SECTION 1: GENERAL PROVISIONS

1.1 GENERAL DESCRIPTION

Academic Service Faculty1 (ASF) are faculty members who were 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 descriptions. Among the college units which requires the services of ASFs are the following:

- Admissions Center
- Career Placement Office
- Center for Counseling Services
- Center for External Linkages, Alumni and Development
- Center for Institutional Communications
- Center for Lasallian Ministry
- Center for Learner-Centered Instruction and Research
- Center for Learning and Performance Assessment
- Center for Social Action
- Center for Sports Development
- Department of Student Life
- Information Technology Department
- Lasallian Mission and Student Life
- Learning, Information, Systems, and Services
- Learning Resource Center
- Office of Culture and Arts
- Office of Student Behavior
- Registrar’s Office
- School of Deaf Education and Applied Studies
- School of Professional and Continuing Education
- Student Grants Office
- Student Involvement Office
- Student Publications Office

1.2 STATEMENT OF RESPONSIBILITIES

Consistent with the Lasallian Philosophy of Education, the DLS-CSB Educational Philosophy and the DLS-CSB Vision-Mission, the ASF of De La Salle-College of Saint Benilde embody the Lasallian spirit of innovation. They are committed to actively propagate this spirit and to perform their responsibilities effectively to help actualize the College’s Vision-Mission.

In the pursuit of their endeavors and in the fulfillment of their responsibilities, the ASF is expected to:

1.2.1 Model Lasallian Spirituality
Commits to the learner’s human and Christian development, and works towards the realization of the Lasallian mission.

1 Refer to Academic Support Personnel section of the Manual of School Regulations
1.2.2 Commit to Lifelong Self-development
   Improves himself or herself continuously, both personally and professionally; keeps abreast
   of key developments in his or her field of expertise.

1.2.3 Manifest Enthusiasm for College Service
   Participates in School, Center, and College programs and activities in various capacities that
   cultivate a sense of commitment, belongingness, and stewardship.

1.2.4 Serve the Greater Community
   Collaborates with groups or individuals that serve to improve the overall quality of Filipino
   lives.

1.2.5 Adhere to the learner-centered educational philosophy of the College
   ASFs in administrator/professional positions must adhere to the principles of learner-centered
   leadership and administration including the following aspects:

   1.2.5.1 Establishment of a Learner-centered Environment
   Contributes to the establishment of an environment imbued with mutual trust,
   respect and interdependence with a greater sense of safety and welfare of all its
   members to foster optimal academic, social and personal growth for its internal
   stakeholders. This may be achieved through (a) shared celebrations, activities and
   events, (b) maintenance and improvement of physical and learning environments,
   and (c) open communication.

   1.2.5.2 Leadership
   Participates significantly in the development and clarification of the shared Vision-
   Mission of the College. Furthermore, the administrator/professional secures the
   operationalization of such Vision-Mission into workable action plans that are
   constantly monitored and exhaustively evaluated with respect to its impact on the
   objectives of the institution. The administrator/professional demonstrates a
   commitment to excellence by subscribing to the highest standards of ethics. He/she
   strives for the continuous expansion of his/her repertoire of professional experiences.
   Leadership is specifically expressed through (a) direction-setting, (b) management,
   and (c) personal/professional development and practice.

   1.2.5.3 Information and Data
   Exerts efforts in the sharing and utilization of information/data/technical know-how
   relevant to curriculum and instruction.

1.2.6 Counselors are guided by the model for learner-centered counseling practices. There are
four aspects to learner-centered counseling practices including (a) learner-centered guidance
curriculum, (b) learner-centered planning, (c) learner-centered responsive services, and (d)
learner-centered system support.

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2 Taken from the Administrator’s Evaluation Form based on Learner-centered Principles

1.2.6.1 Learner-Centered Guidance Curriculum
The counselor works collaboratively to implement a guidance curriculum that helps members of the learning community. He/she works closely with teachers, administrators and students to plan and implement classroom guidance activities based on learner needs.

1.2.6.2 Learner-Centered Planning
The counselor promotes the worth, dignity, individuality and potential of all members of the learner-centered community by helping learners set challenging goals. They help learners set short-term, intermediate and long-term goals, monitor their progress and makes necessary adjustments. The counselor helps learners see the interrelationships among work, family, avocations and other roles. They also use assessment results to form decisions on individual achievement, aptitudes and interests as well as technology as a management tool.

1.2.6.3 Learner-Centered Responsive Services
The counselor uses both intervention and preventive strategies. They also use a variety of strategies including individual and group strategies in the delivery of services. The counselors address immediate concerns and develop new skills. They also refer learners to special programs and services when appropriate.

1.2.6.4 Learner-Centered System Support
The counselor is a member of a collaborative team consisting of learners, administrators, teachers, other school personnel, parents, guardians, and community members. They serve as consultant, information resource, mediator and advocate for each learner.

1.3 STATEMENT OF RIGHTS

1.3.1 Academic Freedom
Academic freedom is the right of professionally qualified persons to inquire, discover, publish, and teach the truth as they see it in the field of their competence, subject to no control or authority except rational methods by which the truth and conclusions are sought and established in their discipline. As part of the national community, each ASF has the rights and obligations of a citizen. When they speak or write as citizens, they should be free from institutional censorship or control, but their being ASFs imposes certain obligations.

1.3.2 Participation
As the deliverers of the academic support service provided by the College, ASFs are entitled to effective participation in the process of decision-making at all levels. They are represented to the fullest extent possible in the various bodies that formulate policies, subject to the existing by-laws and policies of such bodies. They have the right to be provided with information that may affect them individually or as a collective in the performance of their responsibilities, and their consequent concerns must be heard by the administration or by the relevant body. After a decision is reached, pertinent information shall be disseminated to the ASFs before policies are fully implemented.

1.3.3 Information
ASFs have the right to information that affects them, individually or collectively in the performance of their responsibilities. Except in emergency situations, the College should ensure that prior to any decision; information will have been effectively disseminated to ASFs.
in order to ensure their intelligent involvement in decision-making. In cases of decisions affecting the status of an ASF, he/she is entitled to a formal explanation of the grounds for such decisions.

1.3.4 Redress of Grievance
ASFs have the right to petition for a redress of grievance.

1.4 EXPECTED BEHAVIOR OF ASFs:

1.4.1 ASFs neither divulge to any person the contents of documents, which have not yet been officially released, nor remove records from the files without permission from the proper authorities.

1.4.2 ASFs make an honest effort to understand College policies and carry them out.

1.4.3 ASFs never ask or accept directly or indirectly, personal services, gifts, or other favors from any member of the community or their relations that would tend to influence their professional relations with them.

1.4.4 ASFs never contract business with students or their relations.

1.4.5 ASFs do not sell tickets, nor receive commission or any form of gratuity for sending any member of the community to cultural/benefit shows, stage performances, or the like. These and other similar practices are valid grounds for dismissal.

1.4.6 ASFs observe the prohibition against smoking on campus.

1.4.7 ASFs observe the prohibition against taking meals inside the offices except during special and official occasions.

1.4.8 ASFs do not encourage, initiate, or participate in any idle gossip, rumor-mongering, or innuendos relative to other members of the academic community or, for that matter, to the community at large.

1.4.9 Propriety and good taste in language is observed at all times. ASFs avoid vulgar and offensive language and off-color anecdotes.

1.4.10 Propriety and good taste in grooming is observed at all times. ASFs wear appropriate attire and do not wear clothes that may tend to distract or scandalize the members of the College.

1.4.11 ASFs acknowledge assistance received from colleagues in collaborative projects.

1.4.12 ASFs shall refrain from creating and circulating anonymous, fabricated, or unjustified criticism.

1.4.13 ASFs shall not require any member of the community to submit, under the guise of a project, any commercially bought item which is not a product, either partially or completely, of the community member’s efforts. Violation of this provision shall constitute valid cause for administrative action.