

HOUSE OF REPRESENTATIVES

RECEIVED

06 AUG 2018

DATE: _____

TIME: 3:50 pm _____

BY: jordan _____

INDEX DIVISION

House Bill No. 8041

EXPLANATORY NOTE

In view of the foregoing, immediate approval of this measure is earnestly sought.

REP. GARY C. ALEJANO

1 d) **Program level** refers to degree level; baccalaureate, masters or doctorate

2
3 e) **Instruction** refers to an act, practice, or profession of imparting or dispensing
4 knowledge; imparted or acquired item of knowledge.

5
6 f) **Research** refers to the gathering of data, information, and facts for the advancement
7 of knowledge.

8
9 **SEC. 5. Criteria for Classification of HEIs.**—Institutions of higher learning shall be
10 classified on the basis of the following features:

11
12 1) **Level of higher education programs** to distinguish institutions that have the capability
13 to offer higher education programs beyond the baccalaureate from those that offer mostly
14 baccalaureate programs and concentrate on the regular higher education function or instruction;

15
16 2) **Breadth of educational programs and services** which are the number of programs and
17 disciplines offered;

18
19 3) **Number of students per program and level;**

20
21 4) **Capability or qualification of faculty** as indicated by the highest degree earned by the
22 faculty;

23
24 5) **Productivity of faculty** as indicated by the number of national and/or international
25 publications.

26
27 **SEC. 6. Classification of HEIs.**—

28
29 **1. University System**

30
31 a. Is composed of separate, but inter-related component academic units with
32 at least one Research University or Specialized University and one Teaching
33 University. It has both a research arm and a teaching arm.
34

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—a university that offers a 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 doctorate levels

a. At least 6 baccalaureate programs of which two (2) is in the liberal arts, two (2) in Basic Sciences/Mathematics, and two (2) in social sciences;

b. Plus a minimum of five (5) professional courses;

c. Graduate programs in more than five (5) fields—Masters and PhD programs in the same fields

Enrollment: 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:

a. At least 50% of faculty in the Arts and Sciences are on full time;

b. 50% of total faculty have masters (with thesis) degrees in their respective areas specialization and of the masters holders 70% are on full time;

c. 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, masteral, and doctorate levels

a. At least 3 baccalaureate programs of which 1 is in liberal arts, 1 in basic sciences/mathematics and 1 in social sciences;

b. Plus a minimum of 3 professional courses; and

c. Graduate programs in less than 5 fields—Masters and PhD programs on the same fields.

Enrollment: 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)

- a. 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 for at least 40 different fields; and
- b. Masters program in at least 10 fields.

Services: Teaching and extension

Enrollment: At least 5,000 with less than 10% enrolled in the graduate level.

Faculty:

- a. At least 50% of faculty in the Arts and Sciences are on full time;
- b. 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; and
- c. 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 programs and with the distinct field(s) or discipline(s) specialization wherein more than 50% of its students are enrolled.

The distinguishing features of a specialized teaching university are:

Programs: baccalaureate and masters (non-thesis) levels

- a. At least 3 baccalaureate programs of which 1 is in liberal arts, 1 in basic sciences/mathematics, and 1 in social sciences;

b. Plus a minimum of 3 professional courses; and

c. Graduate programs in less than 5 fields – Masters and PhD programs in the same fields.

Services: Teaching and extension

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

Faculty:

a. At least 50% of faculty on full-time;

b. 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; and

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

Enrollment: 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 masters level.

1 **2.2 Specialized College**—offers a limited range of program offerings (less than 5,)
2 either mostly at the masters level (non-thesis) or at the baccalaureate level.

3
4 **Services:** Teaching and extension

5
6 **Enrollment:** At least 100 per course; at least 25 per program in masters

7
8 **Faculty:** At least 50% on full-time, of whom 50% have masters/PhD degrees in
9 specialized baccalaureate; 100% with masters/PhD in specialized master college

10
11 **2.3 Associate College**—offers mostly General Education and Associate Level
12 programs and Bachelor of Technology program. This type serves as feeder for
13 baccalaureate and graduate level programs and institutions

14
15 **Services:** Teaching and extension

16
17 **Enrollment:** At least 100 per course

18
19 **Faculty:** At least 50% on full time, all of whom with at least Baccalaureate degrees.

20
21 **SEC. 7. Uses of Typology.**—The typology shall be used as a basis for:

- 22
23 1. Evaluation of applicants for creation, conversion, or upgrade of HEIs;
24
25 2. Evaluation of applications for authority to offer academic programs;
26
27 3. Allocation of SUCs budget; and
28
29 4. Allocation of Higher Education Development Fund for institutional development,
30 research, extension, and other grants or incentives.

31
32 **SEC. 8. Financing of Public HEIs.**—The different types of public HEIs shall be publicly
33 funded according to a Normative Funding Formula that shall take into account the classification,
34 institutional performance, program quality, relevance, and other criteria set by the Commission on
35 Higher Education (CHED).

1
2 **SEC. 9. Rewards and Incentives.**—A HEI may be rewarded by being the best in any
3 category: Centers of Excellence shall be identified among HEIs excelling in all three functions of
4 Teaching, Research, and Extension while Centers of Teaching Excellence shall be identified among
5 those performing primarily teaching functions
6

7 **SEC. 10. The Role of CHED.**—The Commission on Higher Education shall initiate the
8 classification of higher education institutions in accordance with the typology set forth in this Act.
9 The CHED Commissioners, sitting en banc, shall approve the classification and shall approve the
10 classification and shall submit the same to Congress for information. Within the year (12 months)
11 from the approval of this Act, CHED, together with the Department of Budget and Management,
12 shall apply a Normative Funding Formula for the public HEIs and an incentive/reward scheme for
13 all deserving HEIs.
14

15 **SEC. 11. Change of Typology and Classification.**—The Governing Board of HEI may
16 request a change in its classification, subject to the approval of the Commission on Higher
17 Education.
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19 **SEC. 11. Separability Clause.**—If any provision of this Act shall be declared
20 unconstitutional or invalid, the other provisions of this Act not otherwise affected, shall remain in
21 full force and effect.
22

23 **SEC. 12. Repealing Clause.**—All laws, decrees, orders, rules and regulations, and all other
24 issuances, or parts thereof, which are inconsistent with this Act are hereby repealed or modified
25 accordingly.
26

27 **SEC. 13. Effectivity.**—This Act shall take effect following its publication in at least two (2)
28 newspapers of general circulation.

Approved,