

FACULTY QUALIFICATIONS ACROSS THE VERTICALLY-ARTICULATED COLLEGES OF CEBU NORMAL UNIVERSITY IN THE PHILIPPINES: THE POLICY FRAMEWORK

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Abstract

This is a technical research paper which aims to present the policy framework of Cebu Normal University, a state-owned university in the Philippines, regarding faculty qualifications across its “vertically articulated colleges” to meet in its attempt at par global educational standards.

Keywords: Policy Framework, Vertically Articulated Colleges, Educational Global Standards

Introduction

Along with the vision of Cebu Normal University is its mission that states, “to develop high performing professional educators that generate new knowledge and help build progressive communities” can be interpreted in various ways. The terms “quality” and “standard” simply describe the aforementioned line. As with the university’s effort towards “quality” and “standard” of education, it has done necessary actions toward the step of achieving its main thrusts namely: Transformative education that nurtures thinking individuals who are valued members and leaders of society; High impact researches that push the boundaries of knowledge in education and contribute to improving communities; and Strong partnership that collectively and creatively address the development gaps of communities.

Enhancing the competencies of Filipino graduates is a challenge in the Philippines where about 1800 higher education institutions (HEIs) of extremely uneven quality exist. For this reason, ensuring that quality systems are in place in a critical mass of these HEIs is the duty of CHED at this juncture in the country’s educational history (taborasj.wordpress.com)

In Cebu Normal University’s commitment towards “quality education”, the institution has espoused on the importance of vertical

articulation of its different course offerings to the colleges which decentralized the former “Graduate School Department”. This means that the programs from undergraduate to masters to doctorate are compartmentalized, classified and or clustered according to typology of specialization to the different colleges.

In the university’s conduct of implementing vertical articulation of its programs to the different colleges, this requires the highest “quality” and “standard” of professionals according to the general rule on “merit and fitness” which means subjects or course offerings are to be taught according to the expertise of the professor in which one lives in accordance to educational qualification or attainment of the same line from the undergraduate to masters and to doctorate along with the professional competence through experience in the field of the discipline. This CNU Memorandum No. 826, s. 2011 issued by the University President released last October 28, 2011, to wit:

1. x x x
2. Please be informed that teaching loads in the undergraduate courses are determined by the appropriate academic department chair for recommendation to the Dean and Vice President for Academic Affairs and approved by the University President.
3. Prospective faculty members are invited by College Deans upon approval of the University President to handle courses in the graduate school with preference given to faculty members with senior academic rank and high-level officials of government agencies or non-government organizations who have the relevant educational qualification and experience to handle their course assignments.
4. While these are the policies of the University on the matter of faculty assignments in the undergraduate and graduate programs, we will wait for the opinion of the Board of Regents, the Civil Service Commission, and the Ombudsman on the matter.
5. For reference.

Similarly, CNU Memorandum No. 418, s. 2012 issued by the University President released last July 5, 2012, it states: “Furthermore, CNU has been proactively recruiting the best qualified for appointment to its vacant permanent faculty positions and not just relying on responses to published vacancies.”

Statement of the Problem

This is a technical research paper which aims to present the policy framework of Cebu Normal University, a state-owned university in the Philippines, regarding faculty qualifications across its “vertically articulated colleges” to meet in its attempt at par global educational standards.

Scope and Delimitation

Since Board of Regents (BOR) Resolution No. 86 was passed in Singapore to conclude the 62nd Board of Regents (BOR) meeting last November 17, 2011 and uphold to be effective in the Academic Year 2012-2013 as per indicated in the NORM gazette, its policy shall apply accordingly.

Theoretical Background

The input of this paper includes the different government laws, policies and guidelines with main reference to the 1987 Constitution that recognizes the state’s adherence to the general principle on merit and fitness. It states in Article IX, Constitutional Commissions, B. THE CIVIL SERVICE COMMISSION: “Section 2(1). The civil service embraces all branches, subdivisions, instrumentalities, and agencies of the Government, including government-owned or controlled corporations with original charters. (2) Appointments in the civil service shall be made only according to merit and fitness to be determined, as far as practicable, and, except to positions which are policy-determining, primarily confidential, or highly technical, by competitive examination (Suarez, 2005).”

The Philippine Civil Service Law, RULE II (Omnibus Rules Implementing Book V of E.O. No. 292), RECRUITMENT AND EXAMINATION, SECTION 1 states, “Opportunity for government employment in the career service shall be open to qualified Filipino citizens and positive efforts shall be exerted to attract the best qualified to enter the service. Employees shall be selected on the basis of fitness to perform the duties and assume the responsibilities of the position (Busto, 2008).”

Republic Act 6713, Section 4. Norms of Conduct of Public Officials and Employees states about professionalism as, “(b) Professionalism. - Public officials and employees shall perform and discharge their duties with the highest degree of excellence, professionalism, intelligence and skill. They shall enter public service with utmost devotion and dedication to duty. They shall endeavor to discourage wrong perceptions of their roles as dispensers or peddlers of undue patronage.”

TITLE TWO, TERMS AND CONDITIONS OF EMPLOYMENT, CHAPTER 8. APPOINTMENTS (Article 31. General Policies on Appointments) as stated in the Cebu Normal University Code, to wit, “All

appointments to the academic and administrative staff shall be made strictly on the basis of merit and fitness. No religious test shall be applied for shall the religious opinions or political affiliations of the academic staff of the institution be a matter of examination or inquiry.” In continuation of the preceding statement, “The University shall evolve its own screening process, which may include tests of fitness, in accordance with standards and guidelines set by the Civil Service Commission.”

Civil Service Commission MC No. 10, s. 2012 Education Requirement for Faculty Positions in State Universities and Colleges (SUCs) and Local Colleges and Universities (LCUs) is stated as follows:

Faculty Positions	Education Requirement
Instructor I to III (SUCs & LCUs) Assistant Professor I to IV (SUCs) Assistant Professor I (LCUs)	Master’s degree in the area of specialization

Section 7 (2), Chapter 2 (Coverage of the Civil Service), Subtitle A, Title I, Book V of Executive Order No. 292 as mentioned in Civil Service Commission MC No. 1, s. 2012 Repeal of Policies on Publication on Vacant Faculty Positions states that “Closed Career positions which are scientific or highly technical in nature; these include the faculty and academic staff of state colleges and universities, and scientific and technical positions in scientific or research institutions, which shall establish and maintain their own merit systems.”

According to the provision of the CHED Memorandum Order (CMO) no. 36 series of 1998, “if possible, there should be vertical articulation between the undergraduate and the graduate levels of a discipline.”

During the meeting of the Board of Regents in Singapore last November 17, 2011, Board Resolutions 85 and 86 were approved as stated by the NORM October-December 2011 as follows:

RESOLUTION 85. Upholding the current practice of inviting qualified personnel to serve as graduate school faculty members on per course by term contract.

This resolution stemmed out from the apparent lack of knowledge by the public on the procedures for inviting graduate school faculty. Since the current practice of inviting qualified personnel to serve as graduate school faculty members on per course by term contract has not been adopted as University policy, the Board seeing wisdom in the current practice decided to adopt the existing procedure.

RESOLUTION 86. Approving Graduate Studies Faculty Qualifications across the vertically-articulated

colleges of Cebu Normal University effective A.Y. 2012-2013.

The Board recognized the importance of adopting graduate studies faculty qualifications across the vertically-articulated colleges of the University to promote the highest quality programs that will have an impact on the quality of graduate students who will become researching professionals or professional researchers.

The university continues its quest towards vertical articulation as the Cebu Normal University upholds the policy, BOR Resolution No. 86, s. 2011 GRADUATE STUDIES FACULTY QUALIFICATIONS ACROSS THE VERTICALLY ARTICULATED COLLEGES (Effective AY 2012-2013) stated by the NORM January-March 2012 as follows:

The graduate school faculty of the vertically-articulated colleges of Cebu Normal University must meet the following qualifications:

A. MASTER’S DEGREE PROGRAMS FACULTY MEMBERS

1. must be Master’s degree holders with specializations congruent to the course specialization offerings; or
2. doctorates congruent to the course specialization offerings; or
3. post-doctorates congruent to the course specialization offerings.

B. DOCTORATE PROGRAMS FACULTY MEMBERS

4. must be Doctor’s degree holders with specializations congruent to the course specialization offerings; or
5. post-doctorates congruent to the course specialization offerings.

C. ALL GRADUATE PROGRAMS FACULTY MEMBERS ACROSS THE COLLEGES AND DISCIPLINES CAN ONLY QUALIFY with

6. the entry rank of ASSISTANT PROFESSOR;
7. with an excellent track record of SPECIALIZATION EXPERTISE; and
8. INTEGRITY in a 3-YEAR SPAN-of undergraduate instructional experience.

Review of Literature and Studies

Vertical articulation of faculty roughly means that supposedly, the most qualified person to hold a position would be someone whose degrees are “vertically” aligned to his major discipline. “In the academe, this means that the baccalaureate, masters, and doctoral degrees must all be in the same field,” said Ms. Natalie Igot, an Educational Supervisor of CHED(Imperio, et. al, 2009).

The standard of vertical articulation is part of the CHED Policies and Standards Guidelines (PSGs) which serves as the basis of evaluating all Philippine Higher Education Institutions (PHEIs). It was set up as a standard so as to ensure a superior educational and administrative quality in the Philippines. According to the provision of the **CHED Memorandum Order (CMO) no. 36 series of 1998**, “if possible, there should be vertical articulation between the undergraduate and the graduate levels of a discipline (Imperio, et. al, 2009).”

This vertical and lateral articulation from Basic to Higher level of education is also based on the premise that the idea of being globally competitive must start in the formative stage of development as it is an essence which has to be rooted in the evolving personality of the learners as they move into the different progressive levels of their educational journey (Manila Bulletin Publishing Corp., 2004).

On July 11–13, 2011, the Aklan State University (ASU) hosted the Training Workshop on Vertical Articulation of General Education and Degree-Granting Units in State Universities and Colleges (SUCs) and on Financial Management Phase II: Financial Reporting Using Microsoft (MS) Excel Pivot Table in SUCs spearheaded by the Philippine Association of State Universities and Colleges (PASUC) Region VI at the ASU Review Center in Banga, Aklan. Dr. Benny A. Palma, president of PASUC VI and acting president of the Carlos Hilado Memorial State College (CHMSC) stated the importance of vertical articulation. In response to the future changes in the country’s educational milieu, the vertical articulation may provide an alternative solution. First, it will provide uniform formats across all degree-granting units in all campuses. Second, faculty members can share their specialization from undergraduate to master’s degree to doctoral degrees. Last, the college dean will have the competence to run the program from undergraduate to doctoral degrees. Palma also encouraged the participants to design their programs according to vertical articulation owing to the benefits and outputs expected from them (Villasis, 2011).

In addition to the basic education and collegiate department, the Graduate School of Business and Management was opened in 1978 to be responsive to the expanding needs of clientele from the business sector in Albay and Legazpi City by offering an MBA program. In 1992, it expended

by offering the Master in Public Administration (MPA) Program. As a consequence of the selection of DWCL by FAPE as the Center for DEvelopment in Business Education in Region V, the Master in Business Education (MBE) was opened in 1995. In 2003, DWCL-GSBM became the second institution in Region V to implement the verticalization program of CHED (Divine Word College).

Dr. Amelou Reyes of Philippine Women's University mentioned, "In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the "Higher Education Act of 1994", effective this Second Trimester SY 2004-2005, all PWU graduate programs have been vertically articulated. This means that the Dean of each academic department now exercises administrative and supervisory responsibilities over the pertinent graduate programs. The Director of Graduate School will exercise oversight function over comprehensive examinations and thesis/dissertation defense to ensure that common standards prevail in all fields of advanced study (Philippine Women's University).

Ordinance No. 29, series of 2013, enacted by the Pasig City Council and approved by Pasig Mayor Maria Belen Andaya-Eusebio on November 2013, sets May 2015 as the deadline by which all PLP faculty should have finished a postgraduate degree related to their original bachelor degree (Melican, 2014).

Several human resources development programs must have to be pursued following the concept of verticalization of academic programs in the master's, doctorate and post doctorate degree levels, including short-term training programs. By verticalization, the higher degree programs to be pursued by the faculty should be anchored on their basic degree programs. This means that faculty members should not be allowed to pursue higher education outside their fields of specialization. In this way, faculty members are assured of a wider and a more in-depth training and exposure in their own fields of specialization for the greater benefits of the students. In addition, the faculty and staff should be encouraged to attend national and international scientific and professional meetings, seminars and conferences (Gumpal, 2004 as cited by Medrano, et. al).

Conclusion

The Philippine educational system is on its process of reconfiguration due to the phenomenon which brought about necessary changes because of the Philippine involvement of the Association of Southeast Asian Nations (ASEAN) Integration by which it (the Philippines) is a member-country and the implementation of the K+12 policy program of the government in order to meet global standards at par excellence quality education.

One of the many concerns which the government looks into is to realign teachers at all levels most especially in Higher Education Institutions (HEIs) and to upgrade all curricula among other else.

This, Cebu Normal University, on faculty qualifications and institutional typology, attempts to anchor on policy framework that will vertically align its academic human resource to the different courses that are offered across its different colleges namely: the College of Teacher Education (CTE), the College of Arts and Sciences (CAS) and the College of Nursing (CN). The university has also expanded offering academic programs to its latest satellite campuses that are located in Medellin and Balamban, Cebu respectively.

Recommendation

The hurdle towards quality education is at its process regarding faculty alignment. It is imperative in a sense, that the policy regarding vertical articulation be observed on spirit and language of implementation not only in Cebu Normal University but also in other private and public colleges and universities subject to the observance of fundamental and other related laws and in accordance with the mandate set by the Commission on Higher Education (CHED), an agency which sets forth Higher Education Institutions in the Philippines.

Up to current date, the Commission on Higher Education (CHED) on its website, http://www.ched.gov.ph/wp-content/uploads/2013/07/CMO-No.46_s2012.pdf, has its “Policy Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through an Outcomes-Based and Typology-Based QA (CMO No. 46 s. 2012).

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