meetings convened to formulate recommendations for

- policy formulation;
- program development;
- project area selection;
- areas and level of involvement; and
- project planning and evaluation.

C. PROGRAM DESCRIPTION

1. INSTITUTIONAL COMMUNITY EXTENSION SERVICES (ICESP)

The ICESP is HAU’s integrated and holistic approach to rendering community service to consolidate and match sectoral efforts and resources toward a continuing process of development for both service providers and recipients.

Type of Services. The University through OCES or its various sectors may initiate projects/activities that are:

1. DEVELOPMENTAL. This is an integrated intervention for a period of 3-10 years anchored on principles of community organizing and social mobilization. Regular visits and series of activities in the community are conducted with follow-ups and monitoring/evaluation schemes. Services evolve from organizing/nurturing a community (adoption) to partnership for greater empowerment as indicated by beneficiaries who

   - possess an open and healthy worldview;
   - possess a positive and accurate self-concept;
   - see themselves as capable of generating resources toward self-reliance; and
   - are capable of meaningful activity, concerted efforts, initiating actions, flexible interactions and personal resiliency.
2. SEMI-DEVELOPMENTAL. This is the provision of technical assistance or the sharing of expertise either on an individual or group capacity which can be done thru:

2.1 mere delivery or rendering of services like skills training, welfare/counseling assistance, health care services, legal assistance, consultancy, etc;
2.2 advocacy activities/services; and
2.3 educational activities like barangay lecture/demonstration, for theater arts and others.

3. OUTREACH. This is a dole-out approach or one-shot civic-type of activity/service. It is the delivery or provision of services like medical/dental mission, distribution of relief goods during disaster/emergency period, clinical, technical and other forms of assistance with no target community to be developed or no planned series of activities, e.g. tree planting, Christmas treat for street children, and the like.

Program Phases/Components. The University implements a community development project following the basic community organizing cycle of 1) entry service for community awareness/rapport building; 2) social investigation or benchmarking; 3) community building/community participation (integration and deepening); 4) planning and goal setting; 5) implementation of plans; and 6) evaluation. These activities are employed in the major phases of community development, that is, the nurturing stage and partnership stage. The latter is also the University’s strategy for phase out.

The program components constitute the sectoral capabilities in carrying out the aforementioned activities:

RESEARCH AND DOCUMENTATION. This includes the conceptualization planning and implementation of researches/studies for 1) program or project identification; 2) process and systems installation; 3) process documentation of implementation and monitoring; and 4) evaluation of program/project impact.

COMMUNITY ORGANIZATION AND EDUCATION. This covers the community organizing/building services for rapport and commitment building such as leadership training, immersion, core group formation, team building sessions, project development and management.

LIVELIHOOD SKILLS AND TECHNICAL ASSISTANCE. This involves capability building activities in generating resources either on an individual or group capacity through the following:

- Cooperative Formation
- Cooperative-related Trainings and Seminars
- Income Generating Projects
- Project Feasibility Study
- Project Assessment and Evaluation
- Networking and linkages
- Technical Skills Training
- Leadership Training/Community Resource Management
- Business Management and Development
SPIRITUAL DEVELOPMENT AND VALUES FORMATION. This includes activities for the sustainability of the ICESP in the target area through the holistic development of people and communities.

-   Recollections
-   Mass Weddings
-   Catechism and other religious activities
-   Responsible Parenthood
-   Family Literacy
-   Self and Community Awareness
-   Social and Environmental Awareness and Concerns

MICRO-INFRASTRUCTURE PROJECT SUPPORT. This includes activities that will improve the physical environment as well as sanitation of the target area through the identification, planning and construction of micro-infrastructure need of the clienteles, e.g. community toilet project, chapel building, electrical/house wiring, and the like.

PREVENTIVE AND PROMOTIVE HEALTH CARE SUPPORT. This includes activities that will empower individuals and communities to assume greater responsibility and self-reliance in managing personal and community hygiene and health care routines through the establishment of support mechanisms and continuing capability-building sessions.

   Primary Health Care Committee and Partnerships
   Maternal and Child Care Program
   Health Care Information System
   Proactive Barangay Health Station
   Botica-Binhi as a Community Health and Livelihood Intervention
   Healthy Lifestyle

2. NETWORKING FOR SERVICE PROGRAM (NSP)

   The University through OCES actively participate or spearhead networking activities with GOs and NGOs in the area not only to create opportunities for HAU Community to do community service but also for the GOs and NGOs to work together in addressing issues/problems of national concern.
Appendix 15

FACULTY DRESS CODE POLICY

Faculty members serve as role models for the students with whom they work and as leaders in the community. Consistent with these roles, all faculty members shall dress in a manner and have an appearance that is appropriate, decent and professional in the light of the environment on which they work.

1. All faculty members are required to come in uniform with close-toed shoes for female and shoes with socks for male.

2. Wednesdays and Saturdays are declared free days for the faculty, however, the sense of appropriateness must be observed.

The following are deemed inappropriate for:

a. Female faculty: T-shirts, strapless/backless, belly baring blouses, plunging necklines, mini-skirts, shorts, jeans and slippers.

b. Male faculty: sandals, shirts with obscene designs, sleeveless shirts, jeans, shorts, rubber sandals and slippers.