# TABLE OF CONTENTS

| Preface | 3 |
| Lasallian Guiding Principles | 4 |
| St. John Baptist de La Salle (1651-1719) | 6 |
| De La Salle Philippines | 7 |
| St. Benilde Romançon (1805-1862) | 8 |
| A Brief History of De La Salle-College of Saint Benilde | 9 |
| Vision Statement | 10 |
| Pagpapahayag ng Bisyon | 10 |
| Mission Statement | 10 |
| Pagpapahayag ng Misyon | 10 |
| 2016 DLS-CSB Vision | 10 |
| DLS-CSB Strategic Directions and Key Principles | 11 |
| The DLS-CSB Leadership Philosophy | 12 |
| Benildean Core Values | 13 |
| Learner-Centered Education at DLS-CSB | 14 |
| Administrators Code of Professional Ethics | 15 |

## SECTIONS

- Section 1: Purpose and Principle | 18
- Section 2: Definition of Terms | 18
- Section 3: Levels/Ranks of Administrators | 18
- Section 4: Classifications | 19
- Section 5: Terms of Engagement | 20
- Section 6: Property Accountability | 22
- Section 7: Privileges | 22
- Section 8: Recruitment, Selection, and Employment | 25
- Section 9: Promotion | 27
- Section 10: Succession Planning | 27
- Section 11: Grievance/Administrative Case | 28
- Section 12: Effectivity Clause | 28

## APPENDICES

- A: Institutional Councils/Standing Committees | 29
- B: Division Councils/Standing Committees | 31
- C: Institutional Ad Hoc Committees | 35
- D: Functions and Powers of Selected Officers | 39
- E: List of Administrative Positions | 42
- F: Organizational Charts | 48
PREFACE

As a member of De La Salle Philippines, Lasallian Educational Innovators Foundation (De La Salle-College of Saint Benilde Inc.) distinguishes itself from its sister units by way of orientation. The attribute refers to the inclusive character of the institution, rooted in the recognition of the multidimensionality of human intelligence, and evidenced by the distinct manner by which it diagnoses students admitted into the institution. Such inclusiveness has brought into the College a diverse population–students, faculty, and personnel of various inclinations and capabilities.

The attribute of inclusiveness almost instantaneously demands a particular philosophical orientation that veers from the traditional educational philosophy. This orientation is simply defined as learner-centered. Unlike the traditional view that looks at the student as a mere receptacle of the knowledge handed down by an all-knowing teacher, a learner-centered educational philosophy recognizes that the student is intrinsically motivated to learn, and should therefore be actively engaged in the process of learning. To realize this, the Benildean-Lasallian administrator shall support in attaining this objective.

While the orientation may be defined in simple terms, the pursuit of greater learner-centeredness is undeniably challenging. It requires every member of the College to be continually conscious of how each contributes to setting up an environment that is conducive to learning. The task also demands from the College the establishment of institutional arrangements that would enable its key human resources—the academic faculty and formators—to carry out their tasks. In this pursuit, the College must endeavor to assist the academic faculty and formators in gaining an understanding of their functions, becoming motivated in fulfilling these, and obtaining the support necessary to facilitate their own professional growth.

As a product of discussions among representatives of De La Salle-College of Saint Benilde (DLS-CSB) administration and personnel, this document encapsulates the commitment of the sectors concerned to progressively fulfill their roles for the holistic formation of our most valuable constituents: the students.

Aside from this manual, the administrator is covered by his/her respective manual such as the Faculty Manual for teaching administrators, the Manual for Academic Service Faculty (ASF), and the Staff Manual for Administrative Service Personnel (ASP) and concerned Administrative Staff (AS).
LASALLIAN GUIDING PRINCIPLES

1. Foundational Principles of Lasallian Formation
   1.1. THE SPIRIT OF FAITH. Sees, judges and acts from the perspective of Gospel values and convictions.
   1.2. THE SPIRIT OF ZEAL. Participates wholeheartedly in activities oriented towards the integral salvation of persons, particularly the poor.
   1.3. COMMUNION IN MISSION. Works together and by association for the common mission and core values of the institution.

2. Principles of Lasallian Education in the Philippines
   2.1. The Lasallian School
      2.1.1. Participates in the Church’s mission and commits to easing the plight of the vulnerable and marginalized sectors of Philippine society.
      2.1.2. Is committed to continuous renewal and transformation in collaboration with others to accomplish their common mission. The stakeholders work in association with one another in a strong spirit of fraternal solidarity.
      2.1.3. Further develops the Christian learner and recognizes the diverse learning/developmental needs of students.
   2.2. Lasallian Students
      2.2.1. Express concern and compassion, and respond to the needs of the vulnerable and marginalized sectors of society.
      2.2.2. Integrate Gospel perspectives and values in the conduct of their daily lives. They work together creatively, constructively and enthusiastically to realize the common mission of our schools.
      2.2.3. Are committed to excellence in order to be of greater service to God and society. They take progressive responsibility for their own learning.
   2.3. Lasallian Educators
      2.3.1. Work creatively, constructively and enthusiastically to realize the Lasallian Mission. They commit to the integral human and Christian development of diverse types of learners through personal witness and service. They serve as resources for the renewal of the Church and for the integral development of society.
      2.3.2. Are highly competent professionals committed to lifelong learning and professional improvement and service.
      2.3.3. Are attentive to their students and seek to build appropriate relationships that promote effective learning.
   2.4. Lasallian Educational Experiences
      2.4.1. Encourage synergy, collaboration and dialogue in an environment that is warm, hospitable, and laden with mutual respect.
2.4.2. Prepare learners for participation in the world of work, the family, the community, the wider society and the local Church. Linkages with companies that can employ students are established.

2.4.3. Bring Christian perspectives and values on human knowledge and culture and impel learners to translate their knowledge into actual practice for the betterment of society.

3. Principles of Lasallian Social Development
   3.1. Develop greater recognition of the realities of human suffering and the stewardship role that each share in preserving the integrity of God’s creation and creating a humane and just society.

   3.2. Act to eliminate forms of human suffering that contradict God’s plan of fullness of life.

   3.3. Work in solidarity with peoples and institutions that share the conviction in working towards the elimination of unjust practices and social structures, promoting the participation of the underrepresented, and implementing other life-giving interventions.
ST. JOHN BAPTIST DE LA SALLE (1651-1719)

John Baptist de La Salle was born into a world very different from our own. He was the first son of wealthy parents living in France over 300 years ago. Born at Reims, De La Salle received the tonsure at age eleven and was named Canon of the Reims Cathedral at sixteen. Though he had to assume the administration of family affairs after his parents died, he completed his theological studies and was ordained a priest on April 9, 1678. Two years later, he received a doctorate in theology. Meanwhile, he became tentatively involved with a group of rough and barely literate young men in order to establish schools for poor boys.

At that time, a few people lived in luxury, but most of the people were extremely poor: peasants in the country and slum dwellers in the towns. Only a few could send their children to school; most children had little hope for the future. Moved by the plight of the poor who seemed so "far from salvation" either in this world or the next, he determined to put his own talents and advanced education at the service of children "often left to themselves and badly brought up." To be more effective, he abandoned his family home, moved in with the teachers, renounced his wealth and his position as Canon, and so formed the community that became known as the Brothers of the Christian Schools.

His enterprise met opposition from the ecclesiastical authorities who resisted the creation of a new form of religious life, a community of consecrated laymen to conduct gratuitous schools "together and by association." The educational establishment resented his innovative methods and his insistence on gratuity for all, regardless of whether they could afford to pay or not. Nevertheless, De La Salle and his Brothers succeeded in creating a network of quality schools throughout France that featured instruction in the vernacular, students grouped according to ability and achievement, integration of religious instruction with secular subjects, well-prepared teachers with a sense of vocation and mission, and the involvement of parents. In addition, De La Salle was a pioneer in founding training colleges for teachers, reform schools for delinquents, technical schools, and secondary schools for modern languages, arts, and sciences. His work quickly spread through France. Worn out by austerities and exhausting labors, he died at Saint Yon near Rouen, early in 1719 on Good Friday, only weeks before his sixty-eighth birthday.

After his death, his work continued to spread across the globe. In 1900, John Baptist de La Salle was declared a saint. In 1950, because of his life and inspirational writings, he was made Patron Saint of all those who work in the field of education. John Baptist de La Salle inspired others how to teach and care for young people, how to meet failure and frailty with compassion, and how to affirm, strengthen and heal. At present, there are De La Salle schools in at least 80 different countries around the globe.

Born at Reims, France on April 30, 1651
Ordained Priest on April 9, 1678
Died on April 7, 1719
Beatified on February 19, 1888
Canonized on May 24, 1900
Proclaimed Patron of Christian Teachers on May 15, 1950
DE LA SALLE PHILIPPINES

Preamble

Deeply moved, as St. John Baptist de La Salle was by the plight of the poor and youth at risk, we, the members of the Lasallian schools in the Philippines, commit ourselves to the Lasallian Mission of providing a human and Christian education to the young, especially in schools, with the service of the poor as priority, in order to evangelize and catechize, to promote peace, justice, and integrity of creation, accomplishing these together in association. We draw strength from the many Lasallians committed to incarnating our charism in our country today to serve the needs of the Filipino youth, especially those at risk.

Declaration

Inflamed by the Holy Spirit, God’s own Fire, we declare our commitment to the following:

- We shall work together as a national network of Lasallian schools in the Philippines for the efficient and effective implementation of the Lasallian Mission, following the directives of the De La Salle Brothers and the Philippine Lasallian Family as set by the General Chapter, the District Chapter and the Philippine Lasallian Family Convocation.

- We shall ensure the integrity of the Lasallian Mission by setting directions and standards applicable to Philippine Lasallian schools and by monitoring their implementation.

- We shall promote the Lasallian Mission by fostering synergy, collaboration and sharing among the Lasallian schools.

- We shall uphold the Lasallian values of faith, zeal for service and communion in mission.

Prayer

In all these, we, together and by association, dedicate our life and work to God, Who alone guarantees the fulfillment of our Lasallian dream.
Pierre Romançon was born to a poor peasant family in the village of Thuret in south-central France. He was so far ahead of his classmates in elementary school that, when he was only fourteen years old, the Brothers engaged him as a substitute teacher. He felt a strong desire to be a Lasallian Brother and despite the objection of his parents and the reluctance of the superiors who thought he was too short of stature, he was admitted to the novitiate and assumed the name Benilde.

He loved teaching children and spent 40 years in the classroom. From 1821 to 1841, he taught successfully in the network of elementary schools conducted by the Brothers out of the administrative center at Clermont-Ferrand. In 1841, he was appointed Director of a school that was opening in Saugues, an isolated village on a barren plateau in southern France. For the next twenty years, he worked quietly and effectively as teacher and principal to educate the boys in the village and some from the neighboring farms, many of whom were in their teens and had never been to school before. In time, the little school became the center of the social and intellectual life of the village, with evening classes for the adults and tutoring for the less gifted students.

Brother Benilde’s extraordinary religious sense was evident to everyone: attending Mass with the students in the parish church, teaching catechism, preparing boys for first communion, visiting and praying with the sick, and rumors of near-miraculous cures. In his desire to allow a deaf boy to take his first Holy Communion, he endeavored to learn sign language so that the boy can be taught catechism and be allowed to be a true Christian.

He was especially effective in attracting religious vocations. At his death, more than 200 Brothers and an impressive number of priests had been his students at Saugues.

In 1928, Benilde Romançon was declared a saint. At his beatification, Pope Pius XI said, “Sanctity does not consist in doing extraordinary things but in doing common things in an extraordinary way.” (Source: Brother Benilde Romançon, FSC: The Teacher Saint by Luke Salm, FSC).

His deep faith and zeal encouraged many young men to the priesthood and religious life, and he became known as the patron saint of vocations.

Born at Thuret, France on June 14, 1805
Entered the Novitiate on February 10, 1820
Died on August 13, 1862
Beatified on April 4, 1948
Canonized on October 29, 1967
A BRIEF HISTORY OF DE LA SALLE-COLLEGE OF SAINT BENILDE

De La Salle-College of Saint Benilde (DLS-CSB) started as the College for Career Development of De La Salle University in 1980. It was renamed Community College in 1984 and became known as the College of Saint Benilde in 1988. Because of the need to expand, the College moved to its new location at 2544 Taft Avenue, Manila in January 1989; and became an autonomous college in 1994.

De La Salle-College of Saint Benilde recognizes the uniqueness and multidimensionality of human intelligence. As such, it offers distinctly relevant and innovative degree and non-degree programs designed for the development of professionals in the arts, design, management, service industries, computer applications in business, and special fields of study. Upholding the value of individual talents and personal learning styles, the College is an animation of the concept of the multidiversity which complements the thrust of the other District Schools under De La Salle Philippines (DLSP) by stressing on excellence in educational innovation and Christian value formation.

To date, DLS-CSB is one of the District Schools of De La Salle Philippines, together with De La Salle Andres Soriano Memorial College (DLSASMC), De La Salle Araneta University (DLSAU), De La Salle Canlubang (DLSC), De La Salle Lipa (DLSL), De La Salle Santiago Zobel School (DLSZ), De La Salle University-Dasmariñas (DLSU-D), De La Salle University-Manila (DLSU-M), De La Salle-Health Sciences Campus (DLS-HSC), De La Salle-John Bosco College (DLS-JBC), Jaime Hilario Integrated School-La Salle (JHIS-LS), La Salle Academy (LSA), La Salle College Antipolo (LSCA), La Salle Green Hills (LSGH), La Salle University (LSU), St. Joseph School-La Salle (SJS-LS), and University of St. La Salle (USLS).
VISION STATEMENT

De La Salle-College of Saint Benilde, a member of the De La Salle Philippines, is a Catholic, dynamic, and innovative learning community. Guided by the Lasallian principles of Faith, Zeal for Service, and Communion in Mission, it recognizes the uniqueness of every individual and responds to the diverse needs of all learners.

MISSION STATEMENT

At De La Salle-College of Saint Benilde, we believe that it is in community that we create and nurture a learning climate promoting success through mutual support and respect for all learners. As a learner-centered institution, we recognize diversity by addressing various needs, interests, and cultures.

As a community of students, faculty, staff, and administrators, we strengthen our relationships through transformational experiences guided by appreciation of individual worth, creativity, professional competence, social responsibility, a sense of nationhood, and our faith.

We actively anticipate and respond to individual, industry, and societal needs by offering innovative and relevant programs that foster holistic human development.

2016 DLS-CSB VISION

“To be at the forefront of innovative learning institutions serving diversely-gifted learners and our neighboring communities.”
DLS-CSB STRATEGIC DIRECTIONS AND KEY PRINCIPLES

1. Student Learning
   Student learning is the core of the College’s endeavor. Thus, the active involvement of students in the learning process shall be secured by way of providing them with the support and opportunities for active learning.

   Goal: To enhance the learning process through active student participation.

2. Faculty
   The faculty are the key partners of the students in the pursuit of learning. Competence and appropriate orientation towards the learning-teaching process among the faculty need to be constantly developed.

   Goal: To provide opportunities for upgrading faculty capabilities to deliver learner-centered and transformative instruction.

3. Academic Programs
   The College’s academic programs, from the pre-baccalaureate to the post-baccalaureate levels, shall develop very clear competencies for specific professions that are industry responsive or generating.

   Goal: To design/re-design program curricula in compliance with learner-centered curriculum framework.

4. Holistic/Lasallian Formation
   The College shall pursue the holistic formation of its students and personnel through a well-developed and integrated program of Lasallian formation.

   Goals: To develop an integrated human development formation program guided by Lasallian Values.
           To provide innovative support programs for internal and external publics.
           To develop a Benildean community that is sensitive to the poor.

5. Underserved Populations
   The College shall endeavor to reach out to the underserved post-secondary student population, those who desire formal degrees but are unable to do so given resource constraints. This can be carried out by way of expanding its scholarship programs and developing other modes of learning (e.g. online learning modules/programs, satellite campuses/programs).

   Goal: To respond to the needs of underserved populations within and around the College.

6. Information
   Information for learning and administrative purposes shall be readily accessible to every member of the College, at any time and within and beyond the College’s campus, through an integrated and efficiently functioning information technology and management system.

   Goal: To provide accurate, relevant and timely information in support of learning and decision-making.

7. Governance
   The College shall be organized around a system of governance that recognizes the areas of specialization but simultaneously allows for teamwork and productivity among the members of its schools/centers.

   Goal: To streamline, standardize and communicate various business processes.
8. Resources
The College’s resource base must be optimally planned and diversified in order to sustain the desired type of learning environment and the significant investments required to sustain faculty development.

Goal: To provide a cutting-edge environment conducive to learning that is consistent with ecological concerns.

9. Personnel
As part of DLS-CSB’s community of learners, the personnel provide needed support in the pursuit of learning and in the development of a learner-centered environment.

Goal: To complete the HR Project Roadmap.

10. External Publics
As part of the larger Benildean community, the alumni are invited to take an active role in ensuring that the College achieves its Vision and Mission. This active involvement is evidenced by their increased willingness to serve as advisers, share professional expertise, act as a resource, and help in generating new funds for the College programs.

Goal: To involve various stakeholders in the development of the College.

THE DLS-CSB LEADERSHIP PHILOSOPHY

“As Benildean-Lasallian leaders of DLS-CSB, we believe that we are called together and by association (Communion in Mission) to participate in God’s work (Faith) of transforming lives (Zeal for Service).”

We are guided by the following values:

1. Creativity
As leaders of an innovative institution, we promote creativity by encouraging different strategies towards attaining desired goals.

2. Deeply Rooted in Faith
As leaders of a Catholic institution, we are convinced that we must be deeply rooted in our faith and we are committed to living it out in all its dimensions, while at the same time respecting other faith traditions.

3. Professional Competence
As leaders of an academic institution dedicated to excellence, we are committed to lifelong learning and the exercise of professional competence in performing our respective responsibilities and in managing our human, financial, and material resources effectively and efficiently.

4. Sense of Nationhood
As Filipino educational leaders, we express our sense of nationhood by promoting positive Filipino values and responsible citizenship, while respecting the diverse cultural backgrounds of the members of the community.

5. Socially Responsible
As leaders committed to building a just and equitable society, we live out our call to be socially responsible by advocating programs and supporting/encouraging research that address social issues, deepen love for service, and foster care of the environment.

6. Appreciation of Individual Worth
As leaders of a learner-centered community, we appreciate individual worth by recognizing and respecting the uniqueness of each of its members and valuing each one’s contribution to living out the Lasallian Mission.
BENILDEAN CORE VALUES

1. Deeply Rooted in Faith
   Benildeans live as Christian community builders who actively practice and draw strength from their faith, sharing it with others in all their endeavors.

2. Appreciative of the Worth of Each Individual
   Benildeans accept and appreciate the inherent value of all people, taking every opportunity to seek the betterment of both themselves and others through productive interaction.

3. Socially Responsible
   Benildeans interact with society in a manner that emphasizes broad awareness, critical understanding, and conscientious work in the context of both the College community and the greater public.

4. Creative
   Benildeans perceive every experience as an opportunity to develop new and innovative ways of thinking, therefore implementing frameworks and methods that can improve upon the situations they are applied to.

5. Professionally Competent
   Benildeans conduct all activities with a level of competence that reflects both a disciplined mastery of skill and a respectful attitude towards the conventions of productive work.

6. Sense of Nationhood
   Benildeans take pride in being Filipino and exhibit that sense of nationalism through their thoughts, words, and actions.
Lasallian education is geared towards the integral human and Christian development of diverse types of learners, and prepares them for responsible participation in the world of work, the family, the community, the wider society, and the local Church. It stresses the importance of synergy, collaboration, and dialogue; and encourages critical and creative thinking, self-knowledge and self-mastery. The learning environment is founded on the belief that each learner is uniquely endowed with God-given talents and gifts that need to be understood, appreciated, and nurtured. As a Lasallian school, De La Salle-College of Saint Benilde espouses and promotes a culture that puts the learners at its core.

A learner-centered school is committed to seeking answers to the following questions: “What is best for learners? How will learning be most effectively facilitated?” Learner-centered education operates according to what is known about individual learners (their heredity, experiences, perspectives, backgrounds, talents, interests, capacities, and needs) and the learning process (the best available knowledge about learning and how it occurs, including effective teaching practices that promote the highest levels of motivation, learning, and achievement for all learners); and applying this knowledge to improve practice.

In a learner-centered school, education is both a shared mission and a collaborative effort among students, faculty, staff, administrators, alumni, and parents. There is a deep-seated respect for each and every member of this learning community. College students are certainly learners. Faculty are learners, too, as they inquire into the content of their disciplines and develop their instructional, technical, and research skills. Administrators are learners as they enhance their leadership abilities, spearhead curricular directions, and ensure a conducive learning environment. Personnel are learners as they seek ways to do their jobs more effectively and efficiently, and as they advance their knowledge through continuing education and training. Alumni are learners as they build on the foundation established in their college education and as they continually develop their expertise. Parents are learners as they engage with the College community in promoting the best interest of the students.

As a learner-centered Lasallian institution, we accompany students in their journeys of faith development and personal transformation, and share with them meaningful learning encounters that will enable them to become creative thinkers, competent professionals and socially responsible citizens. We believe that this kind of educational experience will lead to more sustained and more powerful learning from which students can draw insights and lessons beyond their formal education.

It is our strong belief that in order to optimize learning and effect positive learning outcomes, classes, services, and other relevant activities must reflect the goals of the College. To this end, we are committed to creating learning environments and experiences that allow students to discover and construct knowledge for themselves, with as many options for learning as possible; and providing quality teaching through a pool of faculty who are adequately trained in facilitating learner-centered instruction.

To guide us in our pursuit of this vision, the DLS-CSB adheres to the following principles about learners, the learning process, and the learning environment:

To be learner-centered means to learn continuously. A learner has a willful desire to continuously improve and shows an enduring interest to learn. He believes that learning is a lifelong endeavor.

To be learner-centered means to evaluate learning experiences. Reflection and evaluation of learning experiences engender further learning.

To be learner-centered means to advance synergy and collaboration. A learner knows that learning is a shared mission.

To be learner-centered means to respect diversity. A learning environment is supportive if it treats its members equitably and recognizes each individual’s unique gifts.

To be learner-centered means to nurture relationships. Sound and positive relationships promote successful attainment of learning goals.
ADMINISTRATORS CODE OF PROFESSIONAL ETHICS

De La Salle-College of Saint Benilde, a member of De La Salle Philippines, is a Catholic school committed to authentic Lasallian education. As such, the administrators agree to conduct themselves with integrity, competence, commitment, faith and zeal, inspired by the teachings and examples of our founder, Saint John Baptist de La Salle, and our patron saint, Saint Benilde Romançon. In the conviction that the fulfillment of the College’s Vision-Mission depends also on administrators who manifest professionalism, sound character and values, respect for others, and commitment to the community and society, the College hereby adopts this Code of Professional Ethics for their guidance:

1. The Administrator as a Professional
   1.1. Administrators are role models. They are discreet in all of their personal relationships.
   1.2. Administrators manifest in their daily lives the highest standards of integrity and morality called for by their work.
   1.3. Administrators are lifelong learners who continually strive to improve their professional qualifications and work performance.
   1.4. Administrators settle their differences with others amicably and peacefully in the spirit of justice, fraternity, and Christian love.
   1.5. Administrators are intellectually honest. They do not claim credit for the achievement/work of others.
   1.6. Administrators observe proper decorum at all times and zealously keep themselves from being involved in any cases.

2. The Administrator and the Students
   2.1. Administrators shall provide a learner-centered environment where courtesy, mutual respect, trust, and consideration prevail.
   2.2. Administrators keep and maintain complete and accurate records of students for whom they have responsibility (e.g., Admissions Center, Registrar’s Office, Student Grants Office).
   2.3. Administrators are expected to maintain professional relationships with students at all times.
   2.4. Administrators never use their position to seek or accept personal, material, or financial gain from students.
   2.5. Administrators neither initiate nor reciprocate romantic or intimate relationships with any student in the College.

3. The Administrator and Colleagues
   3.1. Administrators relate harmoniously and professionally with colleagues. They treat them with fairness and objectivity and accord them the respect, trust, and dignity befitting their profession.
   3.2. Administrators shall not cause misunderstandings, factions, or rifts among colleagues. Their relationship with them is founded on mutual respect and cooperation for the best interest of the students and the College.
   3.3. Administrators are willing to share their time, expertise, and experience with colleagues for the improvement of the instructional and curricular programs, and services of the College. They especially assist and support new administrators through congenial mentoring relationships.
3.4. Administrators welcome and respect peers’ constructive criticisms of their own work performance.

3.5. Administrators boost the morale and confidence of their colleagues whenever the opportunity presents itself.

3.6. Administrators do not harm their colleagues in any way, whether physically or verbally.

4. The Administrator and Supervisors

4.1. Administrators and supervisors shall at all times work cooperatively and in unity to advance the best interests of the students, personnel, the College, and tasks at hand.

4.2. Administrators inform the appropriate officials of conditions that may be damaging to the College and its operations, or restrictive of organizational effectiveness.

4.3. Administrators observe proper channels in official communications (oral or written) within the College and De La Salle Philippines.

4.4. Administrators substantiate and own up to any complaint or charge they may have against a supervisor.

5. The Administrator and the College

5.1. Administrators live up to the College Vision-Mission and selflessly share their time and efforts towards its realization.

5.2. Administrators conduct themselves in a manner that will bring honor and respect to the College.

5.3. Administrators shall continuously improve themselves spiritually, professionally, and personally so that they may be of greater and better service to the College.

5.4. Administrators conscientiously abide by the policies of the College and the Administration, and adhere to the terms and conditions of their contract with the College and De La Salle Philippines.

5.5. Administrators give the Administration reasonable time to look for a replacement when they decide to go on leave or terminate their relationship with the College.

5.6. Administrators acknowledge their accountability to their subordinates, supervisors, and to the College. They responsibly perform their duties effectively and efficiently to the best of their abilities.

5.7. Administrators fully devote their official time to the accomplishment and continued improvement of their service to the College.

5.8. Administrators respond to criticisms of the College from members of the community with tact, and relay these to appropriate persons of authority in the College.

5.9. Administrators hold inviolate all confidential information concerning colleagues and the College.

5.10. Administrators willingly share their knowledge, skills, training, and experience with the community.
6. The Administrator and the Parents
   6.1. Administrators exercise utmost tact and appropriate concern in communicating with parents, especially on matters concerning their sons’ and daughters’ academic and personal problems. They seek the parents’ cooperation for the proper guidance and improvement of the children.
   6.2. Administrators conduct themselves in manners which merit the confidence and respect of parents.
   6.3. Administrators listen to parents’ complaints objectively and tactfully. They try, as much as possible, to amicably settle the problem at their level, guided by College principles, before elevating it to their immediate supervisors or to the appropriate person of authority in the College.

7. The Administrator and the Country
   7.1. Administrators contribute to nation-building by educating students and personnel for effective citizenship. They educate them of their basic rights, develop their moral character and personal discipline, and foster their love of others. To this end, they promote the welfare of the country by inculcating patriotism and nationalism.
   7.2. Administrators respond to society’s needs, problems, and aspirations and contribute to community and national progress and development.
SECTION 1: PURPOSE AND PRINCIPLE

1.1. Purpose
This Administration Manual contains guidelines for personnel decisions at De La Salle-College of Saint Benilde involving administrators. The Office of the Vice Chancellor for Administration is primarily tasked with the administration, supervision, and enforcement of this manual.

Clarification on the interpretation of any provision of this manual may be referred in writing to the Vice Chancellor for Administration.

1.2. General Principle
De La Salle-College of Saint Benilde is committed to ensuring a harmonious, fair, and just working environment. These general principles detail the parameters that apply to all administrators, identifying the requirements and the accepted norms that apply to all personnel within the College. Likewise, the College provides for the administrators’ welfare by ensuring that there is fair and just access to processes and information that allow for grievances, disputes, problems, and complaints to be resolved.

SECTION 2: DEFINITION OF TERMS

2.1. Administrator(s). All persons occupying policy-implementing positions having to do with the functions of the College in all levels (Sec. 6 of the Educational Act of 1982, Batas Pambansa 232), which shall include but not be limited to President, Chancellor, Vice Chancellors, Assistant Vice Chancellors, Directors, Managers, Deans, Chairpersons, Coordinators, Heads, and Supervisors.

2.2. Officer-in-charge (OIC) is an administrator designated for a temporary vacancy or a permanent vacancy pending the appointment of a regular administrator.

SECTION 3: LEVELS/RANKS OF ADMINISTRATORS

3.1. The President is the Chief Executive Officer of the College to whom the Chancellor reports. He is elected by the Board of Trustees. Based on the chain of command, the following are the administrative levels to classify administrators:

Level 1. This pertains to the College Chancellor. Appointment to this level follows this hierarchy:
- Appointed by President
- Confirmed by Board of Trustees

Level 2. This pertains to the Vice Chancellors. Appointment to this level follows this hierarchy:
- Recommended by Chancellor
- Appointed by President
- Confirmed by Board of Trustees

Level 3. This pertains to the Assistant Vice Chancellors, Deans and Department Managers. Appointment to this level follows this hierarchy:
- Recommended by the respective Vice Chancellor
- Endorsed by Chancellor
- Approved by President
Level 4. This pertains to the Directors, Academic Chairpersons, and Registrar. The approval hierarchy of this level is as follows:

- Recommended by immediate head and Department Head
- Endorsed by Vice Chancellor and Chancellor
- Approved by President

Level 5. A sample position under this level is Unit/Office Head. The approval hierarchy of this level is as follows:

- Recommended by immediate head
- Endorsed by Department Head
- Approved by Vice Chancellor

Level 6. A sample position under this level is Coordinator. The approval hierarchy of this level is similar to Level 5.

The complete list of administrative positions is found in Appendix E.

3.2. The salary or base pay for each position is governed by the general job map and salary structure. However, job positions under the same level may have varying salary rates. Teaching faculty members assigned to administrative positions shall be given an honorarium based on the level of the appointed position. The honorarium amount is stipulated in the honorarium grid (Refer to OVCA-HRD for the grid).

SECTION 4: CLASSIFICATIONS

An administrator may be under the following personnel classifications:

4.1. Full-Time Teaching Faculty (FTF) are those who are hired by the College to do full-time teaching functions (Faculty Manual 2008-2011, p. 20).

4.2. Part-Time Teaching Faculty (PTF) are those contracted on a per-term basis to render teaching hours assigned in response to the needs of each School or Center in the College (Faculty Manual 2008-2011, p. 43).

4.3. Academic Service Faculty (ASF) are faculty members who are hired to perform professional functions which are directly supportive of teaching and academic programs. They are expected to participate in the College’s pursuance of its Vision-Mission by fully engaging in their specific tasks and responsibilities as stated in their job description (ASF Manual 2011-2014, p. 10).

4.4. Administrative Service Personnel (ASP) are generally those in middle management who are handling non-academic functions.

4.5. Administrative Staff (AS) are those who assist the administrators/middle managers in carrying out their administrative functions, handling highly confidential matters. They may also exercise supervisory functions over a group of employees (Staff Manual 2009-2012, p. 20).

4.6. Consultants are those who provide professional or expert advice in a particular area or project. They are engaged for a specific undertaking as stipulated in the terms of engagement for a specific time period. The contract of consultants is renewable, as needed.
SECTION 5: TERMS OF ENGAGEMENT

5.1. Administrators classified as ASF, AS, and ASP are hired for a specific position, and are covered by the provisions stated in their respective manual.

5.2. Full-time and part-time teaching faculty members are hired and are covered by the provisions of the teaching section of the faculty manual. However, they may be appointed to administrative positions subject to qualification requirements of the administrative position.

5.3. Full time faculty are preferred over part-time faculty for administrative assignments.

5.4. Appointment of teaching faculty members to administrative positions is covered by the following policies:

5.4.1. Term of Office

5.4.1.1. The initial contract of a regular full-time teaching administrator is for one year. Subsequent renewals of the contract are for two-year periods, subject to the usual yearly evaluations. When warranted, a contract may be terminated in the middle of a two-year period.

5.4.1.2. For those who are in their probationary period, appointment to the administrative position shall be made annually. Security of tenure after the three-year full-time probationary period of a full-time faculty shall pertain to the teaching position and not to the administrative position.

5.4.1.3. For part-time faculty members, appointment to the administrative position shall be made each term.

5.4.1.4. Teaching administrators may be retained in the same position for a total of seven (7) years. After the seven-year period, the contract may be extended by the President on a case to case basis.

5.4.2. Deloading

5.4.2.1. For administrative assignments of a full-time faculty, he/she may be deloaded for full or part of his/her teaching unit equivalent.

5.4.2.2. If administrative deloading is eighteen (18) units, a full-time teaching administrator can teach three (3) units per term.

5.4.2.3. If administrative deloading is less than eighteen (18) units, a full-time teaching administrator shall teach the required number of units to complete the full load, e.g., 12 units deloading + 6 units of teaching = 18 units.

5.4.2.4. For part-time faculty, the maximum deloading for administrative work is twelve (12) units.

5.4.2.5. Deloading of chairpersons shall be covered by the course load offer ranges specified in the Chairperson’s Manual.

5.4.2.6. Total load component for program deloading may be shared by a chairperson with other positions in the program such as coordinators for OJT, thesis.
5.4.2.7. Deloading for other positions may be assigned to two or more faculty, who share the tasks involved.

5.4.3. Renewal/Non-renewal of Contract

5.4.3.1. For teaching administrators, renewal occurs when a new administrative contract is issued after the old contract expires.

5.4.3.2. The administrative appointment is automatically terminated if the teaching contract is not renewed (co-terminus).

5.4.3.3. If the administrative contract of a full-time or part-time faculty member is not renewed, he/she may continue to teach as a faculty subject to the policies of the Faculty Manual.

5.4.3.4. If a probationary faculty is not renewed in the administrative position but has attained regular faculty status, he/she shall revert to full-time teaching.

5.4.3.5. If a faculty is not renewed in the administrative position prior to the expiration of the three-year full-time probationary period as a faculty, he/she shall revert to full-time teaching.

5.4.3.6. The performance evaluation (ratings and qualitative comments) of a teaching faculty in an administrative position is used as the basis for the renewal or non-renewal of the administrative contract.

5.4.3.7. Administrative appointment can be renewed when the teaching administrator obtains at least a “Satisfactory” performance evaluation rating in the administrative work.

5.4.3.8. The College reserves the right to renew or terminate the contract of a teaching administrator for whatever valid reason.
SECTION 6: PROPERTY ACCOUNTABILITY

Administrators are accountable for the College’s properties under their supervision. The following serve as the guidelines:

6.1. Proper documentation to record property accountabilities shall be accomplished by each administrator in coordination with the office of GASD.

6.2. When an administrator ceases to hold a specific position for whatever reason, he should turn over the College property assigned to him/her. He/she shall leave items associated with the position such as equipment, furniture, and other supplies.

6.3. If an administrator leaves a position permanently (e.g. resignation), property accountabilities are turned over in the following order: Incoming administrator/OIC/immediate head/Department Head.

6.4. If an administrator temporarily leaves his/her post, an official property turnover is not necessary.

6.5. If the position is to be taken out from the organizational structure, property turn-over shall be to GASD.

SECTION 7: PRIVILEGES

7.1. The administrator is entitled to the benefits/privileges stated in his/her respective manual.

7.2. Management reserves the right to discontinue any of the privileges mentioned in this manual, if warranted.

7.3. In the event of transfer to another administrative position, the administrator shall receive the privileges of the new position and lose the privileges of the relinquished position. This policy does not apply to management-initiated transfers.

7.4. For management-initiated transfers, the following apply:

7.4.1. For benefit/privilege of the same type, the higher value shall be provided. For example, if the honorarium of the relinquished position is higher than the new position, then the higher honorarium shall be granted.

7.4.2. Benefits/privileges enjoyed in the former position may be granted if the new position has no such privilege.

7.5. For concurrent positions, there should be no duplication of benefits/privileges (except honorarium). For benefit/privilege of the same type, the higher financial value is granted. Honorarium for concurrent positions is covered by provisions on honorarium.

7.6. In addition to benefits/privileges stated in the respective manuals, the following privileges shall be provided to an administrator:

7.6.1. Executive Check Up

Administrators belonging to Levels 1 to 3 are entitled to annual executive check-up. The annual executive check-up is not convertible to cash. Implementing guidelines are handled by HR-Academic and Non-academic.
7.6.2. Honorarium

Honorarium is payment to an administrator for services rendered over and above the functions he/she was hired for. The following are the provisions related to honorarium:

7.6.2.1. Honorarium is taxable and tied to a particular position.

7.6.2.2. An administrator will cease to receive the honorarium if he/she is no longer in the position.

7.6.2.3. The honorarium is not included in the computation of the following: a) longevity pay; b) retirement pay; and c) other benefits related to basic pay.

7.6.2.4. Teaching faculty assigned to an administrative position shall receive the corresponding honorarium allocated to the position.

7.6.2.5. Non-teaching administrators are hired for a particular position. Thus, honorarium is provided only when they hold a concurrent position.

7.6.2.6. On rare occasions, an academic or non-academic administrator may be assigned to handle two administrative positions (concurrency). In this case, the administrator receives the full honorarium, if there is, for the original administrative position, and 50% of the honorarium assigned to the second position.

7.6.2.7. Honorarium during OIC period

OIC period refers to the time when an OIC is assigned to handle an administrative position. For the purpose of determining entitlement, the OIC period is classified as:

- Short-term. This constitutes twenty-five (25) working days or less, where working days are Mondays to Saturdays (excluding holidays).

- Long-term. This constitutes a period of more than twenty-five (25) working days.

Table 2 shall serve as guidelines in the entitlement of honorarium during the OIC period.

<table>
<thead>
<tr>
<th>CASES</th>
<th>OFFICIAL ADMINISTRATOR</th>
<th>OIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short-term leave</td>
<td>Entitled</td>
<td>Not entitled</td>
</tr>
<tr>
<td>Long-term leave</td>
<td>Not entitled</td>
<td>Entitled</td>
</tr>
<tr>
<td>Leave without pay (short-term)</td>
<td>Not entitled</td>
<td>Not entitled</td>
</tr>
<tr>
<td>Leave without pay (long-term)</td>
<td>Not entitled</td>
<td>Entitled</td>
</tr>
<tr>
<td>Official business (short-term)</td>
<td>Entitled</td>
<td>Not entitled</td>
</tr>
<tr>
<td>Official business (long-term)</td>
<td>Entitled</td>
<td>Entitled</td>
</tr>
<tr>
<td>Suspension (short-term)</td>
<td>Not entitled</td>
<td>Not entitled</td>
</tr>
<tr>
<td>Suspension (long-term)</td>
<td>Not entitled</td>
<td>Entitled</td>
</tr>
</tbody>
</table>
The formula to compute the honorarium of the OIC shall be as follows:

\[
\text{(OIC period/25 days) } \times \text{ monthly honorarium}
\]

The following is a sample honorarium computation if OIC period is forty five (45) working days, and the monthly honorarium of the concurrent position is Php20,000:

\[
45 \times 20,000 = \text{Php36,000}
\]

25

7.6.3. Communications

7.6.3.1. Levels 1 to 4 are entitled to this privilege.

7.6.3.2. Other administrators may be approved depending on their need.

7.6.3.3. Administrators must abide by the guidelines for this privilege as provided by HRD.

7.6.4. Laptop

Administrators assigned to Levels 1 to 3 positions are assigned a laptop. Specific guidelines are handled by the Office of the Vice Chancellor for Administration.

7.6.5. Parking Privilege

7.6.5.1. Free parking fee for Levels 1 to 4.

7.6.5.2. Parking areas are located at SDA, AKIC, and Solomon Parking Area.

7.6.5.3. In the event that an administrator is on leave, the parking privilege is transferred to the OIC.

7.6.6. Business Cards

The College shall provide an approved set(s) of business cards to assigned administrators.
SECTION 8: RECRUITMENT, SELECTION, and EMPLOYMENT

8.1. Policy Statement
De La Salle-College of Saint Benilde believes that one of the factors that contributes to the progress and success of the organization is having the right person for the right job. This policy aims to deploy competent and highly qualified administrators to assume appropriate administrative positions.

8.2. Equal Opportunity Statement
De La Salle-College of Saint Benilde is committed to providing equal employment opportunities to all applicants. The College does not discriminate on the basis of race, color, religion, sex, orientation, age, national origin, marital status, or disability.

8.3. Vacancies and OIC

8.3.1. The following vacancies may occur:

8.3.1.1. Permanent vacancy. This occurs when an incumbent vacates his/her administrative post permanently. This may be due to resignation, retirement, termination, and similar reasons.

8.3.1.2. Temporary vacancy. This occurs when an incumbent temporarily vacates his/her post. Some causes of temporary vacancies are Leave of Absence, temporary transfer/assignment or project, seminar participation, official business, secondment to another Lasallian institution and similar reasons.

8.3.2. If an OIC is necessary, such person is recommended by the official administrator or the immediate head. Proper approval shall be secured before informing the OIC candidate of the assignment.

8.3.3. A formal communication about the appointment is issued to the person designated and to offices concerned such as HRD, Finance, ITD, GASD, etc. HRD and FD shall be informed of entitlements to certain benefits or privileges.

8.3.4. Supplies, equipment and other similar needs are provided to the OIC.

8.3.5. For permanent vacancies, the OIC assumes the duties and responsibilities of the position. An OIC designation does not assure an official appointment to the administrative position.

8.3.6. For temporary vacancies, the OIC’s functions include, but are not limited to, the discharge of administrative day-to-day operations of the office. The OIC shall consult the next higher authority for major decisions.

8.4. Recruitment

8.4.1. The prescribed hiring procedures stated in the respective manual to which the incoming administrator belongs shall be followed (for new hires).

8.4.2. Sources of personnel are as follows:

8.4.2.1. Internal Source
Internal sourcing occurs when the incoming administrator is already employed in the College. In view of their familiarity with the College, priority shall be given to qualified current members of the community.
Before any communication is made to the incoming administrator, the requesting department shall seek approval from the heads of the potential administrator for the possible transfer.

Additional employment requirements may be required from the internal applicant.

8.4.2.2. External Source
External sourcing occurs when the incoming administrator is not part of the DLS-CSB employment force (e.g., project-based workers, consultants, outside applicants).

8.4.2.3. Secondment
Secondment is a temporary movement of personnel of another La Salle School to DLS-CSB or vice-versa. Generally, this is covered by the following guidelines:

8.4.2.3.1. Secondment takes place upon the request of the President of one institution and the approval of the President of the other La Salle School.

8.4.2.3.2. Matters relating to compensation, continuity of tenure and other terms of employment are decided mutually between the Presidents of the schools concerned.

8.4.2.3.3. Specific guidelines on secondment are found in HRD-OVCA and HRD and OVCA-HRD.

8.5. Selection

8.5.1. Minimum Criteria
Each position in the organizational chart has a corresponding minimum criteria required as indicated in the corresponding Job Specifications.

8.5.2. The following may recommend an administrator to a position:
- Immediate superior/s
- Selection Panel (when needed)

The following are the guidelines for the Selection Panel:

- The immediate superior selects the members of the Selection Panel.
- The Selection Panel will provide the process for selection.

8.5.3. The hiring department (HRD) shall coordinate with the immediate superior(s) and/or Selection Panel in terms of the final decision and placement of the administrator if the applicant is successful.

8.6. Placement

8.6.1. After the approval of the appointment by the College President (for Levels 2 to 4) or by the respective Vice Chancellor (for Levels 5 and 6), the job offer shall be done in accordance with the provisions stated in the ASF and Staff Manual (for ASF, and ASP/AS respectively). For positions offered to a teaching faculty, the Department Head or the next higher authority makes the job offer.
8.6.2. The Office of the President releases the contract/appointment paper of all administrators.

8.6.3. Once the Formal Appointment Paper and employment contracts are issued, the following shall be done:

  8.6.3.1. The new administrator should be given a copy of the respective manual as well as the Administrative Manual, the acknowledgment receipt of which shall be in writing.

  8.6.3.2. A specific orientation including scope of work assignments is provided by the immediate head or his/her representative. A general orientation on the College policies and other relevant issues may also be conducted by the hiring department.

SECTION 9: PROMOTION

9.1. There is no promotion for teaching administrators in administrative positions. They are promoted based on the teaching section of the faculty manual.

9.2. ASF, ASP, and AS who are appointed as administrators are promoted based on policies stated in their respective manuals.

SECTION 10: SUCCESSION PLANNING

Succession planning is the process by which the organization strategically prepares for the eventual replacement of managers at all levels. It ensures that key positions within the organization are properly filled with suitably talented personnel who are groomed through job rotation, mentoring, and personnel development activities.

Succession management needs to create a match between the future needs of the organization and the aspirations of the individual. The succession planning process of DLS-CSB is linked to its overall development strategy.

10.1. Succession Management Process

For succession planning to be effective, it is necessary to have the enthusiastic and visible support of top management, as well as having a succession management process with the appropriate systems in place.

These systems need to be continuously reviewed and revised as feedback is received from line executives, developments in technology are monitored, and learning from leading organizations is gained.

The succession management process of DLS-CSB serves as an interface between the human resource function and the strategic direction of the organization.

To produce a comprehensive process, the Human Resource Department is responsible for the tools and processes associated with successful succession planning, while line units are responsible for the deliverables.

The College utilizes technology solutions to integrate data needed for the succession management process. Technology also serves to facilitate (i.e., make simpler, faster, more efficient) the succession management process.
Methods for assessment to monitor the succession planning process are established. A continuous review and revision of the process is done in line with the plans of the College.

10.2. Talent Assessment
DLS-CSB’s succession management program identifies and monitors various talent pools within the organization to match the future needs of the organization with the personal attributes and strengths of available talent. Systems that provide talented and high performers opportunities to grow are developed by the College.

Individuals in the College may be identified as having high potential. An assessment process of evaluating assumed potential is conducted to determine an individual’s level of talent.

A core set of competencies or behaviors to establish a standard of comparison for assessment is used by the College. Leadership competencies are included in the core set as well as succession management competencies.

10.3. Developmental Activities
The College employs a range of developmental activities to engage leaders, and extend their capabilities, and ensure leadership continuity in the organization. These developmental opportunities are consistent with the organization’s and the individual’s needs. Such activities include mentoring, coaching, special assignments and action learning, and executive education programs. Furthermore, temporary assignments may be given as a part of or in connection with an action learning assignment.

The developmental programs of administrators are handled by HRD.

SECTION 11: GRIEVANCE/ADMINISTRATIVE CASE

11.1. The manual of the administrator shall be followed in handling a grievance/discipline case.

11.2. If the preliminary decision of a discipline case is preventive suspension, the following provisions apply:

11.2.1. Honorarium shall be temporarily suspended.

11.2.2. If the administrator is not found guilty, the honorarium that was withheld during the period of suspension shall be released.

11.2.3. If the decision of an administrative case is suspension, the provisions stated under the Section on Benefits shall apply.

SECTION 12: EFFECTIVITY CLAUSE
The provisions of this Manual shall take effect beginning School Year 2012-2013. The provisions of this manual shall remain valid and enforceable unless subsequently amended. The Office of the Vice Chancellor for Administration spearheads the committee responsible for the review of this manual.
APPENDIX A: INSTITUTIONAL COUNCILS/STANDING COMMITTEES

A. PRESIDENT’S COUNCIL

Function: Formally decides on key operational issues that would have a significant impact on academic and/or administrative operations as recommended by the Academic and Operations Councils.

Relationships:
   Chair: President
   Members:
   1. Chancellor
   2. Vice Chancellor for Academics
   3. Vice Chancellor for Development and Institutional Relations
   4. Vice Chancellor for Administration
   5. Vice Chancellor for Finance
   6. Vice Chancellor for Lasallian Mission and Student Life
   7. Special Assistant to the President (Recording Secretary)

Meetings: Once a Month

B. OPERATIONS COUNCIL

Function: Ensures adequate coordination among the different administration units of the College and resolves immediate critical operational concerns that involves two or more of the operations offices.

Relationships:
   Chair: President and/or Chancellor
   Members:
   1. Vice Chancellor for Academics
   2. Vice Chancellor for Development and Institutional Relations
   3. Vice Chancellor for Administration
   4. Vice Chancellor for Finance
   5. Vice Chancellor for Lasallian Mission and Student Life
   6. Assistant Vice Chancellor for General Administrative Services
   7. Assistant Vice Chancellor for Learning, Information, Systems and Services
   8. Controller
   9. Special Assistant to the President
   10. Human Resource Department Manager
   11. Information Technology Department Manager
   12. President’s Executive Assistant (Recording Secretary)

Meetings: Once a month
C. **FINANCE COMMITTEE**

Function: On behalf of the Board of Trustees, oversees the College’s financial planning and management. Specifically, it provides direction for the organization's financial matters; ensures the maintenance of an appropriate capital structure; oversees the maintenance of organizational-wide assets, including prudent management of organizational investments; and endorses the annual budget for the approval of the Board of Trustees.

Relationships:
- Chair: President
- Members:
  1. Chancellor
  2. External Finance Consultants
  3. Vice Chancellor for Development and Institutional Relations
  4. Vice Chancellor for Finance
  5. Controller
  6. Special Assistant to the President (Recording Secretary)

Meetings: Once every quarter

D. **MULTI-SECTORAL TUITION FEE COMMITTEE**

Function: Responsible for recommending to the President whether tuition fees need to be increased in the coming school year; and if an increase is agreed upon, recommend the percentage of this increase.

Relationships:
- Chair: Vice Chancellor for Finance
- Members:
  1. Administration Sector Representatives (2)
  2. Student Sector Representatives (2)
  3. Parent Sector Representatives (2)
  4. Faculty Sector Representatives (2)
  5. Employee Sector Representatives (2)
  6. OVCF Secretary (recording secretary)
  7. Controller (Resource Person)

Meetings: January of each year
APPENDIX B: DIVISION COUNCILS/STANDING COMMITTEES

A. ACADEMIC COUNCIL

Function: Responsible for curriculum planning, development and implementation; promotes collaboration among the different units under the office of the Vice Chancellor for Academics.

Relationships:

Chair: Vice Chancellor for Academics
Members:
1. Vice Chancellor for Lasallian Mission and Ministry
2. Assistant Vice Chancellor for Learning and Information Systems and Services
3. School Deans
4. Department of Student Life Dean
5. Center for Learner-Centered Instruction and Research Director
6. Faculty Association President

Meeting: Every 2nd and 4th Tuesday of the month

B. LEARNING AND INFORMATION SYSTEMS AND SERVICES (LISS) COUNCIL

Function: Provides learning and information support and services to academics and other operations of DLS-CSB. Ensures coordination among the different offices and centers under LISS and resolves immediate critical concerns that involve these centers and offices.

Relationships:

Chair: Assistant Vice Chancellor for Learning and Information Systems and Services
Members:
1. Admissions Center Director
2. Center for Learning and Performance Assessment Director
3. Learning Resource Center Director
4. Student Grants Office Director
5. Registrar

Meetings: Twice a month (every other Tuesday)

C. ADMISSIONS COMMITTEE

Function: The Admissions Committee (AdCC) is the official body of the College which approves the selection criteria and admission policy of the College.

Relationships:

Chair: Admissions Director
Members:
1. Vice Chancellor for Academics
2. Vice Chancellor for Lasallian Mission and Ministry
3. Assistant Vice Chancellor for Learning and Information Systems and Services
4. School Deans or Associate Dean

Meetings: Once a trimester
D. STUDENT GRANTS COMMITTEE

Function: Reviews the plans, policies and procedures of the students’ grants program, and approves the recipients of the grants as recommended by the Student Grants Office Director.

Relationships:
   Chair: Student Grants Office Director
   Members:
   1. President and/or Chancellor
   2. Vice Chancellor for Academics
   3. Vice Chancellor for Lasallian Mission and Ministry
   4. Vice Chancellor for Development and Institutional Relations
   5. Vice Chancellor for Administration
   6. Vice Chancellor for Finance
   7. Assistant Vice Chancellor for Learning and Information Systems and Services
   8. Admissions Center Director
   9. Registrar
   10. Controller

Meetings: Scheduled as needed

E. BASAP COMMITTEE

Function: Reviews the plans, policies and procedures of the Blessed Arnould Student Assistantship Program (BASAP), and approves the recipients of the grants as recommended by the Student Grants Office Director.

Relationships:
   Chair: Student Grants Office Director
   Members:
   1. President and/or Chancellor
   2. Vice Chancellor for Academics
   3. Admissions Center Director
   4. Registrar
   5. School representatives

Meetings: Scheduled as needed

F. ADMINISTRATIVE COUNCIL

Function: Ensures adequate coordination among the different units under the Office of the Vice Chancellor for Administration, develops and reviews policies and procedures, and resolves critical operational matters concerning the respective offices.

Relationships:
   Chair: Vice Chancellor for Administration
   Members:
   1. Assistant Vice Chancellor for General Administrative Services
   2. Human Resource Manager
   3. Information Technology Director

Meetings: Scheduled as needed
G. **BIDDING COMMITTEE**

Function: Responsible for opening, evaluating and awarding of bids.

Relationships:
- Chair: Vice Chancellor for Finance
- Members:
  1. Vice Chancellor for Administration
  2. Vice Chancellor for Development and Institutional Relations
  3. Purchasing Center Director
  4. Purchasing Center Head
  5. Compliance Office Representative
  6. Controller

Meetings: Weekly

H. **CONCESSIONAIRES COMMITTEE**

Function: Decides/resolves issues concerning concessionaires’ operations, compliance to contract and established school policies, and evaluation. The Committee’s concerns are represented in the Operations Council through the General Administrative Services Department (GASD). Concessionaires covered are the cafeteria, bookstore, and photocopiers.

Relationships:
- Chair: Center for Logistics and Property Management Director
- Members:
  1. Assistant Vice Chancellor for General Administrative Services
  2. Logistics Support Office Head
  3. Human Resource Department-Clinic Physician
  4. Academic Service Faculty representatives
  5. Faculty representatives
  6. Finance representatives
  7. Personnel representatives
  8. Student Council representative

Meetings: Twice a month, start and end of trimester
I. DEVELOPMENT AND INSTITUTIONAL RELATIONS (DIR) COUNCIL

Function: Updates and ensures the operational plans and progress of each Center under the Office of the Vice Chancellor for Development and Institutional Relations (OVC-DIR).

Relationships:
   Chair: Vice Chancellor for Development and Institutional Relations
   Members:
   1. Center for External Linkages and Alumni Development Director
   2. Center for Institutional Communications Director
   3. Center for Safety and Security Director
   4. Center for Sports Development Director
   5. Museum for Contemporary Art and Design Director
   6. Executive Assistant for Special Projects
   7. Development and Institutional Relations Secretary (recording secretary)
   8. Center for External Linkages and Alumni Development Secretary (recording secretary)

Meetings: First Monday of the month

J. SECURITY MANAGEMENT ADVISORY COMMITTEE

Function: Responsible for assessing campus safety and security problems, issues, and concerns.

Relationships:
   Chair: Vice Chancellor for Development and Institutional Relations
   Members:
   1. Center for Safety and Security Director
   2. Center for Safety and Security representatives

Meetings: Scheduled as needed
APPENDIX C: INSTITUTIONAL AD HOC COMMITTEES

A. CAMPUS DEVELOPMENT COMMITTEE

Function: Recommends the physical infrastructure masterplan in accordance with the College’s strategic plan, reviews the Facilities Master Plan and, as needed, establishes a Facilities Task Force to address specific facility needs.

Relationships:
   Chair: President and/or Chancellor
   Members:
   1. Vice Chancellor for Academics
   2. Vice Chancellor for Administration
   3. Vice Chancellor for Development and Institutional Relations
   4. Vice Chancellor for Finance
   5. Vice Chancellor for Lasallian Mission and Student Life
   6. Assistant Vice Chancellor for General Administrative Services
   7. SDA Architecture Program representative
   8. Director, Strategic Planning and Development
   9. Special Assistant of the President (recording secretary)

Meetings: Scheduled as needed

B. EDUCATION FOR THE BLIND COMMITTEE

Function: Develops DLS-CSB’s educational program for Blind persons including, but not limited to, the following: program design, internal and external partners, resources needed, advocacy, and other program components based on the assessment of needs.

Relationships:
   Chair: Appointed by the President
   Members: Representatives of various sectors in the College

Meetings: Scheduled as needed

C. BENILDE WEEK COMMITTEE

Function: Plans, executes, and evaluates the activities for the Benilde week celebration.

Relationships:
   Chair: Appointed by the President
   Members:
   1. Administration representatives
   2. Faculty representatives
   3. Student representatives
   4. Personnel representatives

Meetings: Scheduled as needed prior to Benilde Week
D. SCHOLARS’ RECRUITMENT COMMITTEE

Function: Develops a marketing program for the scholarship program, identifies a process for screening/selection of the scholars, and assesses the ongoing financial needs as connected to endowment and fund raising recommendations.

Relationships:
   Chair: Appointed by the President
   Members:
      1. Chancellor
      2. Assistant Vice Chancellor for Learning and Information Systems and Services
      3. Student Grants Office Director
      4. Admission Center Director
      5. Controller
      6. Center for External Linkages and Alumni Development Director
      7. Faculty representative

Meetings: Scheduled as needed

E. PAASCU STEERING COMMITTEE

Function: Ensures that all the accreditation requirements needed to pass the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU) are completed, and that the College is ready for the accreditation.

Relationships:
   Chair: Survey Executive and Chair/Member of the Evaluation and Analysis Committee
   Members:
      1. Chancellor
      2. Vice Chancellor for Academics
      3. School Dean of the program up for accreditation

Heads of Common Areas:
   4. Library – Learning Resource Center Director
   5. Physical Plant – Assistant Vice Chancellor for General Administrative Services
   6. Student Services – Department of Student Life Dean
   7. Community Involvement – Center for Social Action Director

Meetings: Scheduled as needed
F. **ONE LA SALLE SCHOLARSHIP COMMITTEE**

Function: Responsible for establishing policies and guidelines for the 20% Full Scholar Equivalent program. Comes up with a College-wide development plan to mobilize resources from internal and external partners in order to attain DLS-CSB’s target endowment fund to sustain 20% full scholar equivalent.

Relationships:
- **Chair:** President and/or Chancellor
- **Members:**
  1. Assistant Vice Chancellor for Learning and Information Systems and Services
  2. Student Grants Office Director
  3. Controller
  4. Center for External Linkages and Alumni Development Director
  5. Faculty representative
  6. Administration representative
  7. Alumni representative
  8. Student Council representative

Meetings: Scheduled as needed

G. **INSTITUTIONAL COMMITTEE ON ENVIRONMENT, HEALTH AND SAFETY**

Function: A multi-sectoral committee that checks and balances the safety, general services, environment and health sector’s operations for enhanced operational efficiency.

Relationships:
- **Chair:** Vice Chancellor for Development and Institutional Relations
- **Members:**
  1. Assistant Vice Chancellor for General Administrative Services
  2. Center for Safety and Security Director
  3. Center for Safety and Security representatives
  4. Department of Student Life Dean
  5. Engineering Center Director
  6. Human Resource Department-Clinic representative
  7. Industry consultant

Meetings: Once a month
H. CHRISTMAS DESIGN COMMITTEE

Function: Determines the institutional Christmas theme and design based on suggestions from community members; coordinates with concerned units for the implementation of approved design.

Relationships:
Chair: Appointed by the President
Members:
1. Faculty Association representative
2. Employees Association representative
3. Student Council representative
4. School of Design and Arts (SDA) representative
5. Center for Institutional Communications (CIC) Director

Meeting: Once every quarter or as the need arises

I. ENROLLMENT COMMITTEE

Function: Plans, executes, and evaluates the enrollment procedures and related activities for all types of incoming Benildean students.

Relationships:
Chair: Admissions Director
Members:
1. Assistant Vice Chancellor for General Administrative Services
2. Center for Counseling Services Director
3. Center for Safety and Security Director
4. Controller
5. Department of Student Life Dean
6. Human Resource Department Manager
7. Information Technology Department Manager
8. Learning Resource Center Director
9. Registrar
10. Scholarship Grants Office Director

Meeting: Scheduled as needed
APPENDIX D: FUNCTIONS AND POWERS OF SELECTED OFFICERS

1. BOARD OF TRUSTEES

a. **Chair.** The Chair shall preside in all meetings of the Board of Trustees. He shall execute all resolutions and/or decisions of the Board of Trustees. Together with the President, he shall present to the Board of Trustees and the members an annual budget after the close of each fiscal year, and to the members at each annual meeting a complete report of the activities and operations of the corporation for the fiscal year under his term.

b. **Secretary.** The Secretary shall give all notices required by the by-laws and keep the minutes of all meetings of the members and of the Board of Trustees, and of all meetings of all committees in a book kept for the purpose. He shall keep the seal of the corporation and affix such seal to any paper or instrument requiring the same. He shall also perform all such other duties, as the Board of Trustees may, from time to time, assign to him.

c. **Treasurer.** The treasurer shall have charge of the funds, receipts, and disbursements of the corporation. He shall keep all moneys and other valuables of the corporation in such bank or bank as the Board of Trustees may designate. He shall keep and have charge of the books of accounts which shall be open to inspection by any member of the Board of Trustees, whenever required. The treasurer shall account for the financial condition of the corporation and all transactions made by him as Treasurer. He shall also perform such other duties and functions as may be assigned to him from time to time by the Board of Trustees.

QUALIFICATIONS FOR MEMBERSHIP

To be qualified as a member of the corporation, an applicant for membership must be elected or appointed by the Board of Trustees. A member who has been elected as a trustee shall automatically lose his membership once he ceases to be a trustee. Suspension, exclusion, and termination of membership shall be in accordance with the rules and regulations as may be promulgated by the Board of Trustees.

RIGHTS OF MEMBERS

A member shall have the following rights:

- To exercise the right to vote on all matters relating to the affairs of the corporation;
- To be eligible to any elective or appointive office in the corporation;
- To participate in all deliberations/meetings of the corporation; and
- To examine all the records or books of the corporation during business hours.

DUTIES AND RESPONSIBILITIES OF THE MEMBERS

A member shall have the following duties and responsibilities:

- To obey and comply with the charter of the corporation and the by-laws, rules and regulations that may be promulgated by the corporation from time to time;
- To attend all meetings that may be called by the Board of Trustees.
2. PRESIDENT

Function: The President is the Chief Executive Officer (CEO) of the College. He assumes general responsibility for its operation consistent with the general policies established by the Board of Trustees. He implements the Mission Statement, the strategic goals and objectives of the organization, gives direction and leadership toward the achievement of the institution’s philosophy, mission, strategy, and its annual goals and objectives.

Elected by: Board of Trustees (BOT)

Reports To: DLS-CSB BOT

Supervises: Chancellor

Duties and Responsibilities:

1. Oversees the formulation of the College’s strategic plan, and ensures its implementation.
2. Promotes, communicates, and implements the College’s vision, mission, and overall direction;
3. Reports regularly to the Board on the operation and management of the institution and the execution of all Board directives;
4. Leads, guides, directs, and exercises general supervision over the work of the Chancellor, the Vice Chancellors, and other top administrators;
5. Directs and monitors the activities of the College in a manner such that agreed upon targets are met and the assets of the College are safeguarded and optimized to the best interests of all the stakeholders;
6. Oversees the overall delivery and quality of programs and services;
7. Oversees resource-generation planning and implementation, including identifying resource requirements, researching funding sources, establishing strategies to approach funders and potential donors and benefactors;
8. Recommends yearly budget for Board approval and prudently manages the Institution’s resources within those budget guidelines according to current laws and regulations; and
9. Performs such other duties and responsibilities analogous, germane, or related to and/or implied from, the above enumerated functions.
3. **CHANCELLOR**

Function: The Chancellor is the Chief Operating Officer (COO) of the College. S/he manages all aspects of the College’s activities and nurtures the relationships between and among its different stakeholders including external entities such as the surrounding community, government agencies and industry. S/he coordinates and administers the College’s policies as defined by its Board of Trustees, develops operating policies and procedures and directs the work of all administrators. The Chancellor implements and monitors the budget, monitors the quality of the College’s programs and services, ensures maximum student and parent satisfaction, and secures and protects the College’s material and financial assets.

Appointed by: President (confirmed by BOT)

Reports To: President

Supervises: Vice Chancellors

**Duties and Responsibilities:**

1. Develops, with others in the College community, a shared vision and mission for the institution within the parameters prescribed by the President and the Board of Trustees;
2. Implements a collective strategic plan for the institution in pursuit of the College’s mission and vision;
3. Is responsible for the leadership and day-to-day administration of the institution in compliance with the College’s policies and all applicable Philippine laws;
4. Is responsible for all of the major components that contribute to the quality of academic and support programs;
5. Keeps abreast of current information, developments and practices in the educational field;
6. Strengthens and expands relationships with internal and external constituencies, including alumni, parents, donors, funding agencies, and major national and international educational organizations that can continue to position the College in a leadership role;
7. Strengthens faculty recruitment, retention and development;
8. Pursues the recruitment and retention of highly qualified staff to support the faculty and students in their educational, research and service roles;
9. Oversees the care and maintenance of all the College’s physical assets and facilities; and
10. Performs such other duties and responsibilities analogous, germane, or related to and/or implied from, the above enumerated functions.
APPENDIX E : LIST OF ADMINISTRATIVE POSITIONS

The job description and specifications of each position are on file in Human Resource Department.

### Level Positions

<table>
<thead>
<tr>
<th>Level</th>
<th>Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td></td>
</tr>
<tr>
<td>1 Chancellor</td>
<td></td>
</tr>
</tbody>
</table>

#### OFFICE OF THE VC-ACADEMICS

<table>
<thead>
<tr>
<th>Level</th>
<th>Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Vice Chancellor for Academics</td>
<td></td>
</tr>
<tr>
<td>3 Assistant Vice Chancellor for Learning and Information Systems and Services</td>
<td></td>
</tr>
<tr>
<td>3 Deans</td>
<td></td>
</tr>
<tr>
<td>4 Director-Center for Educational Access and Development (CEAD)</td>
<td></td>
</tr>
<tr>
<td>4 Director-Center for Learner-Centered Instruction and Research (CLCIR)</td>
<td></td>
</tr>
<tr>
<td>4 Chairperson-SDEAS-Center for Academics</td>
<td></td>
</tr>
<tr>
<td>4 Director-Center for Deaf Esteem and Formation</td>
<td></td>
</tr>
<tr>
<td>4 Director-SDEAS-Center for Partnership and Development</td>
<td></td>
</tr>
<tr>
<td>4 Associate Dean-School of Design and Arts (SDA)</td>
<td></td>
</tr>
<tr>
<td>4 Chairperson-Animation</td>
<td></td>
</tr>
<tr>
<td>4 Chairperson-Photography</td>
<td></td>
</tr>
<tr>
<td>4 Chairperson-Fashion Design and Merchandising</td>
<td></td>
</tr>
<tr>
<td>4 Chairperson-Design Foundation</td>
<td></td>
</tr>
<tr>
<td>4 Chairperson-Industrial Design</td>
<td></td>
</tr>
<tr>
<td>4 Chairperson-Technical Theater</td>
<td></td>
</tr>
<tr>
<td>4 Chairperson-Production Design</td>
<td></td>
</tr>
<tr>
<td>4 Chairperson-Architecture</td>
<td></td>
</tr>
<tr>
<td>4 Chairperson-Arts Management</td>
<td></td>
</tr>
<tr>
<td>4 Chairperson-Interior Design</td>
<td></td>
</tr>
<tr>
<td>4 Chairperson-Dance</td>
<td></td>
</tr>
<tr>
<td>4 Chairperson-Music Production</td>
<td></td>
</tr>
<tr>
<td>4 Chairperson-Digital Film</td>
<td></td>
</tr>
<tr>
<td>4 Chairperson-Multimedia Arts</td>
<td></td>
</tr>
<tr>
<td>4 Director-SDA Laboratory Center</td>
<td></td>
</tr>
<tr>
<td>4 Chairperson-Hospitality Management Track</td>
<td></td>
</tr>
<tr>
<td>4 Chairperson-Travel and Tourism Management Track</td>
<td></td>
</tr>
<tr>
<td>4 Chairperson-Culinary Arts Track</td>
<td></td>
</tr>
<tr>
<td>4 Chairperson-International Hospitality Management Program</td>
<td></td>
</tr>
<tr>
<td>4 Chairperson-Computer Applications Program</td>
<td></td>
</tr>
<tr>
<td>4 Chairperson-Career Development Program</td>
<td></td>
</tr>
<tr>
<td>4 Chairperson-Export Management Program</td>
<td></td>
</tr>
<tr>
<td>4 Chairperson-Human Resource Management Program</td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td>Position</td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>4</td>
<td>Chairperson-Information System Program</td>
</tr>
<tr>
<td>4</td>
<td>Chairperson-Game Design and Development Program</td>
</tr>
<tr>
<td>4</td>
<td>Chairperson-Consular and Diplomatic Affairs Program</td>
</tr>
<tr>
<td>4</td>
<td>Chairperson-English Area</td>
</tr>
<tr>
<td>4</td>
<td>Chairperson-Filipino Area</td>
</tr>
<tr>
<td>4</td>
<td>Chairperson-Math Area</td>
</tr>
<tr>
<td>4</td>
<td>Chairperson-Natural Science Area</td>
</tr>
<tr>
<td>4</td>
<td>Chairperson-Social Sciences Area</td>
</tr>
<tr>
<td>4</td>
<td>Chairperson-Theology and Philosophy Area</td>
</tr>
<tr>
<td>4</td>
<td>Chairperson-Physical Education Area</td>
</tr>
<tr>
<td>4</td>
<td>Manager-Sales and Marketing Department</td>
</tr>
<tr>
<td>4</td>
<td>Manager-Food and Beverage Department</td>
</tr>
<tr>
<td>4</td>
<td>Manager-Rooms Division</td>
</tr>
<tr>
<td>4</td>
<td>Director-Admissions Center (AdC)</td>
</tr>
<tr>
<td>4</td>
<td>Director-Center for Learning and Performance Assessment (CLPA)</td>
</tr>
<tr>
<td>4</td>
<td>Director-Learning Resource Center (LRC)</td>
</tr>
<tr>
<td>4</td>
<td>Registrar</td>
</tr>
<tr>
<td>4</td>
<td>Director-Student Grants Office (SGO)</td>
</tr>
<tr>
<td>5</td>
<td>Head-Secondary Education Initiatives</td>
</tr>
<tr>
<td>5</td>
<td>Head-Office of Learner-Centered Instructional Technology</td>
</tr>
<tr>
<td>5</td>
<td>Head-Office of Learner-Centered Instruction</td>
</tr>
<tr>
<td>5</td>
<td>Curriculum Officer-CLCIR</td>
</tr>
<tr>
<td>5</td>
<td>Head-SDA Short Courses</td>
</tr>
<tr>
<td>5</td>
<td>Head-Food and Beverage Service Section</td>
</tr>
<tr>
<td>5</td>
<td>Head-Culinary Laboratory Section</td>
</tr>
<tr>
<td>5</td>
<td>Head-Food and Beverage Service</td>
</tr>
<tr>
<td>5</td>
<td>Head-SPaCE-Program Management Services</td>
</tr>
<tr>
<td>5</td>
<td>Executive Chef-Food and Beverage Department</td>
</tr>
<tr>
<td>5</td>
<td>Head-Office of Learning Assessment</td>
</tr>
<tr>
<td>5</td>
<td>Head-Office of Institutional Accountability and Accreditation</td>
</tr>
<tr>
<td>5</td>
<td>Head-Office of Performance Assessment</td>
</tr>
<tr>
<td>5</td>
<td>Head-Office of Institutional Testing</td>
</tr>
<tr>
<td>5</td>
<td>Librarian-Reader's Service Section</td>
</tr>
<tr>
<td>5</td>
<td>Head-Online Resource Services Section</td>
</tr>
<tr>
<td>5</td>
<td>Head-Audio Visual Services Section</td>
</tr>
<tr>
<td>5</td>
<td>Assistant Registrar-Operations</td>
</tr>
<tr>
<td>5</td>
<td>Assistant Registrar-Records</td>
</tr>
<tr>
<td>5</td>
<td>Assistant Registrar-Non-Degree Program</td>
</tr>
<tr>
<td>Position</td>
<td>Unit/Program</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Human Resource Officer</td>
<td>Recruitment and Records Management Unit</td>
</tr>
<tr>
<td>Human Resource Officer</td>
<td>Compensation and Benefits Unit</td>
</tr>
<tr>
<td>CEAD Research Associate</td>
<td></td>
</tr>
<tr>
<td>Coordinator-Education Access</td>
<td></td>
</tr>
<tr>
<td>Coordinator-Development Initiatives</td>
<td></td>
</tr>
<tr>
<td>Research Associate</td>
<td>Office of Learner-Centered Research</td>
</tr>
<tr>
<td>Coordinator-Deaf Learners’ Preparatory Course</td>
<td></td>
</tr>
<tr>
<td>Coordinator-Educational Interpreting Program</td>
<td></td>
</tr>
<tr>
<td>Coordinator-PEN-MLC/LC</td>
<td></td>
</tr>
<tr>
<td>Coordinator-Deaf Life Skills Development Program</td>
<td></td>
</tr>
<tr>
<td>Coordinator-Lasallian Ministry Program for the Deaf</td>
<td></td>
</tr>
<tr>
<td>Coordinator-Leadership and Involvement Program</td>
<td></td>
</tr>
<tr>
<td>Coordinator-Social Responsibility and Outreach Program</td>
<td></td>
</tr>
<tr>
<td>Coordinator-Deaf Employment Opportunities Program</td>
<td></td>
</tr>
<tr>
<td>Coordinator-Yes Deaf-Business Opportunities Program</td>
<td></td>
</tr>
<tr>
<td>Coordinator-Production Communications Program</td>
<td></td>
</tr>
<tr>
<td>Coordinator-Deaf Advocacy Program</td>
<td></td>
</tr>
<tr>
<td>Coordinator-SDA Digital Archive Unit</td>
<td></td>
</tr>
<tr>
<td>Coordinator-SDA Equipment Unity</td>
<td></td>
</tr>
<tr>
<td>Coordinator-ID Laboratory</td>
<td></td>
</tr>
<tr>
<td>Coordinator-Multimedia Studio Unit</td>
<td></td>
</tr>
<tr>
<td>Coordinator-MIDI Laboratory Unit</td>
<td></td>
</tr>
<tr>
<td>Coordinator-Studio Laboratory Unit</td>
<td></td>
</tr>
<tr>
<td>Coordinator-Green Cuisine Catering Unit</td>
<td></td>
</tr>
<tr>
<td>Coordinator-Chef’s Station</td>
<td></td>
</tr>
<tr>
<td>Coordinator-Solomon Guest House</td>
<td></td>
</tr>
<tr>
<td>Coordinator-Vatel Restaurant Manila</td>
<td></td>
</tr>
<tr>
<td>Coordinator-Learning Enhancement and Adjustment Program</td>
<td></td>
</tr>
<tr>
<td>Coordinator-Sales and Marketing Department</td>
<td></td>
</tr>
<tr>
<td>Chief Steward-Food and Beverage Department</td>
<td></td>
</tr>
<tr>
<td>Sous Chef-Food and Beverage Department</td>
<td></td>
</tr>
<tr>
<td>Captain Waiter-Food and Beverage Department</td>
<td></td>
</tr>
<tr>
<td>Supervisor-Housekeeping</td>
<td></td>
</tr>
<tr>
<td>Supervisor-Front Office</td>
<td></td>
</tr>
<tr>
<td>Coordinator-AdC-Recruitment Unit</td>
<td></td>
</tr>
<tr>
<td>Coordinator-AdC-Freshmen Processing Unit</td>
<td></td>
</tr>
<tr>
<td>Coordinator-AdC-General Processing Unit</td>
<td></td>
</tr>
<tr>
<td>Research Associate</td>
<td>Office of Learning Assessment</td>
</tr>
<tr>
<td>Specialist-Program Assessment Unit</td>
<td></td>
</tr>
<tr>
<td>Specialist-Assessment Data Management Unit</td>
<td></td>
</tr>
<tr>
<td>Specialist-Institutional Accreditation Unit</td>
<td></td>
</tr>
</tbody>
</table>
### Office of the VC-Academics

<table>
<thead>
<tr>
<th>Level</th>
<th>Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Performance Assessment Coordinator</td>
</tr>
<tr>
<td>6</td>
<td>Institutional Testing Coordinator</td>
</tr>
<tr>
<td>6</td>
<td>Assistant Librarian-Taft Main Circulation Area</td>
</tr>
<tr>
<td>6</td>
<td>Assistant Librarian-Taft Extension Circulation Area</td>
</tr>
<tr>
<td>6</td>
<td>Assistant Librarian-AKIC Circulation Area</td>
</tr>
<tr>
<td>6</td>
<td>Assistant Librarian-SDA Circulation Area</td>
</tr>
<tr>
<td>6</td>
<td>Coordinator-Technical Services Acquisition Area</td>
</tr>
<tr>
<td>6</td>
<td>Assistant Librarian-Technical Services Serials Area</td>
</tr>
<tr>
<td>6</td>
<td>Coordinator-Technical Services Library Imaging Area</td>
</tr>
<tr>
<td>6</td>
<td>Coordinator-Audio Visual Services Unit</td>
</tr>
</tbody>
</table>

### Office of the VC-Lasallian Mission and Student Life

<table>
<thead>
<tr>
<th>Level</th>
<th>Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Vice Chancellor for Lasallian Mission and Student Life</td>
</tr>
<tr>
<td>4</td>
<td>Director-Center for Counseling Services (CCS)</td>
</tr>
<tr>
<td>4</td>
<td>Director-Center for Lasallian Ministry</td>
</tr>
<tr>
<td>4</td>
<td>Director-Center for Social Action</td>
</tr>
<tr>
<td>4</td>
<td>Chairperson-Academic Extension Office</td>
</tr>
<tr>
<td>5</td>
<td>Head-Office of Lasallian Formation</td>
</tr>
<tr>
<td>5</td>
<td>Head-Office of Prayer and Worship Ministry</td>
</tr>
<tr>
<td>5</td>
<td>Head-Student Publications Office (SPO)</td>
</tr>
<tr>
<td>5</td>
<td>Head-Office of Culture and Arts (OCA)</td>
</tr>
<tr>
<td>5</td>
<td>Head-Student Involvement Office (SIO)</td>
</tr>
<tr>
<td>5</td>
<td>Head-Office of Student Behavior (OSB)</td>
</tr>
<tr>
<td>5</td>
<td>Head-Career Placement Office (CPO)</td>
</tr>
<tr>
<td>6</td>
<td>Coordinator-CCS Testing Unit</td>
</tr>
<tr>
<td>6</td>
<td>Associate Minister-Adult Formation Unit</td>
</tr>
<tr>
<td>6</td>
<td>Associate Minister-Student Formation Unit</td>
</tr>
<tr>
<td>6</td>
<td>Associate Minister-Prayer and Worship Unit</td>
</tr>
<tr>
<td>6</td>
<td>Coordinator-Advocacy Unit</td>
</tr>
<tr>
<td>6</td>
<td>Coordinator-Institutional Outreach Unit</td>
</tr>
<tr>
<td>6</td>
<td>Coordinator-Volunteer Formation Unit</td>
</tr>
<tr>
<td>6</td>
<td>Coordinator-Partnership and Community Extension Unit</td>
</tr>
<tr>
<td>6</td>
<td>Student Life Formation Assistant</td>
</tr>
<tr>
<td>6</td>
<td>Yearbook Moderator-SPO</td>
</tr>
<tr>
<td>6</td>
<td>Coordinator-Student Activities Unit</td>
</tr>
<tr>
<td>6</td>
<td>Coordinator-International Students Unit</td>
</tr>
<tr>
<td>6</td>
<td>Coordinator-National Service Training Program</td>
</tr>
<tr>
<td>6</td>
<td>Coordinator-Orientation and Development of Values</td>
</tr>
<tr>
<td>6</td>
<td>Coordinator-Student Learning Unit</td>
</tr>
<tr>
<td>6</td>
<td>OSB Deputy Officer</td>
</tr>
<tr>
<td>Level</td>
<td>Positions</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
</tr>
<tr>
<td>2</td>
<td>Vice Chancellor for Administration</td>
</tr>
<tr>
<td>3</td>
<td>Assistant Vice Chancellor for General Administrative Services Dept. (GASD)</td>
</tr>
<tr>
<td>3</td>
<td>HRD Manager</td>
</tr>
<tr>
<td>3</td>
<td>ITD Manager</td>
</tr>
<tr>
<td>4</td>
<td>Director-Engineering Center (EC)</td>
</tr>
<tr>
<td>4</td>
<td>Director-Center for Housekeeping and Environmental Concerns (CHEC)</td>
</tr>
<tr>
<td>4</td>
<td>Director-Center for Logistics and Property Management (CLPM)</td>
</tr>
<tr>
<td>4</td>
<td>Director-Purchasing Center (PC)</td>
</tr>
<tr>
<td>4</td>
<td>Director-ITD-Academic Communications and Technologies Center (ACTC)</td>
</tr>
<tr>
<td>4</td>
<td>Director-Information Systems and Process Center (ISPC)</td>
</tr>
<tr>
<td>5</td>
<td>Head-EC</td>
</tr>
<tr>
<td>5</td>
<td>Head-Housekeeping Office</td>
</tr>
<tr>
<td>5</td>
<td>Head-Environmental Concern Office</td>
</tr>
<tr>
<td>5</td>
<td>Head-Logistics Support Office (LSO)</td>
</tr>
<tr>
<td>5</td>
<td>Head-Performance and Exhibit Space Office (PESO)</td>
</tr>
<tr>
<td>5</td>
<td>Head-Warehouse and Property Control Office (WPCO)</td>
</tr>
<tr>
<td>5</td>
<td>Head-General Items Purchasing Office</td>
</tr>
<tr>
<td>5</td>
<td>Head-Services and Construction Purchasing Office</td>
</tr>
<tr>
<td>5</td>
<td>Head-Food and Beverage Purchasing Office</td>
</tr>
<tr>
<td>5</td>
<td>Human Resource Officer-Recruitment and Employee Relations Office</td>
</tr>
<tr>
<td>5</td>
<td>Human Resource Officer-Compensation and Benefits Office</td>
</tr>
<tr>
<td>5</td>
<td>Human Resource Officer-Training and Development Office</td>
</tr>
<tr>
<td>5</td>
<td>Head-ITD-External Operations Office</td>
</tr>
<tr>
<td>5</td>
<td>Head-Internal Operations Office</td>
</tr>
<tr>
<td>5</td>
<td>Head-IT Resource Office</td>
</tr>
<tr>
<td>5</td>
<td>Head-IT Research and Development Office</td>
</tr>
<tr>
<td>5</td>
<td>Head-IT Development Office</td>
</tr>
<tr>
<td>5</td>
<td>Head-Process and IS Solutions Office</td>
</tr>
<tr>
<td>5</td>
<td>Head-Data Administration Office</td>
</tr>
<tr>
<td>6</td>
<td>Coordinator-LSO-Campus Services Unit</td>
</tr>
<tr>
<td>6</td>
<td>Coordinator-LSO-Facilities Unit</td>
</tr>
<tr>
<td>6</td>
<td>Coordinator-WPCO-Central Warehouse Unit</td>
</tr>
<tr>
<td>6</td>
<td>Information Technology Security Officer</td>
</tr>
<tr>
<td>6</td>
<td>Coordinator-Technical Support Unit</td>
</tr>
<tr>
<td>6</td>
<td>Coordinator-Applications Unit</td>
</tr>
<tr>
<td>6</td>
<td>Coordinator-Network Unit</td>
</tr>
<tr>
<td>6</td>
<td>Coordinator-IT Warehouse Unit</td>
</tr>
</tbody>
</table>
### OFFICE OF THE VC-DEVELOPMENT AND INSTITUTIONAL RELATIONS

<table>
<thead>
<tr>
<th>Level</th>
<th>Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Vice Chancellor for Development and Institutional Relations</td>
</tr>
<tr>
<td>4</td>
<td>Director-Center for Safety and Security (CSS)</td>
</tr>
<tr>
<td>4</td>
<td>Museum Director-Museum of Contemporary Art and Design (MCAD)</td>
</tr>
<tr>
<td>4</td>
<td>Director-Center for External Linkages, Alumni and Development (CELAD)</td>
</tr>
<tr>
<td>4</td>
<td>Director-Center for Institutional Communications (CIC)</td>
</tr>
<tr>
<td>4</td>
<td>Director-Center for Sports Development (CSD)</td>
</tr>
<tr>
<td>5</td>
<td>Head-Development Office</td>
</tr>
<tr>
<td>5</td>
<td>Head-Linkages Office</td>
</tr>
<tr>
<td>5</td>
<td>Head-CIC-Marketing Office</td>
</tr>
<tr>
<td>5</td>
<td>Head-CIC-Creative Services Office</td>
</tr>
<tr>
<td>5</td>
<td>Head-CIC-Communications Office</td>
</tr>
<tr>
<td>5</td>
<td>Sports Development Officer</td>
</tr>
<tr>
<td>6</td>
<td>Executive Assistant for Special Project</td>
</tr>
<tr>
<td>6</td>
<td>Security Operations Officer</td>
</tr>
<tr>
<td>6</td>
<td>Safety Compliance Coordinator</td>
</tr>
<tr>
<td>6</td>
<td>CSH Hotel Security Coordinator</td>
</tr>
<tr>
<td>6</td>
<td>Museum Coordinator</td>
</tr>
<tr>
<td>6</td>
<td>Coordinator-Alumni Relations</td>
</tr>
<tr>
<td>6</td>
<td>Coordinator-NGO Relations</td>
</tr>
<tr>
<td>6</td>
<td>Coordinator-Corporate Relations</td>
</tr>
<tr>
<td>6</td>
<td>Coordinator-Academic Relations</td>
</tr>
<tr>
<td>6</td>
<td>Coordinator-CELAD Support Services</td>
</tr>
<tr>
<td>6</td>
<td>Coordinator-CSD-Internal Operations Unit</td>
</tr>
<tr>
<td>6</td>
<td>Coordinator-CSD-External Operations Unit</td>
</tr>
<tr>
<td>6</td>
<td>Coordinator-CIC- Design Coordinator</td>
</tr>
<tr>
<td>6</td>
<td>Coordinator-CIC-Editorial Coordinator</td>
</tr>
</tbody>
</table>

### OFFICE OF THE VC-FINANCE

<table>
<thead>
<tr>
<th>Level</th>
<th>Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Vice Chancellor for Finance</td>
</tr>
<tr>
<td>3</td>
<td>Controller</td>
</tr>
<tr>
<td>5</td>
<td>Head-Cost Control and Inventory Section</td>
</tr>
<tr>
<td>5</td>
<td>Head-Credit and Collection Section</td>
</tr>
<tr>
<td>5</td>
<td>Head-General Accounts and Budget Section</td>
</tr>
<tr>
<td>5</td>
<td>Head-Payables Section</td>
</tr>
<tr>
<td>5</td>
<td>Head-Property and Tax Monitoring Section</td>
</tr>
</tbody>
</table>
F1. Central Administration
Ad Hoc Committee for the Revision of the
De La Salle-College of Saint Benilde Administration Manual 2012

<table>
<thead>
<tr>
<th>Merlinda N. Bucad</th>
<th>Ma. Victoria M. Dayao</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Admin Representative-Level 2</td>
<td>ASF Representative-Level 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Carlos A. Leonor</th>
<th>Leonard B. Babiera</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASP Representative-Level 3</td>
<td>AS Representative-Level 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Remedios O. Lorica</th>
<th>Catherine M. Deen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Admin Representative-Level 3</td>
<td>ASF Representative-Level 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ma. Socorro M. Baca</th>
<th>Atty. Domingo V. Reyes Jr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Admin Representative-Level 4</td>
<td>Faculty Admin Representative-Level 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Br. Victor A. Franco FSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>President and Chancellor</td>
</tr>
</tbody>
</table>

Signed on the 15th of August, 2012