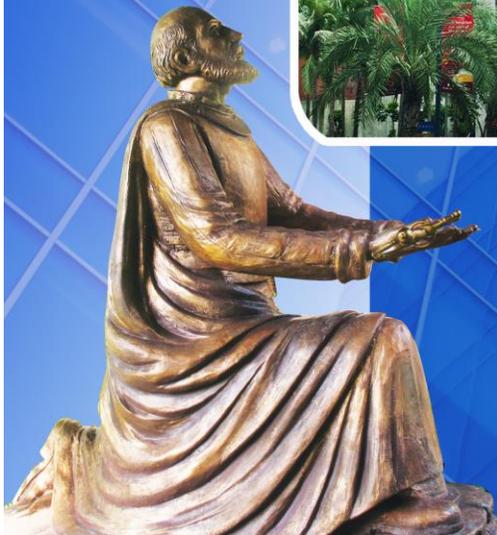




ATENEIO DE MANILA UNIVERSITY
GRADUATE SCHOOL OF BUSINESS

FACULTY MANUAL



Faculty Manual

Ateneo Graduate School of Business

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History of Ateneo de Manila University

The Ateneo de Manila University traces its roots back to 1859 when, at the request of the City of Manila endorsed by Governor Norzagaray, the Jesuits took over the Escuela Municipal in Intramuros, the walled city of Manila. A primary school originally intended for the sons of Spaniards, it was opened by the Jesuits to native Filipinos as well. In 1865, the Jesuits received government approval to add a five-year program leading to the degree of Bachelor of Arts. In keeping with its new academic status, the school was renamed the Ateneo Municipal de Manila. Among the graduates in those early decades was Jose Protacio Rizal, A.B. 1877, who would later be named the Philippines' national hero.

With the withdrawal of city subsidy in 1901, the Ateneo became a private institution, dropping the word "Municipal" from its official name. In 1921, the American Jesuits of the Maryland-New York Province replaced the Spanish Jesuits as teachers and administrators of the Ateneo.

The Intramuros fire of 1932 completely destroyed the Ateneo buildings, forcing the school to move to a new location on Padre Faura Street, Ermita. During the battle for the liberation of Manila, the Padre Faura complex of buildings was razed. Temporary structures were quickly built, but in 1952, the Ateneo moved to its present spacious campus in Loyola Heights, Quezon City.

In 1958, the Society of Jesus in the Philippines was raised to the status of a full province. Administration of the Ateneo passed from the New York to the Philippine Province of the Society of Jesus, and shortly after, the first Filipino Rector/President of the Ateneo was named. Since the growth of the Ateneo demanded a new status, the school obtained its charter as a university in 1959.

Today the Ateneo de Manila is a 155-year old institution comprised of basic, higher, and professional education units. The units of higher education—the School of Humanities, the John Gokongwei School of Management, the School of Science and Engineering, and the School of Social Sciences—are collectively known as the Loyola

History of Ateneo de Manila University

Schools. The Graduate School of Business, the Law School, the School of Government, and the School of Medicine and Public Health comprise the Professional Schools. Like most Philippine universities, the Ateneo has a grade school and high school noted for high educational standards.

The Loyola Schools, basic education units, and the School of Government are located in the Loyola Heights campus in Quezon City. The Graduate School of Business and Law School are based in the Rockwell Center campus in Makati City. Finally, the School of Medicine and Public Health is based in Pasig City.

The Ateneo's identity is as a Filipino, Catholic, and Jesuit university known for producing professionals- for-others who excel in their fields and aim to serve the community through their work. It has recently identified four strategic thrusts for the coming years: mission and identity, nation-building, sustainable development, and internationalization. The Ateneo, as an academic community, seeks to fulfill its mission through the exercise of the functions proper to a university, namely, teaching, research, and service to the community.

History of Graduate School of Business

The Graduate School of the Ateneo de Manila was first established in 1948, with Master of Arts programs in Education and English as its initial offerings. Over time, other fields of study were introduced, among them Sociology, Economics, Philosophy, and Business Administration.

As its offerings grew in size and complexity, the Graduate School eventually found it necessary to split into two separate entities, and in 1960 the Graduate School of Arts and Sciences, and the Graduate School of Economics and Business Administration were born.

The Graduate School of Economics and Business Administration initially offered only two part-time evening programs: a Master of Arts in Economics, and a Master in Business Administration. A full-time MBA was added to its program portfolio in 1964. Two years later, the Master of Arts in Economics was transferred to the Graduate School of Arts and Sciences, and the school was reorganized into the present-day Ateneo Graduate School of Business, or AGSB.

In 1968, the Ateneo de Manila University, De La Salle College, the Ford Foundation, and Harvard University collaborated to set up the Asian Institute of Management (AIM), with the agreement that AIM was to concentrate on offering full-time MBA programs, while Ateneo and La Salle would focus exclusively on part-time programs. As a result of this collaboration, AGSB seconded many of its faculty to the AIM, and discontinued its full-time MBA program. Now focused exclusively on working students, and wishing to move closer to its target clientele, AGSB moved to a new campus on H.V. de la Costa St., Salcedo Village, Makati, in 1977.

The 1990s were a period of rapid growth and revitalization for AGSB under the leadership of its new Dean, former Secretary of Health, Dr. Alfredo R.A. Bengzon, who took its helm in 1993. The period was characterized by the introduction of many innovative new degree as well as non-degree programs, and a boom in student enrollment.

Under his leadership, the AGSB continued its special focus on health care management and public health. The Master in Hospital Administration, launched in 1978, was

History of Graduate School of Business

reinvented as the Master in Health Service Administration in 1998, and eventually, in 2002, renamed the MBA in Health. Many new non-degree programs were launched, including the award-winning Leaders for Health program.

In 1998, the Ateneo Professional Schools, made up of AGSB and the Ateneo Law School, moved to its new state-of-the-art campus at the Rockwell Center, in Makati City. The Ateneo-Regis MBA program was launched that same year, in partnership with Regis University (Denver, Colorado), a pioneer and leader in adult and workplace-based learning.

In 2003, the Commission on Higher Education granted AGSB full autonomy status, in recognition of its pace-setting innovations in management training and leadership development, and its continuous commitment to quality education. In 2004, CHED rated AGSB as the number one business school in the country out of the 199 schools it evaluated that year. In August, 2010, the school received full accreditation from the Philippine Accrediting Association of Schools, College and Universities, or PAASCU.

To make its brand of business education more accessible to a wider public, the AGSB operates satellite campuses all over the country, including in Santa Rosa, Laguna; Clark Field, Pampanga; Cebu City, and Iloilo City.

Staying true to the Jesuit tradition of magis and excellence in service to others, and constantly spurred by its passionate desire to provide its students with the best quality education in the service of the nation, the AGSB today remains ever more committed to its value proposition that business is not only for profit but also for nation building, and that “our country is our business”.

ADMU Vision-Mission Statement

As a University, the Ateneo de Manila seeks to preserve, extend, and communicate truth and apply it to human development and the preservation of the environment.

As a Filipino University, the Ateneo de Manila seeks to identify and enrich Philippine culture and make its own. Through the education of the whole person and the formation of needed professionals and through various corporate activities, the University aims to contribute to the development goals of the nation.

As a Catholic University, the Ateneo de Manila seeks to form persons who, following the teachings and example of Christ, will devote their lives to the service of others and, through the promotion of justice, serve especially those who are most in need of help, the poor and the powerless. Loyal to the teachings of the Catholic Church, the University seeks to serve the Faith and to interpret its teachings to modern Philippine society.

As a Jesuit University, the Ateneo de Manila seeks the goals of Jesuit liberal education through the harmonious development of moral and intellectual virtues. Imbued with the Ignatian spirit, the University aims to lead its students to see God in all things and to strive for the greater glory of God and the greater service of mankind.

The University seeks all these, as an academic community, through the exercise of the functions proper to a university, that is, through teaching, research and service to the community.

AGSB Vision-Mission Statement

Vision

To be a leading management educational institution in the Asia-Pacific Region for the business practitioner seeking to become a professional and ethical business leader committed to nation building.

Mission

As a Jesuit institution whose identity and purpose is derived from a tradition of service and a standard of academic excellence, we are committed to:

- Developing and nurturing workplace-based business leaders, managers and entrepreneurs who are guided by principles, imbued with a sense of service, and equipped with effective management skills. We believe that expertise without integrity is empty and integrity without expertise is ineffectual, while expertise and integrity without service is irrelevant.
- Providing relevant and globally-oriented programs, using facilitative learning methodologies that integrate technical, technological, political, and ethical dimensions, and producing intellectual contributions in support of developing the discipline, practice and teaching of business and management. We believe that intellectual rigor and strength of character form the essential foundation for business professionals.
- Enhancing the personal and professional growth of our faculty and staff. We believe that success in fulfilling our mission is decided by the dedication of the members of our organization.
- Drawing on the expertise of our faculty, the different units of the University, as well as of our strategic partners as we address the challenges of technology and competition in the domestic and global settings. We believe that in harnessing the resources of our various stakeholders in an interactive and integrated manner we remain effective and relevant in the changing times.

As we pursue these commitments, we will strive to bridge the external and internal gaps in our communities and in our country so that our people may achieve just and good lives.

AGSB Students and Graduates

Our students are workplace-based, practitioner adult learners who are well on their way to managerial careers and wish to take advanced studies to equip them with the concepts, theoretical models, skills, principles, and values needed by today's managers and leaders. We seek to produce professionals, who can manage and lead in a changing environment, with fundamental skills steeped in unwavering principles and values. We strive to produce graduates who can:

- Critically analyze information, situations, systems and issues.
- Make strategic and innovative decisions in an unpredictable environment and in a global context.
- Integrate concepts from various disciplines and arrive at a synthesis and/or new knowledge applying these to business situations and other realities.
- Integrate the use of information and cost-efficient technologies.
- Manage stakeholder relationships and issues.
- Demonstrate high proficiency in written and oral communication in a business context.
- Utilize effective teams in performing tasks and managing activities.
- Demonstrate effective personal and organizational leadership skills.
- Make business decisions according to solid, appropriate and defensible moral principles and address business ethical questions and dilemmas with reason and integrity.
- Promote social responsibility and work towards making a contribution to nation-building.

Thus, a graduate of the Ateneo Graduate School of Business, is a product of an Ateneo education – technically competent, and socially committed.

Program Offerings

The AGSB offers the following programs for individuals and organizations both from the private and public sectors in consideration of their needs:

Master in Business Administration

MBA Standard Program

MBA Middle Manager Program

Ateneo-Regis MBA Program

MBA in Health Program

MBA Program for the Ateneo School of Medicine (MD-MBA)

Master in Entrepreneurship

Master in Corporate Entrepreneurship

Center for Continuing Education

Main and Satellite Campuses

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Faculty Organization by Cluster

The AGSB Faculty is organized into clusters, each being headed by a Cluster Chairperson. A cluster is composed of faculty members teaching specific and related subjects.

The following are the clusters and their composition by subjects taught:

CENTRAL MANAGEMENT AND ECONOMICS

- Research for Management
- Principles and Dynamics of Management
- Economics for Managers
- Economic Development
- Entrepreneurship
- Law in Business Environment
- Family Business
- Strategic Management

HUMAN RESOURCES

- Business Communication
- Business Ethics
- The Call to Leadership
- Human Resources Management
- Leading Organizational Change
- Business and Professional Discourse

FINANCE

- Financial Accounting
- Managerial Accounting and Control
- Financial Management
- Financial Analysis for Decision-making
- Financial Engineering
- Investment Analysis and Portfolio Management
- Controllership
- Management of Financial Institution
- Personal Finance

Faculty Organization by Cluster

OPERATIONS

- Applied Mathematics
- Managerial Statistics
- Applied Management Science (Quantitative Methods)
- Operations Management
- Lean Six Sigma
- Project Management
- Supply Chain Management
- Business Solutions

MARKETING

- Marketing Management
- Brand Management
- Demand Management
- Global Marketing
- Marketing Communications
- E-Marketing
- Marketing Warfare

INFORMATION TECHNOLOGY

- Management Concepts for Information Technology
- Electronic Commerce
- Information Security Management
- Business Intelligence
- Health Informatics

HEALTH UNIT

- Principles and Concepts in Health and Development
- Managerial Epidemiology
- Health, Culture and Society
- Health Economics

1. Statement of Responsibilities and Rights

1.1 Statement of Responsibilities

All faculty members are expected to contribute to the fulfillment of the vision and mission of ADMU and AGSB, through their three primary responsibilities: instruction, research/intellectual contribution, and service. The time allocated to each activity will vary depending on the particular talents and interests of the faculty member and the needs of AGSB.

1.1.1 Instruction

All faculty members, whether classified as full-time or part-time, are expected to be engaged in teaching or instructional activities, based on the assignments given them by the Dean and/or their respective Cluster Chairs. Providing student direction and advisement through consultations is considered to be part of this responsibility.

While the AGSB has a faculty development program for its faculty, it is expected that the faculty members will be largely responsible for his/her own professional growth and development to ensure his/her continued effectiveness in teaching and imparting relevant knowledge to their students.

1.1.2 Research/Intellectual contribution

While teaching and instruction is expected to be their primary role, all faculty members are strongly encouraged to engage in research and scholarly work to advance knowledge in business and management, in alignment with the AGSB's vision and mission. This includes the writing of case materials for teaching and instructional purposes.

1.1.3 Service

All faculty members are expected to be engaged in service (professional, University, and community) consistent with the mission of ADMU and AGSB. Providing community extension service is an important component of this responsibility.

1.1.4 Other Responsibilities

Faculty members are also expected to, as much as possible, make themselves available for memberships in the schools' various

Part I. General Provisions

committees and Strategic Management Oral Defense panel, and participate in or attend faculty conferences and Cluster meetings, AGSB seminars and training programs, University events, and community activities.

In the fulfillment of their responsibilities, the faculty members are expected to practice and observe the following:

- a. Intellectual honesty
- b. Respect for the beliefs and opinions of colleagues and students
- c. Treating students with due fairness and concern
- d. Adherence to the values and acceptable norms of behavior in the University and AGSB community

1.2 Statement of Rights

1.2.1 The Right to Enjoy Academic Freedom

The AGSB recognizes the right of the faculty to enjoy academic freedom in accordance with current jurisprudence. Academic freedom of faculty is hereby referred to as the ability of a faculty member to conduct research and publish results without restrictions or interference from the school, regardless of the results and conclusions from such research work. It also includes the ability of the faculty to freely teach their subjects in the class, as long as this is generally within the prescribed content of the course syllabus and that they contribute to the attainment of the course objectives.

1.2.2 The Right to Participate in the School's Policy and Decision-Making

The faculty has the right to participate and be represented in the policy and decision-making process of the school. The AGSB provides venues for this through its Core Faculty and Committee structures.

1.2.3 The Right to Academic and Professional Growth

Every faculty member has the right to pursue academic and professional growth and development within and outside the AGSB provided that in doing so, academic duties and functions are not sacrificed.

1.2.4 The Right to Seek Redress of Grievance

The faculty has the right to seek redress of grievance.

2. Faculty Ranking, Tenure, Promotion, Selection and Hiring

2.1 Ranking, Tenure and Promotion

The AGSB has adopted a rank and tenure system that basically focuses on the following criteria:

- a. Educational qualification
- b. Professional practice, which includes:
 - management practice
 - teaching practice
 - intellectual contributions
- c. Participation in extension services

The ranking and promotion process involves the following:

- a. Initial ranking of faculty members based on collected and assessed data supplied by the faculty member
- b. Promotion of faculty members based on subsequently collected and assessed data supplied by the faculty member
- c. Processing of salary grades and pay levels upgrade based on rank, tenure, and promotion policies and criteria
- d. Assessment of teaching performance for retention, attrition, and separation purposes
- e. Matching of course loads and assignments with academic achievements and actual professional and business experiences of the faculty member
- f. Carrying out of possible crossover teaching assignments between and among clusters.

2.2 Selection and Hiring

Faculty members are hired based on the following criteria:

- a. Educational Qualification
- b. Professional/Management Practice
- c. Teaching Experience
- d. Intellectual Contributions
- e. Participation in Extension Services
- f. Achievements and Professional Growth

An existing committee that is tasked to do an initial assessment and screening of applicants for a teaching position at AGSB, whether solicited, unsolicited, voluntary, recommended, or invited. The process for the assessment of applicants and selection of faculty is as follows:

- a. All applications are reviewed by the Committee, with the overall qualifications of the applicant being evaluated based on the first six criteria mentioned above.
- b. If the applicant's academic and professional and management backgrounds are satisfactory based on these criteria, all academic records, professional and management engagement and other relevant information about the applicants are authenticated and background-checked before they are invited for interview.
- c. If all the records and data indicated in the applicant's resume are deemed accurate, the Committee endorses the applicant to the respective Cluster Chair(s) for interview, and if so desired, for a teaching demonstration.
- d. The Cluster Chair then interviews the applicant. In case of applicants without any teaching experience, the applicant is automatically asked to give a teaching demonstration. If the interview and teaching demonstration is deemed satisfactory, the Cluster Chair recommends to the Committee and the Dean the engagement of the applicant.
- e. Finally, the Office of the Dean will interview the applicant and explain, among other things, what the AGSB is all about, its mission and vision and other institutional information to bring in the new applicant faculty into the mainstream of AGSB life.
- f. Once approved, the new faculty is introduced to the AGSB community through appropriate communication methods. The Cluster Chair who has

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recommended the engagement of the applicant faculty will then introduce him/her to the Cluster members. All new faculty members are formally introduced to the whole ASGB community during the Annual Faculty and Staff Conference.

3. Faculty Evaluation

3.1 Evaluation by Students and Cluster Chair

All faculty members are evaluated every term by the students and, at least once a year, by the respective Cluster Chairs. As part of the evaluation procedure, all Cluster Chairs are required to do classroom observation at least once a year. The results of these evaluations are recognized in the performance and tenure of the faculty in the program. The Dean and/or the Cluster Chairs have the responsibility to discuss with the faculty member the results of the evaluation.

Please see Appendix 1 for the form used for faculty evaluation by students and Appendix 2 for the evaluation of faculty by the Cluster Chair.

3.2 Evaluation of Faculty Members Teaching in Different Clusters

Faculty members teaching regularly in different clusters will be evaluated by the students and the chairs in all clusters under which the subjects fall. Faculty members teaching in different clusters are expected to actively participate in the life of the different clusters where he/she is teaching. Hence, all the student and Cluster Chair evaluations will be used as the basis for the composite rating.

Faculty members who teach in other cluster(s) one trimester per year will be evaluated by the students in the subject areas he/she is teaching. However, the faculty member will be evaluated only by his/her designated "home Cluster Chair". For the purpose of determining the composite rating, fifty percent (50%) of the rating will come from the average of the student ratings for all subjects taught and fifty per cent (50%) will come from the "home Cluster Chair" rating.

3.3 Retention Policy Arising from Faculty Evaluation

A new faculty member whose composite rating is 3.5 and below on his first teaching assignment will automatically be recommended to the Dean for removal from the roster of faculty members.

A faculty member whose rating is below 3.8 for two consecutive terms will be recommended to the Dean for removal from the roster of faculty members.

4. Faculty Development

The School takes seriously its role in the development of its faculty. It regularly conducts seminars and training programs for this purpose and sends some faculty members to seminars and conferences conducted outside the school, both locally and abroad. Specific programs to which the faculty are sent are also based on the training needs assessment of the faculty members.

4.1 Objectives

The Faculty Development Program of AGSB is supportive of the following objectives:

- a. To have a line-up of faculty members who have the following qualifications: academic and professional competence, teaching effectiveness, ability to conduct research and provide intellectual contribution, ability to undertake community extension activities, and with integrity and dedication.
- b. To have a sufficient number of faculty members who will provide stability in terms of meeting the requirements of AGSB among the different programs and to ensure that the faculty members are able to devote sufficient time for:
 - Course delivery
 - Research
 - Curriculum development
 - Development or enhancement of instructional materials
 - Community extension

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- c. To have faculty members who are actively engaged in research and will produce significant contributions to “learning and pedagogical research, practice, and discipline-based scholarship”
- d. To maintain and enhance faculty competence in terms of:
 - Academic expertise
 - Professional development
 - Research and intellectual contribution
 - Teaching effectiveness
 - On-line teaching
 - Community extension
 - Being updated with current issues and developments in the domestic and global business environment

In particular, the Faculty Development Program should be aimed at pursuing (a), (c), and (d).

4.2 Major Areas:

The focus of our faculty development will be in three major areas: a) Faculty Development, b) Instructional Development, and c) Organizational development.

4.2.1 Faculty development

This refers to those programs which focus on the individual faculty member:

1. As a teacher:
 - Teaching methodologies
 - Teaching skills
 - Class organization
 - Student evaluation
 - In-class presentations, etc.
 - On-line teaching or effective use of technology
2. As a scholar and professional
 - Professional development
 - Higher studies (e.g., doctorate degree)

- Conduct of research (See separate program on capacity building for research)
 - Writing and publishing
3. As a member of the Ateneo community
 - Orientation on Jesuit values, ISEW
 - Community extension
 - Ethics principles
 - Cross-postings (e.g., teaching assignments, research)
 4. As a person
 - Interpersonal skills
 - Wellness management
 - Stress and time management

4.2.2 Instructional Development

The programs in this area are focused on the development of faculty in terms of improving the course, the curriculum and student learning. The objective is to identify appropriate course structures and teaching strategies to achieve the goals of instruction.

4.2.3 Organizational Development

The programs for organizational development are geared towards maximizing institutional effectiveness. The focus will be the organizational structure of the institution and its sub components. The objective is to build an organizational structure which will be efficient and effective in supporting the faculty and students. These are appropriate for the Administration and Cluster Chairs, and for those who will be making policies which affect how courses are taught, how faculty are hired and promoted, and how students are admitted and graduated.

Organizational development will also include community building. The objective is to strengthen community within AGSB and encourage productive collaborative efforts among faculty, administration and staff.

4.3 Research Capacity Building

In view of the stronger emphasis that AGSB has been putting on its research efforts, a framework for AGSB's capacity building program for research is given a separate treatment in this manual. The program is intended to build the knowledge and skills of AGSB faculty in the pursuit of scholarly inquiry. As a practitioner-based institution, the AGSB faces three main challenges in developing a research culture. First is the need to promote a better understanding among its faculty of the relevance of research to the practice of management by focusing on the role of research as bridge between concepts and applications. Second is the need to clarify the notion that relevance and rigor are not mutually exclusive –that both are essential ingredients of scholarship, as well as academic practice. Third is to convey the message that rigor, as manifested and tested in research, brings its own intrinsic rewards in terms of disciplining one's thinking, gaining greater recognition through publishing, and expanding one's opportunities in academic job markets.

Recognizing the faculty's diverse experience and inclinations in doing research, the capacity building program will be oriented towards basic concepts and applications. The learning programs will be clearly oriented towards management and business research to immediately convey the link towards rigor and relevance. Sample research projects and cases will be drawn from the field of business and management. The key underpinning objective will be to build confidence in doing research.

A more focused capacity building intervention is undertaken to develop research competencies among faculty members. This may take the form of more specialized learning programs where selected faculty can participate. The trajectory is to build a critical mass of faculty with keen interest, knowledge and skills, and commitment to do research under the framework of the school's research program. Faculty undertaking research under AGSB's Research Grants Program may also avail themselves of designated with coaches or mentors who can them guide in project-specific solutions.

4.4 Approaches and Activities

The AGSB faculty development program will comprise of various activities and approaches, including those enumerated below:

- Orientation
- Individual consulting/mentoring and coaching
- In-house seminars and workshops
- External seminars and conferences
- Scholarship program
- Membership and participation in professional organizations

4.5 Faculty Training Needs Assessment

In order to align the faculty development program to the needs of the faculty, administration and staff, a needs assessment will be conducted regularly for this purpose.

4.6 Scholarship for Faculty

As a policy, AGSB encourages its faculty members to complete doctorate degrees. A scholarship program to help faculty members has been set up for this purpose.

Preference is given to faculty members who meet the following criteria:

- a. Below 50 years old
- b. Have taught at least one subject in AGSB for six (6) terms, equivalent to two years residency
- c. Consistently received a student evaluation rating of 4.0 or higher
- d. Workplace-based

Approval of the scholarship grant applied for shall also be based on the following considerations:

- a. Relevance of the doctorate program to business and aligned with his/her specialization.
- b. Reputation of the institution where the doctorate degree will be undertaken and the quality of education therein

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Conditions that govern the scholarship are as follows:

- a. Scholarship will be limited to eighty per cent (80%) of the total cost of the doctoral program or PhP 240,000.00 whichever is lower.
- b. The doctoral program should be completed within five (5) years, including the successful defense of the dissertation.
- c. The scholar will submit an annual report to the Dean regarding the status of his studies.
- d. The scholar will teach in the AGSB for at least nine (9) trimesters or three (3) years after completing all the requirements for the doctorate degree

If the scholar fails to meet the conditions set out in (b), (c) and (d) above, he shall be made to pay for the total amount of the scholarship.

4.7 Research Grants

The AGSB believes that research has a unique role in its mission to hone the business practitioner by fostering the quality of thinking and the rigor of scholarship in its delivery of management education. With its target clientele being those who are work-place based, AGSB will balance its focus on practice with support to research and scholarly inquiry that in turn serve to enhance the understanding of practice.

In this light, research grants will be awarded to faculty wanting to engage in scholarly inquiry as a means of supporting the generation of intellectual contributions across the three types of research. The Research Grants Program has three components, namely financial support, technical assistance (in the form of mentoring), and a fellowship grant (to be granted on a case-by-case basis). The nature of the research grant application will determine the applicable components.

The AGSB Research Grants is administered by the Research Review Committee based on a set of guidelines. The following general conditions shall govern the award of the research grants:

Part I. General Provisions

Eligibility

Individual faculty or teams of faculty members are eligible to apply for the grant.

Nature of research activity

All three types of research activity may be supported under the research grant: (1) discipline-based, (2) practice-based, or (3) learning-based (pedagogical). However, priority will be accorded to practice-based and pedagogical research.

Duration of the research

The duration of the research activity should not exceed one year. Multi-year projects have to be exceptionally justified and broken down into phases such that each phase will have a discrete output within one year and that the duration of the multi-year project will not be more than two years.

Amount of the grant

Within the overall allocation for the AGSB Research Grants for a given year, the amount of the grant to be awarded to a specific research project will depend on the nature and scope of the research proposal and the research instruments to be used. Research proponents applying for the grant are encouraged to secure co-financing from corporations, industry and professional associations and other entities that would directly benefit from the research inquiry.

Research areas

Research topics to be supported by the grant should fall within the broad areas of AGSB's research agenda. The research proposal should reflect originality and novelty in its approach or treatment of the subject matter.

Part I. General Provisions

Dissemination of research outputs

Research outputs will be disseminated through publications, conferences and other means.

Call for Proposals

The call for proposals will be issued by the Research Director/Advisor twice during the calendar year during the first and third quarters. Proponents will be given two months to submit their proposals.

Review Panel

The AGSB Research Review Committee may act on the research proposals by itself, or may invite experts on a subject area if it deems necessary to have specialized or highly technical inputs in assessing the proposal. The Committee will also have the responsibility of reviewing the intermediate outputs of a research project.

Seminar Presentation

The final output of grant-funded research projects will be presented in a seminar to be organized for this purpose. Peer reviewers may be invited to these seminars as a means to gauge the intellectual contribution of the research project.

5. Workload and Other Duties

5.1 Workload

The maximum load per faculty member is twelve (12) units. However, as a general policy, no more than two (2) subject loads are assigned to a faculty member except when absolutely necessary. The load of the faculty member is approved by the Cluster Chair. Two to three weeks before the start of the trimester, the faculty member is informed of the load and his/her subject assignment/s.

In some cases, faculty members may also be allowed to substitute teaching load with research work in accordance with the research policy of the school.

5.2 Other Duties

5.2.1 Consultation and Strategic Management (STRAMA) Oral Defense Panel

Faculty members are expected to provide advice and guidance to students as part of their role as teachers especially in the conduct of the students' research requirements such as, but not limited to, the preparation and writing of their STRAMA paper, a major requirement of the school for the completion of the MBA program. All faculty members are also given the opportunity to sit as a Panel Member in the oral defense of STRAMA papers, and are trained to assess the organization, completeness, technical correctness, and the use of critical thinking in the preparation of the strategic management paper.

The Cluster Chair for Central Management will facilitate the conduct of an occasional orientation briefing for the AGSB faculty regarding the concepts and the expected contents of the Strategic Management paper and the criteria, rubrics, policies and standards used for evaluation. All faculty members are required to attend this orientation briefing before they can sit as panel members in the Strategic Management paper oral defense.

5.2.2 Cluster Meetings, Committee Memberships, and Faculty and Staff Conferences

Faculty members are required to attend cluster meetings called by their Cluster Chair, which usually involve the communication of AGSB directions and policies; discussion of issues and improvements in teaching, curriculum, research; addressing of faculty concerns; and making of important announcements. The School also holds general annual faculty and staff conferences wherein speakers are invited to speak on the conference' theme, AGSB performance and directions are communicated, and other important matters are discussed.

Faculty members are encouraged to attend these conferences. They also provide a good venue for developing friendship, unity and camaraderie among the members of the faculty, administration and staff.

5.2.3 Community and Spiritual Activities

The AGSB upholds academic freedom in all respects drawing upon the traditions and values of St. Ignatius. Religious activity is a significant part of this tradition and it is encouraged that prayers are said at the start of a class session and that all members of the community participate in the spiritual life of the School. Faculty members are strongly encouraged to attend the Ignatian Spirituality Education Workshop (ISEW) which is regularly conducted by the school for its faculty.

To enhance social and cultural development, AGSB faculty members are encouraged to participate in school activities that will bring together the various members of the community.

5.2.4 External Commitments and Conflict of Interest

The AGSB recognizes that majority of its faculty are engaged on a part-time basis. It also recognizes that a faculty may be engaged in other work or professional activities outside of AGSB that may be complementary to his/her teaching profession at AGSB or that may enhance not only the faculty member's reputation as an individual but also that of the AGSB as an institution. Nevertheless, the faculty member must remain vigilant to ensure that such external services enhance and do not detract from a faculty member's fulfillment of his or her responsibilities in AGSB. In situations that have the potential for conflict of interest, a faculty member must confer with the Cluster Chair or the Dean and resolve the potential conflict.

6. Violations, Offenses and Sanctions

The AGSB upholds the ideals embodied in the Manual of Regulations for Private Schools which provides that the objective of every academic institution is to search for the truth, to preserve the truth, and to communicate the truth.

When a faculty member has proven himself morally unfit to participate in the search for truth, through actions violating school policies and regulations, whether such actions have occurred on or off campus, AGSB reserves the right to sanction the faculty member. Such violation of school policies or regulations and misconduct of the faculty member affects his/her status as a faculty member and may affect the good name of the school.

Pursuant to the above principle, AGSB may sanction the faculty member for the following violations:

- Assaulting a fellow faculty member, student, administrator or staff
- Verbally abusing a fellow faculty member, student, administrator, or staff
- Smoking marijuana and using or peddling prohibited drugs
- Making inappropriate “green” jokes
- Sexual misconduct
- Conviction for a serious crime
- Being drunk, disorderly, and obscene
- Unauthorized use of the name of faculty member as co-author of an article to assure its publication
- Unauthorized use of the name of the school
- Misrepresenting himself or herself as an administrator of AGSB
- Plagiarism
- Bringing inside the campus and classroom unauthorized deadly weapons
- Consistent violation of rules and policies regarding attendance, submission of grades, and low evaluation ratings
- Soliciting business from students
- Other conduct unbecoming of an AGSB faculty member

In implementing the disciplinary procedures, due process will always be observed. Complaints against any faculty should be coursed through his/her Cluster Chair. The Cluster Chair shall facilitate the taking of corrective actions or penalties against the

Part I. General Provisions

faculty, with the approval of the Dean.

The following minimum standards must be met to satisfy the demands of procedural due process:

- The faculty member must be informed in writing of the nature and cause of any accusation against him.
- The faculty member has the right to answer the charges against him with the assistance of counsel if desired.
- The faculty member shall be informed of the evidence against him.
- The faculty member has the right to adduce evidence in his own behalf.
- The evidence must be considered by the investigating committee or official designated by the AGSB to hear and decide the case.

Faculty members are expected to assume full responsibility for knowing and observing the requirements, rules, and regulations of the school. At all times, professionalism, academic excellence, respect for human dignity and authority, and unfailing courtesy are expected of the faculty member.

The faculty member may also be sanctioned by the school for failure to perform his/her responsibilities and duties stated in this manual following due process. Dialogues between the faculty and their respective Cluster Chairs regarding these matters will also be undertaken as needed.

Part II. Classroom Management

1. Syllabi and Resource Materials

Faculty members are required to use the official course modules for the subject they are teaching. The content and the activities stated therein serve as the minimum requirement for the class. The faculty member may add content and activities beyond what the modules contain in order to reinforce the attainment of the learning objectives for the course.

All course syllabi are approved by the respective clusters. Any change must be discussed with and approved by the respective clusters. Changes are reviewed by the Curriculum Director in order to ensure that the standard format is used.

The faculty members are required to obtain the course syllabi and other reference materials from the Instructional Materials Section (IMS) of AGSB for planning and review. The syllabi are also available online at the AGSB website.

All case materials and textbooks are approved by the clusters. If the professor has other materials to augment his course, he should provide a copy to the IMS for reproduction and for the use of other professors teaching the same subject. Textbooks, where required by the course, are also to be obtained from the IMS, following the procedures indicated below:

1. *Secure a request form from the IMS staff in-charge*
2. *Accomplish the form and submit to the IMS Program Executive for approval and monitoring purposes*
3. *Upon approval, book is ready for release by the IMS to the requesting faculty*

2. Faculty Attendance and Punctuality, Substitution and Related Matters

2.1 Faculty Attendance and Punctuality

The faculty member is expected to be present for all his/her class sessions except in cases of emergency. He is expected to arrive in class on the scheduled time. The faculty member should inform the Registrar and his/her cluster chair of an absence so that the students can be appropriately advised.

Part II. Classroom Management

2.2 Substitution

In case the professor expects to be absent for a class, he may propose a substitute faculty. The substitute faculty must be approved by the Dean or the Cluster Chair and should possess the requirements and qualifications to teach the course. Fee arrangements between the faculty and his substitute are personal matters between them. However, for a prolonged absence where there is an agreement before the start of classes, the fee corresponding to the substitute faculty will be included in his salary. The School discourages the substitution of a non-AGSB faculty member for an absent professor. Only under certain situations will this be allowed and only with the prior express approval of the Dean.

2.3 Make-up Classes

In cases of emergency where a substitute faculty cannot be arranged, the faculty may arrange make-up class or classes for the subject. The schedule of the make-up class should have the unanimous agreement of the class members. The faculty should inform the Cluster Chair and the Administrative Coordinator for monitoring purposes, and for the arrangement of the classroom and other facilities needed, if any.

In cases of suspension of classes, the faculty may also arrange for make-up classes under the above-mentioned terms and conditions, unless the Office of the Registrar has already set and scheduled make-up sessions for all classes affected.

2.4 Proctoring

The school discourages the practice of someone other than the professor proctoring examinations. In extreme cases, proctoring is permitted for as long as the proctor designated is approved by the Cluster Chair. Staff members are not responsible for proctoring examinations of faculty members. Any request by the faculty for the staff to proctor should be coursed through the Administrative Coordinator.

Part II. Classroom Management

3. Classroom Time Management

Faculty members are expected to begin their classes punctually and end their classes promptly. Especially for classes in the first period, they are expected to end their classes on time so as not to disrupt the class following it. The faculty may appoint a class beadle to remind him/her and the class about the time.

4. Student Attendance

Professors are encouraged to note down the absences and tardiness of students. No more than twenty per cent (20 %) of the total class sessions are allowed as excused absences. Tardiness occurring three times is considered as one absence. If a student exceeds the maximum allowable number of absences, he/she is forced to withdraw or is given a failing mark if he fails to formally withdraw from the class.

5. Official Class List and Class Cards

All professors are given an unofficial class list with student profiles at the start of the first session. This list may still be changed by the Office of the Registrar until the second week of the term, after which it becomes official. Students attending the class but not included in the list should be asked by the professor to immediately go to the Office of the Registrar. This is also true for students who request for changes in their class schedule and professor. Both the professor of the class from which the student is leaving, and the professor of the receiving class to which the student is transferring are required to approve and sign the form for this purpose.

The class cards are also given to the students for them to fill out and are returned to the professor after completing the needed information. They may be used to record the student's absences and tardiness and performance in class.

6. Examinations

6.1 Scheduling

Final examinations are scheduled by the Office of the Registrar. Keeping the confidentiality of the test questions, including the reproduction of the exam sheet by himself or by the IMS, is the responsibility of the professor.

Part II. Classroom Management

6.2 Term Paper

The professor may require a written report or term paper in lieu of a final examination. These term papers are to be submitted not later than the scheduled examination date for the course. For valid reasons, the professor may permit submission within two weeks after the examination date. Papers submitted after the scheduled examination date should receive a grade not higher than 1.5. Professors should inform their students of this policy at the start of classes.

6.3 Special Examinations

A special examination may be requested by the student who, for valid reasons, is unable to take the final examination on the scheduled date. The initiative for making this arrangement must come from the student in the form of a request to the Registrar stating the reasons for being unable to take the scheduled examination. The Registrar will inform the faculty member to arrange a special examination for the student. The student will be required to pay a special examination fee before taking the test. If the student fails to take the special examination without a valid reason, the faculty member should give the student a grade of 1.0 (Fail) and the student will need to repeat the subject.

In case of prolonged illness, hospitalization, prolonged out-of town trips and other extreme cases, a student may be allowed to take the special examination up to the following term, provided that he/she notifies the Registrar in writing within the three-week period after the end of the trimester/term.

7. Grading System

7.1 Grading System

The grading system is a mechanism for assessing the quality of performance of the students in class.

Part II. Classroom Management

The AGSB uses the Quality Point Index (QPI) system that allows for the following:

- a. Uniformity that enhances easy implementation and diminishes variability of practice
- b. Coherence that provides logical explanation for grades obtained
- c. Fairness that provides justice and equity of grade
- d. Objectivity that is based on verifiable, objective measurement data judgment.

At the end of the term, the students are entitled to receive their grades for the term subject to the submission of clearance requirements.

The QPI, or weighted average, is a measure of the quality of a student's academic performance for a regular term. A student's promotion, honors, and graduation are determined by whether or not QPI requirements have been reached.

QUALITY POINT VALUE	DESCRIPTION	NUMERICAL EQUIVALENT
4.0	Excellent/Outstanding	98 – 100
3.5	Superior	95 – 97
3.0	Very Good	92 – 94
2.5	Above Average	89 – 91
2.0	Average	86 – 88
1.5	Minimum Pass	85
1.0	Fail	84

The following may also be reflected in the grading sheet of the students:

UW	Unauthorized Withdrawal
W	Withdrawal
INC	Incomplete
EXE	Exempt

Part II. Classroom Management

7.1.1 QPI Computation

The QPI is calculated by:

1. Multiplying the quality point value of the grades in each subject by the number of units of credit in the subject
2. Adding these products
3. Dividing the result by the total number of units taken

The grades for the five (5) pre-requisite courses in the MBA Standard Program are excluded from calculation of QPI. These pre-requisite courses receive a grade of “Pass” or “Fail”.

7.1.2 Retention Policy and Fail Grades

To maintain tenure in the graduate program, the student must fulfill the following requirements:

- Maintain a QPI of at least 2.0 in each trimester/term
- No three (3) or more 1.0 (FAIL) grades in any subject (excluding the pre-requisite courses).

If the student fails in either of these two criteria, he/she will not be allowed to continue in the program, but may be allowed to transfer to another school of his/her choice.

If the student receives a 1.0 (FAIL) grade in a subject, the student must re-take the subject in the immediately following term. If the student is unable to fulfill this requirement and wishes to delay the re-take, the student must seek approval from the Registrar.

A grade of “UW” or Unauthorized Withdrawal is reckoned as 1.0 (FAIL) and is included in the calculation of the QPI.

A grade of “W” for students who have withdrawn from a class will not affect the computation of the QPI. It should be noted that both the students and his/her professor should sign the withdrawal form of the student.

Part II. Classroom Management

7.1.3 Incomplete Grade

A grade of “Incomplete” (INC) is a temporary grade given to the student who:

- fails to take the final examination on the scheduled date, or
- fails to submit a major term paper on the scheduled submission date. (A major term paper is defined as one that constitutes at least twenty-five per cent (25%) of the final grade for the course and is required in place of the final examination.)

An INC is NOT given for a student’s failure to comply with other routine course requirements such as reports, midterm examinations, and quizzes. A student who receives an INC is given three (3) weeks from the end of the term to complete the course. This is done by taking a special examination, or by submitting the required major term paper within the said three-week period. As mentioned under section 6.3 of this manual regarding special examinations, in case of prolonged illness, hospitalization, prolonged out-of town trips and other extreme cases, a student may be allowed to take the special examination up to the following term, provided that he/she notifies the Registrar in writing within the three-week period after the end of the term.

A student who fails to comply and does not fulfill requirements to complete the subject within the stipulated three-week period shall receive a grade of 1.0 (FAIL). The Registrar is authorized to change the INC grade to 1.0 (FAIL) without further notice to the student.

7.2 Submission and Changing of Grades

7.2.1 Submission of Grades

Faculty members are required to submit the grades of their students to the Office of the Registrar, two weeks after their last session.

The faculty has two options for grade submission: online, or through the use of the grading sheet which can be obtained from the Office of the Registrar.

Part II. Classroom Management

Those who prefer to submit their grades online should go to the AGSB website and post their grades directly in the website. They will need a user name and a password in order to log in, and obtaining such may be coordinated with the Office of the Registrar.

Those who prefer to do the grade submission manually may obtain the printed copy of the official grading sheet from the Office of the Registrar, fill it up and sign it, and then submit the accomplished grading sheet back to the Office of the Registrar.

7.2.2 Changing of Grades

Professors are responsible for the grades that they give to their students and administration does not interfere in the exercise of their judgment. To allow for questions that could be raised by students regarding their grades, the following policies and procedures are to be followed:

- a. Students who have questions regarding their grades must raise the matter with their professor within thirty (30) days after the grades have been posted online or submitted to the Office of the Registrar. If the professor agrees to a change of grade for valid reasons, the student will be asked to fill up a Change Grade form, which will have to be approved and signed by the faculty concerned.
- b. The student will be required to pay the processing fee to the Cashier, and then present the Change Grade form to the Registrar, who in turn will facilitate the registering of the change in the student's grade in the official records.
- c. If the professor refuses to change the grade, the student may file an appeal with the concerned Cluster Chair who will then look into the matter and come up with a decision. The decision will be final and executory.
- d. No change of grade is allowed after the thirty-day period stipulated above, except for meritorious cases subject to the approval of the Cluster Chair and the Dean.

1. Faculty Communications and Internet Accounts

Each faculty member is assigned an AGSB email account, as well as a pigeonhole inside the faculty lounge. All communications are sent through email and/or the pigeonholes. Faculty members should always check on both email and pigeonholes to act on urgent information. Each faculty member is also provided a private locker with keys to store his/her belongings.

Faculty members are provided with internet accounts and may also apply for dial-up connection and a campus connection. They should contact the AGSB IT staff for assistance in obtaining such.

2. Faculty Decorum, Dress Code and ID Use

Faculty members are expected to observe professional decorum and dress in attire befitting workplace-based professionals. Business attire is required on weekdays and smart casual wear is allowed on Saturdays.

Faculty members are required to secure IDs and to use them at all times while inside the campus. The faculty ID also serves as the ID for the use of the AGSB Library. The faculty member may ask the AGSB staff's assistance in obtaining the faculty ID.

3. Health Insurance

The AGSB provides health insurance to its eligible faculty members through the Ateneo Health Care Plan.

3.1 Eligible Faculty Members

Faculty members who have completed an aggregate service of at least three (3) terms are eligible for coverage in the Ateneo Health Care Plan. The plan does not cover the dependents of the faculty. When the faculty member does not teach for two (2) or more consecutive terms, the health card is temporarily cancelled. The privileges of the health card are reinstated when the faculty member resumes teaching. Eligible faculty members who are interested in availing of the health plan are required to fill out an enrollment form which can be obtained from the administrative staff.

3.2 Health Plan Benefits

The AGSB will shoulder the full cost of membership in the health plan.

Age eligibility guidelines are based on the following categories:

- Class A: Below age 65
- Class B: Below age 65, non-PhilHealth member
- Class C: Age 65-70

Plan benefits are as follows:

- Php100,000.00 maximum sum per disability
- Php2,500.00 per day Private Room hospital accommodation
- Outpatient services
- Partial reimbursement of hospitalization expenses when non-affiliated health care providers are used.

Those enrolled in the plan will be provided with a Plan booklet and card, which the member faculty needs in order to access the benefits.

4. SSS and Pag-Ibig

All faculty members who have teaching load and compensation from AGSB are automatically deducted the appropriate contributions to SSS and Pag-Ibig, whether or not they have other employment outside of AGSB. When a faculty has no teaching load and compensation, the payment of SSS and Pag-Ibig contribution are suspended.

5. Use of AGSB Facilities and Amenities

The AGSB provides adequate facilities and services for the faculty members' use for teaching and other purposes while at AGSB. AGSB is equipped with state-of-the-art facilities for the use of faculty, students, and staff.

5.1 Faculty Lounge and Cubicles

The faculty members are free to use the faculty lounge and cubicles while at AGSB. Both are equipped with adequate equipment. In this area, faculty members are also provided with sufficient supply of coffee, tea, drinking

water and cookies and biscuits at any time of the day. Located in the same area are the pigeonholes where communication materials are placed. Each faculty member is assigned a pigeonhole. There is also a dining area beside the faculty lounge which is available for the use of faculty and staff.

5.2 Administrative Offices and Facilities

The AGSB administrative office, located in the 2nd floor of the APS building, is in the same area as the faculty lounge. This allows for easy access of the services needed by faculty from the administrative staff.

The Instructional Materials Section (IMS), located in the same area, is in charge of distributing course syllabi, books, and handouts for the various courses of the MBA programs, and where copying and binding services are available to faculty and students, is also located in the same area.

The faculty may also request for clerical assistance from the administrative staff for their teaching and related needs. A conference room is also available for possible use of the faculty for meetings. Requests should be coordinated with the administrative staff concerned.

5.3 Library Facilities

The APS Library, which is located at Basement 1 level of the APS building, has a good collection of books and other resources for the use of the AGSB faculty and students. It is shared with the other members of the Ateneo Professional Schools (APS). The access and use of the library facilities are controlled through proper identification records. The off-site campuses also maintain library resources.

E-library resources are also available through agreements with international library organizations and consortium agreements with other Metro Manila business schools.

The APS Library is a state-of-the-art facility. The faculty ID of the professor serves as his/her ID for the library. Passwords can also be obtained from the library office to access the electronic resources. Faculty members may borrow books for their personal use subject to existing library rules. Faculty members can borrow a maximum of five (5) books for a period of seven (7) days.

To register at the APS Library, the following procedures need to be followed:

1. Proceed to the Circulation Counter of the Library
2. Present your AGSB ID.
3. Fill out the registration form
4. Submit the form with a 1"x1" ID photo

AGSB Faculty may request for new reference materials/books to be made available at the library. A request form for this purpose can be obtained from the APS library.

AGSB Faculty may make use of the libraries of AIM, DLSU, and UP under a consortium agreement among these schools and the Ateneo. The faculty member wishing to avail of this arrangement should ask the APS library for the consortium agreement card, fill it out, and submit it to the APS Head Librarian for approval.

5.4 Parking Areas

Adequate parking areas are reserved for all administrative officers, faculty, and staff of the various professional schools in the campus on a no-charge basis. AGSB faculty members may apply for an Ateneo Professional Schools car pass by contacting the AGSB-IMS unit, filling out the request form and submitting it to the same office together with a photocopy of the LTO Official Receipt and Certificate of Registration of the vehicle.

5.5 Other Facilities and Support Services

All faculty members are allowed to access the common facilities of the APS, such as the chapel, cafeteria and the washrooms. The APS has also facilities for symposia and conferences, namely the Auditorium, located at the Basement 1 of the APS building, and the Amphitheater which is located on the ground floor. These facilities may also be used for make-up classes, special classes, seminars, and other special events. Requests for the use of these facilities for such purposes may be directed to the Administrative office.

The services of a medical and dental service provider have been engaged to attend to the urgent medical and dental needs of the APS community.

Faculty Evaluation 1.1

ATENEO DE MANILA UNIVERSITY
Graduate School of Business

SELF-EVALUATION OF FACULTY CLASSROOM PERFORMANCE

Name of Faculty: _____ Date: _____ Time: _____
 Cluster Area: _____ School Year: _____ Term: 1 2 3
 Subject of Instruction: _____ Evaluator: _____
 Session/Module No.: _____

Instruction: For each category, encircle the number using the following scale:

- 5 - **Excellent**
- 4 - **Superior or Very Good**
- 3 - **Good**
- 2 - **Fair**
- 1 - **Unsatisfactory**
- 0 - **Not applicable**

It is to be noted that zero (0) in the above scale is used only when, for reasons beyond the control of the rater, there is no sufficient information to answer the same and/or the category is not applicable to the faculty being evaluated. It is, however, imperative upon the Cluster Chair to gather all relevant information that will lead to a sufficient and judicious assessment.

I. Curriculum and Instruction

A. Instruction

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. The teacher makes clear at the beginning of the class session the learning goals to students. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. The teacher's goals reflect high expectations, conceptual understanding of the subject, the importance of learning, as well as the goals relevant to the needs of course, the student and the community (Magis). | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. The teacher follows substantially the course plan written in the module. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. The teacher demonstrates mastery of subject content and process of delivery. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. The teacher utilizes a variety of strategies appropriate for the intended goals of the learning session. | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. The teacher engages students' active participation in the learning process. | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. The teacher asks logical, purposeful and thought-provoking questions that engage students in critical and out-of-the-box thinking. | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. The teacher incorporates AGSB's value proposition of nation-building. | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. The teacher ensures that the ethical dimensions of business decisions are surfaced and discussed. | 5 | 4 | 3 | 2 | 1 | 0 |
| 10. The teacher articulates the value of leadership in achieving personal and corporate effectiveness. | 5 | 4 | 3 | 2 | 1 | 0 |
| 11. The teacher uses precise language, correct vocabulary/grammar | 5 | 4 | 3 | 2 | 1 | 0 |

and acceptable forms of oral and written expressions.						
12. The teacher utilizes available technological materials and resources effectively and provides opportunities for students' hands-on use of technology.	5	4	3	2	1	0
13. The teacher provides effective closure of each learning session by providing synthesis of learning, and by encouraging students to reflect on and apply, and take responsibility for their learning.	5	4	3	2	1	0
B. Classroom Management						
14. The teacher fosters safe and positive environment for students learning and involvement.	5	4	3	2	1	0
15. The teacher creates a climate that demonstrates acceptance, respect and caring for the individual student (Cura Personalis).	5	4	3	2	1	0
16. The teacher exhibits consistency, fairness, control and calmness when instilling discipline.	5	4	3	2	1	0
17. The teacher maximizes academic learning time.	5	4	3	2	1	0
18. The teacher promotes confidence and enthusiasm to inspire students to learn.	5	4	3	2	1	0
19. The teacher demonstrates tact, humor, courtesy and active listening.	5	4	3	2	1	0
20. The teacher treats students as co-professionals.	5	4	3	2	1	0
C. Assessment						
21. The teacher utilizes multiple assessment strategies and tools.	5	4	3	2	1	0
22. The teacher utilizes peer grading in evaluating group activities.	5	4	3	2	1	0
23. The teacher provides prompt and meaningful feedback about performance and progress.	5	4	3	2	1	0
II. Adult Learner-Centered Practices						
24. The teacher shows how the lesson will be useful on their jobs.	5	4	3	2	1	0
25. The teacher encourages students to assume responsibility for presentations and group leadership.	5	4	3	2	1	0
26. The teacher recognizes students' experiences and knowledge and taps these as sources of enrichment to the class.	5	4	3	2	1	0
27. The teacher allows students to voice their opinions freely, to debate and to challenge ideas.	5	4	3	2	1	0
28. The teacher demonstrates respect for differing beliefs, value systems and lifestyles.	5	4	3	2	1	0
29. The teacher gives provisions for students' differences in style, time, types and pace of learning.	5	4	3	2	1	0
30. The teacher gives premium to student output that shows immediate applicability to work and to current problems and situations.	5	4	3	2	1	0

Average: _____

Strengths: _____

Areas for Improvement: _____

CHAIR EVALUATION OF FACULTY PERFORMANCE Ateneo Graduate School of Business

Name of Faculty: _____ **Date:** _____
Cluster Area: _____ **School Year:** _____ **Term:** 1 2 3
Subject of Instructions: _____ **Evaluator:** _____

Instruction: *This instrument is designed to assess the performance of a faculty by the cluster chair in a given term. The form is divided into four major parts: classroom instruction, cluster area productivity, institutional commitment, and personal and professional growth. These parts measure the effectiveness of the faculty vis-à-vis the four fundamental stakeholders to which he/she is accountable, i.e., to students as observed in instruction, to the cluster area, to the university, and to self through personal and professional growth.*

For each category, encircle the number using the following scale:

- 5 - Excellent**
- 4 - Superior or Very Good**
- 3 - Good**
- 2 - Fair**
- 1 - Unsatisfactory**
- 0 - Not Applicable**

It is to be noted that zero (0) in the above scale is used only when, for reasons beyond the control of the rater, there is no sufficient information to answer the same and/or the category is not applicable to the faculty being evaluated. It is, however, imperative upon the Cluster Chair to gather all relevant information that will lead to a sufficient and judicious assessment.

A. Classroom Instruction (40%)

1. Mastery of the subject matter	5	4	3	2	1	0
2. Ability to relate subject matter to other fields and to learner's interest and work background	5	4	3	2	1	0
3. Ability to infuse learning with ethical considerations and Ignatian values	5	4	3	2	1	0
4. Ability to provoke critical thinking	5	4	3	2	1	0
5. Ability to answer questions	5	4	3	2	1	0
6. Ability to receive feedback particularly in handling learners' differing opinion	5	4	3	2	1	0
7. Use of multiple learner-centered methodologies	5	4	3	2	1	0
8. Use of teaching aids specifically computer-assisted teaching materials	5	4	3	2	1	0
9. Mastery of the medium of instruction	5	4	3	2	1	0
10. Classroom management	5	4	3	2	1	0
11. Regularity of attendance and punctuality	5	4	3	2	1	0

B. Cluster Area Productivity (20%):

1. Active participation in cluster meetings	5	4	3	2	1	0
2. Undertakes and completes work of project assigned by the chair such as module revision, sourcing of speakers, assistance in faculty recruitment, etc.	5	4	3	2	1	0
3. Initiatives to develop learning materials, cases, and methodologies for subject enrichment.	5	4	3	2	1	0
4. Ability to receive from and give constructive feedback to area peers and cluster head.	5	4	3	2	1	0
5. Ability to work as a good team member through peer mentoring and sharing of teaching resources	5	4	3	2	1	0

C. Institutional Commitment (20%):

1. Active participation in university projects, programs and activities.	5	4	3	2	1	0
2. Prompt and reliable submission of institutional requirements such grades and other academic reports.	5	4	3	2	1	0
3. promotion of professional, ethical and collegial relations among the faculty and non-teaching community.	5	4	3	2	1	0

D. Personal and Professional Growth (20%):

1. Initiatives for self-development such as professional studies, attendance in seminars, conducting research projects and publications.	5	4	3	2	1	0
2. Advancement in professional life such as job promotion, consultancy work, election to professional organizations and receipt of citations/awards.	5	4	3	2	1	0
3. Involvement in civic, religious and community work and organizations.	5	4	3	2	1	0

Average: _____

Other Comments:

Instructor _____
 Course _____ Section _____



Trimester 1 2 3
 School Year _____

ATENEO DE MANILA UNIVERSITY
GRADUATE SCHOOL OF BUSINESS
STUDENT EVALUATION

For each item, encircle the appropriate number that best reflects your response. Use the following rating scale:

5	Strongly Agree (SA)	-	You strongly agree with the statement
4	Agree (A)	-	You agree more than you disagree
3	Neutral (N)	-	You neither agree nor disagree with the statement
2	Disagree (D)	-	You disagree more than you agree with the statement
1	Strongly Disagree (D)	-	You strongly disagree with the statement
NA	Not Applicable	-	You have insufficient data or information to rate the item

I. Curriculum and Instruction

A. Instruction

1. The teacher explains clearly the objectives of the course and the learning goals per class session.	5	4	3	2	1	NA
2. The teacher's goals reflect high expectations from the students.	5	4	3	2	1	NA
3. The teacher demonstrates mastery of subject content.	5	4	3	2	1	NA
4. The teacher utilizes a variety of strategies appropriate for the objectives of the learning session.	5	4	3	2	1	NA
5. The teacher engages students' active participation in the learning process.	5	4	3	2	1	NA
6. The teacher asks logical, purposeful and thought-provoking questions that engage students in critical and out-of-the-box thinking.	5	4	3	2	1	NA
7. The teacher incorporates AGSB's value proposition of nation-building when appropriate.	5	4	3	2	1	NA
8. The teacher ensures that the ethical dimensions of business decisions are surfaced and discussed.	5	4	3	2	1	NA
9. The teacher articulates the value of leadership in achieving effectiveness.	5	4	3	2	1	NA
10. The teacher uses precise language, correct vocabulary/grammar and acceptable forms of oral and written expressions.	5	4	3	2	1	NA
11. The teacher utilizes technological resources effectively.	5	4	3	2	1	NA
12. The teacher provides effective closure of each learning session (e.g. providing synthesis of learning, encouraging students to reflect on and apply, and take responsibility for their learning.)	5	4	3	2	1	NA

B. Classroom Management

13. The teacher fosters positive environment for students learning and involvement.	5	4	3	2	1	NA
14. The teacher creates a climate that demonstrates acceptance, respect and caring for the individual student.	5	4	3	2	1	NA
15. The teacher exhibits consistency, fairness and control when instilling discipline.	5	4	3	2	1	NA
16. The teacher uses appropriate incentives and rewards to promote and recognize success.	5	4	3	2	1	NA
17. The teacher maximizes academic learning time.	5	4	3	2	1	NA
18. The teacher promotes confidence and enthusiasm to inspire students to learn.	5	4	3	2	1	NA
19. The teacher demonstrates tact, humor, courtesy and active listening.	5	4	3	2	1	NA
20. The teacher treats students as co-professionals.	5	4	3	2	1	NA

C. Assessment

21. The teacher utilizes multiple strategies and tools to assess students performance.	5	4	3	2	1	NA
22. The teacher utilizes peer grading in evaluating group activities.	5	4	3	2	1	NA
23. The teacher provides prompt and meaningful feedback on students output.	5	4	3	2	1	NA

II. Adult Learner-Centered Practices

24. The teacher shows how the lesson is relevant to the students work engagements.	5	4	3	2	1	NA
25. The teacher encourages students to assume responsibility for presentations and group leadership.	5	4	3	2	1	NA
26. The teacher recognizes students' experiences and knowledge and taps these as sources of enrichment to the class.	5	4	3	2	1	NA
27. The teacher allows students to voice their opinions freely, to debate and to challenge ideas.	5	4	3	2	1	NA
28. The teacher demonstrates respect for differing beliefs, value systems and lifestyles.	5	4	3	2	1	NA
29. The teacher gives provisions for students' differences in style, time, types and pace of learning.	5	4	3	2	1	NA
30. The teacher gives premium to student output that shows immediate applicability to work and to current problems and situations.	5	4	3	2	1	NA

COMMENTS:

STRENGTHS

1 _____

2 _____

3 _____

AREAS FOR IMPROVEMENT

1 _____

2 _____

3 _____

TEACHING STRATEGIES AND LEARNING METHODOLOGIES

Students of AGSB are workplace-based adult learners. It is therefore, the policy of AGSB to require faculty to take into consideration adult learning principles in their choice of learning methodologies. It is also for this reason that AGSB has included in this faculty manual a discussion of adult learning principles and teaching strategies appropriate for adults.

1. **Andragogy vs. Pedagogy**

Andragogy is the art and science of helping adults learn as distinguished from pedagogy, which is the art and science of teaching children.

Below are adult learning principles which faculty members are expected to know and consider in their choice of teaching strategies and methodologies:

- a. **Learning is an active process and adults prefer to participate actively.**
Therefore, techniques that make provision for active participation achieve learning faster than those that do not.
- b. **Learning is goal-directed and adults focus on achieving a goal or satisfying a need.**
Therefore, a clear, realistic, and relevant statement of desired outcomes will result in more learning.
- c. **Group learning, insofar as it creates a “learning atmosphere” of mutual support, can be more effective than individual learning.**
Therefore, techniques based on group participation are often more effective than those which focus on individuals as isolated units.
- d. **Learning that is applied immediately is retained longer.**
Therefore, techniques that encourage the immediate application of any material in a practical way should be employed.
- e. **Learning must be reinforced.**
Therefore, techniques that insure prompt, reinforcing feedback are to be used.
- f. **Learning new material is facilitated when it is related to what is already known.**
Therefore, learning techniques used should help the adult establish this relationship and integration of material.
- g. **Periodic plateaus in the rate of learning necessitates a variety of learning tasks and a frequency of change in the nature of tasks to ensure maintained interest and progress.**

Therefore, techniques should vary throughout any given session.

h. **Learning is facilitated when the learner is aware of his progress.**

Therefore, techniques should be used that provide opportunities for self-appraisal.

i. **Learning is facilitated when there is a logic to the subject matter and the logic is relevant to the learner's experience.**

Therefore, learning must be organized for sequence and cumulative effects.

2. Instructional and Presentation Techniques

Faculty members are encouraged to employ a variety of instructional and presentation techniques depending on various situations.

3. Instructional Aids

There are many instructional aids, materials or devices available from which the faculty may choose from for greater variety and effectiveness in teaching.

4. Other Techniques for Classroom Learning and Discussions

The faculty is also encouraged to use appropriate techniques for effective classroom learning and discussions.