

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Philippines

FIFTEENTH CONGRESS
First Regular Session
HOUSE BILL NO. 363

INTRODUCED BY: HON. MARCELINO "MARCY" R. TEODORO

EXPLANATORY NOTE

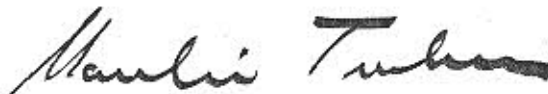
The typology is a system for classifying higher education institutions that shall guide policy makers in rationalizing distribution and operation of higher education institutions (HEIs) in the Philippines.

More particularly, typology is aimed at determining the number and distribution of different types of HEIs in the country, as well as, per region and province; guide researchers, students, policy- or decision-makers in analyzing and making decisions regarding the higher education sector; and provide basis for the rationalizing standards, for allocating resources and for targeting development interventions for different types of HEIs.

Thus, in accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the "Higher Education Act of 1994," and as part of the program of the Commission on Higher Education (CHED) on the matter, this measure is being proposed to institutionalize typology of HEIs by classifying higher education institutions, into research university, specialized research university, teaching university, specialized college and associate college.

Through typology, we could minimize program duplication between and among HEIs – between public and private HEIs, among State Universities and Colleges (SUCs), and among branches within SUCs. Further, we could be assured of the optimum use of the scarce human and material resources in higher education toward enhancing overall capacities for instruction, research and extension.

In view of the foregoing, urgent approval of this bill is hereby sought.



MARCELINO "MARCY" R. TEODORO
Representative, 1st District
City of Marikina

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AN ACT
RATIONALIZING THE TYPOLOGY OF HIGHER EDUCATION INSTITUTIONS

Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:

Section 1. Short Title – This Act shall be known as the "Higher Education Typology Act"

Section 2. Declaration of Policy – It is a mandate and policy of the Government to provide access to quality and relevant higher education through the Philippine Higher Education System. In order to broaden access to higher education, the Government promotes the efficient use of resources by rationalizing the geographic distribution of Higher Education Institutions and their program offerings based on well-defined typology.

Section 3. Coverage – This Act shall cover all Higher Education Institutions (HEIs) in the country.

Section 4. Definition of Terms – For purposes of this Act, the following definition of terms shall be adopted:

Higher Education Institution (HEI) – refers to any institution of learning, public or private, offering higher education programs.

Typology – refers to the classification of all HEIs based on a set of criteria defined in this Act.

Program – refers to the academic program of course

Program Level – refers to degree level; baccalaureate, masters or PH. D.

Instruction – refers to an act, practice, or profession of imparting or dispensing knowledge; imparted or acquired item of knowledge.

Research – refers to the gathering of data, information and facts for the advancement of knowledge.

Section 5. Criteria for Classification of HEIs. - Institutions of higher learning shall be classified on the basis of the following features: ||

1. Level of higher education programs – to distinguish institutions that have the capability to offer higher education programs beyond the

- baccalaureate from those that offer mostly baccalaureate programs and concentrate on the regular higher education function of instruction
2. Breadth of educational programs and services – the number of programs and disciplines offered
 3. Number of students per program and level
 4. Capability or qualification of faculty as indicated by the highest degree earned by the faculty
 5. Productivity of faculty – as indicated by the number of national and/or international publications.

Section 6. Classification of HEIs. –

1). University System

- a. Is composed of separate but inter-related component academic units with at least one Research University or Specialized University and one Teaching University. It has both a research arm and a teaching arm.
- b. Offers the full range of baccalaureate, master's, doctoral and post-doctoral programs in various disciplines, with the program offerings of component units complementing each other and meeting CHED requirements and standards
- c. Composed of one Board of Regents with each campus headed by a Chancellor

1.1 Research University - university that offers full range of baccalaureate programs, committed to graduate education through doctorate, and engaged in extensive research activity.

The distinguishing features of a research university are:

Programs: baccalaureate, masters and doctoral levels

- At least 6 baccalaureate programs of which 2 is in liberal arts, 2 in Basic Sciences/Mathematics and 2 in social sciences;
- Plus a minimum of 5 professional courses;
- Graduate programs in more than 5 fields; masters and PhD Programs in the same fields

Enrolment: at least 2,500 more than 50% of which are in discipline specialization of the university and 20% of which are at the graduate level

Faculty:

- At least 50% of faculty in the Arts and Sciences are on full time;
- 50% of total faculty have masters (with thesis) degrees in their respective areas of specialization and of the masters holders 70% are on full time;
- 35% of the total faculty have PhD in their respective areas of specialization, of whom 50% are on full time

Research Output: at least 100 national and/or international publications in database of institution/faculty research outputs.

1.2 Specialized Research University – is a Research University with narrower range of programs and with distinct field(s) or discipline(s) specialization wherein more than 50% of its students are enrolled.

The distinguishing features of a specialized university are:

Programs: baccalaureate, masters and doctoral levels

- At least 3 baccalaureate programs of which 1 is in liberal arts, 1 in Basic Sciences/Mathematics and 1 in social sciences;
- Plus a minimum of 3 professional courses;
- Graduate programs in less than 5 fields; masters and PhD Programs in the same fields

Enrolment: at least 2,500 more than 50% of whom are in discipline specialization of the university and at least 10% are at the graduate level

Faculty: Same as in Research University

Research Output: at least 100 national and/or international publications in database of institution/faculty research outputs

1.3 Teaching University –focuses mainly on offering undergraduate education in the disciplines and professions. This is essentially a teaching institution that fulfills the very important function of preparing skilled professionals in the various fields of study.

The distinguishing features of this type of university are as follows:

Programs: baccalaureate and masters (non-thesis)

- Full range of programs in liberal arts and sciences (i. e. natural and physical sciences, mathematics, philosophy, the humanities and social sciences) and professional courses at the baccalaureate level. At least 40 different fields
- Masters programs in at least 10 fields

Services: teaching and extension

Enrolment: at least 5,000 with less than 10% enrolled at the graduate level

Faculty:

- At least 50% of faculty in the Arts and Sciences are on full time;
- 35% of total faculty have masters (with thesis) degrees in their respective areas of specialization and of the masters holders 70% are on full time;
- 20% of the total faculty have PhD in their respective areas of specialization, of whom 50% are on full time

1.4 Specialized Teaching University – is a Teaching University with a narrower range of the programs and with the distinct field(s) or discipline(s) specialization wherein more than 50% of its students are enrolled.

The distinguishing features of specialized university are:

Programs: baccalaureate and masters (non-thesis) levels

- At least 3 baccalaureate programs of which 1 is in liberal arts, 1 in Basic Sciences/Mathematics and 1 in social sciences;
- Plus a minimum of 3 professional courses;
- Graduate programs in less than 5 fields – Masters and PhD programs in the same fields.

Services: teaching and extension

Enrolment: at least 2,500 with less than 10% enrolled at the graduate level

Faculty: at least 50% of total faculty on full time
at least 50% have masters/PhD degrees in their respective fields of specialization.

2). College System

- a. Is composed of two or more separate but inter-related component colleges.
- b. Governed by one Board

2.1 College - offers a wide range of program offerings (more than 5), either mostly at the masters level (non-thesis) or at the baccalaureate level.

Services: teaching and extension.

Enrolment: at least 120 per course in baccalaureate; at least 25 per program in masters

Faculty: at least 50% on full time, of whom 50% have masters/PhD degrees in baccalaureate level, 100% with masters/PhD at the masters level.

2.2 Specialized college – offers a limited range of program offerings (less than 5), either mostly at the masters level (non-thesis) or at the baccalaureate level. Examples are normal college, technological college, science and technology college.

Services: teaching and extension

Enrolment: at least 100 per course in baccalaureate; at least 25 per program in masters

Faculty: at least 50% on full time, of whom 50% have masters/PhD degrees in specialized baccalaureate 100% with masters/PhD in specialized master college

2.3 Associate college – offers mostly General Education and Associate level programs and Bachelor of Technology program. This type serves as feeder for baccalaureate and graduate level programs and institutions.

Services: teaching and extension

Enrolment: at least 100 per course

Faculty: at least 50% on full time, all of whom with at least Baccalaureate degrees.

Section 7. Uses of Typology. - The typology shall be used as a basis for: 1) evaluation of applicants for creation, conversion or upgrading of HEIs (i.e. creation of the state college, conversion from the basic or technical-vocational school to college, upgrading from college to university or from university to university system); 2). evaluation of applications for authority to offer academic programs; 3) allocation of SUCs budget; and 4) allocation of Higher Education Development Fund for institutional development, research, extension, and other grants or incentives.

Section 8. *Financing of Public HEIs.* - The different types of public HEIs shall be publicly funded according to a Normative Funding Formula that shall take into account the classification, institutional performance, program quality, relevance and other criteria set by the Commission on Higher Education (CHED).

Section 9. *Rewards and Incentives.* - A HEI may be rewarded by being the best in any category: Centers of Excellence shall be identified among HEIs excelling in all three functions of Teaching, Research and Extension while Centers of Teaching Excellence shall be identified among those performing primarily teaching function.

Section 10. *The Role of the Commission on Higher Education.* - The Commission on Higher Education shall initiate the classification of higher education institutions in accordance with the typology set forth in this Act. The CHED Commissioners, sitting en banc, shall approve the classification and shall submit the same to the Congress for information. Within the year (12 months) from the approval of this Act, CHED, together with the Department of Budget and Management, shall apply a Normative Funding Formula for the public HEIs and an incentive/reward scheme for all deserving HEIs.

Section 11. *Change of Typology and Classification.* - The Governing Board of a HEI may request a change in its classification, subject to the approval of the Commission on Higher Education.

Section 12. *Repealing Clause.* - All laws, decrees, rules and regulations or other issuances or parts thereof inconsistent with the provisions of this Act are hereby repealed, amended or modified accordingly.

Section 13. *Effectivity Clause.* - This Act shall take effect upon approval and complete publication in at least two (2) national newspaper of general circulation.

Approved,