



Far Eastern University  
Manila

# *FACULTY MANUAL*

Consultations on this latest version of this faculty manual was done with the officers of the FEU Faculty Association (FEUFA) and selected faculty members on \_\_\_\_\_, as attested by the President of the FEUFA and the Vice President for Academic Development whose signatures appear here. It was approved by the Academic Council on \_\_\_\_\_, as attested by the Senior Vice President for Academic Affairs whose signature appear here. The date of effectivity of this manual will be three years from the date of approval by the Academic Council.

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## FEU Philosophy of Education

### Who We Are

FEU is a private, non-sectarian university that offers professional degree programs through rigorous training in critical thinking and effective communication to students coming from a wide range of academic, cultural, and economic backgrounds.

FEU believes that students who are willing to strive and work hard can achieve the highest levels of intellectual, emotional and ethical development regardless of their academic preparation in their basic education years. FEU aims to provide the environment that encourages academic curiosity and rigor. We believe that providing a model environment of logical, critical, and creative thinking, of transparency, fairness, and high standards to students who will persevere will yield the best results.

FEU's mission is to provide quality education for all.

### Graduate, Faculty, Curricular Attributes

Anchored on its vision, mission, and core values, Far Eastern University is committed to providing quality higher education by

**producing graduates** who are capable, good communicators with critical-thinking skills, life-long learners, civic-minded, morally sensitive, socially responsible, able to compete locally and globally with integrity and excellent work ethic and able to contribute to holistic, sustainable and inclusive national and global development.

**entrusting faculty** who are embodiments of teaching as a vocation, adherents of the principle of student-centered learning, willing mentors who will shepherd students into the professional world, public intellectuals, leading disciplinary experts, active knowledge-generators and disseminators with professional integrity.

**providing curricula** and programs that balance a liberal arts education with professional education programs and that develop the physical, social, cultural, psychological, ethical, and intellectual aspects of the student, foster the development of digital literacy, effective communication, and critical thinking skills.

### Our Core Values

The FEU core values are fortitude, excellence, and uprightness.



**Fortitude** refers to the ability to work hard, persevere, not give in or give up; to be committed to an ideal and to pursue it with hard work and courage. **Excellence** refers to the ability to do rigorous, meticulous, and relevant work that is comparable to the highest standards. **Uprightness** refers to moral and ethical integrity, willingness to put others ahead of the self, commitment to fairness and a commitment to work for a greater good.

The FEU core values serve as both guiding principle and objective.

### **Our Core Process**

Our core process is the creation and maintenance of a teaching and learning environment of **excellence** and **uprightness** where emphasis is placed on *knowledge production through critical thinking*, on the ability to appreciate and ethically gather *sound data and evidence*, on embracing creative tension between existing knowledge and new knowledges, on *taking a stand* that is fair to all concerned, on the *effective communication* of this knowledge, on the safekeeping of this knowledge and the tradition to which it belongs, on the use of this knowledge to propose creative solutions for problems on the personal, community, national, or global levels.

FEU's teaching and learning environment operates through **fortitude**: it is professional and efficient, and functions with transparency, clarity of purpose and direction, and punctuality.

All our policies and practices are guided by and focused on this core process.

### **Our Key Learning Outcome**

The key learning outcome, the competency, ability or knowledge that FEU aspires for its students to attain above all else, is *persuasive communication*. Persuasive communication is defined as the ability to make a convincing argument by making a strong claim that is supported by reliable and appropriate evidence and delivered in a manner that the designated audience will understand and appreciate.

General education courses focus on learning and citizenship skills and professional courses focus on domain knowledge acquisition as their learning outcomes. These outcomes, however, are not, in and of themselves, the key learning outcomes. Persuasive communication is the foundation upon which we build our specialization and our domain knowledges the way through which excellence in our



specialization is expressed and therefore achieved and this is why persuasive communication is our key learning outcome.

(For a more comprehensive explanation of our key learning outcome, please refer to the policy on the key learning outcome.)

### **Other Learning Outcomes**

Other learning outcomes that complement persuasive communication and that FEU also aspires for its students to attain are:

Intellectual Curiosity which is the passion to continuously learn, ask questions, and seek answers and solutions. Intellectual curiosity is the key ingredient for making students life-long learners;

Critical thinking which is the ability to analyze issues and propose responsible solutions by looking for and looking at relevant and reliable data. It involves awareness of theories of how systems work as well as self-reflection on one's position in these systems. Critical thinking is the backbone of persuasive communication;

Creative Problem Solving which is the ability to propose innovative, sustainable, and equitable solutions for the problems of society which are based on empirical data, logical analysis, and ethical reflection;

Professionalism which is the ability to do work in a precise and punctual manner. It is characterized by having a good work ethic, the ability to separate the personal from the professional and the commitment to getting the work done. Professionalism will make students ready for the world of work;

Responsible Digital Citizenship which is the ability to navigate the digital world ethically, sensibly and conscientiously by being digitally literate, by being able to identify reliable digital sources, by disseminating information and opinions responsibly and respectfully, by understanding and promoting digital rights and digital laws (data privacy, anti-hacking, anti-cyberbullying, etc.), and by being aware of digital security and digital health;

Responsible Citizenship which is the ability to understand the economic, social, environmental, and cultural conditions of the immediate and wider community, empathize with the underserved and marginalized, and respond to the needs of the community.



## **The FEU Teaching and Learning Culture**

FEU practices, advances, and advocates for a learning culture that is student-centered. FEU affirms the ability of students to produce valuable reactions to, reflections and questions on, and understandings and appreciations of topics and issues in the classroom. As such, the FEU classroom is set-up in a manner that will best solicit student input and the FEU teacher's responsibility is to ensure that the students participate in the generation of ideas rather than be passive recipients of them. The FEU learning environment is one in which students are seen as co-authors of ideas and the FEU teachers' role is to coach and facilitate the creation of knowledge and ideas.

FEU's student-centered classroom highly respects not only intellectual differences but also gender identification, sexual orientation, age, creed, socio-economic status, physical and mental condition, ethnic origin, political or other affiliations.

(For a more comprehensive explanation of our teaching and learning, please refer to the policy on the FEU teaching and learning culture on page 7.)

## **The Tri-focal role of the University**

FEU sees its role as having three interrelated focal points: teaching, research, and extension.

Research is defined as the generation of new knowledge using the scientific method (the creation of a hypothesis based on observation, previous knowledge, and verifiable evidence). Research is the core activity in the classroom and as such FEU faculty engage in research (first through graduate studies and then later through their own projects) in order to be effective facilitators of it. FEU faculty and students alike also engage in research in order to generate new insights and knowledge in their fields as these are the bases of innovation and change. Creating sustainable innovation and change in our immediate community that is research-based is the purpose of extension work.

Teaching, research, and extension are thus interconnected. The classroom is the training ground for the research process. Faculty and students pursue research in order to generate new knowledge, the application of which should create more sustainable communities. Although the classroom and the research projects are the natural venues



for the practice of scientific data gathering, analysis, critical thinking, persuasive communication, and the proposal of solutions for the problems of society, they are not the usual sites for carrying out programs to address these problems and effect change. This is carried out through other university programs such as the programs of the FEU student organizations, the FEU Volunteerism Office, and the FEU Office of Community Extension.

FEU is committed to this tri-focal role as it sees its role as a university as being a force for sustainable social change in the classroom, in the wider community, in the nation, and in the global arena.



## The FEU Student-Centered Teaching and Learning Culture

FEU practices, advances, and advocates for a learning culture that is student-centered. FEU affirms the ability of students to produce valuable reactions to, reflections and questions on, and understandings and appreciations of topics and issues in the classroom. As such, the FEU classroom is set-up in a manner that will best solicit student input. The FEU teacher's responsibility is to ensure that the students participate in the generation of ideas rather than be passive recipients of them. FEU and FEU teachers firmly believe that the atmosphere in which learning and development happen best is an atmosphere where students are co-authors of ideas. The FEU teachers' role, therefore is to coach and facilitate creation of knowledge and ideas.

Student-centered learning is **constructive**. Teachers within a culture of student-centered learning provide opportunities for students to construct knowledge and guide students in the creation of new knowledge; they see assessment as an opportunity for learning and formation. It is also **relevant** and **responsive** in that it ensures that students are provided activities drawn from authentic and real-life situations that will encourage them to connect learning with real-life situations. Its atmosphere is **democratic** in its insistence on the recognition and respect of the diversity of opinions and ideas and on its emphasis on an understanding and appreciation of the context upon which these diverse ideas are born. Student-centered learning values and encourages **critical thinking** and **active learning** by engaging students to ask essential questions and synthesize and contextualize viewpoints. Students, in this learning environment reflect and ask questions, seek relevance and engage in scholarly discourse that leads to inferences, insights, and sound positions.

In FEU, student-centered learning is undertaken in a **technology-enabled learning environment** that promotes digital literacy. It utilizes technology for more relevant and meaningful learning. The FEU student, in turn, sees technology as a tool for learning and uses it responsibly.



The student-centered classroom is **interdisciplinary, integrative,** and **interactive**. Its teachers challenge students to interconnect disciplines and relevant issues and to find interconnections and patterns. The objective of student-centered learning is the **development of lifelong learners and creative thinkers**, and the cultivation of attitudes and habit that ensure continuous self-enhancement and knowledge generation. As products of the FEU student-centered experience, FEU students are models of competent and effective learners and of the continuous quest for knowledge making.

Student-centered learning helps promote the FEU core values of **fortitude, excellence,** and **uprightness**. **Fortitude** refers to the ability to work hard, persevere, not give in or give up; to be committed to an ideal and to pursue it with hard work and courage. **Excellence** refers to the ability to do rigorous, meticulous, and relevant work that is comparable to the highest standards. **Uprightness** refers to moral and ethical integrity, willingness to put others ahead of the self, commitment to fairness and a commitment to work for a greater good.



## Chapter I – PRELIMINARY PROVISIONS

### Article I. Scope and Limitation

**Section 1. Scope.** The Philippine Constitution provides that all educational institutions shall offer quality education for all Filipino citizens, a mission that requires professionally competent teachers who are committed to the full realization of that mission. The Far Eastern University is a Philippine Higher Education Institution, registered and recognized under Philippine laws. The University therefore adheres to the provisions of the Philippine Constitution and other pertinent laws and regulations governing Philippine higher education.

The University patterns its Code of Ethics for teachers on the provisions of the Code of Ethics for Professional Teachers, Resolution No. 435, Series of 1997 (*see appendix A*) and provisions of the Manual of Regulations for Private Higher Education, Article XXIV.

**Section 2. Limitation.** This Code of Ethics covers all regular faculty, instructors and lecturers of Far Eastern University who are referred to in this code as FEU Educator. However, the term “FEU Educator” shall likewise cover teaching and non-teaching academic personnel and all other persons performing supervisory and/or administrative functions, academically related functions and/or services in the University, either on full-time or part-time bases.

**Section 3. Effectivity.** This Faculty Manual shall take effect upon approval of the Academic Council. It is updated every three years. In the event of conflict between provisions of this manual and that of the Collective Bargaining Agreement, the provision of the latter shall prevail.



## **Chapter II - THE FACULTY CODE OF ETHICS**

### **Preamble**

The FEU Faculty believes in the worth and dignity of the individual and in the person's basic human right to pursue goals in accordance with the time-honored principle of the rule of law. FEU faculty recognizes that their primary responsibility is to guarantee equal educational opportunities for all within the framework of our democratic heritage, which demands unyielding commitment to excellence and the pursuit of truth.

FEU Faculty upholds the freedom to learn and to teach and, therefore, pledge to practice their profession according to the highest standards of professional ethics with prudence and humility.

FEU Faculty values humility and believes that there is always space for personal improvement. They are open to the input of students and colleagues about their performance in the classroom and work place.

### **Article I. The FEU Faculty and the Teaching Profession**

FEU Faculty believe that the quality of the teaching profession directly influences the nation's strength and well-being and that, they, through the carrying out of their profession in a selfless, dedicated and dignified way contribute to the creation of citizens of integrity who in turn strive to create a just and equal Philippine society and a strong Philippine nation.

As FEU Faculty, they understand that they are role models and must therefore be the exemplars of dedication to their discipline, fairness to their students, and loyalty to the university at all times.

In the practice of the teaching profession, the FEU Faculty:



**Section 1.** sees teaching as a noble vocation and a profession of great responsibility;

**Section 2.** is principally dedicated to the effective facilitation of teaching and learning;

**Section 3.** is concerned that students remain interested in and receptive to learning;

**Section 4.** accepts their role as a life-long learner who strive to acquire the latest knowledge in their discipline and strive to participate in the creation of new knowledge in their field by engaging in research that is rigorous, relevant, and ethical;

**Section 5.** sees their primary mission as the promotion of scholarship and therefore shun the promotion of any political, partisan, religious, or economic interests in the exercise of their duties as a teacher;

**Section 6.** views their teaching, research and/or extension as a priority and may dedicate some time to and be remunerated for consultancy work provided that it does not dilute the quality of the output given to the university;

**Section 7.** respects the sanctity of their teaching profession and therefore not allow the commercial exploitation of their professional position, do not misrepresent their professional qualifications for whatever purpose, and accept positions and responsibilities that are inconsistent with their professional qualifications and preparation;

**Section 8.** Violations of the provisions of Article I in the FEU Faculty Code of Ethics include but are not limited to:

- a. directly or indirectly soliciting, requiring, collecting, or receiving any money, service, or valuable materials from any person or entity for such purposes of promoting a political, partisan, religious, or economic interest;



- b. directly or indirectly soliciting, requiring, collecting, or receiving any money, service, or valuable materials from any person or entity for such purposes of influencing and augmenting student evaluation;
- c. assigning requirements that are not relevant to the course;
- d. providing special opportunities (outside of what is stipulated in the syllabus), even if they are academic in nature, only to specific students to improve their grades, rather than to a whole class, except in meritorious cases;
- e. failing to secure permission for and failing to disclose the acceptance of any teaching duty outside of the university;
- f. using the teaching profession for the promotion of any political, partisan, religious, or economic interest or for private and personal gain;

## **Article II. The FEU Faculty and the Learners**

FEU Faculty considers the awakening in the student of the potential for effective and creative citizenship as their major responsibility. Hence, the FEU Faculty works to encourage the acquisition and furtherance of knowledge, the careful formulation of legitimate goals, and the generous stimulation of the spirit of understanding and inquiry.

In discharging this responsibility FEU Faculty:

**Section 1.** encourages the student in the pursuit of learning and ensures that the student can think critically about their topics of study, can effectively and persuasively communicate their ideas, and is knowledgeable in their field of expertise.

**Section 2.** provides access to the major ideas, thought-currents, theories and principles of the world (even when these ideas differ from what they hold), training in and honing of technical skills and creative talents, and opportunities for appreciating Philippine history and culture;

**Section 3.** encourages students to think for themselves and come up with their own conclusions without proselytizing or imposing the faculty's own personal belief or conviction;



**Section 4.** makes reasonable effort to protect the student from conditions harmful to learning or to health and safety;

**Section 5.** creates within the classroom and throughout the university, an atmosphere of respect, understanding, and acceptance and exert all effort to conduct themselves and their class in a manner that does not expose the students to ridicule, embarrassment or humiliation;

**Section 6.** strives to be “firm but affirming” toward their students.

**Section 7.** upholds the practice of inclusivity by respecting students regardless of age, gender, religion, socio-economic status, physical appearance, race, color or creed, and recognizes their benefits, consideration, or advantage under any academic program which has been designed for all without exception;

**Section 8.** evaluates students and grades their work solely on the basis of the students’ understanding and application of the subject matter based on the Department’s approved syllabus;

**Section 9.** maintains a professional relationship with students in and out of the classroom and including through social media;

**Section 10.** understands that their relationship with their students is principally a relationship of authority and of trust and therefore take great care to ensure that they do not use this relationship for private advantage, gain, or profit;

**Section 11.** respects knowledge as intellectual property and therefore actively teaches students to properly acknowledge sources of ideas and information and enforce the university policy on academic integrity.

**Section 12.** respects the original ideas of students in scholarly work and give due credit to them by properly citing their work when used as instructional material or in research;



**Section 13.** understands that sensitive and personal information that has been obtained in the course of professional service should be kept in confidence unless disclosure serves a professional purpose or is required by law;

**Section 14.** Violations to the provisions of Article II in the FEU Faculty Code of Ethics include but are not limited to:

- a. using the classroom or any forum in the University to ventilate their own personal grievances or to discuss matters, personal or official, that involve their own life or that of their colleagues or officials of the University;
- b. deliberately suppressing or distorting subject matter or information for which they hold full responsibility;
- c. tutoring for remuneration any student enrolled in the University;
- d. soliciting any contribution from students or fellow teachers or conducting field trips or organizing socials, fund-raising campaigns or similar undertakings without prior authorization;
- e. prescribing and/or requiring any textbook, outline compilation, syllabus or laboratory manual as a text for the students unless approved by the University's textbook committee;
- f. accepting gifts or favors from students or offering any favor, service or anything of value from any student to obtain special advantage and cause impairment of professional judgment;
- g. unfairly assessing and calling attention to student's age, gender, religion, socio-economic status, physical appearance, race, color or creed,
- h. discussing or interpreting any Administration policy which has not been officially released for comment or publication;
- i. using social media as a venue for disseminating information or opinions that expose the students to ridicule and humiliation.
- j. assessing students based on the criteria other than the students' understanding and application of the subject matter following the Department's approved syllabus;



- k. demanding or requesting sexual favors from students or colleagues or acting or speaking in a manner that has sexual overtones and which results in an intimidating, hostile or offensive environment for the student or colleague.

### **Article III. FEU Faculty, the University, the University Administration, and FEU Colleagues**

FEU Administration acknowledges its faculty as its most valuable asset and exerts every effort to support, nurture, and respect them by providing a healthy working environment and the atmosphere and conditions that will ensure competency, opportunities for academic growth, and rewards for excellence in teaching, research, and publication in the educator's specific academic specialization.

In turn, FEU Faculty:

**Section 1.** willingly gives their loyalty to the university and accomplish their duties with the utmost diligence, dedication and professionalism;

**Section 2.** actively helps carry out the University's vision-mission and policies;

**Section 3.** participates and cooperates in university functions and projects;

**Section 4.** believes that a sound professional relationship with the University Administration and with one's colleagues is anchored on integrity, dignity, and mutual respect;

**Section 5.** conducts professional activities and business related to their official function as FEU Educators through the proper channels as provided under the FEUFA Collective Bargaining Agreement and the rules of the University;

**Section 6.** understands, supports and upholds the policies of the University;

**Section 7.** observes the proper protocol in airing grievances;



**Section 8.** values honesty and proper disclosure of correct information which is vital for efficient operation;

**Section 9.** maintains professional relations with colleagues, and respects everyone regardless of age, gender, religion, race, color, socio-economic status, physical appearance or creed for membership in any professional organization, or directly or indirectly interfere with the right of their colleagues to freely participate in the affairs of such organizations;

**Section 10.** understands the need for continuous professional improvement and is therefore open to the constructive feedback of superiors, peers, and students;

**Section 11.** upholds the rights of individuals to data privacy by adhering to all the provisions of the FEU Data Privacy Policy, Republic Act No. 10173 or the Data Privacy Act of 2012 and its Implementing Rules and Regulations, relevant policies and issuance of the National Privacy Commission, and all other requirements and standards for data privacy.



## Chapter III - ACADEMIC PERSONNEL POLICIES

### Article I. Recruitment

**Section 1.** Faculty recruitment may be formally initiated at the department level (including the General Education Department) and then processed through various channels for further recommendation or approval.

**Section 2.** Entry qualification requires a Master's Degree in the field of specialization. In lieu of a master's degree, equivalent qualifications specified in Commission on Higher Education's Memorandum Order for certain degree programs shall be allowed. This usually applies for programs requiring technical skills of industry and licensed practitioners.

**Section 3.** Application Letter. The application letter by the prospective faculty member should have the following attachments: curriculum vitae, scanned copy or photocopy of the diploma and transcript of records, certificates of employment, professional license (if applicable), and certificates of trainings and seminars. The applicant shall certify to the veracity and accuracy of all information given in the application.

**Section 4.** Recruitment Period. Generally, recruitment should be done during summer and the semester break for those who are expected to teach in the succeeding academic term.

**Section 5.** Recruitment Procedure. The steps observed in the faculty recruitment process are as follow:



- a. The prospective faculty member starts the process of application for a teaching position by sending their CV and letter of application to either the Dean, Program Head, Director of the General Education Office, or the Human Resources Division.
- b. The Program Head or Director of General Education assesses the application through an interview and/or teaching demonstration. A decision on the application will be made through the institute's or department's own process of determining eligibility for acceptance.
- c. If the applicant passes the background check, the HRD informs the program head and the following tests will be scheduled: psychological exam, 10-minute teaching demonstration, panel interview, and essay exam. The psychological exam will be administered by the HRD while a Hiring Committee constituted by the Program Head will administer all the other screening processes. The Committee shall immediately consolidate the results. HR Institute account in-charge determines the initial faculty rank of the applicant using the initial faculty rank form, based on educational attainment and work experience. HR Account in-charge and the HR Manager signs the initial faculty ranking form and endorses it to the Program Head and the Dean for review and further evaluation.
- d. The qualified applicant will be endorsed by the Dean/Program Head through HRD to Health Services for pre-employment medical exam. Health Services endorses applicant for laboratory examinations to accredited laboratory clinics. Health Services forwards the results of the medical exam to HRD.
- e. HR Institute account in-charge upon receiving the favorable result of the medical exam prepares the Personnel Action Notice appointment and contract. HR Manager verifies the details of the faculty and the VP-HRD recommends the approval of the appointment and countersigns the contract. The President approves the Personnel Action Notice and signs the faculty contract.
- f. Upon approval of the Personnel Action Notice (PAN) and contract, HRD assigns PAN number, ID number and encodes in the Human Resource Information System (HRIS) all information of the newly hired faculty member.



- g. HRD distributes to DCD and SVPAA Office a copy of the approved PAN.
- h. Faculty member signs the contract at the HRD Office.
- i. New faculty member proceeds to ID Section for the issuance of FEU ID.

## **Article II. Official Hiring**

**Section 1.** Pre-Employment Requirements. All recommendations for appointment submitted for issuance of the special order to the Office of the President should pass through the proper channels prescribed by the University.

**Section 2.** Required Documents. Each recommendation shall be accompanied by the following:

- a. Personal Data Sheet;
- b. Medical examination report signed by the head of the University Health Services. No faculty member will be employed without the medical clearance from the UHS;
- c. Certification by the immediate superior in the office concerned to the effect that all requirements have been complied with, reviewed and found to be in order;
- d. Letter of recommendation from the immediate superior; and
- e. Clearance from previous/former employer.

**Section 3.** Qualifications of Faculty to be Hired

- a. Minimum Hiring Age for Faculty. The minimum age for faculty to be hired is 21 years old. However, younger applicants can also be employed if he/she has special qualifications.
- b. New faculty member should be less than fifty (50) years old. Applicants who are 50-54 years old may be hired only if they have excellent qualifications,



namely: at least a master's degree aligned in their respective subject, and proven track record in other schools. The hiring of a new faculty member who is fifty-five (55) years old or older is subject to the prior approval of the Management Committee. The recommendation of the Dean should be specific in justifying the hiring of the applicant.

c. Re-hiring of faculty retirees. No retiree shall be re-hired unless in compliance with the foregoing policies:

1. FEU retirees may be re-hired on a semester-to-semester basis. Re-appointment will be limited to a maximum of nine (9) semesters or four and a half (4 ½) years. A retiree whose age is between 65 and 70 may be recommended for reappointment by the Dean provided:

a. He/She is fit to work as certified by the University Health Services;

b. He/She has excellent teaching performance in the last five years;

c. His/her service is needed because of his/her expertise in the field of teaching; and

d. Those whose ages are from 71 to 75 who meet all the requirements above may be reappointed but only upon the approval of the Executive Committee.

**Section 4. Mandatory Requirement.** Except as herein provided, no applicant shall be appointed to, or employed in, the teaching service, unless he shall have passed the appropriate qualifications and examinations required by the University.

**Section 5. Appointment Status.** A newly hired faculty member shall be classified after determination of the number of units of Actual Academic Load assigned to him/her. Adjustments in the actual academic load affecting the appointment status shall be



allowed after the opening of the school period and the appointee shall be duly notified about the adjustments.

Two separate contracts will be prepared for the Contractual Lecturer Full Time and the Contractual Lecturer Part Time. A fixed term of appointment shall be specified in his/her contract.

**Section 6. No Revocation.** An appointment accepted by a new faculty member cannot be withdrawn or revoked by the appointing authority and shall remain in force and effect unless otherwise withdrawn or revoked by the Board of Trustees after finding just cause.

However, an appointment may be declared void from the beginning due to fraud on the part of the appointee.

**Section 7.** No new appointment shall be required for an adjustment in salary as result of increase in pay level which does not involve a change in position. However, a copy of the notice of salary adjustment shall be provided to the Department and the faculty concerned.

**Section 8. Effectivity of Appointment.** An appointment issued in accordance with the established rules shall take effect immediately upon its issuance by the appointing authority, and if the appointee has assumed the duties of the position, he/she shall be entitled to payment of services rendered while awaiting the approval of his/her appointment by the Board of Trustees.

**Section 9. Implicit Agreement.** In addition to the explicit terms and conditions stated in the appointment, the employment contract inherently includes an implicit agreement by the faculty member that he/she will be faithful and loyal to the University and honest in the performance of his/ her responsibilities.



**Section 10.** Outside Employment. A full-time faculty member, whether regular or contractual with at least 24 units Total Academic Load with FEU, will not be allowed to teach in other educational institutions.

**Section 11.** Orientation for New Faculty Members. The Center of Teaching, Learning and Human Resources Division shall conduct a pre-service orientation for the new faculty members, covering the following:

- a. Brief history of the University;
- b. University's vision-mission;
- c. University organization;
- d. Faculty functions, duties, and responsibilities; and
- e. Faculty benefits and privileges

As part of this orientation, the new faculty member, upon due notice, must attend the Faculty Day scheduled every semester. On the first day of the new semester, the faculty shall be provided with the teachers' kit composed of the syllabi of the subjects assigned to him, record book or template of grade computation, whiteboard marker, eraser and a photocopy of the Faculty Manual.

**Section 12.** Oath to the Basic Duties and Responsibilities of the FEU Faculty. The teaching profession is an apostleship and mission. This is primarily to impress upon the faculty member the significant character of his/her charge in shaping the mind and personality of the youth. Thus, before a faculty member embarks on the performance of his/her duties, he/she shall take the oath that he /she shall fulfill his/her basic duties and responsibilities to the fullest.



The basic duties and responsibilities shall be executed in triplicate, the original thereof to be given to the Human Resource Division; the second copy to the Dean/ Program Head, and the third copy to the appointee.

### **Article III. Academic Personnel Actions**

**Section 1. Nature of Personnel Actions.** As used in this manual, any action denoting movement or progress of personnel in the teaching service, such as promotion, transfer, reinstatement, reemployment, detail, secondment, reassignment, demotion, reprimand, suspension, termination, and separation, are processed by the Office of the VPAA and approved by the President.

**Section 2. Faculty Status.** For purposes of determining the faculty status, the following shall be observed:

- a. **Regular Full-time (RFT).** A faculty member who has no other regular remunerative employment outside of their teaching responsibility in the University, with an actual teaching load (ATL) of no less than fifteen (15) but no more than twenty-four (24) units.
- b. **Lecturer.** A lecturer is a faculty member who is not a regular faculty member.
- c. **Lecturer Full-time (LFT).** A faculty member with an actual teaching load of no less than fifteen (15) units is considered an LFT.
- d. **Lecturer Part-time (LPT).** A faculty member with a maximum ATL of fourteen (14) units is considered an LPT.
- e. **Faculty Scholar.** A non-regular faculty member on scholarship grant by the University, or by the Commission on Higher Education and other duly recognized institutions granting scholarships to educators, shall be classified LFT; provided that his total academic load is at least fifteen (15) units; total academic load is the actual



teaching load (ATL) + equivalent teaching session (ETS); or the faculty concerned will remain as LPT.

- f. **Tenure.** Tenure is the permanence of the position which the faculty member may confidently expect to hold until he/she is retired for age or permanent disability or separated for cause after due process or because of financial exigencies of the institution. The academic title given to those with academic rank of Assistant Professor, Associate Professor and Professor.

**Section 3. Procedure for Change in Status.** Change in faculty status involving tenure shall originate in the form of a recommendation from the department head concerned. The recommendation is submitted to the University President through the Dean and the Vice President for Academic Affairs. The change in status becomes effective after it has been approved by the Executive Committee.

**Section 4. Classification.** Faculty members are classified in accordance with the provisions of the faculty collective bargaining agreement and the University policies, rules and regulations.

**Section 5. Rules on Reclassification.** Faculty members shall be reclassified in accordance with the following rules.

- a. **From contractual lecturer full time to regular status.** A contractual lecturer who has served the University for six (6) consecutive semesters in full-time status and has a consistent very good rating in both the students' and chairperson's evaluation and has satisfied all the requirements provided in section 6 hereof shall be considered for recommendation of change of status to regular.
- b. **Limitation on Reclassification.** A part-time faculty member cannot be reclassified to full-time status if he has reached the age of 55 without approval of the Executive Committee as warranted by appropriate medical certificate from the University Health Services (UHS) or a hospital credited by the school.



**Section 6. Criteria for Regularization.** Criteria for appointment to regular status are as follows:

- a. A master's degree in the field of specialization;
- b. Six (6) consecutive semesters as a lecturer full-time member of the faculty;
- c. An average TPE of 4.30 in the last six (6) semesters as evaluated by the students and academic supervisors;
- d. Values and attitudes reflecting the University Vision-Mission;
- e. Good health as attested to by a medical doctor/testing agency designated by the University; and
- f. No pending legal or administrative case.

**Section 7. Academic Rank.** Academic rank is the professional standing of a faculty member in the University in relation to other members of the faculty in the University. It indicates his academic status, although it is not a title attached to a job. It is permanent until it is changed. At FEU the academic ranks are as follows:

- (a) Professor 1, 2, 3, 4, 5, 6, 7, 8
- (b) Associate Professor 1, 2, 3, 4
- (c) Assistant Professor 1, 2, 3, 4
- (d) Instructor
- (e) Lecturer 1, 2, 3, 4, 5, 6
- (f) Professorial Lecturer 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14

**Section 8. Secondment.** Faculty members who are handling courses from other departments or who are appointed administrative positions are deemed seconded to those offices. The head of the seconded department shall be the immediate superior of



the faculty. The immediate superior herein referred to shall be tasked to exercise administrative supervision over the faculty on secondment.

**Section 9. Faculty Loading.** The Institute Program Head has the primary responsibility of determining and distributing assignments to the faculty. The Institute concerned shall supervise the Program Heads to arrive at the best possible arrangements. Bases for determining priorities in teaching load are:

- a. Field of specialization;
- b. Teaching competence (as determined by the Academic Supervisors' and Students' evaluations);
- c. Academic rank; and
- d. Faculty classification

All the above being equal, the basis of priority in assignment shall be seniority (length of service) at the University.

In adherence to the CBA, a regular faculty member shall be assigned a teaching, research and/or community extension load of 54 salary units per academic year on a flexible term, which may be reduced for any of the following reasons:

- a. Curriculum revisions;
- b. By way of sanction for inefficiency, as determined by the Teaching Performance Evaluation Instrument, Faculty Manual and Code of Ethics for Professional Teachers, duly proven after due process. The existing standards shall be calendared for review and discussion through the LMC;
- c. Failing health of a regular faculty member duly certified by a reputable medical hospital;
- d. Refusal to participate in training programs or to accept research and/ or community extension assignments in case of non-availability of teaching load; and



- e. Decrease in enrollment that will result in the reduction in the number of classes or sections.

No lecturer part-time or full time, retiree or Department Chair/Program Head shall be assigned to teach a particular course and no new lecturer shall be hired until all the regular full-time faculty members whose qualification match the requirements of applicable government regulations/CHED have been given their 24-unit load assignment. Furthermore, no regular faculty member shall be de-loaded for purpose of satisfying the load of a lecturer.

The Dean must submit to the Office of the Vice President for Academic Affairs one (1) week before the start of regular classes the names of the faculty members with academic load deficiencies including their class schedules and faculty profile to determine their availability to teach in other institutes. The Office of the Vice President for Academic Affairs shall coordinate the possible assignment of academic load in other institutes.

**Section 10. Administrative Supervision.** For purposes of disciplinary action and jurisdiction, administrative supervision shall be understood as the act of ensuring that the University policies, rules, and regulations are strictly observed.

In cases of violation of University policies, rules, and regulations, the officer concerned who has administrative supervision over the faculty shall submit a report to the appointing authority and which the latter should act upon by observing due process stipulated therein.

In no case shall the officer with administrative supervision over the faculty on secondment conduct an administrative investigation on complaints lodged in his office.



**Section 11. Disciplinary Action.** In any proceedings against which may result in disciplinary action such as demotion in rank, reduction in salary, suspension without pay, or termination of service, a faculty member shall be provided due process, non-observation of which shall nullify any decision arrived at by any investigating body or authority. Lack of jurisdiction shall likewise nullify any decision arrived at by an investigating body.

**Section 12. Termination of Employment.** Termination of employment shall mean the cessation of employer-employee relations which may be initiated by the employee, by the employer, or by reasons or causes not directly attributed to either of the two, within limits set by existing laws on dismissal.

a. The following are situations under which termination of employment occurs:

1. Resignation;

2. Physical disability;

Physical disability shall be defined as any of the following conditions

2.1. When the employee suffers from disease or illness of permanent nature which may impair seriously the employee's ability to perform his duties at the University;

2.2. When the employee suffers from non-occupational disease of contagious nature which would seriously affect or endanger the health and capacity for work of fellow employees; or

2.3 When the employee is declared unfit for work.

3. Reduction in force by reason of economic conditions or redundancy;

4. Dismissal for cause;

5. Termination of employment for cause shall constitute disqualification for re-employment. Employee whose services have been terminated because of:

5.1.violation of University rules and regulations; and



- 5.2. inefficiencies resulting in poor teaching performance;
  - 6. Termination of contract; or
  - 7. Retirement due to age or length of service or both
- b. Termination of employment papers shall be included in the personal service record file of the employee concerned, giving full description of statement of the cause(s) and attaching source documents.
  - c. Upon termination, the employees shall be required to secure clearances for all financial and property accountabilities with the University, which shall be endorsed in the prescribed clearance form. Wages and other monetary considerations due to the employee shall be withheld upon failure to submit the proper clearance, except as otherwise provided by law.
  - d. Termination due to expiration of contract does not disqualify the employee from re-employment in the University.
  - e. Procedure for Termination of Employment:
    - 1. Termination of employment initiated by the employee shall be in writing and addressed to the President, through the Senior Vice President for Academic Affairs, the Dean, and the Program Head concerned. Letters of resignation or application for retirement must be submitted at least one (1) month prior to the date of effectivity to enable the office to secure suitable replacement; and
    - 2. The Human Resources Division shall be responsible for processing documenting the Personnel Action Notice related to the resignation and/or retirement of the faculty.

**Section 13. HRD Files.** Each Institute or Academic Department and HRD shall establish a records system and qualification index of all faculty members. For this purpose, individual personnel folders shall be kept, and these folders shall bear information on the faculty members' performance record, occupational history, educational attainment, special studies and training, eligibility and other relevant data.



## Chapter IV - FACULTY RIGHTS, DUTIES AND RESPONSIBILITIES

### Article I. General Policy

**Section 1. Scope.** Far Eastern University recognizes that faculty members play a vital role in the individual and professional development of students and ultimately in nation-building. Faculty members are, therefore, vested with rights as they are given responsibilities in relation to the students, colleagues, the University Administration and the University community, and society.

**Section 2. Limitation.** The University Administration and the provisions of the existing Collective Bargaining Agreement provide direction and assistance as may be necessary for the faculty members to exercise their rights and to discharge their responsibilities without prejudice to their constitutional and statutory rights.

### Article II. Rights

**Section 1. Rights.** FEU faculty are entitled to the following rights:

- a. to be informed of their terms of appointment, conditions of employment, rank and ranking criteria;
- b. to be informed of the University policies with which they should comply;
- c. to be informed, and if need be, to clarify any change or implementation of University policies, especially those dealing with matter directly affecting classroom activities and concerns;
- d. to communicate through proper channels with higher administrative authorities about matters of institutional concerns and their teaching/professional concerns;
- e. to know the benefits that they are entitled to as provided in pertinent laws, the CBA, and Institutional policies;



- f. to receive the exact amount of their salary on the date of payment agreed upon between the management and the faculty union\*;
- g. to receive compensation and benefits commensurate to their status, rank, and teaching competence;
- h. to have working conditions that are in accordance with CHED rules and regulations, existing Collective Bargaining Agreement (CBA), accreditation requirements, and University policies;
- i. to be safe and secure in their workplace;
- j. to be free from any form of discrimination (age, religion, race, sexual orientation, among others);
- k. for regular faculty, to have a clear statement from the University administration of the conditions covering retirement plans in terms of qualification requirements, amount, nature and duration of benefits, and disqualification from entitlement thereto.
- l. for non-regular faculty, the right to enjoy security of tenure during the period stipulated in their contract in accordance with the provisions of the Labor Code of the Philippines, Philippine jurisprudence, and CHED regulations and orders;
- m. in any proceeding which may result in disciplinary action, the right to due process, non-observance of which shall nullify any decision arrived at by any investigating body or authority;

**Section 2. Due Process and Disciplinary Action.** Consistent with due process in any investigation or formal inquiry, the FEU faculty have the right to:

- a. be informed in writing of the complaint against them;
- b. have access to the evidence against them;
- c. be given reasonable period to prepare their defense;

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\* Any delay and deficiency in payment of the teacher's salary shall be immediately rectified upon notice made to the office concerned. All overpayments made on a certain payday shall not be deducted in full from the next payday but shall be made on a staggered basis depending on the amount of overpayment.



- d. answer the complaint in writing or, at their option, answer the complaint with the assistance of a counsel and defend themselves before the committee commissioned by the University to conduct the investigation or hearing regarding the complaint against them;
- e. have a prompt disposition of their case; and
- f. be informed of the decision in writing.

All complaints against any faculty member should be in writing duly signed by the complainant and should be addressed to the respective Program Head or Dean.

Upon receipt of any complaint, the Program Head shall report it within 3 days to the Institute Dean. If the case involves a minor offense or an inter-personal conflict, the issue should be resolved or the parties be called for mediation by the Dean. The Dean may decide to elevate the case to the Senior Vice President for Academic Affairs for further mediation and other related purposes or the creation of an Ad Hoc committee to hear the facts and make a recommendation.

If the case involves a major offense, the Institute Dean should immediately forward the complaint to the Senior Vice President for Academic Affairs who has the authority, with the assistance of the Legal Counsel, to hear the complainant and the respondent, evaluate the facts and evidence and impose the appropriate penalty, if necessary. In such a case, the faculty member shall be required to answer the complaint. He/She may be assisted by a counsel of his/her choice. The Senior Vice President for Academic Affairs, depending on the nature and circumstances of the case, may decide to constitute an Ad Hoc committee to hear the facts and make a recommendation.

The members of the Ad Hoc Committee shall be chosen from departments other than that of the faculty member concerned. The Ad Hoc Committee shall be at least three (3) but



not more than (5) members. The findings of the Ad Hoc Committee shall be investigative and recommendatory.

**Section 3. Academic Freedom.** Academic freedom in research and instruction is essential for the advancement of truth and scientific knowledge. Academic freedom is bounded by rules of ethics, responsibility to the truth, and by university policies.

Academic freedom in the classroom is the freedom accorded to faculty to discuss their subjects in the classroom without institutional censorship or discipline. This freedom, however, is contingent upon the topic being related to the learning objectives, the accurate presentation of facts, data, and information, and upon the respect for the students' own beliefs.

Academic freedom in research is the freedom accorded to faculty to pursue research and to publish the findings of their research without institutional censorship or discipline. The freedom to pursue research is ensured provided that this freedom does not negatively affect the accomplishment of teaching and other academic duties.

The FEU faculty have the freedom to:

- a. employ teaching methods in line with the FEU Teaching Philosophy student-centered learning;
- b. exchange ideas (e.g. research collaboration, classroom discussion) with students upholding the core values of the University
- c. supplement ideas, knowledge and information that can enrich the course syllabus and enhance classroom discussion;
- d. articulate responsible and balanced speeches and writings made inside or outside the University premises;



- e. embark on their preferred research undertaking as part of their commitment to academic excellence, notwithstanding one's specialization and/or the University's research agenda;
- f. discuss discipline-related controversial issues while exercising caution; and
- g. allow students to make up for graded class requirements that were missed because of valid reasons (e.g. serious illness, accidents, family emergency, etc.);

Faculty exercise academic freedom in accordance to the provisions on the code of ethics. The University shall guarantee that the faculty shall have the freedom from institutional censorship in discussing topics related to academics. Limitations in the exercise of academic freedom shall be made known to applicants upon their appointment as a faculty member.

### **Article III. Duties and Responsibilities**

**Section 1. General Provisions.** Each FEU faculty member shall be guided by the Faculty Code of Ethics and by the Basic Duties and Responsibilities of the FEU Faculty included in this Manual in his/her department vis-à-vis the University, the Administration, his/her profession, colleagues, and students. To this end, the University prescribes policies and regulations governing the various phases of the teacher's functions.

Consistent and flagrant infraction of its provisions shall be a basis for disciplinary action. The general and specific responsibilities of an FEU faculty are the following:

**Section 2. Definition of Full-Time Employment.** Regular faculty members and full-time faculty members (RFTs and LFTs) are required to render 40 hours of work a week. These forty hours will be composed of a combination of teaching and work related to teaching (preparation, checking, consultation with students) and departmental and university work (meetings, committee work, orientations, etc.) or a combination of teaching (included teaching related work and departmental or university work) and research and/or work on special university projects.

An example of the ratio of teaching to work related to teaching is as follows. Twenty-four hours of teaching means 24 hours a week of classroom-contact time plus 16 hours a week of teaching-related work, which totals to forty (40) hours a week. This reflects a



60% (teaching) – 40% (teaching-related) ratio. Given the 60-40 ratio, work on special university projects, are calculated as one (1) unit being equal to thirty (30) hours of work.

Regular faculty members and full-time faculty members (RFTs and LFTs) are expected to be present for all their classes but need not do their teaching related work on campus.

**Section 3. Teaching Responsibilities.** In pursuit of the University mission and in the observance of its commitment to the students, the FEU faculty is required to:

1. perform duties in accordance with the philosophy and goals of the University in general, and the Institute in particular and in the pursuance of the national educational objectives;
2. use a variety of student-centered teaching strategies, methods, and learning resources including the use of FEU Learning Management System and other blended learning materials;
3. utilize methods that develop critical thinking, effective communication, and digital literacy;
4. use department-approved, updated, and outcomes-based syllabi and provide students with such;
5. observe research-based and information-driven teaching;
6. keep meticulous records for efficient student performance evaluation;
7. in the interest of transparency, make record of grades always available to the student;
8. provide regular feedback to students on their performance;
9. come to class prepared and on time;
10. check class attendance;
11. in case of absence, coordinate with the Program Head for approval of any alternative instructional plan (e.g. substitute teachers, outside-the-classroom activities, use of the FEU Learning Management System).
12. maintain order in the classroom and apply classroom policies, rules, and regulations consistently;
13. refer behavioral problems to designated units;
14. ensure the general orderliness of the assigned classroom;



15. conduct and supervise examinations;
16. serve as a proctor for Departmental Examinations, Comprehensive Examinations, Qualifying Examinations, and other Special Examinations, if assigned by the Dean.

**Section 4. Responsibilities to Colleagues.** The FEU faculty has the responsibility to:

1. keep harmonious relationship with colleagues through respect for individual differences;
2. keep a cooperative or team spirit in carrying out academic responsibilities and in participating in co-curricular activities.

**Section 5. Responsibilities to Students.** The FEU faculty has the responsibility to:

1. cultivate in the students a sense of national identity, cultural consciousness, moral integrity and spiritual vigor;
2. cultivate in the students a sense of pride in being an FEU student;
3. provide motivation for the students' moral, intellectual and social development;
4. create a positive classroom climate conducive to learning;
5. develop in students the ability to think logically and critically and to communicate effectively;
6. develop in the student skills for problem-solving, decision making, planning and dynamic leadership in their respective areas of specialization; and
7. give support and encouragement for independent study.

**Section 6. Administrative Duties in the Classroom.** The welfare of the student is an essential concern of every faculty member. As guide and counselor, FEU faculty must make every reasonable effort to foster desirable conduct in their students and to ensure that the evaluation of students reflects their true merit. The FEU faculty is required to:

1. accept only students who are officially enrolled as indicated by the official class list;



2. enforce the rules on attendance provided for by the Commission on Higher Education (Article XXI, Section 101 page 69 of CHED Manual of Regulations\*);
3. keep an accurate record of grades and encode such during the official grade encoding period;
4. attend to student inquiries about final encoded grades;
5. in the interest of cyber security, regularly change personal system password;
6. strictly observe the schedules of periodic examinations and seek prior approval from the Dean, should there be schedule changes.

**Section 7. Responsibilities Related to Assessment and Evaluation.** To ensure accurate and fair assessment, the faculty must:

1. use a variety of valid, reliable and objective evaluative techniques;
2. create a Table of Specification (TOS) and item analysis for all summative assessment;
3. ensure that the assessment reflects the work that the student has done, the knowledge that the student has acquired, and the skills that the student has developed;
4. exclude attendance, conduct, and performance of other non-academic tasks as part of assessment;
5. consider only the merit of the student's work, knowledge, and skills in creating an assessment;
6. never accept favors or gifts in exchange for a favorable assessment nor allow personal relations to affect assessment;
7. neither allow selective make-up activities nor award attendance at extra-curricular activities with extra credit.

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\* "A student should attend at least eighty percent (80%) of the required total number of class and laboratory periods during a given term. A student who fails to satisfy this minimum requirement should not be given credit.

Absences and tardiness should be regarded as a matter of discipline and not as one directly affecting scholastic ratings, provided it does not exceed 20% of the required number of class and laboratory periods during a given term.

Tardy students should be allowed to attend their class but will be marked absent if the tardiness exceeds 10% of the class time (e.g. 15 minutes for a 1.5-hour class)"



## CHAPTER V – FACULTY SALARY AND BENEFITS

**General Provisions.** In the performance of the FEU teacher’s duties and responsibilities, the following are to be provided to facilitate the performance of the same:

- a. an environment with physical facilities conducive to learning;
- b. administrative measures for effective instruction, such as protection from unwarranted distractions, interference or disruptions in the performance of his/her academic duties and co-curricular activities and opportunities for professional growth;
- c. assistance may come in the form of research and extension subsidy, deloading, subsidy for conference presentation, official time off, etc.;
- d. The awarding of any financial assistance is subject to availability of funds and the University’s academic development policies.

### Article 1. Salary and Pay Periods

**Section 1. Authority.** The FEU faculty members are paid for their teaching service in accordance with the salary scale provided in the University. Any adjustments are results of the faculty collective bargaining agreement or, in its absence, by that of the University policies, rules and regulations.

**Section 2. Form and Manner of Payment.** Faculty members are paid in cash or through the automated system rendered by a duly authorized bank at least twice a month with an interval of not more than fifteen days. If either day falls on a holiday, payment is made on the preceding working day.

### Article II. Faculty Leaves

To provide the FEU faculty time for his personal well-being, the following leave provisions shall be made available to them:

**Section 1. Sabbatical Leave.** A sabbatical leave may be granted to a regular faculty member, pursuing a research project, who:



1. is teaching exclusively in the University;
2. is a Doctorate degree holder with at least a rank of Professor I;
3. has a good track record in quality research and publication;
4. has a plan for the Sabbatical Leave has been approved by the University Research Council;
5. has very satisfactory performance rating or higher for the last three consecutive years immediately preceding the sabbatical leave; and
6. has rendered a minimum of nine (9) consecutive years of service in the University.

**Section 2. Sick Leave.** A regular faculty member shall be entitled to sick leave with pay equivalent to 6.25 days per semester and 2.5 days in summer. Sick leave credits will be earned at 1.25 days/month. The same sick leave credits will be earned for the two-summer months even if without teaching load. Unused sick leave credits shall be converted to cash at the end of the fiscal year.

**Section 3. Service Incentive Leave.** Lecturers employed in the University for at least one (1) school year shall be entitled to a service incentive leave of five (5) days. Unused service incentive leave shall be converted to cash at the end of fiscal year.

**Section 4. Paternity and Maternity leave.** Paternity and maternity leave benefits shall be enjoyed in accordance with the law

**Section 5. Emergency Leave.** The University shall grant to regular faculty members an emergency leave with pay, which shall be non-cumulative in nature, not to exceed a maximum of seven (7) working days within a period of one (1) year for the purpose of attending to the serious illness and/or accident that require hospitalization or death of an immediate member of his/ her legitimate family or medical consultation, laboratory work-ups and/or follow-ups for children of pediatric age of medical conditions and other life threatening illnesses and injuries, or in the case where such faculty member has been the victim of a natural calamity or disaster, such as typhoon, earthquake, flood, fire, demolition of house by court order or when evicted from the housing facility by lawful order, and the like, subject to submission of supporting documents.



**Section 6. Bereavement Leave.** A regular FEU faculty shall be granted this leave not to exceed three (3) teaching days each year with pay in full (equal to the teaching load including allowances and related remuneration benefits) for the death in the family which includes:

- a. Legal Spouse
- b. Legitimate/Legally Adopted Child/Children
- c. Parent/s
- d. Brother/s and/or Sister/s (legitimate or adopted)
- e. Parent/s-in-Law

**Section 7. Emergency Leave.** Emergency leave with pay in full equal to the current teaching load, including allowances and related remuneration benefits shall be granted to calamity-affected regular FEU not to exceed three (3) consecutive work days for every event. Calamities include but are not limited to floods, fire, earthquakes, and the like.

**Section 8. Child Care Leave.** A female regular FEU faculty shall be granted child-care leave of not more than three (3) consecutive work days at any one (1) time and not to exceed an aggregate total of nine (9) work days in one (1) school year. Pay shall be equal to fifty per cent (50%) of her teaching load, including the allowances and related remuneration benefits. This is applicable for actual serious illness/s of a legitimate child of not more than thirteen (13) years of age.

The FEU faculty concerned shall accomplish an official application form in triplicate and file within three (3) work days after returning from leave with supporting documents to support the claim and justify the absence.

**Section 9. Leave of Absence Without Pay.** Subject to the provision of the CBA, a regular FEU faculty may be granted, for meritorious reasons, a leave of absence without pay for one year and which may be extended for another year, at the discretion of the President of the University.

Details on the conditions and availment of faculty leaves will be provided by the University's Human Resource Office.



## **Article III. Benefits**

**Section 1. Financial Facilities.** The University, within its capacity, may allow the enjoyment of the following privileges on a case-to-case basis:

- a. assistance in facilitating a faculty's loan application in financial institutions by providing the necessary documents asked for;
- b. salary loans to meet hospitalization and medical expenses in accordance with established policies;
- c. free tuition for children;
- d. for regular faculty who have no children, a transfer of said privilege to his/her nearest kin on condition that he/she can prove their kinship through proper documents;
- e. tuition subsidy for doctoral studies;
- f. longevity pay for faculty who have served the university for more than 20 years.

### **Section 2. Salary Increase**

Salary increases are agreed upon between the FEU faculty union and FEU administration during the collective bargaining period. Increases usually apply to the three academic years following a collective bargaining agreement. Agreements on the annual increases are published in the CBA booklet.

### **Section 3. Additional Benefits.**

Additional benefits are also agreed upon between the FEU faculty union board and the FEU administrators during the collective bargaining period. Benefits may include a signing bonus, rice allowance, medical and dental benefits and longevity pay. Agreements on the additional benefits are published in the CBA booklet.

**Section 4. FEU Educational Award.** The Ten Outstanding Faculty of the Year award is given to ten full-time FEU teachers who excel in their professionalism and work ethics, commitment to the holistic development of students, and commitment to their discipline.



These ten teachers tower above all else in their ability to teach effectively, inspire the students to challenge themselves and strive harder, and encourage their peers to build a professional and nurturing academic community. The awardee receives a cash prize and a trophy



# Appendices



## BASIC DUTIES AND RESPONSIBILITIES OF THE FEU FACULTY

I, \_\_\_\_\_ of the Institute of \_\_\_\_\_ have been oriented and am aware of my basic duties and responsibilities as an FEU Faculty, listed here in this document, and do solemnly swear to carry out these duties and responsibilities to the best of my abilities.

As an FEU Faculty/Educator my basic duty is to facilitate the learning and assess the performance of the FEU student in a manner that student-centered, fair, and professional. It is also my basic duty to update myself in my field of specialization which is also the field in which I teach, create and revise the learning materials I use and employ a variety of teaching methodologies in order to encourage creative and critical thinking in the student. I will carry out this duty in a manner that is mindful of the fact that I serve as a model of ethics, impartiality, diligence, clarity in thinking, and professionalism to the FEU student.

Given this, I will adhere to the following specific guidelines:

1. that the classroom and FEU in general are places where the student experiences professionalism and transparency through the

- scholarly treatment of the subject matter of the class;
- foregoing of the sharing of personal details or narratives irrelevant to the subject;
- assurance that the teacher is interested in the learning and progress of the student;
- understanding that there will be fair assessment based on the skills and knowledge acquired in the class; and
- guarantee that tasks that involve additional costs other than what is specified in the syllabus (collection of fees for photocopy, purchase of books or other items in exchange for a grade, assignment to view a play or eat at a restaurant or purchase of a tool, etc.) will not be assigned;
- constant discussion of the nature of and reason for class requirements and their relation to the learning outcomes of the student;
- adoption of a stance towards students that is both “firm and affirming;”
- provision of proper feedback on performance throughout the semester, and the maintenance of the policy individual records being accessible to the pertinent student;



- insurance that the policy on data privacy is fully respected.

2. that the classroom and FEU in general are places where the student feels safe and free from humiliation, coercion, and harassment through the

- use of language that does not make fun of a student's abilities, appearance, and behavior;

- use of language that is not offensive, foul, vulgar, and obscene;

- use of an appropriate tone at all times and the avoidance of a loss of temper;

- full respect for their religion, way of life, sexuality, and beliefs;

- maintenance of an atmosphere devoid of any sexual insinuation directed toward an individual; and

- maintenance of professional relationship from the student.

3. that the university focus on student-centered learning is fully understood and imbibed; that the policy on grading and assessment is strictly followed; that the university emphasis on research and extension is recognized as integral part of the education process and actively pursued.

4. that other university administration work is carried out efficiently and professionally through such activities as the

- insurance of the accuracy of class lists and records;

- submission of precise grades on time and the securing of faculty clearance;

- participation in university committee work (such as library, accreditation, community extension, etc.).

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Signature and Date



## Far Eastern University

### POLICY ON ACADEMIC INTEGRITY

Anchored on the core values of Fortitude, Excellence and Uprightness, Far Eastern University (FEU) believes that its students, administration, faculty and staff should demonstrate academic integrity at all times. Academic integrity means that the members of the entire academic community adhere to the fundamental values of honesty, hard work, originality, respect and responsibility. They are expected to always adhere to the highest standards of academic excellence.

FEU faculty members are expected to demonstrate beliefs, attitudes and behaviors associated with academic honesty. Thus, they should not allow any act of academic dishonesty among their students nor in themselves. Academic dishonesty comes largely in two forms: cheating and plagiarism. It is considered a major offense subject to disciplinary actions if faculty or students cheat or plagiarize their work.

**Cheating** is broadly defined as getting unauthorized help on an assignment, quiz or examination. The following are considered as acts of cheating, and should therefore not be tolerated by the faculty:

- Copying from another student during a test or examination, with or without his/her knowledge;
- Allowing another student to copy his/her work;
- Using unpermitted notes during a test or examination;
- Having in one's possession written notes or electronic devices during a test or examination;
- Getting questions or answers from someone else who has already taken a test or examination;
- Turning in work done by someone else;
- Taking a test or examination for another student;
- Writing or providing an assignment for another student.

**Plagiarism** is another form of academic dishonesty. All FEU faculty and students are expected to turn in work that is a product of their own efforts, study and research. Thus, copying work of others (in whole or in part) and claiming it as one's own is considered an act of plagiarism. A work is also plagiarized if the writer did not properly cite or



acknowledge the sources or references for his/her work. One must remember that plagiarism is identified not through **intent** but through the **act** itself. The following are considered acts of plagiarism:

- Repeating someone else's words verbatim without acknowledgement;
- Presenting someone else's ideas without acknowledgement;
- Paraphrasing, translating, or summarizing someone else's ideas without acknowledgement;
- Improperly acknowledging of sources, as with incomplete/imprecise documentation;
- Having one's work done by someone else or having one's work substantially revised by someone else.

### **POLICY ON NON-SOLICITATION OF FUNDS**

All official fees of the University are collected through the Cash Department. Faculty or staff members of the University should not collect any additional fees from students, such as those for tickets, entrance fees, transportation fees, hand-outs, readings, quizzes or tests.



## Far Eastern University

### Academic Development

#### University Research Center

To be one of the leading universities in the Philippines, Far Eastern University (FEU) gives substantial importance to research, which is one of the tri-fold functions of Higher Education Institutions (HEIs). In the quest of FEU to provide quality education, the University highlights the importance of research productivity in the academic community as reflected in its aspiration statement. To achieve this aspiration, efforts are directed towards the sustainability of a culture of research and strengthening of the research capability of faculty members.

The research priorities set by the respective Institutes comprise the University research agenda that is aligned with the University's vision-mission. The research thrust of the University is geared towards the overarching research themes of "Sustainability," "Urban Studies," "Diversity," and Health & Wellness."

The University Research Center (URC) is the unit which facilitates the implementation of the various research-related programs:

*Research Mentorship Program* - designed for researchers who may need the assistance of a mentor to guide them in the development, conduct, and eventual publication of their research

*Research Capability Building Program* - a discipline-specific research training program which involves between 10 to 20 participants from the same institute/department. This program is to be initiated by an institute/department, in cooperation with the URC, to provide training and support to its faculty members through an invited research consultant who is a notable expert in his/her field.

*Aid-in-Writing Program* - specifically for researchers with existing research material but needs time to write a publishable manuscript.

*Interdisciplinary Research Program* - involves researchers from different disciplines that integrates information, data, techniques, tools, perspectives, concepts, and/or



theories from various bodies of specialized knowledge to answer a research problem that is beyond the scope of a single area.

*Research Collaboration through Linkage* - involves FEU researchers and counterpart researcher/s from other HEIs or organizations with whom FEU has a linkage agreement. The research collaboration may be with a local or international partner.

The research endeavors of the faculty members are given adequate administrative support. Through the URC, the University implements mechanisms for the conduct of research and research training and provides the necessary financial and technical support.

### **Community Extension Service**

Community Extension Services (CES) takes the lead in implementing research-based community extension programs of the University. It also serves to coordinate, supervise, monitor, and evaluate the extension services rendered by the various institutes/programs in the partner communities of the University.

CES focuses on biodiversity and sustainability, urban studies, and cultural preservation and dissemination, all in line with FEU's Aspiration 2020. Its key program areas include people empowerment, socio-economic upliftment, environmental education, and cultural heritage conservation. **People empowerment** covers the healthcare services, as well as the psycho-educational, socio-political, leadership, literacy and numeracy, and recreational programs. **Socio-economic upliftment** can be achieved through small scale business seminars, entrepreneurship trainings, financial literacy, and livelihood programs. **Environmental education** includes programs on urban renewal, ecotourism, and waste and natural resource management. **Cultural heritage conservation** consists of documentation and assessment activities that are preliminary steps to the preservation of



cultural heritage sites and objects, and it also includes activities that promote local culture.

CES programs have their origins in community-based researches and are carried out, principally, by the faculty. Programs inspired by research findings are administered by various university stakeholders –staff, students, alumni, and other faculty. CES key programs also facilitate a more holistic approach towards helping each partner community achieve sustainable development reflected in the improved lives of its constituent





# FAR EASTERN UNIVERISTY

Academic Affairs Office

## Policies and Guidelines for Grading and Assessment For Incoming Freshmen and Transferees under 2018 - 2019 Curricula

Effective Academic Year 2018 - 2019  
(Undergraduates)

October 2018



## **Introduction**

Assessment is an important and integral part of the teaching and learning process. Grading serves the purpose of rating a student's performance. Grading, however is only part of assessment. When done properly, assessment can cue instructors on whether learning is happening and guide them on how to proceed with instruction. Good assessment holistically measures learners' current and developing skills.

In FEU, assessment is a joint process that involves both teacher and learners. It is fair, transparent and is based on standards set by the FEU community and benchmarked against other top universities, local and international quality assurance organizations and various government agencies.

## **Academic Integrity**

The most important measure of the FEU students' uprightness is their respect for and adherence to academic integrity. Academic integrity is based on the idea that the work for which students are assessed and graded are a true reflection of their ideas, knowledge, and skills. When students cheat on a test or plagiarize on a paper or project the grade they get is not a true reflection of their ideas, knowledge, and or skill. Assessment then becomes inaccurate or even false.

Academic integrity also includes the respect for and adherence to the conventions of the forms of academic output (e.g. documentation rules for research papers, rules in debate) regardless of how rigid and seemingly tedious they are. Students with academic integrity acknowledge ideas and information that is not their own and builds upon ideas that are their own.

Students who cut and paste a paper together with incomplete or no citation do a miniscule amount of work and misrepresent themselves. The academic requirement submitted deserves a failing mark. Compare that work to the work of students who

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thought out the issues and problems, found various sources and cited them properly and wrote out all this themselves. In this second case, a greater effort was exerted and learning most probably occurred.

A fuller explanation of academic integrity is contained in the FEU policy on academic integrity. All FEU students are expected to adhere to this policy and failure to do so will be met with strict sanctions.

### **Academic Professionalism**

Members of the FEU community live out the core value of fortitude by adhering to academic professionalism. In FEU, professionalism is seen as the quality connected with people who, while maintaining a good life-work balance, can separate personal issues from professional requirements and get the job done well. While it is important to be involved in extra-curricular activities, to have healthy social lives, and to address rather than avoid personal issues, academic work should not take a back seat to these. Personal and even health problems should not be a reason not to do what is required. Virtually all members of the FEU community have personal or health issues and yet what determines the cream of the crop and real success is the ability to separate the personal from the professional and to accord each their own time.

In the area of teaching and learning academic professionalism is manifested among students and faculty in the following ways:

Students	Preparing for class, carefully reading what is required, working on papers and projects diligently, mindfully practicing skills required, doing one's share in group work, attending class regularly and punctually, submitting requirements on time, maintaining congenial and respectful relations with members of the FEU community
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Faculty	Preparing for class, ensuring that topics are focused on the matters designated in the Course Information Booklet, returning assessments right away, facilitating learning through discussions, attending class regularly and punctually, submitting requirements on time, maintaining congenial and respectful relations with members of the FEU community
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## Attendance

*The Manual of Regulations for Private Higher Education (MORPHE), Section 101 states that students should not be absent for more than 20% of the class periods, (“A student who incurs absence of more than twenty (20%) percent of the prescribed number of class or laboratory periods during the school year or term shall fail and earn no credit for the course or subject...”)*

FEU follows this rule strictly and makes no distinction between excused and unexcused absence. Students are expected to be responsible for their learning and should use their allowable absences responsibly and judiciously. Furthermore, the counting of the number of class days begins on the first meeting. Students are expected to be present on the very first day as class discussions are expected to start then.

The MORPHE rule on absences applies to all students, be they scholars, student leaders, working students, Dean’s listers, athletes, artists, and performers. These students are expected to balance their other commitments with their studies. Students who have other commitments that conflict with a class day should inform their teachers ahead of time if they are to miss a class. In such a situation, students have a right to make-up for missed assessments. The absence will still be recorded and the student becomes responsible for the material covered during the class missed. Nevertheless, they are entitled to retake a missed assessment or to be given another deadline of submission of a requirement due on the day of the absence.



Attendance to class is an expectation and mere attendance does not measure learning. Attendance is not given any credit in the grading process and no extra points should be given for perfect attendance.

## **Transparency**

Assessment at FEU works on the premise that students are the owners and creators of their grades; faculty supply the guidelines, rubrics, and systems with which the grades are determined. Faculty act as a fair and “disinterested” judge and the students are the ones who actually determine their grades. Transparency is an important value in proper assessment and all matters pertaining to assessment, including the content of the assessment or what will be asked, should be known to the students. As such, there should be:

- a course outline made available to the students on the very first day of class (ideally, even before the first day of class) that indicates all the assessments that will be required;
- full disclosure of the type of formative and summative assessments indicated in the course outline and an explanation of the weight or percentage of each assessment to the final grade;
- clear distinctions between and among formative and summative assessments and clear time gaps for when assessments are given;
- rubrics for evaluation of assessments that are available for students to consider and even negotiate;
- record of grades available to students at all times and consultation on grades throughout the term;
- active mechanisms for feedback to students;
- student awareness of the QPA and its function as an indicator of academic achievement or underachievement.

## **Formative and Summative Assessments**

FEU places a premium on the students’ learning journey and the process and deepening of learning, critical and creative thinking, reflection, and problem-solving. Formative

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assessments (FA) are important for this as they are tools that help identify learning gaps and help shape learning. In FEU, *formative assessments* may be graded or ungraded and should occur throughout the semester. Formative assessments should refer to specific or smaller parts of the course. Its function is to build micro knowledges and skills that are translated in preparing for and achieving better opportunities for summative assessments. The more formative assessments, the higher the chance of learning.

*Summative assessments* (SA) evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period like a unit, course, or program. In FEU, summative assessments are always graded.

<b>Formative Assessment</b>	<b>Summative Assessment</b>
<ul style="list-style-type: none"> <li>• Quiz (short-long)</li> <li>• Seatwork</li> <li>• Reporting</li> <li>• Work samples (portfolio)</li> <li>• Demonstration &amp; observation of skill</li> <li>• Peer evaluation of project work</li> <li>• External review of student projects</li> <li>• Self-evaluation of work</li> </ul>	<ul style="list-style-type: none"> <li>• Departmental exams (Pen and paper) – unit, chapter, preliminary and final exams.</li> <li>• Case study/problem analysis</li> <li>• Capstone/application projects</li> <li>• Research/term paper</li> <li>• Performance test for skill-based courses</li> </ul>

### **Ratio of Formative to Summative Assessments**

The ratio of formative to summative assessments are as follows

For General Education courses:

70% of the grade should be formative and 30% should be summative.



For Professional Courses (except review classes and OJT)

50% of the grade should be formative and 50% should be summative.

For both GE courses and professional courses there should be at least twelve (12) formative assessments four (4) of which should be graded and assigned before the midterm and four (4) of which should be graded and assigned after the midterm. There should be at least one summative assessment on the 9<sup>th</sup> week and one summative assessment on the 18<sup>th</sup> week.

### Grade Descriptions

LETTER GRADE	QUALITY POINT	NUMERICAL EQUIVALENT	GRADE DESCRIPTIONS
A	4.0	92-100	Provides evidence of: <ol style="list-style-type: none"><li>1. complete and comprehensive mastery of the concepts and principles of the course;</li><li>2. outstanding proficiency in analytical, critical and creative thinking, and problem solving skills; and</li><li>3. excellent fluency in oral written and symbolic communication.</li></ol> Exhibits an exemplary level of independent and self-regulatory learning skills.



			Adheres to the University policy on academic integrity.
<b>B+</b>	3.5	85-91	<p>Provides evidence of:</p> <ol style="list-style-type: none"> <li>1. full mastery of the concepts and principles of the course;</li> <li>2. high proficiency in analytical, critical and creative, and problem solving skills; and</li> <li>3. very good fluency in oral, written and symbolic communication.</li> </ol> <p>Exhibits a high level of independent and self-regulatory learning skills.</p> <p>Adheres to the University policy on academic integrity.</p>
<b>B</b>	3.0	78-84	<p>Provides evidence of:</p> <ol style="list-style-type: none"> <li>1. considerable mastery of the concepts and principles of the course;</li> <li>2. significant proficiency in analytical, critical and creative, and problem solving skills; and</li> <li>3. good fluency in oral, written and symbolic communication.</li> </ol>



			<p>Exhibits an above average level of independent and self-regulatory learning skills.</p> <p>Adheres to the University policy on academic integrity.</p>
<b>C+</b>	2.5	71-77	<p>Provides evidence of:</p> <ol style="list-style-type: none"> <li>1. intermediate mastery of the concepts and principles of the course;</li> <li>2. adequate proficiency in analytical, critical and creative, and problem solving skills; and</li> <li>3. Average fluency in oral, written and symbolic communication.</li> </ol> <p>Exhibits an ample level of independent and self-regulatory learning skills.</p> <p>Adheres to the University policy on academic integrity.</p>
<b>C</b>	2.0	64-70	<p>Provides evidence of:</p> <ol style="list-style-type: none"> <li>1. satisfactory mastery of the concepts and principles of the course;</li> </ol>



			<p>2. satisfactory proficiency in analytical, critical and creative, and problem solving skills; and</p> <p>3. acceptable fluency in oral, written and symbolic communication.</p> <p>Exhibits a sufficient level of independent and self-regulatory learning skills.</p> <p>Adheres to the University policy on academic integrity.</p>
D+	1.5	57-63	<p>Provides evidence of:</p> <ol style="list-style-type: none"> <li>1. elementary mastery of the concepts and principles of the course;</li> <li>2. a certain proficiency in analytical, critical and creative, and problem solving skills; and</li> <li>3. some fluency in oral, written and symbolic communication.</li> </ol> <p>Exhibits a somewhat low level of independent and self-regulatory learning skills.</p> <p>Adheres to the University policy on academic integrity.</p>



D	1.0	50-56	<p>Provides evidence of:</p> <ol style="list-style-type: none"> <li>1. minimal mastery of the concepts and principles of the course;</li> <li>2. minimal proficiency in analytical, critical and creative, and problem solving skills; and</li> <li>3. basic fluency in oral, written and symbolic communication.</li> </ol> <p>Exhibits a low level of independent and self-regulatory learning skills.</p> <p>Adheres to the University policy on academic integrity.</p>
F	0	49 and below	<p>Provides inadequate evidence of:</p> <ol style="list-style-type: none"> <li>1. mastery of the concepts and principles of the course;</li> <li>2. proficiency in analytical, critical and creative, and problem solving skills; and</li> <li>3. fluency in oral, written and symbolic communication.</li> <li>4. independent and self-regulatory learning skills.</li> </ol> <p>Adheres to the University policy on academic integrity.</p>



## Grading Periods and Grade Calculations

There are two grading periods every semester. The first grading period, from week one (1) to week nine (9), ends with a midterm summative assessment. The second grading period, from week ten (10) to week eighteen (18) ends with the final summative assessment. The mid-year or short term has (6) weeks with the first grading period ending on week 3.

Grades are calculated based on a weighted running average. As such, the grades at the midterm might not necessarily represent 50% of the final grade.

Sample Grade Calculation for a General Education Class

	WEE K 2	WEE K 3	WEE K 3	WEE K 4	WEE K 4	WEEK 5	WEE K 5	WEE K 7	WEE K 8	WEE K 9
Assessm ent	Quiz	Oral Pres	Quiz	Shari ng	Quiz	Descript ive Paragra ph	Quiz	Quiz	Oral Pres	Midte rm Paper
Kind of Assessm ent	FA	FA	FA	FA	FA	FA	FA	FA	FA	SA
Percent of Grade	0%*	0%*	7%	0%*	0%*	7%	7%	7%	7%	15%
Grade	D	C+	C	C+	B	D+	B	C	C	C+
Grade Calculat ion	1X0 0	2.5X 0	2X.0 7	2.5X. 0	3X0 0	1.5X.07 0.105	3X.0 7	2X.0 7	2X.0 7	2.5X.1 5
	0	0	0.14	0.175	0	0.105	0.21	0.14	0.14	0.375



	WEEK 10	WEEK 11	WEEK 12	WEEK 12	WEEK 15	WEEK 15	WEEK 16	WEEK 18
Assessment	Quiz	Quiz	Short Essay	Sharin g	Quiz	Group Presentation	Quiz	Final Paper
Kind of Assessment	FA	FA	FA	FA	FA	FA	FA	SA
Percent of Grade	7%	7%	0%*	0%	7%	7%	7%	15%
Grade	D	C	C+	C+	A	C	B	B
Grade Calculation	1X.07	2X.07	2.5X0	2.5X0	4X.07	2X.07	3X.07	3X.15
	0.07	0.14	0	0	0.28	0.14	0.21	0.45

Final Average	2.575
Final Mark	C+

FA- formative assessment SA- summative assessment

\*0% Feedback given but grade not recorded



The round up of a grade will follow the following scale:

	Quality Point	Letter Grade
.99 and lower	0	F
1.0 -1.29	1	D
1.30-1.79	1.5	D+
1.8-2.29	2.0	C
2.30-2.79	2.5	C+
2.80-3.29	3.0	B
3.30-3.79	3.5	B+
3.80-4.0	4.0	A

### **Midterm Advisory Marks**

Midterm advisory marks and a midterm advisory QPA will be made available to students through the Learning Management System (LMS) on the 10<sup>th</sup> week of the semester. These marks are intended to give the students an idea of their progress but do not necessarily represent 50% of the final mark. Students who are not meeting the QPA requirements at this point will be asked to attend intervention programs organized by the Guidance and Counseling Office.

### **Consultation on the 10th week**

In order to ensure that feedback is given to students, instruction will be put on hold during the first three days of the tenth week of classes. Instructors are expected to meet all their classes but they are also expected to spend class time providing feedback to students through face-to-face meetings. They are expected, in particular, to focus on

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students who are falling behind. This period will be known as consultation week and Program Heads will be expected to report on the progress of the consultations of faculty with their students.

## **Passing Mark**

The passing mark for all university courses regardless of program is 50%.

The passing mark is a representation of acceptable levels of achievement. A high passing mark does not ensure quality learning. Quality learning is ensured by sound assessment that measures higher-order thinking skills. A passing mark can be fixed at a high percentage, for example 75%, but if what is tested is only rote knowledge, the grade will not be an indicator of a student's ability to think critically and express themselves accurately.

Although the DepEd and many universities have adopted the passing mark of 75%, many other universities both here and around the world determine their own marking criteria. At University College London (UCL), for example a grade of A is equal to 70-74% and is characterized as manifesting "exceptional thoroughness and clarity...clarity and rigour of argument...extensive reading" and is awarded first class honors. The passing mark at UCL is D which is equivalent to 40-49%. At Seoul National University, the lowest passing mark is a D- which is equivalent to 63%. At the Singapore Management University (SMU), the lowest passing mark is a D which has a mark range of 50-52%.

## **Quality Point Average (QPA)**

An FEU student's final grade for a course generally comes in the form of a letter (A, B+, B, C+, C, D, D+, F), which is a summary of his or her performance in the formative and summative assessments. That final grade is reflected in the student's transcript of records.

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So that student performance across courses can be summarized in one measure, the letter grades that a student receives in his or her courses are assigned numerical values called quality points: A is given a value of 4, B+ 3.5, B 3, C+ 2.5, C 2, D+ 1.5, D 1, and F 0.

The Quality Point Average or QPA is the summary measure that is used to reflect a student's performance over a given reference period, e.g., a semester, an academic year, or throughout a student's entire stay in FEU. It is the weighted mean of the quality points that a student receives in all courses that he or she is enrolled in for credit during the reference period, where the weights are the proportion of the units of each course to total units taken.

The formula of the QPA can be written more concisely and accurately using mathematical notation as follows:

$$QPA = \sum_{i=1}^n w_i q_i$$

where  $q_i$  is the quality point of the letter grade in course  $i$  and  $w_i = u_i / \sum_{i=1}^n u_i$  is the weight of course  $i$ , measured as the number of units assigned to course  $i$  divided by the total number of units taken during the reference period ( $n$  being the number of courses taken over the reference period). The formula calculates the QPA as the sum of the products of the course weight and the quality point in each course taken during the reference period.

Alternatively, the QPA may be calculated as follows:

$$QPA = \frac{\sum_{i=1}^n u_i q_i}{\sum_{i=1}^n u_i}$$

In this formula, the QPA is shown as the sum of the products of the number of units assigned to a course and the quality point in that course divided by the sum of the number of units of all courses taken during the reference period.

The QPA is calculated at the end of every semester (to determine deans lists), every year (to determine promotion to the next year level), and at the completion of a degree program (to determine Latin Honors).



Here is a sample computation of a semestral QPA (using the second formula above):

	Course Title	Number of units	Final Grade	Quality Point	Weighted QP
	College Academic Skills in English	3.0	C+	2.5	7.5
	Math in the Modern World	3.0	C+	2.5	7.5
	Wika, Kultura, at Lipunan	3.0	B	3.0	9.0
	Science, Technology, and Society	3.0	C	2.0	6.0
	History of Architecture 1	3.0	B+	3.5	10.5
	Introduction to Design	2.0	C	2.0	4.0
	Building Materials 1	3.0	D+	1.5	4.5
	National Service Training Program*	3.0	Pass	0	0
	Wellness and Recreation Program*	1.5	A	0	0
		20.0			49
	Semestral QPA	$49 / 20 = 2.45$			

\*not included in calculation of QPA



## Annual University QPA Requirement

For promotion to	Required annual QPA
2 <sup>nd</sup> year	1.2
3 <sup>rd</sup> year	1.5
4 <sup>th</sup> year	1.8
to graduate	2.0

The annual QPA is always calculated in May (end of the academic year). Thus the summer term grades are included in the calculation of annual QPA of the following academic year regardless whether the program has a required Summer enrollment.

The grades of transferees who enter FEU in the second term will be included in the calculation of the QPA of the following academic year. *Transfer credits will only be included in the calculation of the end-of-program QPA.*

*Students must meet the annual QPA requirement in order to be qualified for promotion to the next year level or for retention in FEU. Specific degree program requirements apply for retention and promotion within the degree program. Students who do not meet the annual QPA requirement will be on University Non-readmission (UNRA) status\**

### Program QPA Requirements

The following are the annual QPA required per program. Students who cannot meet the program QPA requirement will be on Program Non-readmission (PNRA) status. Students on PNRA status will not be readmitted to their program in the succeeding



year but may opt to apply for admission into a degree program with the minimum university-level QPA requirement.

	QPA required for promotion to 2 <sup>nd</sup> year	QPA required for promotion to 3 <sup>rd</sup> year	QPA required for promotion to 4 <sup>th</sup> year & 5 <sup>th</sup> year*		QPA required to graduate
BS Accountancy	1.20	1.60	2.00		2.40
BS Architecture	1.50	1.80	2.00	2.20	2.20
BS Elementary Education and BS Secondary Education	1.50	1.80	2.00		2.20
BS Medical Technology	1.50	2.00	2.20		2.40
BS Nursing	1.50	2.00	2.20		2.40
BS Psychology	1.50	2.00	2.20		2.40

### Selective Retention

Students on UNRA or PNRA status will be subject to the FEU Selective Retention Policy.

The Selective Retention Policy provides for an appeals process. Students whose appeals will be approved will be required to take and pass an enrichment course that is outside of their curriculum. They will not be allowed to take the enrichment course alongside academic requirements of their curriculum. The enrichment course is meant to help the students' strengthen their study skills and provide them an opportunity to examine their work habits.



*Students who do not meet the QPA requirement at the end of the 4<sup>th</sup> year cannot graduate even if they have completed all their academic requirements. These students will be asked to take and pass a refresher course which is outside their program of study.*

### **Semestral Honors (Dean's List) and Latin Honors**

Excellent academic achievement is recognized every semester through the announcement of a Deans' list. The Deans' list contains the names of all the students of the previous semester with a semestral QPA of between 3.35 and 3.50 for second honors and between 3.51-4.00 for first honors.

To qualify for the Dean's List a student must have no failing grades (NSTP and WRP included) and no disciplinary case during the particular semester. Student must be enrolled in the required number of units indicated in their curriculum and must not drop any of the enrolled subjects.

Consistent and excellent achievement is recognized at the end of a student's course of study through the awarding of Latin Honors. A student's overall QPA is calculated by averaging the grades for all the graded units required for a degree program. Latin honors are awarded during graduation.

**Summa Cum Laude** (with highest honors) - awarded to a student who obtains a great point average (GPA) of 3.8 or better, provided that he/she has a residence of at least six semesters immediately preceding the graduation. A GPA of at least 3.8 is required for students who are admitted in the program starting school year 2013-2014.

**Magna Cum Laude** (with high honors) - awarded to a student who obtains a grade point average GPA of at least 3.6, provided that he/she has a residence of at least six semesters immediately preceding the graduation.



A GPA of 3.6 or better is required for students who are admitted in the program starting school year 2013-2014.

**Cum Laude** (with honors) - awarded to a student who obtains a great point average of at least 3.4, provided that he/she has a residence of at least six semesters immediately preceding the graduation. A GPA of 3.4 or better is required for students who are admitted in the program starting school year 2013-2014

LATIN HONOR		QPA
Summa Cum Laude	With the highest honors	3.80 - 4.00
Magna Cum Laude	With high honors	3.60 - 3.79
Cum Laude	With honors	3.40 - 3.59

To qualify for Latin Honors, a student must have no major disciplinary case and no failing marks. Failures in NSTP and WRP will also disqualify the student from the Latin Honor award.



## Professional Ethics in Social Media for Faculty Members

Faculty members occupy a position of influence because of their integral role in the character formation of students. As role models, they must always exhibit professionalism and character beyond reproach. Such role extends in social media, an online platform for both professional and personal discourse and networking.

The following guidelines are meant to direct faculty toward professional behavior and ethics in social media. The guidelines are based on the following principles and purposes:

### I. PRINCIPLES

1. Digital natives, the cohort of students, tend to engage better in learning with educational technologies including social media;
2. The digital world in general is a pervasive and invasive social and learning context that serves as a touchpoint either for collaboration or conflict among its content users and creators;
3. Social media's content will be in the public domain. It leaves a digital footprint that is searchable, eternal, replicable, and has a global invisible audience;
4. Freedoms of speech and expression are not absolute as these intersperse with other laws or regulations and the rights or freedoms of others.

### II. PURPOSES

1. Promote responsible digital citizenship;
2. Strengthen the professional relationship between and among faculty members, school officials, students, other university stakeholders, and FEU as an academic institution;
3. Protect the faculty from legal risks due to a social media post's breach of university policies or national laws;
4. Protect FEU's brand identity, integrity, and reputation.

### III. COVERAGE

These guidelines are primarily intended for faculty members and all academic managers with teaching duties. Due to the digital footprints of social media posts, the guidelines apply to the following contextual uses of online platforms:

- on or off-campus;
- during work hours or off time;
- access through FEU's internet connectivity or personal data plan;



- gadgets provided by FEU, the user's personal property, or borrowed by the user from another person or entity.

The online platforms include social media such as Facebook, LinkedIn, Twitter, and other social networking sites; dating apps such as Tinder, Grindr, etc; gaming apps that allow exchange of messages among users; Wikis, blogs; and other similar internet sites that have interactive forums as part of their ecosystem.

#### IV. DEFINITION OF TERMS

- **Character assassination** refers to slander or verbal assault on a person in order to destroy his confidence or damage his reputation, usually done through unfair or dishonest criticism, exaggerated or manipulated facts, spreading of rumors and other false information.
- **Cyber-baiting** is gathering evidence against another person by plotting self-incriminating online exchanges.
- **Data privacy** covers individuals and entities that process personal information with extraterritorial application to protect the fundamental human right of privacy of communication while ensuring free flow of information for innovation and growth.
- **Digital footprint** is an indelible and perpetual trail of a person's online identity resulting from created data and activity via the internet and social media.
- **Educational technologies** are computer-mediated communication and cloud-based tools used to aid instruction.
- **Learning management system** is a cloud-based platform that allows the uploading of syllabi, readings, quizzes and other assessment tools and the exchange of comments and suggestions between and among the faculty and students.
- **Phishing** is a cybercrime that aims to steal information from targets by pretending to be a legitimate institution or person.
- **Professional distance** is the physical distance in face-to-face and mediated interpersonal communication transactions to establish that the faculty is a student's mentor, not a peer.
- **Social media and networking sites** are online communication channels used by a network of individuals for socialization or commercial purposes.
- **Trolls** are usually paid individuals who attack other people using real or fake social media accounts.



## V. ETHICAL GUIDELINES

This guide neither intends to limit the social media use of the faculty nor detracts from its commitment to promote intellectual freedom. It instead aims to promote:

### 1. Mutual Respect

Faculty member are expected to pursue mutual respect for each other's rights as digital citizens as well as that of their students, school officials, and other university stakeholders. Thus, faculty members are expected to:

- Post or share online materials that do not discriminate or defame<sup>1</sup> anyone, contravene intellectual property laws<sup>2</sup>, violate the privacy<sup>3</sup>, or impinge on the legal rights of others. This also covers sexist, racist, and other remarks that threaten, abuse, or offend others<sup>4</sup>.
- Secure express consent before uploading any of your photos that have other subjects such as faculty, students, non-teaching staff, and administrators.
- Do not post on social media what you cannot comfortably tell to the face of another person.

### 2. Upholding Truth

Faculty members are expected to uphold the truth by generating content and analysis based on facts. Content should be shared only after carefully verifying the credibility and veracity of the sources. The sharing of fake news may result in the normalization of a falsehood as the truth.

### 3. Democratic Discourse

Social media is configured for an open and democratic discourse with all types of audiences especially when a post is publicly shared. Thus faculty members are expected to:

- be mindful that social media is open to a fair chance of self-expression from different individuals who have multiple viewpoints that are either affirming, negotiating, or negating.
- always respond politely and rationally even to rebuttals to own arguments. They are expected to focus on the issue, not on the person;
- have the ability to detect trolls and anonymous accounts and have the wisdom not to engage them;

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<sup>1</sup> Article 358 of the Philippines Revised Penal Code, Cybercrime Prevention Act of 2012, Anti-Bullying Act of 2013

<sup>2</sup> Intellectual Property Code of the Philippines

<sup>3</sup> Data Privacy Act of 2012

<sup>4</sup> RA No. 11313 (Anti-Bastos Law or Safe Spaces Act)

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- disengage from individuals whose motives are “character assassination.” Self-restraint and an even temper are the marks of professional behavior.

#### **4. Professional Distance**

At all times, faculty should maintain a professional distance from students. The relation of a faculty to a student is one of mentor, not peer. Thus, faculty are expected to:

- avoid inviting them as online friends as this may lead to unprofessional personal connections.
- keep as a classroom policy declining friend requests from students. Faculty are encouraged to explain to students that FEU has a learning management system (LMS) for academic discussions.
- avoid using online dating apps within the radius of the university as you will potentially connect with students.
- If a social media group (e.g., Facebook group or chats) must be created as a complementary platform to the official LMS, clarify with students the mentoring pedagogy. For example,
  - that the exchange of online messages should be done only during office or school hours except for emergency cases.
  - that consultations should be limited to office hours.
- be careful of cyber-baiting or the act of gathering evidence against you. This can be avoided if social media dealings with students are restricted to academic matters.

#### **5. Brand Management and Content Moderation**

A faculty automatically becomes part of the FEU brand and more importantly the FEU Community. One is therefore expected to support the collective pursuit of making FEU a healthy and safe workplace and of protecting and promoting its brand. FEU faculty must therefore:

- maintain an online professional presence that is consistent with the faculty code of conduct. Managers may monitor the social media accounts of employees especially those that are up for promotions.
- inform school officials about disreputable social media content shared by students, faculty, employees, alumni;
- lodge complaints about policies and procedures through the agreed proper channels instead of ranting on social media where even non-FEU entities and invisible audiences can access these complaints.



- Be aware that FEU, consistent with the moderation policy for its official social media accounts, may take down comments that are inimical to its reputation including unauthorized advertising of commercial products and services.
- maintain separate accounts—one for personal and another for professional purposes, if necessary.

## 6. Official Statements

Official statements from FEU such as opinions on national concerns involving its stakeholders should be authorized by the Corporate Affairs or by delegated school administrators.

## 7. Account Security

Each faculty member must secure the privacy setting of personal accounts by:

- habitually logging out social media accounts when using shared computers and unsecured wifi access;
- regularly updating passwords;
- limiting the auto-synching of different social media accounts to control the reach of online posts;
- updating email's spam filters to avoid phishing.

## 8. Sound Wellbeing

Faculty are expected to nurture sound psychological and emotional wellbeing for students by not using social media as a venue for making fun of their mistakes in class-related activities.

### Data Privacy

Faculty are expected to always protect the data privacy of FEU stakeholders. The sharing of confidential records such as sensitive personal and privileged information<sup>5</sup>, academic reports, birth certificates, adoption papers, medical/guidance reports, and disciplinary records without the data subject's freely given, specific, and informed consent is strictly prohibited. In case of breach, immediately inform the subject.

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<sup>5</sup> Nationality, Marital Status, Age, Birth Status, Religion, Affiliations, Discipline or Crime Record or Court Proceedings, Health, Education, Genetic or Sexual Life of Person, Government Identification or Registration Details (Data Privacy Act of 2012)



## VI. LEGAL IMPLICATIONS

Social media post may be used as legal evidence against you especially if the post's privacy setting is public. Restricting the privacy settings of social media posts is a prudent step to secure your own privacy.<sup>6</sup>

Interventions may have to be carried out in case of breach of policies to help the faculty reduce legal risks such as deleting internet posts that violate policies or are self-incriminating. A formal fact-finding investigation may also be conducted to address a written complaint. In this instance, the faculty suspected of committing a breach of the policy may be required to log in one's social media account to verify the posts being disputed. Failure to comply may result in disciplinary actions under existing laws and policies in the conduct of fact-finding investigations.

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<sup>6</sup> Vivares vs. STC Cebu (GR 202666, Sept. 29, 2014)



## Policy on Diversity and Inclusion within the FEU Community

Affirming the importance of **diversity** which is the multiple perspectives, experiences, socio-cultural backgrounds, and political inclinations of the various members of our community, FEU and all its members shall promote and defend **inclusivity**. Inclusivity is the conscious effort of ensuring that all members of our community believe and feel that they have a significant contribution in the classroom, workplace, and other social and digital spaces and that these spaces are safe for open and respectful conversation. Diversity and inclusivity shall be achieved through a **learner-centric paradigm** which is the belief that learners are in-charge of their own learning by actively leading and engaging in discussions. This policy shall apply to all the students, faculty, employees, and administrators of Far Eastern University.

This policy is created and upheld in order to:

- create of a community whose members feel safe, respected, and accepted;
- promote multi- and inter-disciplinal and inclusive approaches to curricular and co-curricular programs and services;
- manage conflicts by taking into account the Safe Spaces Act of 2018;
- enhance cultural adaptation competencies.

In order to create an inclusive learning ecosystem, members of the FEU community affirm their belief that:

- an inclusive community thinks and acts in a respectful manner;
- diversity of ideas increases the breadth and depth of instruction, research, extension, and the quality of campus life and workplace;
- diversity always has a convergence point willfully and intentionally created by open-minded and solution-seeking individuals;



- inclusivity is a continuous process of negotiation, assimilation, and adaptation;
- thriving instead of fitting in makes inclusivity more meaningful, and;
- an effective and fair means of managing diversity issues in the classroom is through the transparent valuation of scholarly achievement and through the transparent valuation of efficiency and effectiveness in the workplace.

Diversity and Inclusivity are promoted and upheld through **quality discourse** and the **efficient utilization of shared spaces**.

### Quality Discourse

Members of the FEU community shall always facilitate quality discourse by creating a nurturing learner-centric ecosystem and a collegial and empowering work culture in both face-to-face and online interactions.

Quality Discourse is attained through:

1. **openness to multiple perspectives** which is achieved by
  - a) allowing freedom of expression and exchange of ideas;
  - b) encouraging critical questions and **practicing active listening**;
  - c) accepting divergent viewpoints from being presented for discussions;
  - d) presenting the opposing sides of issues to have a full appreciation of the subject matter and to guide decision-making;
  - e) constantly updating professional knowledge, competencies, and skills through research, training, and mentoring with experts from various disciplines;
  - f) demonstrating techniques in supportive feedback (e.g., piggybacking) instead of downright rejection of ideas during group sessions;
  - g) respecting partisan, religious, and other socio-cultural affiliations and promoting equal and fair treatment to all.
  
2. **A positive attitude** which is demonstrated through



- a) verbal and nonverbal communication cues that are encouraging;
  - b) being respectful even in disagreements;
  - c) using reason rather than threat or coercion as an approach to generate support for personal viewpoints;
  - d) accepting failure as part of the process of developing open-mindedness and learning from the best practices of others.
3. **Responsiveness to different learning or working styles and needs** which is achieved by
- a) creating several and varied formative and summative assessment tools for students and work-life balance for the academic and non-academic staff;
  - b) providing remedial activities that may help students cope with requirements especially for those that have special learning disabilities and special assistance for the academic and non-academic staff in cases of emergency;
  - c) conducting regular needs analysis and satisfaction surveys to inform programs, services, and policies.
4. **A conciliatory, non-divisive, and non-discriminating mindset and expression** which is demonstrated through
- a) using nonviolent and peaceful means to manage conflicts;
  - b) being familiar with preconceived notions, assumptions, and biases in order to foster understanding, empathy, collaboration, and cultural adaptation;
  - c) always trying to seek solutions;
  - d) encouraging members of our community to understand their predicaments and encouraging them to seek lawful and creative solutions that foster meaningfulness, fulfillment, relevance, and growth of the self and of others;
  - e) using the classroom as a venue for the rational, informed, and respectful exchange of ideas and not for personal rants and partisan political campaigns;
  - f) respecting the sexual orientation and gender identity, religion, physical appearance, disability, age, nationality, indigenous lineage, regionality, creed, socio-economic status of the members of our community;



- g) being aware that sexualized jokes, politically incorrect expressions, or insensitive remarks hurt members of our community and should be avoided.

**5. Collaboration** which is achieved by

- a) realizing that buy-in from members of our community is a crucial element of program or project implementation;
- b) ensuring that all have equal chances of participation including the use of rotation of roles in group work;
- c) co-designing learning activities and outcomes with colleagues and students;
- d) allotting ample time for a genuine consultation process;
- e) empowering members of our community to make decisions, perform duties with minimum to no supervision, and have accountability;
- f) aiming for consensus even in cases of contentious issues.

### **Efficient Utilization of Shared Spaces**

Members of the FEU community recognize that shared spaces are for everyone and should therefore aim for the effective and efficient utilization of these spaces to facilitate a nurturing learning environment and collegial workplace. This is manifested through the:

1. creation of a system for equitable access to common spaces such as reservation with time limits and shared responsibility and liability;
2. implementation of a clean-as-you-go policy;
3. immediate reporting of any facility that requires repair or replacement;
4. avoidance of activities or installations that may distract other users or obstruct free movement;
5. bold yet polite call-out of misuse and abuse of facilities;
6. consultation on the configuration of shared spaces subject to the availability of resources;
7. flexibility in cases of re-allocation of assigned spaces.



# IMPLEMENTING RULES AND REGULATIONS FOR THE PREVENTION AND INVESTIGATION OF SEXUAL HARASSMENT

Far Eastern University

Manila

## **Section 1: Title**

These Rules and Regulations shall be called the Anti-Sexual Harassment Rules and Regulations of Far Eastern University, or simply “Rules.”

## **Section 2: Affirmation of Policy and Commitment**

Pursuant to the provisions of the Anti-Sexual Harassment Act of 1995 (RA 7877), Far Eastern University (FEU) promulgates these Rules and Regulations to be observed by all members of the FEU academic community for the prevention of sexual harassment incidents. The University commits itself to sustaining an academic community that is secure and free from all forms of sexual harassment

## **Section 3: Scope**

3.1. These Rules and Regulations shall apply to all members of the FEU academic community, including administrators, faculty, staff, students, and other outsourced personnel directly or indirectly hired by the University, in all activities, programs, offices/sites/venues of official functions, or while representing FEU in an official capacity. Violations of these Rules include those committed outside the school campus and beyond classroom hours provided that the status of the erring member of the academic community affects the good name of the University.



3.2. Sexual harassment under these Rules is not limited to cases involving hierarchical relationships and abuse of authority or power. It also includes those in peer relationships, such as in faculty-faculty, employee-employee or student-student relations, or those involving harassment of faculty members or employees by students. Cases of harassment involving persons of the same or opposite sex are likewise covered in these Rules.

#### **Section 4: Rationale**

Far Eastern University, guided by its core values of Fortitude, Excellence and Uprightness, recognizes that the institutionalization of a gender-fair and gender-sensitive learning environment is an imperative in a 21<sup>st</sup> century institution of higher learning. It seeks to maintain an intellectual and moral environment that respects, promotes, and fulfills the rights of its members. It endeavors to create and sustain a safe space that is free from all forms of sexual harassment, provides equal opportunities, and inclusive and tolerant of its stakeholders' sexual orientations and gender identities.

#### **Section 5: Definition of Terms**

As used in the rules, the following terms shall mean and be understood as indicated below:

- a. *Administrator* – refers to the President, Vice Presidents, Deans, Assistant Deans, Directors, Program Heads, and Coordinators.
- b. *Faculty* – refers to all full-time and part-time teaching personnel of FEU on regular or probationary status, entrusted with the supervision or training of students.



- c. *Staff* – refers to the non-teaching personnel of the University.
- d. *Student* – refers to any person officially enrolled in the University whether on a part-time or full-time load.
- e. *Others* – refers to the personnel indirectly hired by the University, such as maintenance, security, and other outsourced personnel.
- f. *Victim or Complainant* – refers to any member of the academic community against whom an act of sexual harassment has been committed.
- g. *Committee* – refers to the Committee on Decorum and Investigation created by the Office of the Senior Vice President that conduct meetings and orientation sessions on the provisions of RA 7877, take steps to prevent incidents of sexual harassment, and initiate investigations of sexual harassment complaints.
- h. *Sub-Committee* – refers to the ad hoc sub-committee created by the Committee on Decorum and Investigation for the purpose of investigating sexual harassment cases.

## **Section 6: Definition of Sexual Harassment**

- 6.1. Under RA 7877, sexual harassment is committed by an employer, employee, manager, supervisor, agent of the employer, teacher, instructor, professor, coach, trainor, or any person who, having authority or influence or moral ascendancy over another in a work or training or education environment, demands, requests or otherwise requires any sexual favor from the other, regardless of whether the demand, request or requirement for submission is accepted or not by the object of said act.
  
  - 6.2. The following are the different forms of prohibited acts:
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- 6.2.1. Physical assault of a sexual nature, such as but not limited to:
- a. Rape, sexual battery, molestation or attempts to commit these assaults;  
and
  - b. Intentional physical conduct which is sexual in nature, such as touching, pinching, palling, grabbing, brushing against the victim's body, or poking the victim's body.
- 6.2.2. Unwanted sexual advances, propositions or other sexual comments, such as but not limited to:
- a. Sexually-oriented gestures, noises, remarks, jokes, or comments about a person's sexuality or sexual experiences directed at or made in the presence of the victim who indicated or has indicated in any way that such conduct in his or her presence is unwelcome;
  - b. Preferential treatment or promise of preferential treatment to the victim;  
and
  - c. Subjecting or threats of subjecting the victim to unwelcome sexual attention or conduct or intentionally making performance of the victim's task more difficult because of the victim's sexual orientation and gender identity.
- 6.2.3. Retaliations for sexual harassment complaints, such as but not limited to:
- a. Disciplining, publicly humiliating, changing work or class assignments of, changing grades of, providing inaccurate work information to, or refusing to cooperate or discuss work or school-related matters with the



victim because he or she has complained about or resisted harassment, discrimination or retaliation; and

- b. Intentionally pressuring, falsely denying, lying about or otherwise covering up, threatening the victim in person or others forms of communication, or attempting to cover up conduct such as that described in any item above.

6.2.4. Inducement or cooperation to commit sexual harassment, such as directing or inducing another to commit any act of sexual harassment as defined, or cooperating in the commission thereof by another without which it would not have been committed.

6.2.5. The above is not to be construed as an all-inclusive list of prohibited acts under these rules.

## **Section 7: Grievance Procedures**

7.1. The Office of the Senior Vice President convenes the Committee on Decorum and Investigation tasked to conduct meetings and orientation sessions with all members of the academic community on the provisions of RA 7877, take steps to prevent incidents of sexual harassment, and initiate the investigation of cases on sexual harassment complaints filed by any member of the academic community. The Committee on Decorum and Investigation is composed of the following:

- a. The Senior Vice President as Chairperson;
- b. The Faculty Union President representing the faculty;



- c. The Employees Union President representing the staff;
- d. The President of the Central Student Organization representing the students;
- e. The legal counsels of both parties; and
- f. The Coordinator for Gender and Development as ex-officio member.

7.2. The Committee constitutes the proper Sub-Committee for the investigation and hearing of a sexual harassment case, composed of at least three members designated by the Committee in accordance with the Rules. The members elect among themselves the Chairperson of the Sub-Committee.

7.3. Parties involved in a sexual harassment case shall follow this complaint and reporting system:

7.3.1. Any member of the FEU academic committee may report or file complaint of sexual harassment. In cases where the victim is a minor, the parent, older siblings of legal age, or legal guardian may file in his/her stead.

7.3.2. The complaint must be in writing and duly notarized. It must contain the following:

- a. The full name of the complainant
- b. The full name of the respondent



- c. A specification of the charge or charges
- d. A statement of the relevant and material facts
- e. Any evidence, including affidavits of witnesses and pertinent documents (optional)

7.3.3. If the complaint does not comply with the foregoing, the Sub-Committee Chair shall require the complainant to comply in writing within the semester from the receipt of notice; otherwise, the complaint shall not be acted upon.

7.3.4. Once compliant with the requirements of these Rules, the respondent shall be provided a copy of the complaint and shall be directed to reply personally within ten days from the receipt of the complaint.

7.3.5. The respondent's answer must be in writing and duly notarized, a copy of which shall be furnished to the complainant. H/She may submit pertinent pieces of evidence, including sworn statements of witnesses, to support his/her defense.

7.3.6. The complainant may file a reply within five days from the receipt of the respondent's answer.



7.3.7. The Sub-Committee Chairperson is responsible for giving due notice and pertinent materials to all parties concerned, including the parents or legal guardians of the complainant or respondent, as may be required. Parents or legal guardians may attend proceedings related to the case as observers.

7.3.8. The Sub-Committee Chairperson convenes the Sub-Committee and proceeds with the initial investigation. The Sub-Committee decides on the merits of the complaint. If the Sub-Committee is convinced that the stay of the respondent in the University poses a threat on the life and property of other members of the academic community, the Sub-Committee may recommend to the Senior Vice President that the respondent be placed under preventive suspension for a maximum of 30 days (without pay) during the course of the investigation.

7.3.9. The Sub-Committee shall conduct a hearing within ten days from the date of receipt of the answer or reply. The Sub-Committee may extend the period of hearing if it deems necessary. The hearing shall completely be under the control of the Chair of the Sub-Committee. Other members of the Sub-Committee may ask questions to the parties and their witnesses for clarification.

7.3.10. The appearance of counsel shall be allowed during the hearing. However, it shall be the responsibility of the parties to see to it that their lawyers have the time to attend to the case, shall adhere strictly to the rules, and shall not cause



unnecessary delay in the proceedings. A counsel may represent any of the parties but only for ensuring that due process is observed. S/he may not ask questions.

7.3.11. Should the complainant fail to appear on the scheduled initial hearing despite notice, the case shall be dismissed. On the other hand, should the respondent fail to appear for the initial hearing after due notice and without sufficient cause, this shall be placed on record and the hearing shall proceed without prejudice to the respondent's appearance in subsequent hearings.

7.3.12. Witnesses shall testify under oath.

7.3.13. A written documentation and properly transcribed audio recording of the proceedings shall be taken and filed in the records of the cases. Parties may be furnished copies of said recordings upon request and after paying a reasonable fee.

7.3.14. If the case is not decided within 30 days, a respondent placed in preventive suspension may be reinstated or the preventive suspension may be extended subject to the payment of salaries during such extension. If the delay in the investigation is caused by the respondent, the period of the delay shall not be counted in computing the period of suspension.



7.3.15. A majority vote of the Sub-Committee shall be sufficient to pass a judgment in a case. If the sanction is dismissal, a unanimous vote shall be necessary. It shall be the duty of all members of the Sub-Committee to cast their votes. No abstentions shall be allowed.

7.3.16. The Sub-Committee submits a written decision to the Committee within five days from the date of the last hearing. A copy of the decision shall likewise be furnished to all parties. A copy of the decision together with a copy of the complainant shall be filed and form part of the record of the respondent with the University.

7.3.17. Any party that is not satisfied with the decision may file one motion for reconsideration with the Office of the President stating the grounds therefore, within five days from the receipt of the decision. The decision of the Sub-Committee shall immediately become final and executory if neither party avails of this remedy within the prescribed period.

7.3.18. All complainants, respondents, and witnesses, upon submission to the jurisdiction of the Committee shall be bound to respect the proceedings and wait for final termination, including appeal proceedings, before resorting to the courts.



7.3.19. All parties involved in the case shall be required to maintain the confidentiality of the proceedings.

7.3.20. The University shall made available the in-house counselling services to concerned parties upon their request.

## **Section 8: Sanctions**

8.1. Sanctions shall be determined according to the gravity of the offense.

8.2. The penalties imposed in cases of proven sexual harassment are:

8.2.1. Severe written reprimand

8.2.2. Suspension without pay, with prejudice to subsequent promotion, reclassification and permanency; and

8.2.3. Dismissal from the University upon clearance from the Department of Labor and Employment (DOLE).

8.3. The University shall not give any certificate of honorable dismissal to any party found guilty of sexual harassment.

8.3. Any person's first proven offense of assault or threat of assault, including assault of a sexual nature, shall result in dismissal.

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8.4. Depending on the nature and severity of misconduct other than assault, the first proven offense may warrant oral counseling, warning, suspension or discharge. A second proven offense may warrant suspension or discharge.

### **Section 9: Responsible Office**

The Office of the Senior Vice President is the over-all in charge of proceedings connected to the investigation of sexual harassment complaints, as provided in the present Rules and Regulations.

### **Section 10: Effectivity**

These Rules and Regulations shall take effect seven days after publication in the student publication and upon formal notification of all members of the academic community



## SPECIAL GUIDELINES OF FACULTY CONDUCT

### Article I. General Rules

The University expects all its educators to observe discipline in the practice of their profession. FEU educators who violate University policies and regulations, thus manifesting lack of discipline, shall be dealt with in accordance with the following rules.

**Section 1.** For the purpose of imposing the applicable penalty as a consequence of repeated violations of University rules and regulations, repetition of offenses shall be reckoned on the basis of a running period of one semester or five (5) months. Offenses committed in a previous semester shall be considered for the purpose of determining recurrence of violation.

**Section 2.** If at the time of the commission of the latest offense, the faculty member had violated within five-month period (one semester) at least two other rules in this manual or other University rules, the latest offenses shall be punishable by the next higher degree of penalty prescribed for the said offense.

**Section 3.** The University reserves the right to impose a penalty lower than that prescribed herein on a case-to-case basis. Such instances, however, shall not constitute precedents for the purpose of adjudicating subsequent similar cases.

**Section 4.** This listing of infractions shall not be construed as complete and exclusive. The University may impose corrective measures for acts inimical to the best interest of the University, but not otherwise included herein.

### Article II. Penalties

**Section 1.** The disciplinary measures that may be taken against an FEU Educator are:

- a. Written warning/reprimand (WR);
  - b. Suspension for one semester (S);
- 



- c. Dismissal (D);
- d. Demotion may also be taken against an educator whose infraction manifests dishonesty, incompetence, or neglect of duty; and
- e. In case of loss or damage to the University property that is wholly or partially due to the fault of the FEU educator, he may be required to pay, wholly or partly, the cost of the loss or damage. The payment may be made through payroll deduction.

**Section 2. Applicable Penalties based on Frequency of Offenses**

Types of Offenses	1st	2nd	3rd	4th
Less Grave	WR	S	D	
Grave	S	D		
Very Grave	D			

**Article III. Offenses Subject to Disciplinary Action**

**Section 1. Acts concerning University Funds or Properties.**

**1. Very Grave Offenses.** The following are considered very grave offenses:

- a. Stealing, misappropriating, embezzling, damaging, destroying, substituting University funds or property;
- b. Fraudulent, illegitimate or unauthorized possession, use, acquisition, or release to other persons of University funds or property; and
- c. Gross negligence or deliberate failure to follow instructions or established procedures, resulting in loss or damage to University funds or property.

**2. Grave Offenses. The following are considered grave offenses.**

- a. Willful withholding and causing others to withhold due notification of known and needed information to persons concerned, resulting in loss or damage to University property;
- b. Failure to report within 24 hours for probable or actual loss or within 48 hours for destruction of University property;



- c. Unauthorized removal of property from University campus, concealing, or misplacing University property;
- d. Using University time granted for a purpose other than for which it is intended; and
- e. Committing any other act of dishonesty or deceit not embraced by other provisions herein.

**3. Less Grave Offenses.** An unjustified failure to attend/complete University-sponsored training, seminars, workshops, internal or external shall be considered a less grave offense.

## **Section 2. Acts Affecting Far Eastern University's Interests**

**1. Very Grave Offenses.** The following shall be considered very grave offenses:

- a. Forging, falsifying, altering or intercalating official documents or University records;
  - b. Conniving with fellow educators, FEU employees or outsiders in falsifying, forging or altering University records and/or official documents;
  - c. Obtaining or accepting money, gifts or anything of value as consideration for entering into unauthorized arrangements with other schools, students or other third persons;
  - d. Using institutional privileges for private gain, to enter into any contract with his/her institution for any profit whatsoever, or granting favors or giving gifts in order to guarantee his/her tenure or using the name of the University for any profit whatsoever, or granting favors or giving gifts in order to guarantee his/her tenure or using the name of the University for any reason whatsoever, without prior permission from University authorities;
  - e. Misrepresenting an Institute or Department with which he/she is affiliated and failure to take adequate measures to distinguish his/her views from those of his/her Department or Institute in his/her utterances or publications;
  - f. Offering or accepting anything of value for a favorable decision, recommendation or service;
  - g. Disclosing information that has been obtained in the course of the FEU educator's professional service that should otherwise be held in confidence, unless such disclosure serves professional purposes or is required by law;
- 



- h. Discussing or interpreting Administration policy that has not been officially released for comment or publication;
- i. Teaching in any other school, in case of full-time or regular member of the faculty, without obtaining permission from the FEU administration;
- j. Engaging in research project for organizations outside the university, without the written approval of the Dean of the Institute and the Senior Vice-President for Academic Affairs; and
- k. Damaging or jeopardizing University's interest and business image through acts or omissions which adversely affect the interest of students, guests, employees or other stakeholders.

**2. Grave Offenses.** The following are considered grave offenses:

- a. Unauthorized use of the name of the University to obtain personal benefits;
- b. Posting and/or writing, painting, etching, carving of unauthorized reading materials on University bulletin boards and other University properties;
- c. Organizing student groups for unauthorized purpose

**3. Less Grave Offenses.** The following shall be considered less grave offenses:

- a. Unauthorized removal, mutilation or tampering of officially posted notices, announcements, or similar matters;
- b. Engaging in research project for organizations outside the University, without the written approval of the Dean of the Institute and the Senior Vice-President for Academic Affairs; and
- c. Committing other culpable or negligent acts or omission not otherwise embraced by other provisions, which cause damage to University's interests or goodwill.

**Section 3. Acts Concerning Relationship with Superior and Co-Educators; Performance of Duties**

**1. Very Grave Offenses.** The following shall be considered very grave offenses:

- a. Threatening, intimidating, coercing, provoking to a fight, assaulting, or attacking in any manner a Program Head/Assistant Program Head for reasons connected
- 



with the Program Head's/Assistant Program Head's discharge of his/her official duties;

- b. On the part of a Program head/Assistant Program Head, conniving, abetting, condoning, tolerating, or participating in an offense committed *by a fellow faculty*;
- c. Gross inefficiency or unsatisfactory teaching performance for three (3) consecutive semesters with an average TPE of below 3.00;
- d. Using coercion to influence professional decisions of colleagues;
- e. Disobedience or willful refusal or failure to obey, cooperate or carry-out lawful orders of the Dean or the Program Head or any University official in the performance of their duties;
- f. Abandonment of job; that is absence from classes for more than three (3) consecutive days without leave and without official explanation or notice being received by the Program Head, or unauthorized absences from classes for at least three (3) consecutive meetings; and
- g. Exposing the students to conditions harmful to their learning, health and safety.

**2. Grave Offenses.** The following shall be considered grave offenses:

- a. Uttering words, or doing acts, or making gestures to a Program Head/Assistant Program Head or fellow faculty which are insulting or grossly disrespectful to the latter;
  - b. Refusal to cooperate or answer questions in any investigation, authorized or conducted by a University official unless such answers would violate his/her constitutional rights;
  - c. Unjustified refusal to accept teaching load, subject/schedule, or room/building assignment;
  - d. Gambling, placing or collecting bets, or lottery or participating in any game of chance during official teaching hours or within University campus;
  - e. Refusing to participate in professional inquiry when so requested by an appropriate body or authority;
  - f. Deliberately distorting the evaluation of colleagues;
  - g. Using the classroom or any forum in the University to ventilate his/her personal grievances or to discuss matters, personal or official that involve his/her own life or that of his/her colleagues or officials of the University;
- 



- h. Conducting himself/herself and his/her class in a manner that exposes the students to ridicule, embarrassment or humiliation;
- i. Discriminating against a student for reason of sex, status, race, color or creed, or deny him/her benefits, consideration, or advantage under any academic program which has been designed for all without exception;
- j. Consenting to use his/her classroom or any group of students as a forum for lecturer or speaker for non-academic purposes without securing prior permission from the Dean of the Institute or the Senior Vice President for Academic Affairs or the President of the University, as the case may be;
- k. Soliciting contributions from students or conducting field trips, art tours, film showing, or organizing socials, fund-raising campaign, or similar undertaking without prior authorization from the proper University official/s;
- l. Prescribing textbook, outline compilation, or laboratory manual, as a basic required text for the students not specifically approved by the FEU Textbook Committee;
- m. Accepting gifts or favors from students or offering favor, service or thing of value to obtain special advantage and cause impairment of professional judgment; and
- n. Delegating assigned task to others without prior expressed authority.

**3. Less Grave Offenses.** The following shall be considered less grave offenses:

- a. Disobedience, refusal or failure to comply with any procedural or substantive requirement of any established policy or practice, such as delay in liquidation of cash advances;
  - b. Sleeping, gallivanting, refusing to teach or abandoning the room assignment during the class schedule
  - c. Doing unauthorized or unofficial work/non-teaching work during work schedule for personal financial gain, such as selling goods;
  - d. Restraining students without just cause in the latter's pursuit of learning or denying their classes to differing point of view;
  - e. Tutoring for remuneration student/s enrolled in the University without securing prior written permission from the President or the Vice-President;
  - f. Underbidding, maligning or commenting adversely about other candidates to the vacant position he/she applied for;
- 



- g. Unjustly refusing or failing to attend meetings and seminars after having agreed to attend the same;
- h. Withholding information regarding his/her position, tenure, or classification or misrepresenting an assignment or his/her conditions of employment;
- i. Failure to adhere strictly to the terms of a contract of appointment based on the table of classification and faculty record, unless these terms have been legally terminated or altered by other party; and
- j. Directly or indirectly interfering with the right of his/her colleagues to freely participate in the affairs of the University.

#### **Section 4. Acts Concerning Decorum and Good Order, Safety and Security at the University.**

**1. Very Grave Offenses.** The following shall be considered very grave offenses:

- a. Serious misconduct during class schedule or within University campus or during University-sponsored activities;
- b. Bringing in, or unauthorized possession of firearms, explosives, bladed instruments, or other deadly weapons within the University campus;
- c. Possessing, using, selling or pushing prohibited drugs or their substitutes within the University campus;
- d. Encouraging, assisting, or deliberately providing occasions to students/non-students/third parties to threaten or physically attack and/or harm a fellow educator or a student; and
- e. Engaging in immoral and/or illegal activities detrimental to the University's reputation and/or organizational harmony and good order.

**2. Grave Offenses.** The following shall be considered grave offenses:

- a. Reporting to the University, attending/conducting classes under the influence of intoxicating beverage and/or drugs;
- b. Coercing, bribing or inducing others to violate University rules;
- c. Using another educator's or employee's ID or permitting another to use one's ID to enter the University campus; and



- d. Unauthorized entry into restricted area or areas off-limits to the educator's concerned and/or unauthorized use of such places; also assisting another person to commit this act.

**3. Less Grave Offenses.** The following shall be considered less grave offenses:

- a. Refusal to submit to routine search or interfering with security officers in the performance of their duties;
- b. Failure or refusal to wear, or improper use of, official university dress code, ID, and/or grooming prescribed for an educator for purposes of either safety or presentability, or wearing those which are explicitly prohibited; and
- c. Improper use of University facilities.

**Section 5. Conviction of an Act Considered a Grave Crime or Less Grave Felony under the Revised Penal Code of the Philippines shall be considered a Very Grave Offense.**

**Article IV. Special Rules**

**Section 1. Absences Without Official Leave (AWOL)**

If an educator is absent from his/her class without having previously filed a leave request, he/she should notify his/her Program Head through any means within the first 30 minutes from the start of his/her class. Without such notification, the educator is considered absent without official leave (AWoL). An educator is also considered AWoL if he/she is absent despite knowledge of the disapproval of a leave request, or if he/she continues to be absent after the expiration of a previously approved leave request without giving the notification required above. Each day of AWoL is without pay even if the educator has personal or sick leave credits to which the absence could be charged. Aside from pay deduction, the educator who committed AWoL shall be subject to disciplinary action. AWoL of not more than three teaching days is counted as one offense. The penalties are as follows:

First offense – Reminder

Second offense – Warning

---



Third offense – Suspension for one semester

Fourth offense – Dismissal

The above offense shall be reckoned within a five-month period. Abandonment of teaching job extending beyond three consecutive teaching days shall immediately subject the educator to dismissal.

## **Section 2. Habitual Tardiness**

Educators are expected to be punctual in reporting to their classes. An educator is considered tardy if he comes in his class 15 minutes after the start thereof; beyond that period, he is already considered absent. An educator's absence and tardiness shall be documented, and the record is considered in the evaluating his/her performance. If an educator is tardy for unexplained or unjust reasons five (5) or more times in a month, or an aggregate tardiness of twelve (12) times in a three (3) – month period, he/she is considered "habitually tardy," and the series of tardiness within the aforesaid time-frame is considered one offense. Succession of offenses for being habitually tardy shall be reckoned within a five-month period (one semester).

First offense – Reminder

Second offense – Warning

Third offense – Suspension for one semester

Fourth offense – Dismissal

## **Section 3. Solicitation of Funds**

For purposes of protecting the FEU Educator and the FEU Community, the following rules shall be strictly adhered to in the solicitation of funds.

- a. External Solicitation. Solicitation shall be allowed only if there is an approved project with corresponding budget by the Executive Committee of the University. The solicited amount shall be with the FEU Cashier. The disbursement of the



solicited amount shall be subject to the University's accounting and auditing procedures and policies.

- b. Internal Solicitation. The faculty member shall not solicit any contribution from students or fellow teachers, or sell them tickets or conduct field trips or organize socials, fund-raising campaigns, and similar undertakings without prior authorization from the proper University officials. Any solicitation requires the approval of the Executive Committee of the University.



# FEU Faculty Ranking Instrument



## FACULTY RANKING INSTRUMENT

*(To be filled out by the faculty)*

<b>Name</b>		<b>Institute/Department</b>	
<b>Status</b>	<input type="checkbox"/> RFT <input type="checkbox"/> LFT <input type="checkbox"/> LPT	<b>New Faculty</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Type of Ranking</b>	<input type="checkbox"/> First Ranking <input type="checkbox"/> Re-Ranking	<b>Mobile Number</b>	

<b>SUMMARY OF POINTS</b>		
<i>(To be filled out by the Dean)</i>		
	<b>Criteria</b>	<b>Points Earned</b>
	<b>1. Academic Credentials</b>	
1.1.	Highest degree earned (aligned to the field of specialization)	
1.2.	Highest second degree earned (allied to the field of specialization)	
1.3.	Professional licensure examinations passed	
	<b>2. Professional Experience</b>	
2.1.	Academe (in tertiary level)	
2.2.	Industry/ Clinical Experience/ Teaching in High School/Elementary	
2.3.	Consultancy (commissioned by private and government institutions)	
	<b>3. Scholarly Output</b>	
3.1.1.	Technical articles/ researches in indexed journals / Full-length books published by a reputable publisher	
3.1.2.	For Fine Arts/Communication, exhibit of art works in reputable galleries/ festivals.	
3.2.	Scientific/technological inventions/discoveries	
	<b>4. Professional Competence and Development</b>	
4.1.	Paper presenter, conference convener, lecturer, resource person or guest speaker in conferences, workshops or training courses	
4.2.	Officer of a professional organization	
4.3.	Awards in the field of specialization granted by reputable organizations	
4.4.	Advanced/professional certification not required by degree of specialization	
4.5.	Visiting professor in an exchange program	
4.6.	Performance Evaluation of Faculty (Inclusive semesters and academic year: __, __, AY ____; __, __, AY ____)	
	<b>5. Academic Extension</b>	
5.1.	Participation in university activities including activities that are offshoots of formal linkages with other universities (e.g., committee work, advising in student organizations, echoing seminar, resource speaker in media on area of specialization)	



5.2.	Prescribed/Non-prescribed textbooks published by reputable presses	
	<b>TOTAL POINTS</b>	
	<b>Academic Title and Rank</b>	

<b>Submitted:</b>	Program Head, _____ <i>Department</i>
	Registrar _____
	Head, Group of Faculty Members _____
<b>Endorsing Approval:</b>	Dean, Institute of _____
<b>Approved:</b>	SVPAA _____

### FACULTY RANKING INSTRUMENT

(To be filled out by the faculty)

Name	_____			Institute/Department	_____
Status	<input type="checkbox"/> RFT	<input type="checkbox"/> LFT	<input type="checkbox"/> LPT	New Faculty	<input type="checkbox"/> Yes <input type="checkbox"/> No
Type of Ranking	<input type="checkbox"/> First Ranking	<input type="checkbox"/> Re-Ranking	Mobile Number _____		

(To be filled out by the rater)

1.	ACADEMIC CREDENTIALS		Points	Earned
	<b>Rater: Registrar</b>			
1.1.	Highest degree earned (aligned to field of specialization)	AB/BS	15	
		MA/MS/MD/ JD/LIB, etc.	35	
		PhD/EdD/DBA	70	
1.2.		AB/BS	5	



	Highest second degree earned (allied to field of specialization) as confirmed by the CMO	MA/MS/MD/ JD/LI.B/ Other master's degrees	10	
		PhD/EdD/DBA/Other doctorate degrees	15	
1.3.	Professional licensure examination passed		5	
			<b>SUB-TOTAL</b>	

Registrar	Date
<i>Guidelines</i>	
<b>General</b>	
1.	The Registrar shall evaluate the academic credentials including the authenticity.
2.	Original transcript of records and diploma should be submitted.
3.	Turnaround time for evaluation is 14 working days.
<b>Specific</b>	
1.1.	<p>a. Only the highest aligned degree earned will merit points. Maximum number of points is 70. For example, a faculty will earn 35 points for a master's degree and additional 35 points will be earned if faculty has completed a doctorate degree.</p> <p>b. No point is given for an honorary degree.</p>
1.2.	<p>a. The second degree should be allied to the field of specialization.</p> <p>b. Only the highest second degree will merit points. Maximum number of points is 15. For example, a faculty will earn 10 points for a second master's degree and additional 5 points will be earned if faculty has completed a second doctorate degree.</p>
1.3.	<p>a. Only licenses issued by the Philippine Government and international licenses recognized by the Philippine government will merit points.</p> <p>b. License/s should be aligned to the field of specialization.</p> <p>c. Five (5) points will be given for every aligned professional license.</p>

(To be filled out by the faculty)

Name	Institute/Department
Status	<input type="checkbox"/> RFT <input type="checkbox"/> LFT <input type="checkbox"/> LPT
	New Faculty <input type="checkbox"/> Yes <input type="checkbox"/> No
Type of Ranking	<input type="checkbox"/> First Ranking <input type="checkbox"/> Re-Ranking
	Mobile Number

(To be filled out by the rater)

2.	<b>PROFESSIONAL EXPERIENCE</b>	Points	Earned
	<b>Rater: Program Head or Asst. Program Head</b>		
2.1.	Academe (tertiary level)	5 points for every 3 years of experience	25 maximum
2.2.	Industry/clinical/ teaching in high school or elementary school	5 points for every 3 years of experience	25 maximum



2.3.	Consultancy (commissioned by private and government institutions)	17 maximum
		<b>SUB-TOTAL</b>

Program Head \_\_\_\_\_

Date \_\_\_\_\_

<b>Guidelines</b>														
<b>General</b>														
1.	The Program Head shall evaluate the documents on "Professional Experience."													
2.	Original certificates of employment should be submitted.													
3.	Turnaround time for evaluation is 14 working days.													
<b>Specific</b>														
2.1.	<b>a.</b> Professional Experience only refers to full-time teaching or full-time administrative experience in the tertiary level. <b>b.</b> Every 3-year professional experience will merit 5 points. Maximum is 25 points.													
2.2.	<b>a.</b> Industry experience pertains to practice in the field of specialization not related to teaching in the tertiary level. This specifically refers to those employed in the corporate world, non-government organizations, media companies, etc. <b>b.</b> Every 3-year professional experience will merit 5 points. Maximum is 25 points.													
2.3.	<b>a.</b> Each consultancy work will merit points only when strong evidence is presented. The evidence shall include the following: (1) proof that the company is reputable; (2) engagement is aligned to field of specialization; (3) project proposal; (4) impact/contribution; (5) duration of service; (6) Memorandum of Agreement/Terms of Reference. <b>b.</b> Consultancy may include leadership positions as chair of the Ramon Magsaysay Foundation, Metrobank Foundation, Catholic Mass Media Awards, and the CHED Technical Panel. <b>c.</b> Points will be based on the duration and scope of consultancy work:													
		<table border="1"> <thead> <tr> <th></th> <th>International/Multinational</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>1 to 3 years</td> <td>5 pts</td> <td>3 pts</td> </tr> <tr> <td>3 to 5 years</td> <td>7</td> <td>5</td> </tr> <tr> <td>5 and up</td> <td>10</td> <td>7</td> </tr> </tbody> </table>		International/Multinational	National	1 to 3 years	5 pts	3 pts	3 to 5 years	7	5	5 and up	10	7
	International/Multinational	National												
1 to 3 years	5 pts	3 pts												
3 to 5 years	7	5												
5 and up	10	7												

### FACULTY RANKING INSTRUMENT

(To be filled out by the faculty)

Name				Institute/Department		
Status	<input type="checkbox"/> RFT	<input type="checkbox"/> LFT	<input type="checkbox"/> LPT	New Faculty	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Type of Ranking	<input type="checkbox"/> First Ranking	<input type="checkbox"/> Re-Ranking	Mobile Number			

(To be filled out by the rater)

3.	<b>SCHOLARLY OUTPUT</b> <i>Rater: Program Head or Asst. Program Head</i>	Earned
----	---	--------



3.1.	Strong evidence of continuing engagement in scholarly research and publication in indexed academic journals or reputable academic presses (e.g. technical articles/researches, full-length books)	
	For Fine Arts/Communication, exhibit of art works in reputable galleries/festivals.	
3.2.	Strong evidence of continuing engagement in scientific / technological inventions/ discoveries	
		<b>SUB-TOTAL</b>

Program Head \_\_\_\_\_

Date \_\_\_\_\_

### *Guidelines*

#### **General**

- The Program Head shall evaluate the documents on "Scholarly Output."
- The following pieces of evidence are accepted: (a) trophy, plaque, medal; (b) broadsheet clippings of feature article about the applicant; (c) URL address for online/uploaded documents; (d) feature articles about the applicant in websites of reputable organizations; (e) hard copy of journal or printout of the journal article from online databases, citation in reputable journals; (f) digital file of creative works (e.g., videos, pictures, paintings, music, etc.); creative works containing the applicant's by-line, credit list.
- Turnaround time for evaluation is 14 working days.

#### **Specific**

a. The point system in Matrix 1 will be used in evaluating every published article/research:

	<b>Matrix 1</b>		<b>Matrix 2</b>		
	<i>For every article/research</i>	ISI/SCOPUS	Peer-Reviewed	<i>For every article/research published in an local journal</i>	
3.1.	As sole author	10 pts	5 pts	As sole author	5 pts
	As co-author	5 pts	3 pts	As co-author	3 pts

b. The publications have to be checked by Academic Affairs Office (AAO) if the journal is listed in SCOPUS or ISI. If the journal is not listed in SCOPUS and ISI, it will be checked by the AAO or by an assigned reviewer.

c. For SCOPUS and ISI listed journals, a letter from the editor will have to be submitted if the hard copy of the journal is not available.

- The point system in Matrix 2 will be used in evaluating every article/research published in a local journal. The local journal should be classified or accredited by CHED
  - For every full-length book published within the last 5 years by reputable academic presses, the point system in Matrix 3 will be used.

#### **Matrix 3. Publication of Full-Length Books**

	As author	10 pts
	As co-author (including author of chapter-based articles)	5 pts
	As editor	5 pts



f. For every exhibit of art works in reputable galleries/festivals, the point system in Matrix 4 will apply. If there are more than one exhibitor, the earned points shall be divided equally among the exhibitors.

**Matrix 4. Scope of Exhibits**

International	10 pts
National	5 pts

g. Matrix 5 lists down the reputable galleries (for Painting, Sculpture, Printmaking, Photography, etc.) that will earn credit for ranking

**Matrix 5. List of Recognized Galleries**

Silverlens Gallery/SLAB	National Museum	Office and Gallery
Boston Gallery	Intellectual Property Office Gallery	Or in any venue of merit and organized/ sponsored by reputable organizations or institutions
Haraya Gallery	Metropolitan Museum of Manila	
Pinto Gallery	Cultural Center of the Philippines	
Manila Contemporary/Whitespace Art Lab	Ayala Museum Greenbelt	
Megamall Art Gallery (4th floor)	Art Association of the Philippines	

h. The engagement of faculty in film, video, photography exhibited in festivals will be evaluated using point system in Matrix 6.

**Matrix 6. Engagement of Faculty in Film, Video, Photography**

<b>International</b>	a. Executive Producer, Producers (Line, Associate, etc), Director	10 pts
	b. Assistant Director, Cinematographer, Writer, Editor, Sound/Musical Director, Art Director/Production Designer, Graphic Artists	7 pts
<b>National</b>	a. Executive Producer, Producers (Line, Associate, etc), Director	5 pts
	b. Assistant Director, Cinematographer, Writer, Editor, Sound/Musical Director, Art Director/Production Designer, Graphic Artists	3 pts

i. Matrix 7 shows the festivals/award-giving bodies that will earn credit for ranking. Other festivals not listed herein will be subject to accreditation by a Committee of the Department of Communication.

**Matrix 7. Recognized Communication-Related Festivals**

Cannes	Jeonju	Cinema One	Star Awards
Venice	Singapore	Gawad CCP	Metro Manila Film Festival
Sundance	Cinemasaya	US International Film &TV Awards	FAMAS
Busan	Cinemanila	Asian Television Awards	Enpress
Rotterdam	Urian	Academy Awards	

3.2.

a. The invention or discovery must be patented or must have pending patent. Matrix 8 details the point system for evaluation. For inventions pending patent, additional 5 points will be given once the discovery/invention is patented. The inventor/discoverer must present the complete patent documents/papers.

**Matrix 8. Patents**

Patented	10 pts
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	Pending Patent	5 pts
	<b>b.</b> Aside from the invention's direct contribution to education, science and technology, it must also have commercial utilization. This commercial value will be evaluated using Matrix 9.	
	<b>Matrix 9</b>	
	Used internationally	10 pts
	Used nation-wide	5 pts.
	Used in the university	2 pts
	<b>c.</b> The inventor, as a ranking evaluation requirement, must secure accreditation/certification from the institutions enumerated in Matrix 10:	
	<b>Matrix 10.</b>	
3.2.	<b>Science and Technology</b>	DOST
	<b>Education</b>	CHED/DepEd/TESDA
	<b>Institutional Level</b>	Accreditation must come from the university committee consists by the SVPA, Research Director and the Dean of IAS (for Science and Technology)/Dean of IE (for Education).
	<b>d.</b> If there is more than one inventor, points will be divided equally among them.	

## FACULTY RANKING INSTRUMENT

*(To be filled out by the faculty)*

Name		Institute/Department	
Status	<input type="checkbox"/> RFT <input type="checkbox"/> LFT <input type="checkbox"/> LPT	New Faculty	<input type="checkbox"/> Yes <input type="checkbox"/> No
Type of Ranking	<input type="checkbox"/> First Ranking <input type="checkbox"/> Re-Ranking	Mobile Number	

*(To be filled out by the rater)*

	<b>4. PROFESSIONAL COMPETENCE AND DEVELOPMENT</b> <i>Rater: Group of 3 Qualified Faculty Members</i>		<b>Earned</b>
4.1.	Paper presenter, conference convener, lecturer, resource person or guest speaker in conferences, workshops or training courses	Maximum of 5 points per ranking period	
4.2.	Officer of an accredited professional organization	Maximum of 2 points in one accredited professional organization	
4.3.	Awards in the field of specialization granted by reputable organizations	Maximum of 5 points per ranking period	
4.4.	Advanced professional certification not required by degree of specialization	Maximum of 5 points per ranking period	
4.5.	Visiting professor in an exchange program		



4.6.	Performance evaluation of the faculty	Maximum of 3 points per ranking period	
		<b>SUB-TOTAL</b>	

Raters:

\_\_\_\_\_  
Signature over printed name

\_\_\_\_\_  
Signature over printed name

\_\_\_\_\_  
Signature over printed name

	<i>Guidelines</i>				
	<b>General</b>				
1.	A group of 3 qualified faculty members who each has a TPE of at least 4.60 will rate the documents related to Academic Extension. The rater should have an equivalent or higher rank as the faculty applicant. This group will be composed of a combination of any of the following: <ul style="list-style-type: none"> <li>a. One (1) Regular Full Time</li> <li>b. One (1) Lecturer Full Time who has been in FEU for at least three semesters</li> <li>c. One (1) Assistant Program Head</li> </ul>				
2.	Turnaround time for evaluation is 14 working days.				
	<b>Specific</b>				
	a. Point system for engagements under 4.1 is reflected in Matrix 11. A faculty may obtain a maximum of 5 points per ranking period.				
	<b>Matrix 11</b>				
	<table border="1"> <tr> <td>International</td> <td>2 pts.</td> </tr> <tr> <td>National/Regional</td> <td>1 pt.</td> </tr> </table>	International	2 pts.	National/Regional	1 pt.
International	2 pts.				
National/Regional	1 pt.				
4.1.	<ul style="list-style-type: none"> <li>b. Only conferences/seminars conducted by organizations, both national and international, submitted by the Institutes to AAO will be given points</li> <li>c. The following professional development activities will not be valid/included: (1) offshoots of formal linkages with other universities; (2) institute or department-sponsored.</li> </ul>				
	a. Leadership positions in recognized professional organizations, based on the list submitted by Institutes to AAO, will merit the points detailed in Matrix 12.				
	<b>Matrix 12. Leadership Positions/ Professional Affiliation</b>				
	<table border="1"> <tr> <td>International</td> <td>2 pts</td> </tr> <tr> <td>National</td> <td>1 pt</td> </tr> </table>	International	2 pts	National	1 pt
International	2 pts				
National	1 pt				
4.2.	<ul style="list-style-type: none"> <li>b. The leadership position will merit a maximum of 2 points per recognized professional organization.</li> <li>c. No points will be given to membership to professional organizations</li> </ul>				



4.3.	a. Award received will be evaluated based on the reach/scope of the award-giving body. Matrix 13 details the point system.		
	<b>Matrix 13. Reach/Scope of Award-Giving Body</b>		
	International	3 pts.	
	National	2 pts.	
4.4.	a. The diploma course certificate or professional certificate should be relevant/allied to the faculty's field of specialization or to Education in general. Matrix 14 shows the point system.		
	<b>Matrix 14. Diploma Course/Professional Certificate</b>		
		International	National
	Diploma Course	5	3
	Professional Certificate	5	3
	b. The diploma course/professional certificate is a short course, specialist program that usually runs for at least 96 hours.		
c. IABF recognizes the following certifications:			
<ul style="list-style-type: none"> <li>• Certified Internal Auditor (CIA)</li> <li>• Certified Financial Analyst (CFA)</li> <li>• Certified Management Accountant (CMA)</li> <li>• Certified Information Systems Auditor (CISA)</li> <li>• Certified Fraud Examiner (CFE)</li> <li>• Certified Professional Marketer (CPM)</li> </ul>			
4.5.	a. The faculty exchange engagement (visiting professor), to earn ranking points (see Matrix 15), should be with universities that FEU has official partnerships or linkages with. It can also be engagements through prestigious agencies such as Fulbright, Academic Programs International (API). Agencies that facilitate exchange programs should be accredited by AAO.		
	<b>Matrix 15. Faculty Exchange Engagements</b>		
	Top 500 universities (Based on QS World University Rankings)	5 pts	
	Other international universities	3 pts	
	CHED Centers of Excellence	2.5 pts	
	CHED Center of Development	2 pts	
	Other local universities (at least PACUCOA/PAASCU Level III accredited)	0.75 pts	
b. Exchange faculty program should not be less than one (1) semester.			
4.6.	a. Results of the Performance Evaluation of Faculty (PEF), which averages the students' and supervisors' evaluation, may earn ranking points only when the faculty receives an average PEF rating of at least 4.00 or Very Good.		
	b. PEF can only be used every two years, excluding the evaluation every Summer. Matrix 16 shows the point system		
	<b>Matrix 16. Performance Evaluation of Faculty</b>		
	5.00 – 4.68	3 pts.	
	4.67 – 4.34	2 pts.	
	4.33 – 4.00	1 pt.	
c. A faculty member who receives five (5) accumulated Ten Outstanding Faculty of the Year (TOFY) Award will be promoted to the next rank provided that he/she meets the minimum requirements of the title.			



## FACULTY RANKING INSTRUMENT

*(To be filled out by the faculty)*

<b>Name</b>		<b>Institute/Department</b>	
<b>Status</b>	<input type="checkbox"/> RFT <input type="checkbox"/> LFT <input type="checkbox"/> LPT	<b>New Faculty</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Type of Ranking</b>	<input type="checkbox"/> First Ranking <input type="checkbox"/> Re-Ranking	<b>Mobile Number</b>	

*(To be filled out by the rater)*

	<b>5. ACADEMIC EXTENSION</b> <i>Rater: Group of 3 Qualified Faculty Members</i>		<b>Earned</b>
5.1.	Participation in University activities including activities that are off shoots of formal linkages with other universities	Maximum of 3 points per ranking period	
5.1.1.	Committee work		
5.1.2.	Advising in student organizations		
5.1.3.	Echoing seminar		
5.1.4.	Resource speaker in media on area of specialization		
5.1.5.	Community extension		
5.2.	Prescribed/Non-prescribed Published Textbooks published by reputable presses	Maximum of 2 points in one accredited professional organization	
<b>SUB-TOTAL</b>			

Raters:

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Signature over printed name

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Signature over printed name

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Signature over printed name

	<i>Guidelines</i>
	<b>General</b>
1.	A group of 3 qualified faculty members who each has a TPE of at least 4.60 will rate the documents on Academic Extension. This group will be composed of: <ul style="list-style-type: none"> <li>a. One (1) Regular Full Time</li> <li>b. One (1) Lecturer Full Time who has been in FEU for at least three semesters</li> <li>c. One (1) Assistant Program Head</li> </ul>



	2.	Academic Extension engagement will merit a maximum of 3 points per ranking period.
	3.	Turnaround time for evaluation is 14 working days.
		<b>Specific</b>
		<b>Committee Work</b>
	5.1.1.	a. The faculty member will earn a maximum of 3 points for every completed university-wide committee work.
		<b>Matrix 17. Committee Work</b>
		Chair of the committee                      3 pts.
		Member of the committee                      2 pts.
		<b>Advising in Student Organization</b>
		a. Matrix 18 details the points that a faculty may earn for serving as adviser of any school organization.
		<b>Matrix 18. Faculty Engagement as Adviser of Student Organizations</b>
		Primary adviser of a university-wide student organization                      1 pt
	5.1.2.	Co-adviser of a university wide student organization                      0.5 pt
		Adviser of an institute student organization                      0.5 pt
		Adviser of a departmental organization                      0.25 pt
		b. Certification from the director of Student Development shall be required as proof of the faculty's active engagement as adviser.
		<b>Echoing Seminar</b>
	5.1.3.	a. The faculty member receives 0.5 point for echoing seminar/ workshop and /or serving as the main speaker of such convocation.
		<b>Resource Speaker in Media</b>
		a. Maximum of 3 points per appearance is given to a faculty who appears on mass media as a resource speaker. The faculty shall give talk that is aligned to his/her field of specialization.
	5.1.4.	b. The faculty resource speaker should be officially invited by a reputable media network other than FEU Channel.
		c. The faculty shall speak in full length as a resource speaker, guest panelist, segment speaker or guest. No point will be given for short interviews.
		<b>Community Extension</b>
		a. Faculty earns the points indicated in Matrix 19 for engaging in community extension projects implemented by the department, institute, or university. A project should at least run for one academic year to earn ranking points.
		<b>Matrix 19. Community Extension Work</b>
	5.1.5.	Chair of the community work project                      3 pts.
		Member of the community work project                      2 pts.
		b. Faculty should complete the implementation of the community extension project, from project design, to implementation, and finally evaluation.
	5.1.5.	c. Faculty should submit a certification from the director of Community Extension Services indicating the faculty's engagement.
		d. Narrative report with pictures should be attached to the certification.
	5.2.	a. The faculty member receives the points in Matrix 20 for every prescribed/ non-prescribed textbook s/he authored or co-authored.
		<b>Matrix 20. Textbooks</b>
		Author of a prescribed textbook                      1



	Author of a non-prescribed textbook	0.5
	Co-author of a prescribed textbook	0.5
	Co-author of a non-prescribed textbook	0.25



# FEU Data Privacy Manual



## I. INTRODUCTION

Far Eastern University is committed to uphold the rights of individuals to data privacy. In this regard, the University hereby adopts this Data Privacy Manual in compliance with Republic Act No. 10173 or the Data Privacy Act of 2012, its Implementing Rules and Regulations, and relevant policies and issuances of the National Privacy Commission.

Each person shall be guided by the principles of transparency, legitimate purpose and proportionality in processing personal data of students, parents, employees, members of the FEU Community, external parties, and other stakeholders.

*Transparency.* Data subjects must be aware of the nature, purpose, and extent of the processing of his or her personal data, including the risks and safeguards involved, the identity of the personal information controller, his or her rights as a data subject, and how these can be exercised.

*Legitimate Purpose.* Personal data collected shall be processed based on declared and specified purpose, and shall not be contrary to law, morals, or public policy.

*Proportionality.* Processing of personal data shall be adequate, relevant, suitable, necessary, and not excessive in relation to the functions of the University.

Under any given circumstances, we shall adhere to all the provisions of Republic Act No. 10173 or the Data Privacy Act of 2012, its Implementing Rules and Regulations, relevant policies and issuances of the National Privacy Commission, and all other requirements and standards for continuous improvement and effectiveness of personal data security management system.



## II. DEFINITION OF TERMS

Whenever used in this manual, the following terms shall have the respective meaning:

- A. **“Act”** refers to Republic Act No. 10173, also known as the Data Privacy Act of 2012.
- B. **“Commission”** refers to the National Privacy Commission.
- C. **“Consent of the data subject”** refers to any freely given, specific, informed indication of will, whereby the data subject agrees to the collection and processing of his or her personal, sensitive personal, or privileged information. Consent shall be evidenced by written, electronic or recorded means. It may also be given on behalf of a data subject by a lawful representative or an agent specifically authorized by the data subject to do so.
- D. **“Data owner”** refers to an individual or entity that has approved management responsibility for controlling the processing of specific personal data.
- E. **“Data subject”** refers to an individual whose personal, sensitive personal or privileged information is processed.
- F. **“Data processing systems”** refers to the structure and procedure by which personal data is collected and further processed in an information and communications system or relevant filing system, including the purpose and intended output of the processing.
- G. **“Data sharing”** is the disclosure or transfer to a third party of personal data under the custody of Far Eastern University or personal information processor. In the case of the latter, such disclosure or transfer must have been upon the instructions of the University. The term excludes outsourcing, or the disclosure or transfer of personal data by the University to a personal information processor.



- H. **“Direct marketing”** refers to communication by whatever means of any advertising or marketing material which is directed to particular individuals.
- I. **“Filing system”** refers to any set of information relating to natural or juridical persons to the extent that, although the information is not processed by equipment operating automatically in response to instructions given for the purpose, the set is structured, either by reference to individuals or by reference to criteria relating to individuals, in such a way that specific information relating to a particular individual is readily accessible.
- J. **“Implementing Rules and Regulations” or “IRR”** refers to Implementing Rules and Regulations of the Data Privacy Act of 2012.
- K. **“Information and communications system”** refers to a system for generating, sending, receiving, storing, or otherwise processing electronic data messages or electronic documents, and includes the computer system or other similar device by which data is recorded, transmitted, or stored, and any procedure related to the recording, transmission, or storage of electronic data, electronic message, or electronic document.
- L. **“Personal data”** refers to all types of personal information.
- M. **“Personal data breach”** refers to a breach of security leading to the accidental or unlawful destruction, loss, alteration, unauthorized disclosure of, or access to, personal data transmitted, stored, or otherwise processed.
- N. **“Personal information”** refers to any information, whether recorded in a material form or not, from which the identity of an individual is apparent or can be reasonably and directly ascertained by the entity holding the information, or when put together with other information would directly and certainly identify an individual.



- O. **“Personal information controller” or “PIC”** refers to a natural or juridical person, or any other body who controls the processing of personal data, or instructs another to process personal data on its behalf. The term excludes;
1. A natural or juridical person, or any other body, who performs such functions as instructed by another person or organization.
  2. A natural person who processes personal data in connection with his or her personal, family, or household affairs.
- There is control if the natural or juridical person or any other body decides on what information is collected, or the purpose or extent of its processing.
- P. **“Personal information processor” or “PIP”** refers to any natural or juridical person or any other body to whom a personal information controller may outsource or instruct the processing of personal data pertaining to a data subject.
- Q. **“Processing”** refers to any operation or any set of operations performed upon personal data including, but not limited to, the collection, recording, organization, storage, updating or modification, retrieval, consultation, use, consolidation, blocking, erasure or destruction of data. Processing may be performed through automated means, or manual processing, if the personal data are contained or are intended to be contained in a filing system.
- R. **“Profiling”** refers to any form of automated processing of personal data consisting of the use of personal data to evaluate certain personal aspects relating to a natural person, in particular to analyze or predict aspects concerning that natural person’s performance at work, economic situation, health, personal preferences, interests, reliability, behavior, location or movements.
- S. **“Privileged information”** refers to any and all forms of data, which, under the Rules of Court and other pertinent laws constitute privileged communication.
- T. **“Public authority”** refers to any government entity created by the Constitution or law, and vested with law enforcement or regulatory authority and functions.
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U. **“Security incident”** refers to an event or occurrence that affects or tends to affect data protection or may compromise the availability, integrity and confidentiality of personal data. It includes incidents that would result to personal data breach, if not for safeguards that have been put in place.

V. **“Sensitive personal information”** refers to personal information:

1. About an individual’s race, ethnic origin, marital status, age, color, and religious, philosophical or political affiliations.
2. About an individual’s health, education, genetic or sexual life of a person, or to any proceeding for any offense committed or alleged to have been committed by such individual, the disposal of such proceedings, or the sentence of any court in such proceedings.
3. Issued by government agencies peculiar to an individual which includes but is not limited to, social security numbers, previous or current health records, licenses or its denials, suspension or revocation, and tax returns.
4. Specifically established by an executive order or an act of Congress to be kept classified.

W. **“University”** refers to Far Eastern University.

### **III. SCOPE AND LIMITATIONS**

All personnel of Far Eastern University, regardless of type of employment or contractual arrangement, must comply with the general provisions defined in this Data Privacy Manual. Compliance extends to Personal Information Processors (PIPs) and other service providers contracted by the University, who shall be allowed access to relevant personal data.

These general provisions shall serve as a framework for data owners, who will be assigned by the University to be responsible for specific personal data. Data owners shall

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define detailed policies, procedures and guidelines, and formulating the corresponding documents, in hard-copy or digital form, in the processing of personal data under their custody.

#### **IV. PROCESSING OF PERSONAL DATA**

Far Eastern University shall adopt the following general provisions on the processing of personal data that adhere to the general principles of collection, processing and retention of personal data, and to the criteria for lawful processing of personal information, sensitive personal information, and privileged information.

##### **A. Collection**

1. A Privacy Policy Notice shall be provided to the data subject prior to the collection of personal data. The Privacy Policy Notice of the University shall be written in clear and plain language to ensure understandability, shall be accessible at any point in time, and shall include the following:
  - a) Service description
  - b) Identification of the PIC
  - c) Personal data that are collected
  - d) Collection method
  - e) Timing of collection
  - f) Purpose(s) for which personal data will be collected and used
  - g) Storage and transmission of personal information
  - h) Method of use
  - i) Location of personal data
  - j) Third party transfer
  - k) Retention period
  - l) Participation of data subject
  - m) Inquiry



2. Consent on the Privacy Policy Notice shall be obtained directly from the data subject, or from parent or legal guardian of a data subject of minor age, prior to collection of personal data. Withdrawal of consent shall be allowed at all times upon receipt of a written intent.
3. Only personal data that is necessary and compatible with the declared, specified, and legitimate purpose shall be collected directly from the data subject, or parent or legal guardian of a data subject of minor age.
4. A formal confirmation that the provided personal data is accurate and may be used for the declared, specified, and legitimate purpose shall be obtained directly from the data subject, or from parent or legal guardian of a data subject of minor age.

## **B. Usage**

1. Processing of personal information shall be allowed under the following conditions:
    - a) Consent of the data subject has been obtained prior to collection, or as soon as practicable and reasonable.
    - b) The processing involves the personal information of a data subject who is a party to a contractual agreement, in order to fulfill obligations under the contract or to take steps at the request of the data subject prior to entering the said agreement.
    - c) The processing is necessary to protect vitally important interests of the data subject, including his or her life and health.
    - d) The processing is necessary to respond to national emergency or to comply with the requirements of public order and safety, as prescribed by law.
    - e) The processing is necessary for the fulfillment of the constitutional or statutory mandate of a public authority.
    - f) The processing is necessary to pursue legitimate interests of the University, or by a third party or parties to whom the data is disclosed, except where such interests are overridden by fundamental rights and freedoms of the data subject, which require protection under the Philippine Constitution.
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2. Processing of sensitive personal information and privileged information is prohibited, except in any of the following cases:
    - a) Consent is given by the data subject, or parent or legal guardian of a data subject of minor age, or by the parties to the exchange of privileged information, prior to processing, which shall be undertaken pursuant to a declared, specified, and legitimate purpose.
    - b) The processing is provided for by existing laws and regulations, provided that said laws and regulations do not require the consent of the data subject for the processing, and guarantee the protection of personal data.
    - c) The processing is necessary to protect the life and health of the data subject or another person, and the data subject is not legally or physically able to express his or her consent prior to the processing.
    - d) The processing is necessary for the purpose of medical treatment, provided that it is carried out by a medical practitioner or a medical treatment institution, and an adequate level of protection of personal data is ensured.
    - e) The processing is necessary for the protection of lawful rights and interests of natural or legal persons in court proceedings, or the establishment, exercise, or defense of legal claims, or when provided to government or public authority pursuant to a constitutional or statutory mandate.
  3. Only personal data collected directly from the data subject, or from parents or legal guardian of a data subject of minor age, shall be processed.
  4. Personal data collected shall be fairly and lawfully processed. Processing of personal data collected shall be in a manner compatible with declared, specified, and legitimate purpose.
  5. Only personal data collected that is accurate and kept up-to-date shall be processed. A policy and procedure on regular updating of personal data collected shall be implemented.
  6. Inaccurate or incomplete personal data shall be rectified or supplemented. Otherwise, the personal data shall be restricted for further processing or shall be destroyed.
  7. Processing of personal data collected shall be adequate, relevant, and limited to what is necessary in relation to the purposes for which the personal data are to be processed.
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8. There shall be transparency in processing personal data. Data subjects shall be provided with sufficient information to know the nature and extent of processing. Information provided to the data subject shall be in clear and plain language to ensure that they are easy to understand, and shall be accessible at all times.
  9. The University shall uphold the rights of data subjects in processing personal data collected. Processing of personal data shall be discontinued immediately upon receipt of a written intent from a data subject, or from parent or legal guardian of a data subject of minor age, to withdraw consent, object, or refuse processing.
  10. Processing of personal data collected or shared from a party other than the data subject, or parent or legal guardian of a data subject of minor age, shall be allowed under any of the following conditions:
    - a) It is expressly authorized by law, and that there are adequate safeguards for data privacy and security, and processing adheres to principle of transparency, legitimate purpose and proportionality.
    - b) Consent have been obtained from the data subject, or from parent or legal guardian of a data subject of minor age, even when the personal data was collected or shared by an affiliate or mother company, or similar relationships.
    - c) It is for purposes of research, and the personal data collected is publicly available or consent from the data subject, or from parent or legal guardian of a data subject of a minor age, have been obtained. Adequate safeguards shall be in place and no decision directly affecting data subjects shall be made on the basis of the personal data collected or processed. The rights of the data subjects shall be upheld without compromising research integrity.
    - d) It is for the purpose of a public function or provision of a public service.
  11. Processing of personal data collected beyond originally declared, specified, or legitimate purpose shall be allowed for historical, statistical, or scientific purposes, and in cases laid down in law.
  12. Processing of personal data for the purpose of surveillance, interception, or recording of communications shall comply with the Act, including adherence to the principles of transparency, proportionality, and legitimate purpose.
  13. Subcontracted or outsourced processing of personal data shall be governed by a contract or other legal act to ensure that proper safeguards are in place, to ensure the confidentiality, integrity and availability of the personal data processed, to
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prevent its use for unauthorized purposes, and to generally comply with the requirements of the Act, the IRR, other applicable laws for processing of personal data, and other issuances of the Commission. Subcontracting or outsourcing agreements shall:

- a) bind the PIP to the University;
  - b) set out the subject-matter and duration of the processing, the nature and purpose of the processing, the type of personal data and categories of data subjects, the obligations and rights of the University, and the geographic location of the processing;
  - c) stipulate, in particular, that the PIP shall:
    - i. process the personal data only upon the documented instructions of the University, including transfers of personal data to another country or an international organization, unless such transfer is authorized by law;
    - ii. ensure that an obligation of confidentiality is imposed on persons authorized to process the personal data;
    - iii. implement appropriate security measures and comply with the Act, the IRR, and other issuances of the Commission;
    - iv. not engage another processor without prior instruction from the University, provided that any such arrangement shall ensure that the same obligations for data protection under the contract or legal act are implemented, taking into account the nature of the processing;
    - v. assist the University, by appropriate technical and organizational measures and to the extent possible, fulfill the obligation to respond to requests by data subjects relative to the exercise of their rights;
    - vi. assist the University in ensuring compliance with the Act, the IRR, other relevant laws, and other issuances of the Commission, taking account the nature of processing and the information available to the PIP;
    - vii. at the choice of the University, delete or return all personal data to the University after the end of the provision of services relating to the processing, provided that this includes deleting existing copies unless storage is authorized by the Act or another law;
    - viii. make available to the University all information necessary to demonstrate compliance with the obligations laid down in the Act, and allow for and
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contribute to audits, including inspections, conducted by the University or another auditor mandated by the latter; and,

- ix. immediately inform the University if, in its opinion, an instruction infringes the Act, the IRR, or any other issuances of the Commission.

### **C. Storage, Retention and Disposal**

1. Personal data collected shall be stored in a manner that ensures appropriate privacy and security safeguards.
2. In general, personal data collected shall not be retained in perpetuity or in contemplation of a possible future use yet to be determined.
3. Personal data collected shall be retained only for the fulfillment of the declared, specified, and legitimate purpose, or when the processing relevant to the purpose has been terminated. Furthermore, it shall be retained only for establishment, exercise or defense of legal claims, or for legitimate business purpose that is consistent with standards or approved by appropriate government agency.
4. A personal data retention policy that is aligned with the appropriate standards and regulatory requirements shall be implemented by the University.
5. Retention of personal data collected and processed further for historical, statistical, or scientific purposes, and in cases laid down in law, shall be allowed with the implementation of appropriate organization, physical, and technical security measures required by the Act in order to safeguard the rights and freedoms of data subjects. It is recommended that the personal data collected and process further, be aggregated or kept in a form which does not permit identification of data subjects.
6. Appropriate policy to securely dispose or discard personal data collected that is beyond its retention period shall be implemented to prevent further processing, unauthorized access, or disclosure to any other party or the public, or prejudice the interests of data subjects.



## D. Disclosure and Sharing

1. Data sharing shall be allowed only under any of the following conditions:
  - a) It is expressly authorized by law, and that there are adequate safeguards for data privacy and security, and processing adheres to principle of transparency, legitimate purpose and proportionality.
  - b) Consent for disclosure or sharing have been obtained from the data subject, or parent or legal guardian of a data subject of minor age, even when the personal data was collected or shared by an affiliate or mother company, or similar relationships. In addition, sufficient information on the disclosure or sharing shall be provided to data subjects prior to collection of personal data or before data is shared. A data sharing agreement shall also cover data sharing even for commercial purposed including direct marketing. Further processing of shared data shall adhere to the data privacy principles laid down in Act, the IRR, and other issuances of the Commission.
  - c) It is for purposes of research, and the personal data collected is publicly available or consent from the data subject, or parent or legal guardian of a data subject of minor age, has been obtained. Adequate safeguards shall be in place and no decision directly affecting the data subjects shall be made on the basis of the personal data collected or processed. The rights of the data subjects shall be upheld without compromising research integrity.
  - d) It is for the purpose of a public function or provision of a public service, which shall be covered by a data sharing agreement.
2. The following information on disclosure and sharing shall be provided to data subjects prior to collection of personal data or before personal data is shared:
  - a) Identity of the PIP that will be given access to the personal data.
  - b) Purpose of data sharing.
  - c) Categories of personal data concerned.
  - d) Intended recipients or categories of recipients of the personal data.
  - e) Existence of rights of data subjects, including the right to access and correction, and the right to object.



- f) Other information that would sufficiently notify the data subjects of the nature and extent of data sharing and the manner of processing.
3. The data sharing agreement shall establish the adequate safeguards for data privacy and security, and uphold rights of data subjects. All party to the data sharing agreement shall comply with the Act, the IRR, and all other issuances of the Commission.

## V. SECURITY MEASURES

Far Eastern University shall implement reasonable and appropriate organizational, physical, and technical security measures for the protection of personal data. Necessary steps shall be taken to ensure that any University personnel acting under authority and who has access, does not process personal data except upon instructions or as required by law.

The following security measures shall aim to maintain the availability, integrity, and confidentiality of personal data, and are intended for protection of personal data against any accidental or unlawful destruction, alteration, and disclosure, as well as against any other unlawful processing. The measures shall be implemented to protect personal data against natural dangers such as accidental loss or destruction, and human dangers such as unlawful access, fraudulent misuse, unlawful destruction, alteration and contamination.

In addition, the University shall strive to adopt a personal data security management system that is aligned to the requirements of appropriate national and international standards.



## A. Organizational Security Measures

1. A Data Protection Officer shall be designated to be accountable for ensuring compliance with applicable laws and regulations for the protection of data privacy and security.
2. The University shall implement appropriate data protection policies that provide for organization, physical, and technical security measures, and, for such purpose, take into account the nature, scope, context and purposes of the processing, as well as the risks posed to the rights and freedom of data subjects. These policies shall:
  - a) implement data protection principles both at the time of the determination of the means for processing and at the time of the processing itself;
  - b) implement appropriate security measures that, by default, ensure only personal data which is necessary for the specified purpose of the processing are processed;
  - c) determine the amount of personal data collected, including the extent of processing involved, the period of their storage, and their accessibility; and,
  - d) provide for documentation, regular review, evaluation, and updating of the privacy and security policies.
3. Records of processing activities shall be maintained. These records shall sufficiently describe its data processing systems, and identify duties and responsibilities of individuals who will have access to personal data. The records shall include:
  - a) Information about the purpose of the processing of personal data, including any intended future processing or data sharing.
  - b) A description of all categories of data subjects, personal data, and recipients of such personal data that will be involved in the processing.
  - c) General information about the data flow within the organization, from the time of collection, processing, and retention, including the time limits of disposal or erasure of personal data.
  - d) A general description of the organizational, physical, and technical security measures in place.



- e) The name and contact details of the President of the University and, where applicable, the joint controller, its representative, and the compliance officer or DPO, or any other individual or individuals accountable for ensuring compliance with the applicable laws and regulations for the protection of data privacy and security.
4. All University personnel shall hold and operate personal data in their possession or that come to their knowledge, under strict confidentiality and secrecy, especially if the personal data are not intended for public disclosure. This obligation shall extend even after transferring to another position, upon resignation, or upon termination of employment or contractual relations. Orientation, trainings, or capacity building programs regarding privacy or security policies, shall be conducted for all University personnel.
5. The University shall develop, implement, and review policies and procedures:
  - a) for the collection of personal data;
  - b) that limit the processing of data to ensure that it is only to the extent necessary for the declare, specified, and legitimate purpose;
  - c) for access management, system monitoring, and protocols to follow during security incidents or technical problems;
  - d) for data subjects to exercise their rights under the Act;
  - e) for data retention, including timeline or conditions for erasure or disposal of records.
6. The University shall engage only with PIPs that provide sufficient guarantees to implement appropriate security measures specified in the Act and the IRR, and that ensure the protection of the rights of the data subjects. Engagements with PIPs shall be covered with appropriate contractual agreements.

## **B. Physical Security Measures**

1. Detailed policies and procedures shall be established to monitor and limit access to and activities in the room, workstation, and facilities, including guidelines that specify the proper use of and access to all kinds of media containing personal data collected.



2. Office spaces and workstations shall be designed/re-designed to provide privacy to anyone processing personal data, taking into consideration the environment and accessibility to the public.
3. Duties, responsibilities and schedule of individuals involved in the processing of personal data shall be clearly defined to ensure that only the individuals actually performing official duties shall be in the room or work station, at any given time.
4. All University personnel involved in the processing of personal data shall implement policies and procedures regarding the transfer, removal, disposal, and re-use of all kinds of media, to ensure appropriate protection of personal data.
5. Detailed policies and procedures shall be established to prevent mechanical destruction of files and equipment. The rooms, workstations, and facilities shall, as far as practicable, be secured against natural disasters, power disturbances, external access, and other similar threats.

### **C. Technical Security Measures**

The University shall adopt and establish the following technical security measures:

1. A security policy with respect to the processing of personal data.
2. Safeguards to protect computer network against accidental, unlawful or unauthorized usage, any interference which will affect data integrity or hinder the functioning or availability of the system, and unauthorized access through an electronic network.
3. Ability to ensure and maintain the confidentiality, integrity, availability, and resilience of processing systems and services.
4. Regular monitoring for security breaches, and a process both for identifying and accessing reasonably foreseeable vulnerabilities in the computer networks, and for taking preventive, corrective, and mitigating action against security incidents that can lead to a personal data breach.
5. Ability to restore the availability and access to personal data in a timely manner in the event of a physical or technical incident.
6. A process for regularly testing, accessing, and evaluating the effectiveness of security measures.



7. Encryption of personal data during storage and while in transit, authentication process, and other technical security measures that control and limit access.

## **VI. DATA BREACH AND SECURITY INCIDENTS**

Far Eastern University shall be responsible for any personal data under its control and custody, including data that have been outsourced or transferred to a PIP or a third party for processing, whether domestically or internationally, subject to cross-border arrangement and cooperation.

The University shall be accountable for complying with the requirements of the Act, the IRR, and other issuances of the Commission. It shall use contractual or other reasonable means to provide a comparable level of protection to the personal data while it is being processed by a PIP or third party.

In these regards, the University shall, at all times, be prepared for any data breach and security incidents with the implementation of a Data Security Incident Management Policy which includes the following:

1. A Data Security Incident Response Team with members that have clearly defined responsibilities, to ensure timely act in the event of a security incident or personal data breach. At the minimum, the team shall be composed of the Data Protection Office, Risk Manager, and Chief Internal Audit Executive. The responsibility of the team shall include:
  - a. Implementing the security incident management policy.
  - b. Managing security incident and personal data breaches.
  - c. Compliance with the relevant provisions of the Act, the IRR, and all related issuances by the Commission on personal data breach management.



2. Organizational, physical and technical security measures, and personal data privacy policies intended to prevent or minimize the occurrence of a personal data breach and assure timely discovery of a security incident. The measures shall include:
  - a. Conduct of a privacy impact assessment to identify attendant risks in the processing of personal data. It shall take into account the size and sensitivity of the personal data being processed, the impact and likely harm of a personal data breach.
  - b. Data governance policy that ensures adherence to the principles of transparency, legitimate purpose, and proportionality.
  - c. Implementation of appropriate security measures that protect the availability, integrity and confidentiality of personal data being processed.
  - d. Regular monitoring for security breaches and vulnerability scanning of computer networks.
  - e. Capacity building of University personnel to ensure knowledge of data breach management principles, and internal procedures for responding to security incidents. Any University personnel, who becomes aware of a personal data breach and security incident, shall immediately inform his/her direct supervisor, who shall in turn, inform the DPO, or the DPO directly.
  - f. Procedure for regular review of policies and procedures, including the testing, assessment, and evaluation of the effectiveness of the security measures.
3. Incident response procedure intended to contain a security incident or personal data breach and restore the integrity of the information and communications system.
4. Mitigation of possible harm and negative consequences to data subjects in the event of a personal data breach.
5. Compliance with the Act, the IRR, and all related issuances of the Commission pertaining to personal data breach notification.

In the event of any personal data breach and security incident, the University shall:

1. Convene the Data Security Incident Response Team immediately upon knowledge of the incident. The team shall:
  - a. Manage effectively and respond timely to the incident.
  - b. Assess the impact of the breach.



- c. Ensure that corresponding actions are taken to mitigate its impact.
  - d. Coordinate the formulation and implementation of corrective actions to lessen recurrence of the incident.
  - e. Manage the incident until its final resolution.
2. Notify the Commission and affected data subjects within seventy two (72) hours upon knowledge of the incident, when there is reasonable belief that:
    - a. Sensitive personal information or any other information that may, under the circumstances, be used to enable identity fraud.
    - b. The personal data have been acquired by an unauthorized person.
    - c. The incident is likely to give rise to a real risk of serious harm to the affected data subjects.
  3. Consider the following if there is doubt as to whether notifying the Commission and the affected data subjects is indeed necessary:
    - a. Likelihood of harm or negative consequences on the affected data subjects.
    - b. Reduction of risks arising from the personal data breach reasonably believed to have occurred.
    - c. Involvement of:
      - i. information that would likely affect national security, public safety, public order, or public health;
      - ii. at least one hundred (100) individuals;
      - iii. information required by all applicable laws or rules to be confidential; or,
      - iv. personal data of vulnerable groups.
  4. Prepare an incident report that includes the following:
    - a. Nature of the breach that includes:
      - i. description of the incident;
      - ii. chronology of events; and,
      - iii. an estimate of the number of data subjects affected.
    - b. Description of the personal data involved.
    - c. Remedial measures taken that include:
      - i. description of the measures taken to address the breach;
      - ii. actions being taken to secure or recover the personal data that were compromised,
- 



- iii. actions performed to mitigate possible harm or negative consequences, and limit the damage or distress to those affected by the incident;
  - iv. actions being taken to inform the data subjects affected by the incident, or reasons for any delay in the notification; and,
  - v. measures being taken to prevent a recurrence of the incident.
- d. Name and contact details of person(s) designated to provide additional information.
5. If notifying the Commission is required, submit the incident report to the Commission within five (5) days from notification. In any case, all incident reports shall be made available when requested by the Commission. A summary of all incident reports shall be submitted to the Commission annually, comprised of general information including:
- a. Number of incidents and breach encountered.
  - b. Information classified according to their impact on the availability, integrity, or confidentiality of personal data.

## **VII. INQUIRIES AND COMPLAINTS**

Far Eastern University shall, at all times, uphold the rights of data subjects.

Data subjects may send inquiries on matters relating to the processing of their personal data collected, or the data privacy and security policies implemented by the University.

Data subjects may also send complaints on suspected or actual data breach or security incident, violation of their rights to data privacy, or inconsistencies in the implementation of the provisions of the data privacy policies adopted by the University.

Inquiries and complaints shall be sent to [dataprivacy@feu.edu.ph](mailto:dataprivacy@feu.edu.ph) or directly to any of the members of the Data Security Incident Response Team composed of:



**Michael Q. Liggayu**

Data Protection Officer

Telephone Number: (02) 7777-FEU(338) local 207

Email Address: mliggayu@feu.edu.ph

**Roger C. Ormilon Jr.**

Chief Internal Audit Executive

Telephone Number: (02) 7777-FEU(338) local 107

Email Address: rormilon@feu.edu.ph

Risk Manager

Telephone Number:

Email Address:

## **VIII. EFFECTIVITY**

The provision of this Data Privacy Manual shall take effect this \_\_\_\_\_, unless revoked or amended by Far Eastern University.



## **Policy on Consultancy and Other External Engagements for Faculty and Academic Managers**

The following policy sets the terms for professional engagement outside of FEU for faculty and academic managers. It is intended to ensure that the faculty and administrators of FEU are able to maintain a good equilibrium between their three roles and to ensure that FEU instruction, research, and extension work retain its integrity and be at its best at all times.

### **DECLARATION OF PRINCIPLES**

An educator, especially one in higher education, has three duties: teaching, research and extension. FEU recognizes the importance of all three and recognizes that engagement in any one enriches the practice of the other two. Although FEU provides opportunities for teaching, research, and extension to its faculty and administrators, it also recognizes that there are opportunities for these three activities outside of FEU and, in the case of extension and sometimes in research, it is actually even preferable that it be pursued outside of FEU. FEU, however, values balance and asserts that the pursuit of any one of the three, whether within or outside FEU, must never be done to the detriment of the other two.

### **COVERAGE AND DEFINITIONS**

Teaching is an activity that involves the imparting of knowledge or the creation of situations where knowledge is created to students during a specific term and the formal assessment and evaluation of these students either periodically during the term



or at the end of the term. Teaching that is not voluntary involves the acceptance of a salary for a specific term.

**Review.** Although lecturing for the purposes of reviewing students for a board exam is similar to teaching in that it is primarily concerned with the imparting of knowledge, it is unlike teaching in that it does not involve the assessment and evaluation of the students. Persons who lecture for the purpose of reviewing students for a board exam often receive an honorarium or a professional fee for it.

**Tutorials.** The activity of tutoring is the one-on-one teaching without formal assessment and evaluation. Payment for tutorial services usually comes in the form of an honorarium.

**Consultancies** are activities that involve offering expert or professional advice in a specific field. Consultancies are usually fixed term arrangements for specific projects. Persons with consultancy contracts are paid a professional fee. Long-term consultancies usually require a Professional Services Contract that include a description of the project, the terms of reference, the job description of the Consultant and the start date and end date of the project. Examples of long-term consultancies may be projects for CHED Technical Panels, module-writing for educational NGOs, layout work for coffee table books, feasibility study work, financial projection projects, job evaluation studies, etc.

Faculty and administrators are very often asked to share their expertise through short-term consultancies such as a giving talks, lectures or workshop or judging competitions. Unlike a long-term consultancy, however, services given for talks, lectures, and workshops or the judging of competitions do not usually extend to more than a day for a talk and lecture and to more than a few days for a workshop. Persons who engage in short-term consultancies often receive honoraria for it.



Research Projects contracted by agencies outside of FEU. Faculty may sometimes be asked to be part of a team or be the principal researcher for a research project initiated by agencies other than FEU. They may receive honoraria for their work for the project.

### **Ownership of or Interests in Enterprises and Organizations other than FEU**

Enterprises, whether publicly-listed corporations, family-owned business, small enterprises, cooperatives, foundations, non-profit organization, non-government organizations are organizations with commercial interests.

FEU recognizes the right of its employees to own private enterprises either in part or in whole. FEU, however, has the right to ensure that there is no conflict of interest with FEU nor abuse of FEU authority in the ownership of these private enterprises.

### **ENGAGEMENT IN TEACHING, CONSULTANCIES, AND RESEARCH OUTSIDE OF FEU AND OWNERSHIP OF ENTERPRISES OUTSIDE OF FEU**

Employment is defined as an arrangement where employees are paid a salary in exchange for their services. Primary employment is defined as an arrangement where employees devote a majority of their time to a single employer. Evidence of primary employment include a fixed monthly salary and mandatory deduction by the employer of SSS, Pag-ibig, and Philhealth contributions of the employee. Employment is differentiated from consultancies by regularity of work schedules and compensation. Person with employment, whether full-time or part-time, have a fixed schedule and are paid a monthly or bi-monthly salary.



Teaching. The FEU Faculty Manual states “A full-time faculty member, whether regular or contractual, with at least fifty-four units total academic load a year with FEU, will not be allowed to teach in other educational institutions.” Any full-time faculty member, may, however, request approval to teach in other educational institutions if they have teaching loads of less than fifty-four units total academic load a year with FEU. Approval for such requests is given by the President. Full-time faculty member, whether regular or contractual, with at least fifty-four units total academic load a year with FEU, will not be allowed to have part-time employment.

Teachers with a part time load should accomplish the Declaration of Teaching Load Outside FEU and should not have more than thirty units during the regular semester and nine units during the summer semester.

FEU administration reserves the right to investigate its faculty’s part-time employment and reserves the right to compel the faculty to disengage if necessary.

Review. Lecturing for the purposes of reviewing students for a board exam is allowed by FEU. This, however, must be done when the faculty or administrators have no classes or work.

Tutorials. Acceptance of tutorial arrangements is allowed for non-FEU students and should be conducted outside of FEU premises. The tutoring of any FEU student by any FEU faculty or employee is strictly disallowed. Tutoring is different from consultation with students. Consultations with students outside of the classroom are part of a Faculty’s duties. Faculty are expected to provide guidance to individual students who may have additional questions or clarifications about the course. Faculty are expected to provide this guidance professionally and without the expectation of additional compensation or favors.

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Consultancies. FEU sees consultancies as evidence of expertise in one's field and considers it an important part of extension services. FEU values the importance of consultancies when the impact of the consultancy is wide in scope. Consultancies for government agencies or multilateral agencies such as CHED, DepEd, NCCA, CCP, DOST, DOH, UNESCO, UNICEF, World Bank, and the like are assigned points in its ranking system. Faculty and administrators must prioritize their university duties above all other work engagements. They must ensure that their work for their consultancies do not interfere with their obligations to FEU.

FEU encourages even small-scale consultancies such as giving lectures, judging contests in their field of expertise, facilitating workshops, acting as resource persons for current events programs, etc. as it provides its teachers and administrators opportunities to hone their skills. Classes should not be missed when faculty give talks, lectures, and workshops. If, however, there is a conflict between the lecture, talk or workshop and the class, the faculty should apply for a leave and should provide for work for the classes during their absence.

Participation in Research Projects contracted by agencies outside of FEU is encouraged by FEU provided that the research is aligned to the Faculty's field of specialization. Faculty and administrators must prioritize their university duties above all other work engagements. They must ensure that their work for their research projects do not interfere with their obligations to FEU.



## **ALLOTTED TIME FOR OUTSIDE ENGAGEMENT**

FEU will allow its Faculty and Academic Managers to devote up to ten hours a week to teaching, review work, tutorials, consultancies, and research outside FEU.

## **DECLARATION OF OUTSIDE ENGAGEMENT**

FEU Faculty and Administration should submit their Declaration of Outside Engagement within the first month of every semester to the Academic Affairs Office through their respective units. The accomplished Declaration of Outside Engagement form should indicate all teaching outside FEU, participation in review classes, tutorials, consultancies, participation in research projects contracted by agencies outside of FEU, ownership of or interests in enterprises and organizations other than FEU, lectures, judging of contests, talks, facilitation of workshops, etc. of the previous semester.

For teaching outside of FEU, approval by the FEU President of the teaching engagement should be attached. For consultancies, details of the consultancies should be included. The Professional Services Contract for these consultancies should be attached to the form. The Professional Services Contract should include the terms of reference for the project, job description, scope of work, and start and end date of the project. For participation in research projects contracted by agencies outside of FEU, details such as the nature of the project, funding agency, other researchers involved, etc. should be included. For ownership of or interests in enterprises and organizations other than FEU, details about the faculty's or administrator's involvement in its operations or management should be included.



FEU will ensure that the university duties of the faculty and administrators involved in outside engagements are prioritized and that the commitments to the university take precedence over commitments to these other engagements. It also has to ensure that there is no conflict of interest, conflict in time, disclosure of trade secrets, and abuse of FEU authority. FEU administration will protect the faculty's and administrators' rights to participate in outside engagement as long as these engagements are legal and done with legal entities. FEU, however, reserves the right to investigate its faculty's and administrators' outside engagements and reserves the right to compel the parties concerned to disengage if necessary.

Should there be concerns about any outside engagement, an ad hoc committee may be constituted by the President to investigate the matter.



# Student Evaluation Form



# FAR EASTERN UNIVERSITY

## ONLINE PERFORMANCE EVALUATION OF FACULTY

SCHOOL YEAR: 2017 - 2018 SEMESTER: 2

OVERALL DETAILED STUDENT EVALUATION OF FACULTY (AVERAGE OF ALL SUBJECTS)

<b>FACULTY NAME</b>	
<b>SUBJECT NAME</b>	
<b>1. ABOUT THE COURSE</b>	<b>AVERAGE</b>
1. The course objectives are met through the various lessons and activities.	
2. The different topics in the course syllabus are adequately treated and discussed.	
3. The readings, textbooks, and other instructional materials are consistent with the course objectives.	
4. The course requirements can be accomplished within a reasonable period of time.	
5. The course has developed in me a greater sense of responsibility (i.e., self-reliance, self-discipline, independent study).	
6. The course provides opportunities to put into action the FEU core values of fortitude, excellence and uprightness.	
<b>2. ABOUT THE FACULTY</b>	<b>AVERAGE</b>
1. The teacher demonstrates mastery of the topics included in the course syllabus.	
2. The teacher explains the course objectives, expectations, requirements, and grading procedures of the course.	
3. The teacher relates the topic being discussed to concepts previously learned in the same course.	
4. The teacher uses appropriate teacher-made and/or technology-based instructional materials.	
5. The teacher supplements textbook materials with other references such as journals, researches, hand-outs, etc.	
6. The teacher presents the subject matter clearly and systematically.	
7. The teacher promotes the FEU core values of fortitude, excellence and uprightness.	
8. The teacher behaves in a manner befitting the teaching professional.	
9. The teacher extends efforts to engage students in class discussions and activities.	
10. The teacher returns graded work within reasonable time.	
11. The teacher uses a variety of teaching methods in discussing topics.	
12. The teacher is updated on recent developments in areas under discussion.	
13. The teacher communicates effectively.	
14. The teacher begins and ends classes on time.	
15. The teacher is effective in controlling unnecessary noise and other distractions in the class.	
16. The teacher is available for consultation during scheduled periods or by appointment.	
17. The teacher gives constructive criticism of students work.	
18. The teacher demonstrates the ability to effectively handle behavior which is distracting to learning.	
19. The teacher uses evaluation measures/tests which adequately sample	



what was covered in the course.			
20. The teacher demonstrates and promotes academic integrity.			
21. The teacher maintains a stimulating atmosphere that encourages students to participate in class discussions/activities.			
22. The teacher fosters a class environment that is conducive to learning (i.e., arranged chairs, clean boards, no litter).			
23. The teacher connects the subject matter with related topics and/or other disciplines.			
24. The teacher shows respect for the students as persons.			
<b>3. ABOUT THE STUDENT</b>			
		<b>YES</b>	<b>NO</b>
1. This course is one of the best I have had here at FEU.			
2. When I am in this class, I am usually wide-awake and interested in the lesson.			
3. I participate actively in this class.			
4. I am motivated to study hard in this course.			
5. I have exerted much effort in meeting the requirements in this course.			
6. This course is one of the best I have had here at FEU.			
7. When I am in this class, I am usually wide-awake and interested in the lesson.			
8. I participate actively in this class.			
9. I am motivated to study hard in this course.			
10. I have exerted much effort in meeting the requirements in this course.			
		<b>NEVER</b>	<b>1-3 MEETINGS</b>
			<b>4-6 MEETINGS</b>
			<b>MORE THAN 6</b>
1. I have been late in this course for			
2. I have been absent in this course for			
3. I have been late in this course for			
4. I have been absent in this course for			
		<b>ONE OF THE BEST</b>	<b>ONE OF THE WORST</b>
			<b>NEITHER</b>
1. Among FEU teachers i have had, i would rate this teacher as			

<b>In this course, I would give myself a final grade of</b>																	
<b>A</b>	<b>B</b>	<b>B</b>	<b>C+</b>	<b>C</b>	<b>D+</b>	<b>D</b>	<b>F</b>	<b>1.00</b>	<b>1.25</b>	<b>1.50</b>	<b>1.75</b>	<b>2.00</b>	<b>2.25</b>	<b>2.50</b>	<b>2.75</b>	<b>3.00</b>	<b>5.00</b>
	<b>+</b>																
<b>In this course, I would give myself a final grade of</b>																	
<b>A</b>	<b>B</b>	<b>B</b>	<b>C+</b>	<b>C</b>	<b>D+</b>	<b>D</b>	<b>F</b>	<b>1.00</b>	<b>1.25</b>	<b>1.50</b>	<b>1.75</b>	<b>2.00</b>	<b>2.25</b>	<b>2.50</b>	<b>2.75</b>	<b>3.00</b>	<b>5.00</b>
	<b>+</b>																



