



ATENEO DE DAVAO UNIVERSITY

Graduate School Manual of Operations

2025 EDITION

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Our Identity

The Ateneo de Davao University is a Catholic, Jesuit, and Filipino University.

As a University, it is a community engaged in excellent instruction, holistic formation, robust research, and vibrant community service.

As Catholic, it proceeds *ex corde ecclesiae*, from the heart of the Catholic Church.

As Jesuit, it lives out the spirituality of St. Ignatius of Loyola, and the global mission of the Society of Jesus.

As Filipino, it commits to the Philippines' attainment of peace, social justice, democracy, and sustainable development, with focus on Mindanao.

Our Vision

A world of global citizens in solidarity and community, inspired by their faith, working for peace, social justice, democracy, and sustainable development.

A nation rooted in God-centered values and empowering culture, with democratic leaders and engaged citizens forging a just, prosperous, sustainable, and peaceful society.

A Mindanao that enjoys sustainable peace and development, thriving in the diversity of its cultures and faith traditions.

Our Mission

We, in the Ateneo de Davao University, educate students through excellent academic instruction, robust research and innovation, and vibrant community engagement and advocacy for social transformation. Our education is rooted in the formation of values that are based on our Christian, Catholic, Ignatian, and Jesuit tradition. We aim to produce discerning leaders and citizens distinguished by their character, competence, compassion, conscience, courage, cultural-rootedness, and commitment to community and the common good.

Our Values

1. Cura Personalis (Care of the Person)

We care for the holistic formation, growth, and well-being of the individual human person, in mind, heart, body, and spirit. We uphold the fundamental value of human life and human dignity. Our work of education is essentially formative and transformative of the intellectual, psychological, relational, affective, social, physical, and spiritual dimensions of authentic humanism.

2. Cura Communitatis (Care of Community)

We care for the nurturing of relationships toward building community. We respect and uphold diversity, and we work for unity in purpose and action, among all members of the University, and with external partners in mission. We deepen community life as “friends-in-the-Lord,” through commitment, collaboration, conversation, and celebration.

3. *Cura Societatis* (Care of Society)

We care for society and its transformation toward our vision. Our ADDU education is essentially societal at different levels: Davao, Mindanao, the Philippines, and the world. We engage society through service and its various dimensions: social justice, empowerment of the poor, peacebuilding, civic participation, protection of human rights and democracy, advocacy for structural transformation, and the witness of responsible power for service of the common good, all grounded in Catholic social teaching.

4. *Cura Naturae* (Care of Nature)

We care for our Earth, our Common Home, our sustainable future. Inspired by the call of Pope Francis (*Laudato Si, Laudato Deum*), we commit to protecting our global and local environment through environmental protection, sustainable resource management, climate change activism, and a spirituality of stewardship.

5. *Cura Apostolicae* (Care of the Apostolate)

We care for the apostolate, our means of being “apostles” or followers of Christ, which is through our work in the educational and intellectual apostolate. With humility, we nurture our role as facilitators of academic excellence, teachers of faith and ethics, exemplars of truth and virtue. We form ourselves and others as prophetic and servant leaders. We journey with fellow educators and formators in the Church’s global mission of Catholic education.

6. *Cura Ecclesiae* (Care of the Church)

We care for the Church and its pastoral mission of evangelization. We respond to the call of Pope Francis to evangelize the Joy of the Gospel (*Evangelii Gaudium*) through our institutional mission. This inspires our work with the Local Church in Davao, extending to the Philippines, Asia, and the world, in communion with others (local clergy, religious organizations, lay faithful), in a spirit of synodality and profound interfaith dialogue.

7. *Cura Missionis Societatis Iesu* (Care of the Mission of the Society of Jesus)

We care for the Society of Jesus, its ministries, and its global mission. We are rooted in Ignatian spirituality and its principles of discernment, companionship, magnanimity (*magis*), interiority, humility, and transcendence. We belong to the global community of Jesuits and lay colleagues co-discerning the signs of the times and its universal apostolic preferences. Through the diverse ministries of the Society of Jesus worldwide, we engage the world and its complexity, with the strength and courage of faith (*Fortes in Fide*).

1.

Introduction

This Graduate School Manual of Operations (GSMO) serves as the official guide for the administration of all graduate-level programs at Ateneo de Davao University (ADDU). It outlines the policies, procedures, and standards governing the graduate programs, ensuring consistency with national regulations and alignment with the University's Catholic, Jesuit, and Filipino identity.

Intended for use across all Schools and programs to ensure institutional coherence and regulatory compliance, the Manual has been developed in accordance with Commission on Higher Education (CHED) Memorandum Order No. 15, series of 2019 and other pertinent CHED issuances.

CHED's updated Policies, Standards and Guidelines (PSGs) for graduate programs acknowledge the changing landscape of graduate education—shaped by globalization, technological advancement, and K-12 reforms—and call for curricula that foster twenty-first century skills, research innovation, and advanced professional competencies. This Manual addresses those expectations by emphasizing outcome-based education (OBE), alignment with Philippine Qualifications Framework (PQF) Level 7 and 8 learning outcomes (for master's and doctoral programs respectively), research productivity, and quality assurance mechanisms.¹ Furthermore, CHED requires that each Higher Education Institution (HEI) maintains a Graduate Program Manual of Operations (GPMO) to

¹ The Philippine Qualifications Framework (PQF) National Coordinating Council is composed of Department of Education (DepEd), Commission on Higher Education (CHED), Technical Education and Skills Development Authority (TESDA), Philippine Professional Regulations Commission (PRC) and Department of Labor and Employment (DOLE).

rationalize program offerings and include key institutional policies. In compliance, ADDU's Manual explicitly incorporates policies on academic integrity (e.g. plagiarism), anti-sexual harassment, mentoring and advising, and assistantship programs as mandated.

1.1

Purpose and Scope

This Manual applies to all graduate programs of ADDU across all academic units. It covers master's and doctoral programs, whether academic, research-oriented or professional-track, and encompasses academic policies from admission to graduation. The purpose is to provide a clear reference for administrators, faculty, staff, and students regarding the operation of graduate programs, thereby promoting efficient governance and high academic standards. All stakeholders in graduate education are expected to adhere to the provisions of this Manual.

1.2

Vision-Mission Alignment

ADDU's graduate programs are designed to advance the University's vision of "a world of global citizens in solidarity and community, inspired by their faith, working for peace, social justice, democracy, and sustainable development;" "a nation rooted in God-centered values and empowering culture, with democratic leaders and engaged citizens forging a just, prosperous, sustainable, and peaceful society;" and "a Mindanao that enjoys sustainable peace and development, thriving in the diversity of its cultures and faith traditions."

In line with ADDU's mission, graduate curricula and research are oriented toward educating students "through excellent academic instruction, robust research and innovation, and vibrant community engagement and advocacy for social transformation."

The advanced training of graduate students is viewed as a means “to produce discerning and adaptive leaders and citizens distinguished by their character, competence, compassion, conscience, courage, cultural-rootedness, and commitment to community and the common good” (*Fortiores 2030*).

Every policy in this Manual is therefore evaluated not only for compliance with external standards but also for fidelity to the University’s core values and service ethos.

1.3

Policy Implementation and Updates

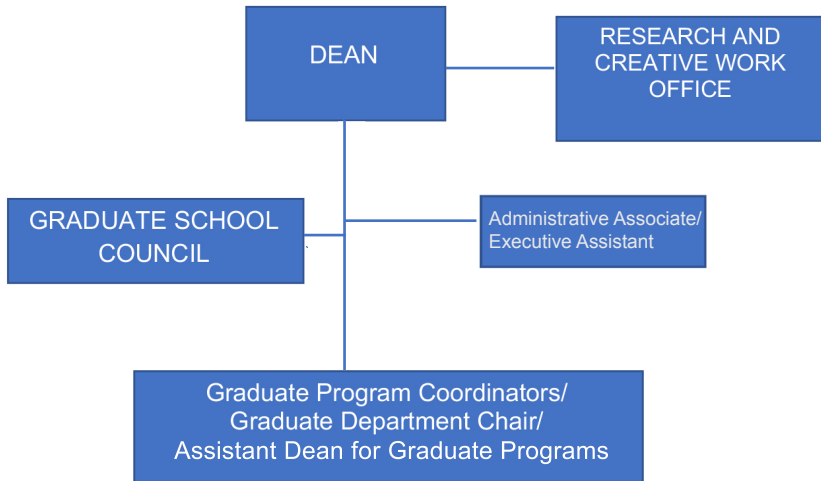
The policies in this Manual are effective upon approval and are enforceable by all administrative levels. The Dean of the Graduate School, School Deans, and Program Coordinators are charged with ensuring that faculty, staff and students are informed of these policies (for instance, through orientations or official notifications). Any exceptions to policies (for example, waiving a requirement in an extraordinary case) must be approved by the Dean of the Graduate School and, if necessary, by the Vice President for Higher Education, in alignment with CHED rules.

The Manual is a living document: It shall be reviewed and updated regularly. Proposed revisions may originate from any governance level (faculty councils, School committees, etc.) but will undergo approval through the established governance process. A record of amendments is kept in an appendix for transparency.

ADDU is committed to a governance model that is both **contextual** (respecting the needs of each discipline and School) and **unified** under the overall standards set by the University and the CHED. This ensures that while each graduate program can innovate and specialize, all programs maintain a baseline of quality and adhere to the University’s mission and regulatory requirements.

2.

Governance and Administration



ADDU recognizes the necessity of a coherent, university-wide governance structure for its graduate programs. To this end, a **Dean of the Graduate School** has been appointed to oversee the development, delivery, and evaluation of all graduate-level academic programs across the University's academic units.

The Dean of the Graduate School serves as the chief academic and administrative officer responsible for ensuring excellence, consistency, and compliance in graduate education.

He/she reports directly to the Vice President for Higher Education and coordinates closely with the School Deans, Department Chairs, and Program Coordinators.

2.1

Roles and Responsibilities of the Dean of the Graduate School

The Dean of the Graduate School shall:

1. Provide strategic leadership and vision for graduate education across the University;
2. Ensure that all graduate programs comply with CHED Memorandum Orders (including CMO No. 15, s.2019) and internal quality standards;
3. Lead the formulation, implementation, and review of university-wide policies and guidelines for graduate studies;
4. Oversee the Graduate School Council and serve as its Chair;
5. Coordinate with School Deans on matters related to curriculum development, faculty appointments, academic calendar, and evaluation of faculty performance in both teaching and research to promote professional development;
6. Supervise the publication compliance of graduate students and assist in research dissemination;
7. Represent graduate education in academic councils, accreditation activities, and external regulatory engagements;
8. Facilitate the offering of interdisciplinary and joint degree programs; and
9. Monitor graduate school faculty loading.

Graduate School Administrative Associate/Executive Assistant

The Graduate School Administrative Associate/Executive Assistant plays a critical role in supporting the day-to-day operations of the Graduate School Dean's Office. He/she shall:

1. Manage the Dean's calendar: schedule meetings, events, and travel;
2. Prepare and organize briefing materials, agendas, and reports for meetings;
3. Handle correspondence: draft, proofread, and manage emails, letters, and memos;
4. Oversee the day-to-day operations of the Graduate School Dean's Office;
5. In collaboration with other Administration Associates (AAs) of School Deans, maintain and organize records and files (physical and digital) of graduate school faculty members and students, curriculum of graduate school programs, evaluation results of faculty, administrators, and staff, end of semester faculty clearance, and faculty contracts;
6. Schedule and coordinate meetings with Graduate Program Coordinators/Graduate Department Chair/Assistant Dean for Graduate Programs, faculty, staff and students;
7. Serve as secretary of the Graduate School Council and documenter of its standing committees;
8. Coordinate with the AAs of Graduate School programs to respond to emails, phone calls, and in-person inquiries regarding graduate program requirements, deadlines, and policies;

9. Handle information on events, deadlines, and opportunities to graduate students and faculty;
10. Assist the Dean in organizing and conducting events such as graduate school orientations, workshops, and conferences;
11. Reserve rooms and arrange logistics for meetings and other events;
12. Process invoices, reimbursements, purchase requests, travel requests, and liquidation reports;
13. Prepare materials and documentation for accreditation or program reviews; and
14. Assist the Dean of the Graduate School in the preparation and conduct of annual planning and evaluation of the Graduate School and in the preparation of Annual Reports.

2.3

Graduate School Council

A **Graduate School Council (GSC)** is constituted to serve as the principal deliberative and recommending body for all matters relating to graduate programs. It is chaired by the Dean of the Graduate School and composed of: Assistant Deans and Department Chair for Graduate Programs (if applicable); Graduate Program Coordinators, Faculty, and Chairs of the GSC Standing Committees. The GSC reviews and recommends proposals on new graduate programs, curriculum revisions, academic policies, admission standards, thesis/dissertation protocols, academic performance standards, and research output compliance.

To assist the GSC in the implementation of the policies, the Council has three (3) standing committees namely: 1) Curriculum Committee, 2) Student Services Committee, and 3) Research, Innovation, and Engagement Committee.

The Curriculum Committee is responsible for graduate curriculum review and development, recommend modifications to curricula in response to changes in academic standards, student needs, and trends in the industry, develop and recommend academic policies related to curriculum, review of syllabi to ensure consistency in academic rigor, and assess delivery methods. The Student Services Committee is primarily responsible for recruitment and promotion by working closely with the Admissions Office, managing graduate student experience such as career services, networking activities, research workshops, student organizations, and ensuring graduate student well-being such as counselling services. Meanwhile, the Research, Innovation and Engagement Committee is responsible for handling student research and publication as well as coordinating community involvement activities.

2.4

Graduate Program Coordinators/ Graduate Department Chair/ Assistant Dean for Graduate Programs

They shall:

1. Manage the graduate program by coordinating the day-to-day operations of the program, maintaining and updating program materials like course schedules, and tracking student progress toward degree completion;
2. Provide student support by serving as primary point of contact for prospective, incoming and current graduate students; giving student advice as regards program requirements, policies, and procedures as well as Plan of Study; and, assisting students with registration, course selection, leave of absence, and other academic issues;
3. Manage graduate admissions processes including tracking and processing of application, communicating with applicants, and coordinating with admissions committee reviews and decisions;

4. Schedule meeting with graduate faculty of the department or program;
5. Assist graduate faculty with curriculum evaluation and planning, course scheduling, and student advising documentation;
6. Prepare the graduate school faculty payment of salaries;
7. Prepare reports and data summaries for faculty and accreditation bodies;
8. Manage and identify examiners for the comprehensive examinations;
9. Schedule thesis/dissertation defenses, capstone project defense, action research presentations, workshops, seminars, and public lectures;
10. Take care of the preparations for an evaluation of industry immersion, fieldwork, internship, and field of study including coordination with partners and orientation of students, if applicable;
11. Maintain accurate records in student information systems; and
12. Ensure compliance of the graduate program with the university's academic standards and mission, CHED requirements, and accreditation bodies like the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU).

2.5

Integration with Academic Units

While the Dean of the Graduate School exercises university-wide leadership over graduate programs, **School Deans** retain responsibility for faculty development and resource allocation. Graduate School Administrators report jointly to their respective School Dean and to the Graduate School Dean on matters concerning faculty hiring, faculty compensation, faculty teaching load, graduate curriculum, and thesis/dissertation approval sheet.

2.6

Administrative and Support Structure

The Graduate School coordinates with the **Admission's Office**, **Registrar's Office**, **Finance Office**, **University Research Council**, **Office of Student Affairs**, and **College Wellness and Testing Center** to ensure efficient service delivery to graduate students.

2.7

Transition Provisions

A transition plan shall be adopted to realign reporting lines, standardize policies, and ensure continuity in student support and academic quality. The Dean of the Graduate School will conduct a comprehensive audit of current programs to harmonize standards and identify areas for policy improvement.

2.8

Faculty Qualifications and Appointment

ADDU maintains rigorous standards for graduate faculty appointments. All faculty members teaching graduate courses or advising graduate research must possess the appropriate advanced degrees and scholarly or professional qualifications in their fields. Typically, a doctoral degree (PhD, EdD, etc.) or its equivalent is required to teach in a doctoral program or to advise doctoral dissertations, while a minimum of a master's degree (but preferably a doctorate) is required for teaching in a master's program.

Moreover, in line with CHED Memo Order No. 15 s.2019, faculty in graduate programs are expected to be active scholars or practitioners. They should demonstrate ongoing research

productivity, evidenced by peer-reviewed publications or creative professional outputs in their disciplines. This ensures that graduate instruction is informed by current knowledge and that faculty serve as research mentors by example.

The University's hiring and faculty development policies give priority to those who have published in refereed academic journals or who have recognized professional expertise. Once on board, graduate faculty are classified as such in the University's records; adjunct faculty or industry experts may be engaged for specialized courses, but they are carefully vetted for equivalent expertise.

The **Graduate Faculty Roster** is subject to periodic review by the Office of the Graduate School Dean and the Vice President for Higher Education to ensure all faculty meet the standards and that any CHED requirements (such as faculty-to-student ratio or faculty credentials) are satisfied.

3.

Academic Programs and Curricula

ADDU's graduate academic programs are carefully structured to provide advanced education that is both locally relevant and globally benchmarked.

The University offers a diverse array of graduate degrees across its Schools, including Master's programs and Doctoral programs (See Appendix A for the list of graduate programs). Each program has a defined set of learning outcomes and curriculum that have been formally approved by the University and recognized by CHED.

The curricula are periodically reviewed to ensure they remain current with disciplinary advances, industry trends, and the developmental needs of Mindanao and the Philippines. This section of the Manual outlines the principles of curriculum design and delivery, the types of programs offered (academic, professional, and research tracks), and the alignment with national frameworks like the OBE framework and PQF.

3.1

Outcomes-Based Education and Program Outcomes

All graduate curricula at ADDU are designed following an Outcome-Based Education approach, as mandated by CHED. This means that each program explicitly articulates the expected competencies of its graduates in the form of Program Outcomes and Student Learning Outcomes for each program. The Program Outcomes of ADDU's graduate degrees encompass advanced knowledge, research skills, critical thinking, and ethical leadership consistent with the University's mission. These outcomes are mapped to specific courses and academic requirements, ensuring that the curriculum is intentionally structured to achieve them.

In developing program outcomes, ADDU aligns with the Philippine Qualifications Framework (PQF) descriptors for the relevant qualification level. Master's programs are pegged at PQF Level 7 and Doctoral programs at PQF Level 8, indicating that ADDU graduates are expected to demonstrate the high-level knowledge, skills, and values associated with these levels. For example, a Level 7 (Master's) outcome may include the ability to apply specialized knowledge or skills in professional practice and conduct independent research, while a Level 8 (Doctorate) outcome includes the generation of new knowledge or technologies and a substantial degree of autonomy and expertise in complex contexts. By aligning outcomes with PQF,

the University ensures that its degrees meet nationally defined standards for graduate capabilities and remain comparable with international qualification frameworks.

3.2

Curriculum Structure and CHED Compliance

Each graduate program's curriculum is composed of core courses, specialization or major courses, cognates, electives (where applicable), comprehensive exam, and a culminating requirement (thesis, dissertation, or capstone project depending on the program track). The total number of academic units and the distribution of courses follow CHED's minimum standards as outlined in the PSGs and in CHED Memo Order No. 15 s.2019. For instance, most master's programs comprise roughly thirty-three (33) to forty-eight (48) units (including thesis if academic track), and doctoral programs around thirty-nine (39) to sixty-six (66) units beyond the master's, subject to specific CHED Memorandum Order (CMO) requirements per discipline.

ADDU ensures that any discipline-specific CMOs (such as those for graduate programs in Education, Nursing, Business, etc.) are integrated into the curriculum content and requirements. Moreover, the curriculum is OBE-compliant in that each course syllabus has clearly stated learning outcomes, teaching-learning activities, and assessment methods that target the desired outcomes. The adoption of OBE is in line with national policy which has seen the shift to outcomes-based curriculum design in higher education.

Graduate syllabi are regularly updated and are reviewed to ensure coherence with program outcomes and adherence to CHED's policies on academic content.

3.3

Academic, Professional, and Research Tracks

ADDU offers graduate programs with different orientations to cater to diverse student goals.

Academic Track programs are research-oriented degrees aimed at producing scholars and researchers in a field. These include degrees titled Master of Arts (MA) or Master of Science (MSc) and Doctor of Philosophy (PhD) in various disciplines. Academic track programs typically require the completion of a thesis (for master's) or dissertation (for doctorate) as a demonstration of the student's ability to conduct original research. In line with CHED's requirements, academic track students must produce an original thesis/dissertation and at least one publication before graduation.

Professional Track programs are practice-oriented degrees, focusing on advanced knowledge and skills for professional practice without the extensive research component. These often carry titles such as "Master in __" (e.g., Master in Business Administration, Master in Public Administration) and may not require a thesis. Instead, professional programs will culminate in a capstone project.

Research Track programs are research-intensive programs, focusing on the training of students in research and publication. While enrolled in academic courses, students, at the beginning of the program, are assigned to a three-person Research Panel Committee composed of Chairperson, Supervisor, and co-supervisor that shall oversee the milestone projects of the candidate during the whole course of his/her PhD program. Each student is expected to publish at least one article in an indexed journal and conduct public seminars as part of the milestone projects before he/she can defend his/her dissertation.

ADDU ensures that even non-thesis programs maintain rigor: A capstone project, action research project, or research-informed project report is usually required to integrate the learning. CHED's PSGs acknowledge professional masters as a track geared toward advanced practice rather than research but still expect a form of scholarly output or cumulative assessment. The Manual later provides guidelines for the conduct of non-thesis capstone projects similar in essence to those for thesis, to preserve academic quality.

3.4

Interdisciplinary and Collaborative Programs

Some of ADDU's graduate offerings are interdisciplinary, drawing faculty and resources across different Schools. Governance of such programs is coordinated among the relevant academic units, but the curriculum is approved as a unified program.

The University encourages interdisciplinary electives and cross-enrollment among its graduate programs where appropriate, to enrich the academic experience. Students may, with approval, take courses from other graduate programs if relevant to their research or professional interests (for instance, a student in Development Studies focusing on Government Policy might take an elective on Urban Planning in the Master in Public Administration program).

Any such cross-listed or elective courses from other programs must be at the graduate level and are subject to the same academic standards.

3.5

Curriculum Development and Revision

The development of a new graduate program or major revision of an existing curriculum follows a thorough process guided by CMOs relevant to the program. Faculty members in the discipline typically draft the curriculum, benchmarking against leading programs nationally and internationally, and ensuring responsiveness to identified needs (such as regional development priorities, industry demands, or gaps in expertise).

The draft curriculum is reviewed by the Graduate School's Curriculum Committee and endorsed by the Dean. It is then evaluated by the University Academic Council's Curriculum Committee and must comply with CHED's PSGs for that program. Where CHED PSGs require specific courses or content (for example, research methods courses, a minimum number of units in the major field, etc.), these are incorporated.

Only upon approval by the University Academic Council, President's Council, and Board of Trustees, and CHED is a curriculum considered official.

3.6

Teaching and Learning Modalities

Graduate courses at ADDU are primarily conducted through face-to-face classroom instruction, seminars, laboratory, field work, immersion, or internship, as applicable. However, the University also leverages blended learning and online platforms to cater to working professionals and to incorporate flexible learning strategies.

A dedicated Learning Management System (LMS) is employed to supplement in-person sessions with online resources, discussion forums, and assignment submissions. This aligns with CHED's advocacy for technology integration and, where relevant, distance education guidelines.

Faculty members are trained in outcomes-based teaching strategies — such as case method, problem-based learning, simulations, and research-based instruction — which are suitable for adult learners at the graduate level.

4.

Admission and Enrollment

Admission into ADDU Graduate School programs is selective and grounded in the principle of admitting students who have demonstrated the capacity for advanced study and the alignment of their goals with the University's program offerings. The minimum admission requirements for any graduate program include a completed prior degree: for master's programs, a bachelor's degree in a relevant or allied field from a recognized institution; for doctoral programs, a master's degree in a relevant field (in some cases with a thesis) from a recognized institution. Candidates must show evidence of academic preparation and potential, as indicated by their Transcript of Records (TOR), letters of recommendation, entrance exam results, and other pertinent credentials.

4.1

Admission Procedures

The following outlines the standard admission procedure and related enrollment policies:

1. Enlistment

This can be done through a centralized management hub.

2. Evaluation by Program Coordinators

Upon enlistment, the applicant will be evaluated by the Program Coordinator.

3. Interview

The Graduate Program Coordinator/ Graduate Department Chair/ Assistant Dean for Graduate Program of the respective School schedule an interview of the applicant where the latter's goals, expectations, and qualifications are discussed. For working professionals, their ability to balance work and study might be probed. For research-oriented programs, the applicant might be asked about potential research topics or fields of interest. The applicant's communication skills and commitment to adhere to ADDU's values will be also assessed. A positive interview assessment is required for admission; it ensures that beyond paper credentials, the student is a good fit for the program's rigors.

4. Application and Entrance Examination

All applicants are required to take a Graduate Entrance Examination, which assesses their general reasoning skills, English proficiency, and field-specific knowledge as appropriate. Performance in the entrance exam is used as one criterion for admission, alongside academic records.

5. Submission of Credentials for Enrollment

After passing the entrance exam, applicants proceed to submit a set of required credentials for evaluation. The required documents typically include:

- a. Duly accomplished Application Form
- b. Official Transcript of Records of the highest degree earned

- (and transcript of undergraduate degree if applying for a doctoral program). The transcript must show completion of the prerequisite degree and an acceptable academic record.
- c. Birth Certificate (National Statistics Office [NSO]/Philippine Statistics Authority [PSA] authenticated) to verify identity and age.
 - d. For married female applicants, a Marriage Certificate may be required to validate any change of name.
 - e. Honorable Dismissal or Transfer Credentials from the last school attended (if the prior degree was earned at another institution). This ensures the student left the school in good standing.
 - f. Identification photographs (commonly two copies of 2"x2" or 1"x1" recent photo) for records and ID purposes.
 - g. Two recommendation letters from persons qualified to assess their academic or professional capabilities. For instance, the Arts & Sciences/Education/Engineering programs require two recommendation letters from the applicant's current supervisor or former professors/employers. These letters should attest to the applicant's suitability for graduate study (e.g., intellectual capacity, maturity, diligence).
 - h. Letter of permission to study from immediate supervisor, when applicable.
 - i. A brief essay or statement of intent from the applicant, explaining their motivation for pursuing graduate studies at ADDU and how it aligns with their career or research interests. (This requirement, if any, will be specified by the particular program.)

6. Additional Requirements for Master's and Doctoral Applicants

M/MA/MS Programs

The Master's programs are open to holders of a bachelor's degree from an institution of good standing. Majoring in a

field other than that specified in the bachelor's degree may be allowed provided the students fulfill the required twelve (12) to eighteen (18) units of undergraduate courses for the chosen field of concentration. Prerequisite undergraduate courses cannot be taken simultaneously with graduate courses. For MA/MS programs requiring a thesis, a preliminary research plan/concept paper that outlines the graduate research project the applicant intends to pursue is required.

PhD/Doctorate Programs

Only holders of a master's degree (with thesis) may be admitted to the PhD/Doctorate programs. Applicants must submit a copy of the MA/MS thesis to the Graduate Program Head. Non-thesis MA/MS degree holders need to enroll and pass the courses *Thesis 1* and *Thesis 2* for master's students.² These courses must be within the discipline in which the applicants majored for their master's degree. Additional requirements may be required depending on the PhD/Doctorate program applied to.

Applicants who fail to submit all the documents for the evaluation may be admitted on a temporary basis. Completion of submission of all documents must be done within the first five months of acceptance in the graduate program.

The Graduate Program Coordinator/ Graduate Department Chair/ Assistant Dean for Graduate Program evaluate and decide on the application. When admission is declared on probation, the student's academic performance will be closely monitored.

7. Admission Decision

Admission decisions are made based on a holistic evaluation of the applicant's profile: academic background (TOR and

² Specific requirements may differ from one PhD/Doctorate program to another.

relevance of previous studies), entrance exam performance, recommendations, professional experience (if applicable), and interview results. Some programs may assign a scoring weight to each component. Applicants are notified of the decision through the Office of the Graduate School Dean. If accepted, the student receives an official Letter of Admission stating the program, any condition for acceptance (such as prerequisite courses to take if their background is different or maintaining a certain performance in the first term), and instructions for enrollment. In some cases, an applicant may be admitted on a provisional status (for example, if certain documents are pending, or if they are slightly below a criterion but show promise).

8. Foreign Students

ADDU welcomes foreign nationals into its graduate programs, provided they meet the academic requirements and English language proficiency standards. In addition to the above steps, **international applicants** must submit further requirements to comply with Philippine immigration and CHED regulations. These include: a student visa or valid visa allowing study, Test of English as a Foreign Language (TOEFL)/ International English Language Testing System (IELTS) or equivalent English proficiency test scores³ (if from non-English-medium countries), passport copies, and clearance from the CHED International Students Unit. International credentials (transcripts, diplomas) must be authenticated by the Philippine Foreign Service post in the country of origin or through the CHED authentication process. International applicants may also be required to pay foreign student fees and obtain an Alien Certificate of Registration (ACR I-Card) upon enrollment. The University's Ateneo Internationalization for Mindanao (AIM) Office assists in this process. No foreign student is fully admitted until all immigration requirements are satisfied, but they may receive a conditional acceptance pending visa procurement.

³ This can be provided by the Ateneo Language Center (ALC).

4.2

Enrollment Procedures

Once admitted, students proceed to enroll in courses. ADDU's graduate programs typically operate on a semester system. Enrollment takes place at the start of each term and is coordinated by the Office of Registrar in partnership with the Schools. Key enrollment policies include:

1. Academic Advisement

In accordance with CHED guidelines, each new graduate student is assigned a faculty adviser at the time of admission. This adviser (who is usually a faculty member in the student's program or a program coordinator) will counsel the student on their plan of study. At the initial enrollment, the adviser helps the student select appropriate courses for the term, considering any foundational courses needed. CHED PSGs emphasize that advising is a fundamental component of graduate education, and advisers should be available for consultation on academic matters beyond just course selection.

2. Registration Process

Graduate students use the University's Student Information System (SIS) to register for classes each term (with assistance available for new students). Typically, enrollment involves filling out the registration form (online or on paper), obtaining adviser approval for the chosen subjects, settling tuition and fees with the Finance Office, and securing the Registrar's confirmation.

Enrollment is only considered official once payment arrangements are made. ADDU offers various payment schemes (full payment, installment plans) as published by the Finance Office. Late registration is allowed within the first

week of classes with a late fee. Students must be enrolled in order to attend classes and receive credit.

3. Deferral of Enrollment

Admitted students who cannot enroll in the semester of admission may request a deferral of admission up to the next one or two semesters. Approval for deferral must be sought from the Dean of the Graduate School. The University allows deferral for legitimate reasons (e.g., work assignment, health issues, among others) and will hold the admission slot, but any changes in curriculum or tuition that occur in the interim will apply upon the student's return. If a student neither enrolls nor formally defers, a fresh application may be required for a later term.

4. Voluntary Withdrawal and Dropped

A student who voluntarily withdraws from the ADDU Graduate School must do so within six (6) weeks from the start of classes during the semester or two (2) weeks from the start of summer classes. Withdrawal forms can be obtained from the Registrar's Office. Failure to file voluntary withdrawal will result to getting a Dropped grade which will officially appear in the TOR.

5.

Academic Policies and Regulation

All graduate students at ADDU are expected to uphold the highest standards of academic integrity and to abide by the academic regulations that govern their studies. These policies ensure fairness, academic excellence, and the orderly progress of students through their programs. The following are key academic policies and regulations:

5.1

Academic Requirements

Graduate students must complete all academic requirements specified in their degree program. In general, these include: completion of the coursework units; passing the comprehensive examinations; submission and passing of the capstone project (for professional track) or thesis/dissertation (for academic or research track) and other specific requirements.

Plan of Study

During the first semester of enrollment, the graduate student should consult the Program Coordinator/Graduate Department Chair/Assistant Dean regarding the list of courses to include in his/her Plan of Study. Once approved, the Plan of Study shall become the official program for the degree and must be completely satisfied. It will guide the student as to the courses to be taken each semester and the other requirements for the completion of the degree (See sample of Plan of Study in Appendix B). The plan of study will be based on the CHED approved or contents-noted curriculum of the program enrolled.

Students can enroll a maximum of twelve (12) units per semester and nine (9) units during summer. An excess load of three (3) units in the last semester of coursework may be taken upon the recommendation of the Graduate Program Coordinator/Graduate Department Chair/Assistant Dean.

Below is the summary of units required for the graduate degree programs based on the CHED contents-noted curricula.

Type of Graduate Programs	Coursework	Capstone Project Number of Units	Thesis/ Dissertation Number of Units	Special Requirement
Master's (professional track)	Minimum of 30 units	3 units	0	Conference Presentation (only for some programs)
Master's (academic track)	Minimum of 27 units	0	6 units	Publication Conference Presentation (only for some programs)
Doctorate (professional track)	Minimum of 24 units	0	12 units (plus 12 units of directed-research for some programs)	Practice-based research Conference Presentation (only for some programs) Publicly defended dissertation
Doctorate (academic track)	Minimum of 24 units	0	12 units	Publication in an indexed journal Conference Presentation
Doctorate (research track)	Minimum of 15 units plus 21 units of milestone projects	0	12 units	Publication in an indexed journal Milestone projects Conference Presentation Publicly defended and externally peer reviewed dissertation

Capstone Project

The completion of a Capstone Project is required for all students enrolled in the professional master's degree program. This requirement serves as the terminal academic output that synthesizes and demonstrates the student's mastery of program outcomes and professional competencies.

The Capstone Project is designed to provide students with the opportunity to address a real-world problem or on issue relevant to their profession or field of specialization. It involves the application of theoretical knowledge, research skills, and practical experience acquired throughout the program. Acceptable forms of the Capstone Project may include, but are not limited to, applied or action research, case study or policy analysis, feasibility study, strategic management plan, online systems, program or project development and evaluation, professional portfolio or a creative or multimedia work (e.g., short film, digital presentation), as approved by the program.

The student shall independently identify a topic or problem aligned with their area of practice, conduct systematic investigation or development work, and produce a final output that meets academic and professional standards. The Capstone Project must demonstrate evidence of critical thinking, problem-solving, and ethical decision-making. Upon completion, the student shall present and defend the Capstone Project before an evaluation panel composed of faculty members and/or industry practitioners, as approved by the program. The panel shall assess the work based on clear, transparent, and outcomes-based criteria.

Comprehensive Examination

Upon completion of coursework, all graduate students will apply for the Comprehensive Examination. The Comprehensive Examination is conducted to determine the student's appreciation

of the courses that are taken under the program. It is designed to measure the understanding of the student and mastery of the integrated areas of learning covering core courses and courses in the field of concentration and cognates.

Students who fail in the examination are required to retake it on the next examination schedule. If they fail again on the retake, they need to take a refresher on the courses they failed. Students who failed the reexamination after the refresher course become ineligible for the degree program and are dropped from the roster of students of the ADDU Graduate School.

Examinations are to be scheduled within the period of August 1 and September 15 for the first semester, between January 2 and February 15 for the second semester, and between April 15 and May 3 for the summer term.⁴ An Examination Committee/ Examiner, to be formed or identified by the Graduate Program Coordinator/Graduate Department Chairperson/Assistant Dean prepare the questions for the Comprehensive Examination. Students who pass the examination may claim their certificate from the Graduate Program Office thirty (30) days after the last examination date. Notification of result may be also emailed to the student.

Thesis and Dissertation

After passing the comprehensive examination, the student is eligible to enroll in a thesis/dissertation, when applicable.

The student is highly encouraged to begin the groundwork for his/her thesis/dissertation even while doing coursework, to finish the program on time or earlier. The student will consult with the adviser/mentor as early as possible and discuss his/her initial research plan.

⁴ This schedule is subject to changes due to adjustments in the academic calendar.

Thesis and dissertation are both scholarly works which are written discourses of a subject in which knowledge needs to be acquired and disseminated. They both aim at contributing to the growing body of knowledge either by amplifying on and enhancing existing research or coming up with novel ideas and perspectives.

Publication

Graduate students, particularly those under the academic tracks and research tracks, are expected to publish at least one article in a refereed or peer-reviewed journal or juried creative work. More particularly, for Doctoral students, they need to publish in an internationally or nationally indexed journal. Students may publish while working on their coursework or at the end of their thesis/dissertation work depending on the program requirement. Degrees cannot be granted without fulfilling this requirement. However, while professional track Doctorate programs require publication, others do not.

Other Requirements

Some graduate programs require supervised internships, field work, field study, industry immersion, seminar, conference, or public lecture. These activities allow the student to be exposed to the actual world of the profession or to the specific research field enabling the student to gain practical skills, and meaningful experience outside the classroom.

5.2

Grading System

Graduate programs at ADDU use a numerical grade system to assess academic performance. Each grade corresponds to a percentage equivalent and qualitative description, as shown below:

Grade	Equivalent	Indication
1.0	95 %-100 %	Excellent
1.1	94%	Very Good
1.2	93%	Very Good
1.3	92%	Very Good
1.4	91%	Very Good
1.5	90%	Very Good
1.6	89%	Good
1.7	88%	Good
1.8	87%	Good
1.9	86%	Good
2.0	85%	Passing Grade for PhD / Doctorate
2.1	84%	Failure for PhD/Doctorate
2.2	83%	
2.3	82%	
2.4	81%	
2.5	80%	Passing Grade for Master's
3.0	79%	Failure for Master's

5.3

Academic Standing and Retention

ADDU enforces strict standards to ensure the academic integrity and performance of graduate students. Students are evaluated regularly to determine their academic standing and whether or not they meet the retention requirements of their respective programs.

For the master’s programs, a minimum grade of 2.5 in all courses is required for all students. For PhD/Doctorate Programs, the

students must get a grade of 2.0 or higher in all courses. Students who fail a core course are required to retake the course. When students fail the same core course twice, they will be dropped from the roster of the Graduate Program that the student is enrolled in. When students fail two professional courses in the same semester, they will be subjected to academic advice by the Graduate Program Coordinator/Graduate Department Chair/Assistant Dean.

A grade appeal is either student-led or faculty-led. For student-led grade appeal, a student is advised to consult the concerned faculty member and the Graduate Program Coordinator/Graduate Department Chair/Assistant Dean. He/she is required to submit the appropriate form and attach all materials that support the petition. The petition should be forwarded to the Graduate Program Coordinator/Graduate Department Chair/Assistant Dean, who will forward the petition to the Standards Committee for review. The recommendation of the Standards Committee will be reviewed by the Vice President for Higher Education. A grade appeal is filed within one year from the deadline of final grade submission.

5.4

Academic Disqualification

Students who do not make satisfactory progress at the ADDU Graduate School are subject to academic disqualification from the University. Satisfactory academic progress is accomplished by: 1) earning a minimum grade of 2.5 for the Master's programs and 2.0 for PhD/Doctorate programs; and 2) earning a minimum of forty percent of attempted units for each semester. Failure to earn either a minimum grade for the same subject twice or the percentage of attempted units in two consecutive semesters merits academic disqualification.

Academic disqualification means that a student is no longer affiliated with the program of the University. Academically disqualified students are not permitted to register for the next semester and are denied all privileges of student status. Academically disqualified students may petition the Standards Committee for consideration.

5.5

Class Attendance

Graduate classes often have fewer meetings (once a week for 3 hours, for example). As such, attendance is crucial. The Manual reiterates that students are expected to attend all class sessions and active participation is part of the learning process.

In cases of unavoidable absence (illness, work travel, among others), it is the student's responsibility to inform his/her professor and make up for missed work. Excessive absences (more than twenty percent of the total number of sessions) may result in a grade of Failure Debarred (FD) or be considered grounds for dropping from the course, per existing University academic rules. This is particularly important for weekend or modular classes where each meeting covers significant content.

5.6

Leave of Absence

Once enrolled, if a student needs to take a leave from studies for a semester or more, they must apply for a Leave of Absence (LOA). A written request stating the reason (personal, medical, professional) is submitted to the Graduate Program Coordinator/Graduate Department Chair/Assistant Dean and approved by the Dean. CHED regulations allow students a limited timeframe to complete degrees, so LOAs are allowed but count toward maximum residency unless in exceptional cases. The Manual's Academic Policies section specifies the maximum residency and

how leaves are counted. A student is permitted to file a maximum of two (2) LOAs.

An LOA, when approved, keeps the student's slot active without requiring re-admission; however, the student is not considered enrolled and does not have access to certain services during the leave. If the leave is medical, clearance from the University physician/counselor may be needed to upon resumption of studies.

5.7

Maximum Residency Rule

Graduate students at ADDU must complete their degree programs within the prescribed maximum residency period. This policy ensures that the academic content of completed coursework and research remains current and relevant.

The maximum allowable residency for graduate programs is summarized below:

Program Level	Maximum Residency	Remarks
Master's Programs	7 years	Inclusive of all leaves of absence and interruptions in study
Doctorate Programs	9 years	Inclusive of all leaves of absence and interruptions in study

Additional Notes:

- ▶ Students who exceed the maximum residency may apply for an extension, subject to approval by the Dean.
- ▶ Extensions are granted on a case-by-case basis and may require revalidation of coursework or research updates.

- ▶ Failure to secure an extension will result in disqualification from the program.

Students who are granted an extension beyond the maximum residency rule are required to sign another plan of study (maximum of three years), detailing the twelve (12) units of refresher courses that they are required to take, and the period for writing the thesis/dissertation.

The contract binds the student to complete the degree within the allowable period of extension. Failure to do so will merit academic disqualification from the graduate program. The contract will be prepared by Office of the Dean of the Graduate School and signed by the Graduate Program Coordinator/Graduate Department Chair/Assistant Dean.

5.8

Advanced Standing and Transfer of Credits

ADDU may grant credit for graduate courses completed at other recognized institutions, subject to evaluation.

Transfer student applicants need to submit transcripts from their previous graduate studies for evaluation by the Graduate Program Coordinator/Graduate Department Chair/Assistant Dean. The content, level, and performance in the course will be reviewed to determine equivalency.

A maximum of twelve (12) units for courses taken in other Universities can be credited. The courses to be credited were taken within a recent period (e.g., last five years) and with a grade of at least 2.5 or 2.0 for master's and doctoral students, respectively. Transfer credits can be given only once upon admission to the ADDU Graduate School. The University of the transferee should be of good reputation.

However, regardless of transferred credits, all students must satisfy ADDU's residency requirement, which for master's programs is typically at least two regular semesters (with a minimum of six [6] units each) in residence. For doctorate programs, at least one full academic year in residence is often required. This ensures that the student's degree has been substantially earned at ADDU.

Transfer of credit is not automatic; students must apply for it and submit course descriptions/syllabi for comparison. CHED guidelines for credit transfer (especially for foreign credits) are followed — foreign coursework may need CHED validation upon recommendation of the Graduate Program Coordinator/Graduate Department Chair/Assistant Dean.

6.

Research and Publication Guidelines

Research is a cornerstone of ADDU's graduate programs, especially for those in the academic track. High-quality research output not only fulfills degree requirements but also contributes to the University's mission of robust research and serves societal needs through knowledge generation. This section and the next provides detailed guidelines for the Research and Creative Work Office (RCWO), the conduct of research, thesis and dissertation writing, and related requirements, with special emphasis on the CHED-mandated publication requirement for graduate students.

All graduate students, regardless of program, are inculcated with a research-oriented mindset. Even in professional programs, the use of evidence-based practice and analytic projects is emphasized. Early in the program (often in a required Research Methods course), students are oriented on research design, ethics, and the

expectations for their final output. ADDU fosters a supportive research culture by providing resources such as research workshops, one-on-one mentoring, statistical consultation through the University's research office, and funding assistance for thesis projects (when possible).

6.1

The Research and Creative Work Office

The Research and Creative Work Office (RCWO) is the research arm of the ADDU Graduate School. It is housed in the Office of the Dean of the Graduate School and carries out policies on research, publication, and creative work across different graduate programs both for faculty members and students.

The RCWO is tasked to:

1. Craft long-term and short-term plans related to the research, publication, and creative work directions of the Graduate School;
2. Harmonize the research agenda and research priorities of the Graduate School in accordance with the vision-mission of ADDU and the research and development thrusts of the country as articulated in CMO 15 s.2019.
3. Assist the graduate school faculty members, and where possible, graduate students, in securing funds either from the University or from external agencies;
4. Provide funding assistance to faculty and students in the publication of their researches in reputable and credible international journals;
5. Monitor, evaluate and document research activities conducted both by faculty members and students;
6. Assist graduate students in the submission of their research proposals including thesis and dissertation proposals for ethical review by the University Research Ethics Board (UREB);

7. Assist the University Research Council (URC) in managing research projects of which the principal investigator and members are graduate school faculty and students;
8. Oversee and fund the *ADDU Graduate Research Journal*;
9. Collaborate with other research institutions both within and outside the country for possible research, innovation and extension partnerships;
10. Conduct capability-building trainings, seminars, and workshops related to research, publication, and innovation; and
11. Recommend policies, when necessary, to the URC pertinent to research, publication, and creative work.

6.2

Types of Research

The Graduate School is engaged in three types of research namely 1) *Institutional Research*, 2) *Thesis/Dissertation* and 3) *Creative Works*.

Institutional researches are research projects engaged in by faculty members of the Graduate School funded by the University through the URC or by any credible external funding agency. They are covered by a contract signed by the faculty—the main research proponent—and the University President.

Thesis/dissertation are researches conducted by either master's or doctoral students as an academic requirement for the completion of their graduate degrees. Student researchers are guided by mentors who are experts in their own fields. In some instances, thesis/dissertation projects may be part of a bigger research project funded by the University or an external agency and undertaken by a faculty member of the graduate school.

Meanwhile, creative works are expressions of tangible or intangible ideas, emotion, and perspectives through artistic, literary, or design activities. They involve the use of imagination, innovation and application of artistic or design principles. Their examples include paintings, sculptures, novels, musical compositions, films, architectural designs, and theatrical performances.

For a creative work to be considered as research, it must align with the established definition of research. Specifically, research in this field entails the generation of new knowledge or the innovative application of existing knowledge to produce original concepts, methodologies, inventions, or understandings. This may also encompass the synthesis and critical analysis of prior research, provided it demonstrates a novel and creative approach.

6.3

Research Management⁵

6.3.1

University-Funded Grants

When the URC calls for research proposals, the RCWO Office will assist the graduate school faculty members in the preparation and submission of research proposals—whether in capsule form or full-blown—to make sure that they follow the basic requirements. The capsule proposal should include: 1) Title, 2) Introduction composed of Statement of the Problem, Objective of the Study, Purpose and Limitations of the Study, and Significance of the Study, 3) Methodology, and 4) Anticipated Ethical Issues. Meanwhile, the full-blown proposal should include: 1) Title, 2) Introduction composed of Background of the Study, Theoretical Framework, Statement of the Problem, Key Questions, Objectives of the Study, Purpose of the Study, Significance of the Study, Scope and Limitation of the Study, 3) Review of Related Literature, 4) Methodology, 5) Anticipated Ethical Issues, 6) Preliminary Pilot Findings, and 7) Expected Outcomes.

⁵ These policies are mainly adopted from the *URC Research Manual*.

Please refer to the *ADDU Research Manual* for the specific guidelines, requirements, and the procedures/steps of proposal review and processing.

Since only full-time regular personnel of the ADDU can apply as lead proponents for University-funded researches, part-time graduate school faculty members as well as ADDU graduate students can serve as a member or co-proponent of the research project.

When research contracts have been signed between the University President and the graduate school faculty, the RCWO will request a copy of the contract and assist the URC in monitoring the research project. More specifically, it will make sure that the project milestones stipulated in the contract are accomplished. Upon completion of the research project, the RCWO will assist the URC in finding appropriate reviewer and editor of the project report.

6.3.2

External Research Grants

There are two categories of externally-funded research: 1) a research project initiated by a full-time graduate school faculty member or commissioned by an external agency and fully funded by the external agency; and 2) a research project initiated by a regular graduate school faculty member or an external agency and jointly funded by the URC and the external agency.

The research proposal has to be designed according to the external agency's guidelines and ADDU's vision, mission, and research agenda. The RCWO, the URC, and the external agency will separately review the submitted proposals. However, since the URC is the highest policy-making body on ADDU's research activities, the RCWO will adhere to the decision of the URC should contentious issues arise.

A crucial component in securing research grants from external partners is the signed Memorandum of Agreement (MOA). The signatories of the MOA are the University President, the Principal Researcher designated by ADDU as the project leader, and the representative of the external agency. The RCWO signs as witness.

6.3.3

Thesis and Dissertation

After passing the comprehensive examination, the graduate student commences his/her work on the proposal for a thesis/dissertation. The research topic—based on the expertise of the mentor and ADDU research agenda—should have been discussed by the student with his/her potential mentor at the start of his/her graduate studies.

The RCWO allocates research subsidies to deserving graduate students working on their thesis/dissertation. Thesis or dissertation mentors will recommend their mentees for this research funding assistance, the approval of which is subject to the availability of funds. Similarly, graduate students may apply for limited funding support for the publication of their articles drawn from their thesis/dissertation in international journals that require publication fees.

6.4

Administrative Support and Institutional Incentives⁶

Graduate school faculty may avail of one or more institutional support mechanisms and arrangements depending on the nature and extent of their research engagement.

⁶ These provisions are culled from the *URC Research Manual*.

6.4.1**Research Workload Arrangement**

Taking on research projects must proceed according to the total teaching load of faculty members stipulated in the Faculty Loading Policy of the Faculty Manual. They may be taken on top of the regular teaching assignment and instructional overload of the faculty.

The faculty researcher may request the Graduate Program Coordinator to block class schedules to secure class time from disruptions that may arise relative to the research activities. Alternatively, the faculty researcher may request the Graduate Program Coordinator for a substitute teacher to take over the classes.

6.4.2**Paper Presentation in a Conference**

The RCWO extends financial support or bursaries to graduate school faculty and students who would like to share and present their research results in local and national conferences.

To be eligible, the paper should be an offshoot of a completed institutional research or an offshoot of a thesis/dissertation project and it should not have been presented yet in another conference.

Should the faculty member need additional financial support, he/she can be endorsed by the RCWO to the URC.

The travel grant shall be comprised of one or more of the following: conference registration fees, transportation for inter- and inner-city travel (air and land), accommodation, meals, airport fees, and per diem.

Expenses incurred not within the approved travel period shall not be accepted as valid for purposes of liquidation and reimbursement.

Those approved for travel grants to support paper presentation in a conference are required to produce a journal article to be submitted for consideration in the *ADDU Graduate Research Journal* or *Tambara*.

6.4.3

Recognition/Celebration of Research

The RCWO, together with the URC, recognizes graduate school faculty members who have done well in their research endeavors. The modes of recognition include the following: 1) research honorarium stipulated in the Professional Service Contract; 2) monetary incentives for journal publication and article publication from a peer-reviewed book; and 3) research and publication recognition ceremony.

6.4.4

Monetary Incentives for Article Publication

Only those publications of graduate school faculty members in refereed journal put out by reputable universities, colleges, and publishing houses will be given monetary incentives. The amount of monetary incentives shall be based on the category of the refereed journal relative to its geographical scope: local, national, and international.

Type of Journal Publication	Incentive Amount (sole author)
Local Journal (within Davao City and Mindanao)	PhP3,000
National Journal (outside Davao City and Mindanao)	PhP10,000 (Category A) PhP7,000 (Category B) PhP3,000 (Category C) *Category based on CHED Journal accreditation
Indexed Journal	PhP40,000 (ISI, Scopus, IBI) PhP15,000 (others)

Incentives for multiple authorship articles will be properly adjusted according to the specific contribution of the faculty.

Monetary incentives for article publication in a peer-reviewed book published by international publishing companies shall be decided on a case-by-case basis in consultation with the URC. For book authors, the University Publications Manual shall govern the rules for awarding royalties.

6.4.5

Research and Publication Recognition Ceremony

The RCWO, together with the URC, celebrate and honor the efforts of graduate school faculty involved in research and publication through the Research and Publication Recognition Ceremonies. This is scheduled once every three years.

6.5

Research Agenda

Drawing from *Fortiores 2030*, the research agenda and research priorities of the RCWO are anchored in ADDU's mission and the Sustainable Development Goals (SDGs).

The themes include: 1) No poverty; 2) Zero hunger; 3) Good health and well-being; 4) Quality education; 5) Gender equality; 6) Clean water and sanitation; 7) Affordable and clean energy; 8) Decent work and economic growth; 9) Industry, innovation, and infrastructure; 10) Reduced inequalities; 11) Sustainable cities and communities; 12) Responsible consumption and production; 13) Climate action; 14) Life below water; 15) Life on land; 16) Peace, justice and strong institutions; and 17) Partnership for the goals.

7.

Thesis/Dissertation Guidelines

7.1

Assignment of Thesis/Dissertation Adviser

As noted in the Admissions section, each graduate student is initially assigned an academic adviser upon admission. When the student reaches the stage of defining a thesis or dissertation topic, typically a specific **Thesis/Dissertation Adviser** is appointed. This may or may not be the same person as the initial academic adviser, depending on expertise alignment.

The Thesis/Dissertation Adviser must be a faculty member (or adjunct as approved by the Dean) who is a content specialist in the research area and holds a doctoral degree and track record of publications. CHED's PSG specifies adviser qualifications and a recommended adviser-to-student ratio not exceeding 1:5 to ensure effective mentoring.

A faculty member may advise a limited number of ongoing theses/dissertations at a time to provide adequate attention. The role of the adviser is to guide the student in refining the research question, designing the study, building up a literature review, selecting

methodology, and maintaining scholarly rigor. Advisers are expected to meet regularly with their advisees and give constructive feedback on drafts. An Adviser Assignment Form is accomplished and signed by the adviser, student, and approved by the Program Coordinator and Dean, formalizing the relationship.

In some programs, two co-advisers or an adviser and a consultant may be appointed, especially if the research is interdisciplinary; this is allowed as long as roles are clear.

If a student's progress is unsatisfactory or if there is a mismatch in research interest, a change of adviser can be requested with the Dean's approval, following proper consultation.

7.2

Thesis/Dissertation Proposal Development

Before embarking on the full research, students must prepare a formal **research proposal**. The proposal typically includes the introduction and rationale of the study, a review of related literature (RRL), clearly stated research questions or hypotheses, the theoretical or conceptual framework, the methodology (research design, data sources, instruments, procedures, analysis plan), scope and limitations, and references. Students are usually required to enroll in a Thesis Proposal course or equivalent while developing their proposal under the guidance of their adviser.

Once the adviser deems the proposal ready, a **Proposal Defense (Proposal Hearing)** is scheduled. A panel of at least three faculty members (for a master's thesis) or five (for a doctoral dissertation) is convened. The panel usually includes the adviser, faculty with relevant expertise (at least one from another department or an external expert for breadth, especially for doctoral), and is chaired by someone other than the adviser. During the proposal defense, the student presents the planned research and the panel provides

feedback, questions, suggestions, and ultimately a decision of either of the following: approval, approval with minor revisions, major revisions and re-defense, or rejection (the latter being rare if the student has reached this stage).

An **approved thesis/dissertation proposal** is a prerequisite for proceeding with data collection. Documentation of approval (signatures of panelists on a Proposal Approval Form) is required, and any conditions set by the panel must be met (such as revising methodology or narrowing scope) and checked by the adviser or chair.

The timeline for achieving proposal approval is normally by the time the student has completed about fifty to seventy five percent of coursework or soon after, to allow ample time for the research proper.

7.3

Research Ethics Clearance

For any study involving human participants (surveys, interviews, experiments, etc.) or animals, or sensitive data, the student must obtain ethics clearance. ADDU has the University Research Ethics Board (UREB) that reviews research proposals for ethical compliance, in line with guidelines from bodies like the Department of Science and Technology (DOST) or the Philippine Council for Health Research and Development (PCHRD). In the case of graduate thesis/dissertation proposals, the Panel determines whether the proposed research needs an ethical clearance or is exempted from such requirements from UREB. Please refer to the **Standard Operating Procedure** of UREB for the procedure and process of securing ethical clearance.

7.4

Conducting the Research

With a greenlit proposal, the student proceeds to implement the research plan. During this phase, the student should maintain regular communication with the adviser, updating on progress and any deviations needed from the plan (which should be approved by the adviser, and if significant, by the panel chair or an ethics committee if it affects risk).

The student is expected to adhere to the timeline laid out in the proposal as much as possible and to inform the adviser of any challenges. ADDU encourages students to remain engaged on campus during research—utilizing the library’s resources, statistical software in computer labs, or consultation hours. If the student needs to travel for fieldwork or be off-campus for a period of time, they should keep in touch via email/online meetings.

Advisors will typically review initial data or preliminary results to ensure the student is on the right track. The University may also organize mid-research colloquia where students present progress to peers for feedback. This fosters a scholarly community and improves presentation skills.

7.5

Writing the Thesis/Dissertation Manuscript

As data collection and analysis conclude, the student writes the thesis/dissertation chapters (Introduction, Review of Related Literature, Methods, Results, Discussion, Conclusions/Recommendations, etc., following the format prescribed by the program or discipline). Thesis/Dissertation Format that specifies formatting details such as: paper size, font, citation style, structure of preliminaries (title page, approval sheet, abstract, acknowledgments, table of contents, chapter organization, etc.), is discipline-based.

The writing should demonstrate clarity, scholarly tone, and proper academic referencing. The adviser typically goes through multiple drafts with the student until the manuscript is in an acceptable form for defense. Students should allow sufficient time for writing and revision; rushing often leads to subpar work.

Before finalizing the manuscript for defense, the student should run it through a plagiarism detection tool under the adviser's supervision to ensure originality (with any issues addressed).

7.6

Thesis/Dissertation Defense Panel

The (public) thesis/dissertation defense is a critical step in the examination of the quality of scholarly work of the graduate student, a task carried out by the members of the defense panel.

Among its members, there shall be a content specialist and a method specialist. The content specialist ensures that the content of the thesis is accurate, engaging, and effectively communicated. He/she is usually the mentor or adviser who must be a doctorate degree holder with completed and/or ongoing research/creative work. The method specialist provides technical advice on the appropriate research methodology to be used including the specific research design and appropriate technique to analyze either quantitative or qualitative data.

The master's thesis defense panel shall be composed of three members (including the chair) while the dissertation defense panel shall be composed of five members (including the chair).

The appointment of all panel members has to be approved by the Graduate School Dean upon the endorsement of the Graduate Program Coordinator/Graduate Program Department Chair or Assistant Dean.

7.7

Pre-Defense Review

Some Schools at ADDU require a pre-defense review step, where once the adviser is satisfied, the thesis manuscript is given to other readers or a panel for preliminary evaluation. This could be an internal panel who will eventually sit at the final defense, or separate reviewers just to critique the work. Their feedback is given to the student to improve the thesis before the formal defense. This step, while optional, often increases the chance of success at the defense as it catches major issues early.

7.8

Final Oral Defense

The culmination of the graduate research process is the Thesis or Dissertation Defense (also called Final Oral Examination). The candidate presents his/her research before a panel of examiners and an audience (which may include faculty, students, and invited guests). The defense panel composition is similar to the proposal panel but often with an additional external examiner especially at the doctoral level. The external examiner is usually a content expert from another university or a professional in the field, added to provide an independent assessment. CHED encourages having an external member to benchmark quality.

The defense session typically begins with the candidate's presentation (summarizing research problem, methods, key findings, and conclusions), followed by a question-and-answer (Q&A) period. Panelists probe the candidate's work, testing the depth of understanding, the validity of conclusions, and the contribution of the research. The atmosphere is intended to be scholarly, and while rigorous, also formative.

After the Q&A, the candidate is asked to momentarily step out of the defense room, and the panel deliberates on the outcome.

Outcomes can either be: Pass with no revisions, Pass with minor revisions, Pass with major revisions, or Fail (requiring a new defense, which is rare and usually only if ethical issues or academic dishonesty is discovered, or the work is fundamentally insufficient). The candidate is then asked to go back to the defense room and the panel's decision is announced, along with any required revisions. These revisions must be completed to the satisfaction of either the adviser or panel chair (or the whole panel for major ones) before final approval.

If the final result shows that the thesis/dissertation failed, it will be returned to the candidate. He/she will normally be deemed to have failed the degree. At the discretion of the panel, the candidate may be offered one opportunity to revise and resubmit the thesis/dissertation. In such cases, the candidate will be required to re-enroll and pay the necessary fees for a period not exceeding one semester. A candidate who has resubmitted an initially unsatisfactory thesis/dissertation will receive a maximum grade of 2.5 for master's students, and 2.0 for PhD/Doctorate students.

7.9

Oral Defense Documentation

A successful defense is documented by a Thesis/Dissertation Approval Sheet signed by all panel members and the Dean. The date of successful defense is recorded as part of completion requirements. If a candidate fails, the panel will recommend whether or not a redefense is permitted (usually after substantial rework; most programs allow one redefense within a specified time).

The documentation of the proceedings of a defense—whether for a proposal or for the final thesis/dissertation—is an important reference for the recommended revisions and forms the basis for grading the work. The mentor documents the whole defense proceeding and all the panel members will affix their signature to the documentation, confirming accuracy.

7.10

Publication Requirement

A hallmark of CHED Memorandum Order No. 15 (s.2019) is the requirement that graduate students produce a publishable research output as a condition for graduation. ADDU has integrated this requirement fully into its graduate program operations. Specifically, master's degree students in the academic track must have at least one publication, or evidence of acceptance for publication, in a refereed academic journal *before* they can be awarded the degree. For doctoral students (PhD and other doctorate), the requirement is at least one publication (or accepted article) in a nationally or internationally indexed journal, such as those indexed in Scopus, ISI Web of Science, or at least a CHED-recognized journal.

After a successful thesis or dissertation defense, the graduate candidate must work on preparing a journal article out of their research. The format and target journal will depend on the field (the adviser usually helps identify a suitable journal). The student can be the first author with adviser as co-author if appropriate. Evidence of submission or acceptance needs to be presented: for master's, a submitted manuscript and an acknowledgement from the journal editor may suffice as "publishable"; for doctoral, ideally an acceptance letter or proof that the article was accepted for publication in an indexed journal is required.

ADDU's policy, aligned with CHED's, is a bit flexible in that if actual publication (which can take time due to journal review processes) has not happened by the time of graduation, a letter of acceptance or at least a journal editor's communication that the paper is in review may be accepted. However, some programs hold the release of the diploma or thesis clearance until the publication is confirmed. This requirement aims to ensure graduates contribute to scholarly discourse and that their research meets external peer review standards.

The University supports students in meeting this requirement by conducting research writing workshops, providing journal directory and editing support, and in some cases allowing manuscript-based theses (where the thesis itself is formatted as a ready-to-submit journal article or set of articles). This policy is non-negotiable for those in thesis programs as it is a CHED directive; thus students are advised early about it. Those in non-thesis professional programs are generally exempt from this publication requirement since they do not produce a thesis—however, they are still encouraged to publish any significant project findings or present them in conferences.

7.11

Submission of Final Manuscript and Binding

Upon passing the defense and completing any required revisions *and* satisfying the publication requirement, the student proceeds to finalize the manuscript for archiving. The final manuscript must be edited for any corrections, formatted according to ADDU standards, and usually undergo a final approval by the adviser and/or Dean.

The student then submits the required number of bound copies (e.g., one for the University Library, one for the department, one for the adviser, etc.) and an electronic copy for the University's digital repository.

The Library will only accept and archive the thesis/dissertation if accompanied by necessary paperwork: the signed approval sheet, a certification from the adviser or research office that publication requirements have been met (or that the manuscript is ready for publication), and a plagiarism check certificate (in some cases).

Additionally, students must sign a **Thesis/Dissertation Copyright and Access Agreement**, specifying if the work can be made publicly available or if it should be embargoed for a period (for instance, if

pending publication or patent). The standard is to have open access to scholarly work, but short embargos are allowed.

After submission, the student can then secure final clearance from the University (clearing library accounts, etc.) and be deemed to have completed all academic requirements for graduation.

7.12

Research Dissemination and Intellectual Contributions

ADDU encourages graduates to disseminate their research beyond just the required journal publication. Students are urged to present their findings in academic conferences, symposia, or community forums, especially if the research has local relevance.

The Graduate School organizes the Ateneo Graduate Research and Innovation Conference (AGRIC) annually where students can share their research work with the graduate school university community and other scholars. This not only hones their communication skills but also increases the impact of their research.

7.13

Non-Thesis Culminating Projects

For programs that do not require a thesis, their culminating requirements are governed by similar rigor. A Capstone Project might involve a field project report, action research in a workplace, a design project, or creative work (as applicable). The evaluation process for these often includes a project proposal and a final presentation/defense to a panel.

8.

Policy on Ethical Standards for Research⁷

All types of research engaged both by faculty and students in the Graduate School must adhere to ethical standards.

8.1

The Core Ethical Principles

As a matter of policy, the conduct of research shall adhere to these universal moral principles:

1. **Autonomy.** Autonomy is the capacity for self-determination. An autonomous person is an individual capable of deliberation about personal goals. This principle acknowledges the dignity and capacity of individuals to make decisions for themselves. As such, participants in research shall be asked to give their informed consent.
2. **Beneficence.** Beneficence is based on the values of kindness and charity, which requires that above all an individual should do only good, avoiding evil and harm. Beneficence demands that participants in research be protected from undue risks.
3. **Nonmaleficence.** Nonmaleficence enjoins a rigorous obligation to avoid injuring another individual or exposing another to danger. The legal requirements of duty of care and accountability arise from this principle.

⁷ Please refer to *ADDU Guidelines for Ethics in Research* for further elaboration on this matter.

4. **Justice.** Justice demands that the basic human rights possessed by every human being be upheld and protected. It can be examined in terms of ‘fairness’ and ‘entitlement’ or, according to Aristotle, ‘giving to each what is due.’
5. **Care.** Care centers on responsiveness. It challenges researchers to assume that sense of responsibility necessary to ensure that the interest and welfare of all those involved in the research activity is duly safeguarded. It involves attentiveness, competence, and responsiveness.
6. **Integrity.** At the heart of the principle of integrity are the twin issues of fidelity and trustworthiness, which are critical to the success of any research endeavor and to the maintenance of research culture in general. This can be gauged by one’s ability to comply with the provisions of the contract, such as keeping deadlines, use of agreed research design and methodology, honoring obligations, and other conditions the researchers have bounded themselves with.
7. **Adherence to Laws and Other Regulations.** Aside from these ethical principles, all research must adhere to Philippine laws, the *National Ethical Guidelines for Health and Health-related Research* (2017), *Philippine Health Research Ethics Board SOP* (2020), *ADDU University Research Ethics Board SOP* (2025), and relevant international regulations namely the Council for International Organizations of Medical Sciences (CIOMS) *International Ethical Guidelines for Biomedical Research Involving Human Subjects* (2016), the World Health Organization (WHO) *Standards and Operational Guidelines for Ethics Review of Health Related Research with Human Participants* (2011), among others.

Researchers are accountable for the ethical conduct of their work and must disclose any conflicts of interest. Data management and sharing must respect privacy and intellectual property rights.

8.2

Ethical Review and Approval

Research projects involving human subjects, animals, or potentially sensitive issues must be reviewed and approved by the UREB before implementation.

For University-funded research, ethical clearance is required after a research proposal has been approved by the URC. The same applies to externally funded research except when the external funding agency requires ethical clearance during the proposal stage. For thesis/dissertation, the panel chair, together with the members, screen whether or not the proposed research needs to be submitted to UREB for ethical review.

Based on the *ADDU UREB Standard Operating Procedure (2025)*, ethical reviews could either be Expedited Review or Full Review.

Expedited Review applies to cases where research proposals have minimal risk to participants, a “process intended to facilitate timely ethical review while maintaining rigor in assessing potential risks and benefits.” The research situations where there is minimal risk to participants include:

- a. The research employs interviews, surveys, and participant observation with no risk of identification of individuals;
- b. The participants are adults and do not belong to the vulnerable population, i.e., elderly, pregnant women, people with special needs, etc.;
- c. Information will be collected that would generally not be regarded as sensitive, such as opinions rather than personal information;

- d. Information will be collected that would generally not be regarded as sensitive, such as opinions rather than personal information;
- e. There is no foreseeable risk of harm or discomfort; and any foreseeable risk is no more than an inconvenience to participants;
- f. The only foreseeable risk is one of discomfort;
- g. No specifically identifiable community is involved (UREB SOP 2025).

On the other hand, Full Review applies to cases where research proposals involving more than minimal risks or those with significant ethical considerations. These are studies “that will involve the participation of a vulnerable population, or those that will generate vulnerability among the participants.” The topics are “sensitive, requiring one to gather personal information, and with personal identifiers’ and that participants may come from vulnerable populations, or from an identifiable community.”

However, exemptions from ethical review may be granted to research proposals that involve minimal risks to participants as defined by the institutional and national ethical guidelines (UREB 2025). The categories of exemption from ethical review include research that use publicly available data or specimen, research involving surveys, interviews, and observation provided that participants’ identities cannot be directly ascertained, research involving non-identifiable data, and research involving minimal risks to participants.

8.3

Reporting and Addressing Misconduct

Any suspected violations of this policy must be reported promptly to the RCWO and UREB following UREB SOP No. 11 *Management of Protocol Deviation and Violation Report*. Investigations will be conducted fairly and confidentially, with sanctions applied when necessary.

8.4

Reporting and Addressing Serious Negative Events

Serious negative events that pertain to the conduct of the research and which can affect the safety of participants and the validity of the research must be immediately reported to the RCWO in writing and to the UREB following SOP No. 12 *Review of Reportable Negative Events Reports* and SOP No. 13 *Review of SAEs (or Serious Adverse Events) and SUSARs (Suspected, Unexpected, Serious Adverse Reactions)*.

Reportable Negative Events (RNE) “are occurrences in the study site that indicate risks or actual harms to participants and to members of the research team and to integrity of data. Examples are brewing hostilities in the research community, natural calamities, unleashed dogs, threats of harassment, etc.” (UREB SOP 2025).

9.

Policy on Research Collaboration⁸

In line with its mission of academic excellence, research integrity, and producing socially responsive and competent scholars, the ADDU Graduate School engages in collaborative research activities with external research institutions—local and international.

Any research collaboration entered into by the Graduate School with a research institution aims to promote interdisciplinary and applied research addressing regional, national, or global issues; encourage the development of joint research proposals, theses/dissertations, and publications; and foster mutual learning and innovation through long-term academic partnerships.

9.1

Principles for Selecting Partners

As stated in the *Guidelines and Procedures in Initiating and Managing Partnership Agreements*, potential partners are evaluated based on the following principles:

1. **Mission Alignment.** The partner's values, goals, and initiatives must complement ADDU's mission to advance education, research, and community development;
2. **Strategic Fit.** The partnership must align with ADDU's strategic priorities, goals, and long-term plans, ensuring that it contributes meaningfully to the university's vision and mission;

⁸ This policy on research collaboration is crafted in accordance with the *Guidelines and Procedures in Initiating and Managing Partnership Agreements* released by the Office of the President through Circular No. 20215-001.

3. **Reputation and Credibility.** The partner must demonstrate a history of integrity, reliability, and contributions to their field or community;
4. **Mutual Benefits.** The partnership should provide reciprocal value, fostering innovation, shared resources, or enhanced academic and community outcomes;
5. **Capacity and Commitment.** Partners must exhibit the necessary resources, expertise, and dedication to fulfill the terms of the agreement effectively;
6. **Sustainability.** Partnerships should aim for long-term impact and sustainability, contributing to enduring community or institutional development;
7. **Legal and Ethical Compliance.** The partner must adhere to all applicable laws, ethical standards, and ADDU's policies on data privacy, intellectual property, and labor rights;
8. **Risk Assessment.** Potential risks associated with the partnership, such as financial, reputational, or operational risks, must be evaluated and deemed manageable.

9.2

Types of Research Collaboration

The research collaboration may take the form of any of the following:

1. Joint research studies and fieldwork;
2. Co-supervision of graduate theses/dissertations;
3. Shared research funding and grant proposals;
4. Joint publication and conference presentations;
5. Research-based training, seminars, and workshops;
6. Use of shared laboratories, data, or technical resources.

9.3

Procedures for Establishing Research Collaborations

If the collaboration is a joint research study and the initiative comes from an external party, the request has to be addressed to the University President. The University President then refers the request to the URC that will subsequently review the request and forwards it to the RCWO of the Graduate School. The RCWO will in turn coordinate with the faculty member or office involved.

Then, the RCWO coordinates with the URC on the progress and response of the request. If the response of the RCWO is favorable, the URC notifies the University President of the willingness of the requesting party.⁹ The URC then issues the written approval to proceed with the collaboration.

If human or animal subjects are involved, the research must undergo approval by the UREB.

For other types of research collaboration, interested graduate faculty or students must consult with the Graduate School Dean and the RCWO before initiating a collaboration.

A formal Memorandum of Agreement (MOA) or Memorandum of Understanding (MOU) must be signed by ADDU and the research institution, clearly stating the terms of collaboration, intellectual property rights, data ownership, supervision roles, and publication agreements. The signatories are the University President and partner institution representative. If the project involves thesis or dissertation work, clear guidelines for co-supervision, deliverables, and academic evaluation must be specified in the MOA. Before the MOA is signed by the University President, it has to undergo different levels of review namely legal, financial, and executive.

⁹ This protocol is based on the existing *URC Research Manual*.

9.4

Intellectual Property and Publication

Ownership and use of research outputs, including data, software, and publications, shall be governed by the MOA and the ADDU Intellectual Property Policy. All contributors must be appropriately credited in publications and public presentations. Publications must follow ethical standards and undergo internal and external review processes as required.

9.5

Monitoring, Reporting, and Evaluation

As required by the *Guidelines and Procedures in Initiating and Managing Partnerships Agreements*, the proposing office oversees the implementation of research partnerships activities and ensures that all the terms of the agreement are met.

Proponents of each collaborative project must submit progress and final reports to the RCWO that will in turn submit them to the Office of the President for monitoring purposes. Collaborative projects may be reviewed annually or upon the request of either institution. Evaluation metrics will include research output quality, impact, compliance with agreements, and contributions to academic development. The Partnership Evaluation Form available at the Office of the President will be used.

9.6

Renewal and Termination of Collaboration

Upon expiration of the research collaboration, the agreement may be renewed. Termination of the agreements may also occur by mutual consent or due to failure to meet agreed obligations.

10.

Research and Teaching Assistantship Program

The Graduate Research and Assistantship Program (GRAP) is designed to enhance graduate education by integrating scholarly research, teaching, and professional development opportunities. It aims to foster advanced research and innovation across disciplines and support faculty-led research and enhance instructional quality.

There are two types of Assistantships namely 1) Research Assistantship (RA) and 2) Teaching Assistantship (TA). RA is assigned by research supervisors or principal investigators of research projects. The responsibilities include assisting in designing experiments, collecting and analyzing data, conducting literature reviews, and contributing to publications or presentations. Meanwhile, TA is assigned by faculty members to a graduate student who will assist him/her in handling the classes such as in leading discussion/laboratory sections, grading, or supporting course management.

To be eligible for GRAP, applicants must be enrolled full-time in a master's or doctoral program, maintain a minimum of 2.0 in all the courses taken, and demonstrate academic merit, research potential,

or teaching ability. Assistantships are awarded on a semester or annual basis and are renewed depending on performance, funding availability, and academic standing. The benefits include a monthly living allowance, tuition discount, and access to workshops, conferences, and training.

11.

Student Conduct and Discipline¹⁰

Graduate students are subject to the same student code of conduct outlined in the *University Student Handbook*, with the understanding that as mature learners, an even higher level of professionalism is expected:

- a) Students and organizations have the responsibility of projecting and upholding the good name and reputation of ADDU since people do identify them with the university they are attending;
- b) When acting as official school representatives, students have the obligations to abide by the written instructions of the duly designated university authorities.
- c) In cases where students and organizations participate in private capacities, they have the responsibility to conduct themselves with proper decorum;
- d) Students should respect authority. The usual norms of politeness and etiquette are to be followed when dealing with administrators, faculty members, office personnel, maintenance staff, security officers, fellow students, and campus visitors;

¹⁰ The rules governing conduct of graduate school faculty are found in the *Faculty Manual* that applies to all faculty members of ADDU both in the undergraduate and graduate school.

- e) All students should respect their professors and classmates inside and outside the classroom.

Students may be subjected to disciplinary measures for improper conduct in the University or for irresponsible use of the name of the University.

The Disciplinary Board, as the nature of the offense warrants, may impose sanctions for the commission or attempted commission of the following types of violations by students, as well as such other violations as may be specified in campus regulations:

Minor Offenses include: Disobedience to the security guards; smoking inside and within the immediate vicinity of ADDU, including parking areas; reckless self-endangerment as sitting on ledges and the like within the campus premises; use of language and words that are offensive, vulgar, indecent, or blasphemous; non-wearing of school ID on campus; littering; unauthorized use of school facilities; amorous behavior in public; dishonesty or giving false information when demanded by competent authority.

Grave Offenses include: Disrespect for and/or insubordination to any member of the academic community; voyeurism, possession and dissemination of immoral or obscene literature or phone videos; misappropriation of school funds; fighting on-campus or off-campus, assaulting fellow students or employees on-campus or off-campus, if the incident originated in the campus; possession of deadly weapons; disruption of school activities; intoxication of bringing into or consumption of intoxicating liquor within the campus; possession of narcotic or illegal drugs; stealing or theft; gambling; forging of and/or tampering/falsifying university documents, tampering with or lending of ID cards to other students of different universities or outsiders, use and possession of tampered and/or falsified document, receipt, certificate, ID card and other university documents; preventing or threatening

students, faculty, and administrators from discharging their duties; sexually scandalous behavior in public; contemptuous disregard of established university policies; any serious violations of Philippine laws within or outside the campus, including murder, homicide, sexual assault, rape, grave threat, physical injury, sexually scandalous relationship, acts of lasciviousness, bullying, involvement in sexual trade; hazing; unauthorized use/misuse of emergency button or emergency equipment, vandalism; discrimination and harassment committed against any member of the University community or its visitors, stalking; committing acts which are disrespectful or sacrilegious within the immediate vicinity of any place devoted to worship, prayer, or reflection; malicious manipulation, abuse, misuse, of University enrollment, admission, finance, or other official procedures; drunkenness under scandalous circumstances, and binge drinking.

Depending on the offense, sanctions imposed by the Disciplinary Board are either major or minor. Major sanctions include dropping/dismissal, suspension, and expulsion. Other major penalties include cancellation of scholarship, denial of graduation privileges, disallowing re-admission, and other sanctions determined by the Disciplinary Board. Minor sanctions include reprimand or admonition, public apology, payment of actual damage inflicted, payment of fines, counselling, community service, and other sanctions determined by the Disciplinary Board.

Any form of misconduct either by faculty or student will be addressed according to the University's disciplinary procedures. All cases involving violation of academic and non-academic policies will be handled by the Graduate School Dean.

To report an incident involving an ADDU graduate student, an incident report must be filed to the Dean of the Graduate School. The report must be submitted in writing and must contain the name of the person reporting. The report should provide the name of the alleged student, date, time, and location of incident,

detailed statement of what happened, names and contact information of witnesses, and any additional pertinent information.

At the discretion of the Dean, he/she may form a committee that can assist him/her in the investigation and resolution of the case. If it cannot be resolved on the Dean's level, the case shall be elevated to the University Disciplinary Board.

12.

Policy on Plagiarism and Academic Integrity

ADDU maintains a zero-tolerance policy for academic dishonesty. Graduate students and faculty members must conduct themselves with integrity in all academic endeavors, particularly in research and writing. They must produce original work and give appropriate credit to sources used. Faculty and students are expected to properly cite sources in all papers, theses, and publications.

Plagiarism is the act of presenting someone else's work, ideas, or expressions as your own without proper acknowledgment. This includes, but is not limited to:

- a) Copying text, images, or other content from published or unpublished sources without proper citation;
- b) Paraphrasing another's work without proper attribution;
- c) Submitting someone else's work (in whole or in part) as your own;
- d) Using AI-generated or ghostwritten content without disclosure when originality is expected;
- e) Failing to cite sources used in the preparation of work;
- f) Reusing your own previously submitted work (self-plagiarism) without permission.

Aside from manual detection of plagiarized work, the University employs plagiarism detection software (such as Turnitin) for major papers and thesis drafts to ensure originality.

Along with plagiarism, the other forms of violations of academic integrity include cheating in quiz, test, or examination; fabrication or falsification of information in an academic exercise; complicity in academic dishonesty; abuse of academic materials; multiple submissions of the same academic work.

Any form of academic misconduct either by faculty or student will be addressed in accordance with the University's disciplinary procedures.

Cases of student academic misconduct maybe resolved by the faculty together with the student. This happens when the student accepts responsibility for the alleged violation as well as the corresponding sanction imposed by the faculty to the student. For documentation, the faculty has to file a formal report of the incident and the resolution to the Dean of the Graduate School.

Cases that cannot be resolved by the faculty and student can be elevated to the Dean of the Graduate School. The faculty-complainant will formally write a letter to the Dean narrating the incident. Upon receipt of the report, the Dean will form a Department Collegial Panel who will investigate, hear, and find resolution to the academic misconduct.

Cases of plagiarism allegedly committed by faculty members will be resolved according to the rules/policies stated in the *Faculty Manual* that govern the academic and non-academic behavior of all faculty members both in the undergraduate and graduate.

If a student or faculty member is found guilty of plagiarism, disciplinary measures will be taken. For students, consequences can range from a failing grade on the work, to failing the course, to suspension, up to dismissal from the program for serious or repeated offenses. For faculty members, consequences include

formal reprimand, retraction of published work, loss of research funding or position, or termination of employment.

Individuals found in violation of this policy have the right to appeal the decision through the designated grievance procedure. Appeals must be submitted in writing within five days of receipt of the decision.

To educate and prevent plagiarism, ADDU conducts orientations and workshops on scholarly writing and citation standards (American Psychological Association [APA], Modern Language Association [MLA], Chicago, Turabian or discipline-specific formats).

13.

Policy on Anti-Sexual Harrassment

ADDU is committed to maintaining a learning environment free from harassment and discrimination. In compliance with national laws (Republic Act 7877 - Anti-Sexual Harassment Act, and the Republic Act 11311 or Safe Spaces Act [Bawal Bastos Law]) and CHED requirements, the University has an established *Anti-Sexual Harassment Policy*, which is incorporated by reference into this Manual (See Appendix C). All graduate students, faculty, and staff must behave professionally and respectfully. Sexual harassment, defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that affects an individual's educational experience or creates an intimidating environment, is not tolerated.

The University's Committee on Decorum and Investigation (CODI) handles complaints of harassment with confidentiality and due process. Graduate students, given their roles often as working professionals or researchers in communities, are expected to be

particularly mindful of power dynamics and consent. Violation of the anti-harassment policy can lead to disciplinary action including suspension or expulsion, separate from any criminal or civil liabilities under the law.

14.

Policy on Intellectual Property Rights

Research produced by faculty and students (theses, dissertations, project reports) generates intellectual property. The latter is governed by the *ADDU Intellectual Property Policy and Guidelines* (see Appendix D), the aim of which are the following:

ADDU's Intellectual Property Policy and Guidelines is that the student holds the copyright to the thesis/dissertation as the author, but the University reserves certain rights for reproduction and distribution for academic purposes.

If research is part of a faculty project or funded by an external grant, ownership may be shared or governed by specific agreements (which should be clarified at the outset in an adviser-student agreement). In any case, publication of parts of the thesis in journals is encouraged and authorship in such cases should appropriately credit the student and adviser (and funding source if applicable).

The Manual advises students to consult the University's Intellectual Property Office or the Research Council for any questions on patents or commercializable outputs from their research.

15.

Student Support Services

ADDU is dedicated to providing comprehensive support services to its graduate students, recognizing that robust support enhances academic success and personal development. Graduate students often juggle multiple responsibilities (careers, families, research) and thus benefit from a support system tailored to their advanced study needs.

This section details the various support services and resources available.

15.1

Visa Processing

International students who have received official confirmation of their admission in the Graduate School can seek assistance from the Ateneo Internationalization for Mindanao (AIM) office through email (international@addu.edu.ph) for their visa application. The AIM office Process Coordinator is an authorized representative of the Bureau of Immigration (BI). The AIM Process Coordinator is in charge of filing and processing all Student Visa Conversion/Extension and Special Study Permit (SSP) applications.

15.2

Counseling and Wellness

Graduate school can be stressful. ADDU ensures that graduate students have access to the same wellness resources as undergraduates. The University's **Guidance and Counseling Center** has counselors available for consultation, not only for

personal issues but also for academic stress management, time management, and work-life balance. These services are confidential and free for enrolled students.

Workshops on stress reduction, mindfulness, and mental health awareness are held, sometimes specifically targeting graduate and professional students. The Jesuit context also means that campus ministry or spiritual counseling is available for those who want it, providing a holistic support. Graduate students can also join retreats or recollections organized by Campus Ministry if they seek spiritual rejuvenation.

15.3

Health Services and Insurance

The ADDU Clinic is concerned with the holistic well-being of students and employees. It ensures a health program that is comprehensive and coordinated. It provides medical and dental services directed at diseases that are preventable, immediate first aid for emergency situations, and initial treatment for illnesses that may affect students and employees inside the campus.

The University Clinic services include medical services such as Annual Physical Examination, consultation and treatment for common illnesses, issuance of medical certificates for University-related activities and programs, advocacy and preventive activities.

It also provides dental services such as Annual Dental Examination, consultations and prescription of medication for patients with a toothache or an oral swelling, dental health education through health teachings, actual demonstration, and dental flyers, and dental prophylaxis from Monday to Friday.

All graduate students are covered by basic accident/health insurance.

15.4

Learning Resources

The ADDU Libraries, in support of the University's mission, strive to provide access to adequate, updated, organized, and varied formats of information resources and innovative services to meet the academic and cultural needs and the research endeavors of the University. The University has the following unit libraries, namely: the Fr. Mateo Gisbert, SJ Library, Miguel Pro Learning Commons, the American Corner, the Faculty Resource Center, and the Law and Business Graduate Library. The collections include books, academic journals (both print and online), theses and dissertations, statistical databases, and other reference materials relevant to advanced research.

Many resources are available digitally through online databases and e-journal subscriptions, enabling students to conduct literature reviews and obtain full-text articles conveniently on or off campus. The library provides inter-library loan services for materials not in its collection and has subscriptions to indexing services for current awareness. Importantly, graduate students have access to research librarians who can assist with advanced research queries, bibliographic management, and use of citation tools.

The library also maintains quiet study areas, group discussion rooms, and computer terminals for student use. Orientation sessions on library research methods are offered, and subject-specific bibliographic guides can be provided upon request. For thesis writers, the library is where final copies of theses are deposited, and librarians help ensure formatting requirements for binding are met.

Meanwhile, the Audio-Visual Center supports the University programs and activities. It aims to provide a wide range of communication learning opportunities to students through the

use of audio-visual instructional and educational materials and equipment. As part of the Library organization, the Audio-Visual Center is managed and supervised by a Licensed Librarian. Its services and facilities include automated borrowing transactions, computerized reservation system, video walls/large format display (LFD) sets provision, e-bulletin system, Preview Room and viewing rooms complete with audio-visual equipment and modern acoustic and lighting system.

15.5

Information Technology and LMS

Recognizing the importance of technology in graduate education, ADDU provides each student with access to the University's **Learning Management System (LMS)**, Daigler20 and other IT resources. The LMS is a critical support tool: professors upload course materials, readings, and assignments there; students submit homework and engage in discussion forums. This is especially beneficial for working students who might need to catch up outside of class hours. The University's IT Services ensure that the LMS is reliably accessible and that students have accounts created upon enrollment. Training on how to use the LMS is available for those unfamiliar with it. Additionally, students have University email accounts and access to productivity software (through campus licenses).

Computer laboratories are available for statistical analysis, programming work, or any coursework requiring specialized software (e.g., GIS for environmental studies, MATLAB for engineering, NVivo for qualitative data analysis). Wi-Fi internet is provided campus-wide to enable research and communication anywhere on the grounds. The IT Helpdesk can assist graduate students with technical issues.

15.6

Academic Advising and Mentoring

Academic advising is not only part of governance but also a support service. As earlier described, each student is assigned an academic adviser (and later a thesis/dissertation adviser) to guide their academic journey. Students are encouraged to proactively meet with their advisers at least once every semester to discuss their progress, plan their next enrollment, and talk through any academic difficulties.

This mentorship can extend beyond course selection to career advice, research guidance, and networking. Especially for those aiming for academic or research careers, advisers mentor students in publishing, conference presentations, and possibly involve them in faculty research projects. ADDU also fosters peer mentorship by connecting new graduate students with senior students or recent alumni who can share experiences on balancing work and study, preparing for comprehensive exams, etc.

The culture of *cura personalis* (care for the whole person) in Jesuit education means advisers pay attention to students' overall well-being, not just academic checklist items. If a student is struggling (academically or personally), the adviser can refer them to appropriate support (e.g., counseling).

15.7

Workshops and Skills Training

The University regularly organizes workshops specifically for graduate students. These may include: Research Methodology workshops (advanced statistical methods, qualitative analysis techniques, software like SPSS or Stata training), Academic Writing workshops (to improve scholarly writing, thesis writing bootcamps,

avoiding plagiarism), and Teaching Skills workshops (for those who serve as teaching assistants or plan to teach after graduation).

The Graduate School also conducts the Ateneo Graduate Research and Innovation Conference (AGRIC) as a venue for graduate students to present their research projects—whether completed or on-going—to a broader audience from whom they receive valuable feedback.

There are also seminars on topics like how to publish in journals, how to present at conferences, and intellectual property rights. Such activities are run by the RCWO.

15.8

Financial Aid and Scholarships

External scholarships and grants (from CHED, DOST, or private foundations) are advertised through the Office of Scholarships. For example, DOST's ASTHRDP scholarship supports graduate studies in science and technology fields; CHED SIKAP scholarships might support higher education faculty members taking their graduate studies.

ADDU's Admission and Aid Office assists students in applying for these opportunities by providing certifications or necessary endorsements. The University also has discounts such as for faculty or staff pursuing further studies, or for persons with disabilities (PWDs) as mandated by law. All these financial support mechanisms are intended to reduce the economic barrier to completing the program, especially for deserving students committed to the University's mission.

15.9

Career Development and Networking

Many graduate students pursue advanced degrees to propel their careers. ADDU's **Office for Pathways for Institutional Advancement and Alumni Engagement** extends its services to graduate students by providing career counseling, job placement assistance, and professional development events. They may host networking nights where graduate students meet industry partners or invite companies and institutions looking for employees with advanced degrees. The alumni office often helps connect current graduate students with alumni mentors in their field.

For those in academia, the University may guide them in pursuing teaching opportunities (like Graduate Teaching Fellowships at ADDU or other colleges) as part of their training. There are also opportunities for internships or field practice in certain programs (like Education, where a practicum in a school might be arranged; or Business, where an industry consultancy project is part of the capstone).

The University's strong connections in Mindanao and beyond serve as a network that graduate students can tap into for research collaborations or community projects.

15.10

Student Organizations and Engagement

Although graduate students have limited time, ADDU encourages them to form academic or professional organizations. For instance, there are program-based clubs such as MBA Society, SAS Graduate Society that organize academic and social events. These bodies

provide a sense of community among graduate students. They may hold study groups, invite guest lecturers, or simply host networking socials. The University supports these by providing space and modest funding if needed. Additionally, graduate students are welcome to participate in University-wide activities, such as athletic events, volunteer and outreach programs, and cultural events, as their schedules allow. Inclusion in the broader campus life enriches the graduate experience and fosters multi-disciplinary friendships.

15.11

Specialized Support – Laboratory and Equipment

For students in the sciences or engineering, the University ensures access to research laboratories, equipment, and technical support. Graduate science students can use the advanced laboratory facilities often outside regular class hours, and laboratory technicians are available to assist with specialized equipment. There may be a procedure to schedule use of certain high-end instruments (like chromatography machines, or computing servers for big data analysis).

If the University does not have something needed, it may facilitate arrangements with partner institutions (another university or a research institute) for access, under formal collaboration.

15.12

Accessibility and Inclusivity

ADDU ensures that student support services are accessible to all, including students with disabilities or those needing special accommodations. The University is committed to inclusive education at all levels.

Quality Assurance and Continuous Improvement

Maintaining high quality in all graduate programs is a top priority for ADDU. This requires systematic monitoring, evaluation, and enhancement of academic offerings and processes. The University has instituted a quality assurance (QA) framework to ensure that its graduate programs meet both the internal standards of excellence and the external benchmarks set by CHED and accrediting bodies.

This section outlines the QA mechanisms and continuous improvement strategies in place.

Outcomes-Based Quality Assurance

In alignment with CHED's outcomes-based approach, ADDU assesses the success of its graduate programs primarily by the attainment of learning outcomes and the impact of graduates. Each program has clearly defined Program Outcomes (POs), and metrics or performance indicators are developed to measure these. **Program assessment plans** are in place, where at scheduled intervals (e.g., annually or biennially), data on student performance are collected. This may include comprehensive exam pass rates, thesis quality (perhaps evaluated by rubric), publication counts of student research, employer or industry feedback on graduates, and time-to-degree statistics.

The results are compared against targets (which could be based on historical data or CHED/national norms). For example, a target might be that ninety percent of master's students finish within five years, or that eighty percent of graduates publish their required paper in a reputable journal. If outcomes fall short, an

analysis is conducted to find causes (maybe curricular gaps, student support issues, etc.) and corrective actions are planned. This continuous outcomes assessment loop ensures that programs remain effective and relevant.

16.1

Internal Review and Program Evaluation

ADDU conducts periodic program reviews for each graduate degree, typically every three to five years. These comprehensive reviews involve examining the curriculum, faculty profile, student profile, learning resources, research output, and graduate achievements. A self-evaluation report is prepared by the program coordinator or department, which might use CHED's PSG criteria or accrediting agency standards as a guide. The self-review addresses questions like: Are the program's objectives being met? Is the curriculum up-to-date? How do students and alumni perceive the program? What improvements are needed? The review is often informed by surveys: Student Course Evaluations are done each term for feedback on teaching and courses; Graduate Exit Surveys capture graduating students' perspectives on strengths and weaknesses of the program; Alumni Surveys track career progression and suggestions; Employer Feedback may be solicited to gauge if graduates meet industry expectations.

The compiled data and self-study report are then discussed in a Program Review Workshop with stakeholders (faculty, possibly current students or alumni, and University QA officers). Strengths are noted and action plans for addressing weaknesses are formulated. These action plans could involve curricular revisions, increasing certain courses or skills training, faculty development needs, facility upgrades, or better student services. The Office of the Graduate School Dean and the Vice-President for Higher Education Office monitor the implementation of these improvements.

16.2

Accreditation and External Quality Audit

ADDU is committed to external validation of its quality through accreditation agencies and CHED quality assurance evaluations.

ADDU engages in CHED's monitoring: CHED Regional Office may conduct visits or require annual Program Compliance Reports especially in light of CMO 15 (s.2019) implementation. The University prepares meticulously for these, ensuring that files such as the Graduate Program Manual of Operations, faculty profiles (showing their publication output as CHED now requires), and student thesis records are up-to-date and readily available for inspectors. Any recommendations from CHED's monitoring are taken seriously and rectified promptly. Additionally, the University may invite external experts to conduct peer reviews of its programs to gain objective insights.

16.3

Faculty Evaluation and Development

A key factor in quality is the faculty who teach and advise in the graduate programs. ADDU ensures continuous improvement in this area through a Faculty Performance Evaluation System. Each term, students anonymously evaluate their instructors via evaluation forms rating various dimensions (knowledge, pedagogical skill, fairness, mentorship, etc.). The Graduate Program Coordinator/Graduate Department Chair/Assistant Dean and the Graduate School Dean review these evaluations and discuss them with faculty as needed, especially if any area falls below expectation. Coupled with this, peer evaluations (classroom observations by colleagues) and self-evaluations are also utilized.

The University organizes faculty development programs to address any gaps, e.g., workshops on adult learning strategies, mentorship on doing research for those faculty needing to boost their scholarly output, etc. Faculty are encouraged and supported to pursue further studies (PhDs for those who are master's level) or postdoctoral engagements, as well as to attend conferences and publish research. Active scholars bring fresh knowledge into the classroom and keep the academic atmosphere vibrant.

The University tracks the faculty's compliance with CHED's requirements also, such as the number of faculty with PhDs, the faculty research productivity, and the adviser qualifications for theses.

16.4

Student Feedback and Representation

Quality improvement at ADDU also values the voice of students. Graduate student representatives may be included in certain committees or consultations, especially when policies are being updated.

The University's administrators meet periodically with student leaders to keep communication open. Complaints or suggestions are formally logged and addressed. For instance, if students express that a certain required course is not effective or a schedule is not working for working students, the School will review and make necessary adjustments (perhaps changing the professor or offering classes on more convenient times like weekends or in intensive formats).

By treating students as partners in QA, the programs can adapt to genuine needs while maintaining academic standards.

16.5

Curriculum Benchmarking and Alignment

ADDU keeps its graduate curricula aligned with current academic and industry standards through benchmarking. Before curriculum revisions, departments review equivalent programs of top universities (nationally, like other Ateneo schools, University of the Philippine (UP), or internationally if possible) to see how ADDU compares in terms of content and requirements. They also ensure alignment with Philippine Qualifications Framework (PQF) descriptors for the degree level, as earlier noted, which is a QA step mandated by CHED. Ensuring that the curriculum fosters the competencies expected at PQF Level 7 or 8 means building appropriate coursework and experiences, which is periodically checked. If CHED releases new policies (for example, new PSGs for specific programs or new general education requirements applicable to graduate programs), the University promptly integrates those. The OBE-based syllabus format is part of QA; each syllabus is checked so that outcomes and assessments match.

16.6

Research Quality Monitoring

Given the heavy emphasis on research in graduate programs, ADDU monitors the quality of theses and dissertations produced. Academic Departments can sample a few theses each year to evaluate if they meet scholarly standards (originality, methodological rigor, writing quality) using a rubric, or having external academics read them. Feedback is given to the faculty to strengthen the courses and advising.

The publication requirement itself is a form of quality check — if students can get published or at least accepted in refereed journals, it is a strong indicator that the research meets external

quality standards. The University tracks how many graduates successfully publish and in what journals as a metric of program quality. Low numbers would trigger introspection and improvement in research support.

16.7

Rationalization of Program Offerings

Quality assurance also involves reviewing the viability and relevance of each program. ADDU examines enrollment trends and graduate outcomes to determine if programs should be continued, enhanced, or phased out. CHED's policy encourages rationalization so that resources are focused on quality rather than simply quantity of programs.

If a program has a consistently low enrollment or graduates, the University might decide to suspend admissions to that program and possibly replace it with a more in-demand specialization, ensuring that continuing students are allowed to finish. Any closure or moratorium on a program is done with CHED approval and teach-out plans.

Conversely, if new needs are identified (say, an emerging field where Mindanao needs experts), the University will explore developing a new graduate program, maintaining the quality design process from the start (needs assessment, expert consultations, etc.).

16.8

Documentation and Data-Driven Decisions

The University maintains thorough documentation as part of QA. This includes minutes of curriculum meetings, tracer studies of alumni, database of research output, faculty Curriculum Vitae (CV) updated yearly, etc. These data feed into an annual Graduate

Programs Report submitted to higher administration and CHED if required. Data-driven decision-making ensures the University can pinpoint what works well and what doesn't.

16.9

Culture of Continuous Improvement

ADDU fosters a culture where faculty and administrators are constantly looking for ways to enhance the graduate education experience. Successes are celebrated (like if a program receives a high accreditation level, an award, or top ranking), but complacency is avoided by setting new goals. Continuous improvement is also part of Jesuit discernment – *magis*, the drive to do better.

Workshops on QA are held so that everyone understands assessment as not finding fault, but uplift quality. The University also stays updated with trends in higher education: for instance, the possibility of offering more flexible learning, micro-credentials, international collaborations – these are studied and if beneficial, gradually incorporated.

This Manual itself, being a key QA document, is reviewed periodically to ensure that it remains current and in concordance with CHED updates and institutional changes.

17.

Community Engagement and Extension Services

True to its identity as a Jesuit and Filipino university, ADDU believes that graduate education should not exist in an “ivory tower” isolated from the community. On the contrary, graduate programs are viewed as platforms to engage with and uplift society, especially the communities of Mindanao that ADDU serves. Community Engagement and Extension Services are thus integral to the operations of graduate programs, aligning academic pursuits with social responsibility and inclusive development.

17.1

Institutional Commitment to Community Engagement

ADDU’s mission explicitly calls for engagement in addressing societal needs, fostering dialogue, and promoting social justice and development. Graduate students and faculty play a crucial role in this mission. The University encourages each graduate program to integrate community and industry engagement in its curriculum or activities. This can take many forms: service-learning components in courses, community-based research projects, technical assistance to local organizations, or volunteer outreach. The aim is twofold: to enrich student learning through real-world application, and to directly benefit communities through the expertise and energy of the University.

17.2

Community-Based Research

Many graduate research projects are designed with community impact in mind. Students are encouraged to choose thesis or dissertation topics that address local issues or contribute to regional/national development goals. For example, a Public Administration student might research the effectiveness of governance in a local municipality and propose improvements; a Psychology student might study mental health interventions in conflict-affected communities; an Engineering student could innovate a solution for local environmental problems. Where possible, these research projects are conducted in collaboration with community stakeholders (e.g., local government units, nongovernment organizations [NGOs], indigenous communities) to ensure the findings are relevant and can be acted upon. This approach is often referred to as *community-engaged research* or participatory research. It not only results in academic output but also in practical recommendations or new knowledge that communities can use.

17.3

Service Learning and Curriculum Integration

Some graduate programs formally embed extension work into their curriculum. Service learning is a pedagogical approach where course-based learning is linked with service tasks in the community, structured to meet identified needs. For instance, in a Master of Arts in Education course on Curriculum Development, students might work with a local public school to devise new teaching materials as part of their course project. In a Master's in Business Administration (MBA) class, students might consult for a cooperative or small business to solve management challenges, applying their classroom knowledge. Such projects allow students to apply theories to real problems and reflect on social context, bridging theory and practice.

17.4

Volunteer and Outreach Programs

Outside the formal curriculum, graduate students at ADDU are invited to contribute to the University's various outreach initiatives. The University often organizes medical-dental missions, relief operations, educational outreach to *lumad* (indigenous) communities, environmental cleanups, etc. Graduate students, with their higher level skills, can take on significant roles: Nursing graduate students might supervise health education drives; those from Engineering might help install water filtration in villages; those from Computer Science could lead digital literacy workshops. Participation is voluntary, but many graduate students join as part of living out the ADDU values.

To coordinate this, the **University Community Engagement and Advocacy Council (UCEAC)** or a similar body works with program coordinators to identify volunteers and match them with needed services. Graduate students bring professional expertise, which often enhances the impact of these extension activities. Moreover, international graduate students (if present) also get a chance to understand local realities and contribute, enriching cross-cultural learning.

17.5

Mutual Learning

Extension activities are not one-directional; ADDU acknowledges that the University learns and grows through engagement with communities. Feedback from extension work often informs teaching and research. For example, if an MBA extension project reveals that small businesses struggle with digital marketing, the business curriculum might introduce a new elective on that subject. Or if community research shows a need for a particular

public policy expertise, the University might design a new module or short course to address it. This responsive adaptation is part of continuous improvement. Moreover, graduate students often find that extension experiences deepen their understanding of their field – making academic concepts more concrete and highlighting areas for further research.

17.6

Ethical and Cultural Sensitivity

When engaging with communities, ADDU's representatives (students, faculty and administrators) are reminded to practice cultural sensitivity and humility. Especially in Mindanao, where communities can be diverse (Christian, Muslim, Lumad), understanding and respecting each community's context is paramount. The University often provides orientation on cultural competence and ethical conduct in community settings. This is done for effective service and to ensure that no harm is done inadvertently by interventions. The goal is to be partners with the community, not simply providers of aid.

17.7

Sustainability of Projects

Extension efforts aim for sustainable impact. Rather than one-off activities, ADDU tries to build programs that can continue or scale. For instance, if graduate students train a set of teachers in new methods, they might also help establish a peer mentoring circle among those teachers so that knowledge continues to circulate after the formal workshop. If they implement a new technology in a village, they ensure locals are trained to maintain it. ADDU's approach to development is empowerment, aligning with Catholic social teaching and the empowerment of communities.

18.

Policy on ADDU-Industry Partnership

The Graduate School asserts that industry collaboration is integral to advancing its mission of holistic education. More particularly, it affirms that industry collaboration is critical in graduate-level curriculum planning and development, instruction, research and development, production, research immersion, internship/practicum, and other similar activities. Partnering with industry provides access to real-world problems and applications, specialized resources, and expert insights that elevate the relevance and impact of the graduate programs.

This policy on ADDU-Industry Partnerships seeks to: 1) facilitate collaborative projects between graduate students, faculty advisers, and industry partners; 2) promote the application of research findings to address industry needs and societal challenges; 3) support graduate students in acquiring advanced skills through industry-based experiences; and 4) strengthen the impact of the graduate programs by fostering innovation and knowledge transfer.

Principles for Selecting Partners

As stated in the *Guidelines and Procedures in Initiating and Managing Partnership Agreements*, potential partners are evaluated based on the following principles:

1. Mission Alignment

The partner's values, goals, and initiatives must complement ADDU's mission to advance education, research, and community development;

2. Strategic Fit

The partnership must align with ADDU's strategic priorities, goals, and long-term plans, ensuring that it contributes meaningfully to the university's vision and mission;

3. Reputation and Credibility

The partner must demonstrate a history of integrity, reliability, and contributions to their field or community;

4. Mutual Benefits

The partnership should provide reciprocal value, fostering innovation, shared resources, or enhanced academic and community outcomes;

5. Capacity and Commitment

Partners must exhibit the necessary resources, expertise, and dedication to fulfill the terms of the agreement effectively;

6. Sustainability

Partnerships should aim for long-term impact and sustainability, contributing to enduring community or institutional development;

7. Legal and Ethical Compliance

The partner must adhere to all applicable laws, ethical standards, and ADDU's policies on data privacy, intellectual property, and labor rights;

8. Risk Assessment

Potential risks associated with the partnership, such as financial, reputational, or operational risks, must be evaluated and deemed manageable.

Forms of Partnerships

Industry linkage activities shall primarily focus on the following:

1. Joint research and development (R&D) projects addressing sector-specific challenges;
2. Graduate thesis and dissertation studies conducted in partnership with industry;
3. Industry-funded or co-funded research grants and fellowships;
4. Research consultancy arrangements with industry clients;
5. Access to proprietary industry datasets, laboratories, equipment, or facilities;
6. Participation of industry professionals as research co-advisers, mentors, or panel members;
7. Internships or Practicum;
8. Curriculum Planning and Development;
9. Industry immersion.

Guidelines for Implementation

1. All industry collaborations shall be governed by a MOA outlining: objectives and scope; roles and responsibilities of all parties; data sharing and confidentiality terms; intellectual property rights and publication guidelines; funding arrangements (if applicable); duration and termination clauses.
2. Graduate Program Coordinators must prepare a Collaboration Proposal endorsed by their School Dean for review. The Dean of the Graduate School will give the final approval of the Proposal. Proposals shall include: Background and rationale; objectives and expected

outcomes; methodology (when applicable) and timeline; description of the industry partner and their role; ethical considerations and data protection measures.

3. Graduate students participating in industry-linkage submit: periodic progress reports to their adviser and the Graduate School; and a Final Research Report upon completion, validated by the industry partner through a Certificate of Completion or equivalent.
4. Industry partners may participate in progress reviews and provide input to ensure alignment with agreed objectives.
5. All industry collaborations must adhere to Graduate School and University policies on research ethics, data privacy, and intellectual property and observe applicable laws and regulations governing industry collaboration.

Renewal and Termination of Collaboration

Upon expiration of the research collaboration, the agreement may be renewed. Termination of agreement may also occur by mutual consent or due to failure to meet agreed obligations. The process for both renewal and termination are outlined in the *Guidelines and Procedures in Initiating and Managing Partnerships Agreements*.

Appendices

Appendix A: List of Graduate Programs

SCHOOL OF ARTS AND SCIENCES (SAS)

Master of Arts in English

Master of Arts in Philosophy

Master of Arts in Theology major in Pastoral Ministry

Master of Arts in Theology major in Religious Education

Doctor of Philosophy in Theology

Master in Information Technology

Master of Science in Information Technology

Master of Science in Biology

Master of Science in Chemistry

Master in Tropical Risk Management

Master of Arts in Anthropology

Master of Arts in Development Studies

Doctor of Philosophy in Development Studies

Master of Arts in Economics

Master of Arts in Guidance Counseling

Master in Guidance and Counseling

Master in Psychology

(majors in Clinical, Industrial/Organizational, Educational)

Master of Science in Psychology

(majors in Clinical, Industrial/Organizational, Educational)

Doctor of Philosophy in Psychology major in Clinical Psychology

Doctor of Philosophy in Psychology major in Counseling Psychology

Master of Science in Social Work

SCHOOL OF BUSINESS AND GOVERNANCE (SBG)

Master in Business Administration (Regular-Academic Track)

Master in Business Administration (Professional Track)

Master in Business Administration under Accelerated Program for Executives (APEX)

Master in Business Administration major in Human Resource and Organizational Development (Academic Track)

Master in Business Administration major in Human Resource and Organizational Development (Professional Track)

Doctor of Business Administration

Doctor of Management in Human Resource Management

Master in Public Administration major in Local Governance (Academic Track)

Master in Public Administration major in Local Governance (Professional Track)

Master in Public Administration major in Public Policy (Academic Track)

Master in Public Administration major in Public Policy (Professional Track)

Doctor of Public Administration

SCHOOL OF EDUCATION (SOE)

Master of Arts in Education major in Educational Administration

Master of Arts in Education major in Basic Education - English

Master of Arts in Education major in Basic Education - Mathematics

Master of Arts in Education major in Basic Education - Science

Master of Arts in Teaching English Language and Literature

Doctor of Philosophy in Educational Administration major in Basic Education

Doctor of Philosophy in Educational Administration major in Higher Education

SCHOOL OF ENGINEERING AND ARCHITECTURE (SEA)

Master of Engineering major in Civil Engineering

Master of Engineering major in Computer Engineering

Master of Engineering major in Electronics Engineering

Master of Engineering major in Mechanical Engineering

Master of Engineering major in Innovation Management

Master of Engineering major in Renewable Energy

Master in Engineering Program - Electrical Engineering

Master in Engineering Program - Industrial Engineering

Doctor of Engineering - Water Resources Engineering

Doctor of Engineering - Energy Systems Engineering

SCHOOL OF NURSING (SON)

Master in Nursing

Master of Arts in Nursing

Appendix B: Sample Study Plan Template

STUDY PLAN

SCHOLARSHIPS FOR INSTRUCTORS' KNOWLEDGE
ADVANCEMENT PROGRAM (SIKAP)

DHEI: ATENEO DE DAVAO UNIVERSITY

PROGRAM: DOCTOR OF PHILOSOPHY IN DEVELOPMENT
STUDIES (Academic Track)

Check box which version of the study plan applies:

☐ WITH BRIDGING SUBJECTS ☐ WITHOUT BRIDGING SUBJECTS

TERM AND SCHOOL YEAR (Modify as necessary; include the nature of the subject)	# OF UNITS REQUIRED
YEAR 1	
First Semester, SY 2025-2026	
• PIDS 501 Advanced Philosophy of Social Sciences	<u>3</u> units
• PIDS 502 Ignatian Leadership for Development	<u>3</u> units
• PIDS 503 Advanced Quantitative Research	<u>3</u> units
• PIDS 504 Advanced Qualitative Research	<u>3</u> units
Second Semester SY 2025-2026	
• PIDS 506 Advanced Social Statistics	<u>3</u> units
• Professional Course 1	<u>3</u> units
• Professional Course 2	<u>3</u> units
• Professional Course 3	<u>3</u> units
YEAR 2	
First Semester, SY 2026-2027	
• Professional Course 4	<u>3</u> units
• Elective 1	<u>3</u> units
• Elective 2	<u>3</u> units
Second Semester, SY 2026-2027	
• PIDS 536 Practicum	<u>3</u> units
Summer, SY 2026-2027	
• Comprehensive Exam	<u>0</u> units
YEAR 3	
First Semester, SY 2027-2028	
• PIDS 600 Dissertation 1	<u>6</u> units
Second Semester, SY 2027-2028	
• PIDS 601 Dissertation 2	<u>6</u> units
TOTAL NUMBER OF UNITS	<u>48</u> units

Appendix C: Implementing Rules: Anti-Sexual Harassment Act of 1999

POLICY STATEMENT

The School of Arts and Sciences, School of Business and Governance, School of Nursing, School of Engineering and Architecture, and School of Education, of the Ateneo de Davao University believe that every member of the academic community must be treated with respect and dignity in accordance with Christian values. Sexual harassment impairs the pursuit of the ideals of the Ateneo de Davao University. The Ateneo de Davao University regards sexual harassment as unacceptable behavior because it is a violation of the foregoing policy and the Sexual Harassment Act of 1995.

Any administrator, faculty member or employee who engages in sexual harassment is subject to disciplinary action, which may include termination of employment.

Any member of Ateneo de Davao University who is a victim of sexual harassment could file a complaint with the Committee on Anti-Sexual Harassment which will promptly, thoroughly, and fairly investigate any complaint for sexual harassment and recommend that the appropriate action be taken as may be investigation, any complaint for sexual harassment and the investigation shall be treated as confidential.

RULES AND REGULATIONS IMPLEMENTING THE ANTI-SEXUAL HARASSMENT ACT OF 1995

Pursuant to the provision of Section of Republic Act No. 7877 entitled “Anti-Sexual Harassment Act of 1995,” the following rules and regulations are hereby promulgated for the purpose

of prescribing the proper decorum for administrators, faculty members and employees of the School of Arts and Sciences, School of Business and Governance, School of Nursing, School of Engineering and Architecture, and School of Education, of the Ateneo de Davao University and for the resolutions, settlements and disposition of cases of sexual harassment.

Rules I

DEFINITION

Section 1. Definition of Terms: The following terms shall mean and be understood as indicated below:

Faculty Members: refers to any member of the Faculty of the School of Arts and Sciences, School of Business and Governance, School of Nursing, School of Engineering and Architecture and School of Education of the Ateneo de Davao University, whether on a full-time or part-time basis, and shall include any lecturer in classes entrusted with the supervision or training of students.

Applicant Student – refers to a person seeking admission in the Ateneo de Davao University as a student in the regular and special courses.

Victim – refers to any administrator, faculty member, employee, student or applicant student against whom an act of sexual harassment has been committed.

Committee – refers to the Committee on Anti-Sexual Harassment.

Rule II

COVERAGE

Section 1. Officials and Employees. These Rules and Regulations shall apply to any administrator, faculty member, employee or applicant employee of the Ateneo de

Davao University who complains of or against whom a complaint for sexual harassment is filed.

- Section 2. Students and Applicant Students. These Rules and Regulations shall also apply to students and student applicants who complain of sexual harassment committed by any administrator, faculty, member, employee or applicant employee.
- Section 3. If it is the Dean who complains or against whom a complaint for sexual harassment is filed, the case shall be referred to the University Committee.

Rule III

SEXUAL HARASSMENT

- Section 1. Person Liable – Sexual harassment is committed by an administrator, faculty member, employee, applicant employee, student or applicant student over whom he or she has authority, influence or moral ascendancy, regardless of whether or not the demand, request, or requirement for submission to any of sexual harassment is accepted by the victim.
- Section 2. Other Parties Liable – Any person who directs or induces another to commit any act of sexual harassment under section 1 or 2 cooperates in the commission of any such act without which such act would not have been committed shall also be liable for sexual harassment.
- Section 3. Act of Sexual Harassment in Employment – Sexual harassment is committed in a work-related environment whether or not the demand, request or requirement for submission is accepted by the victim, when:

- a) A sexual favor is made as a condition in hiring or in the employment, re-employment, or continued employment or in granting favorable compensation, terms, conditions, promotion or privilege, and any other terms or condition of employment.
- b) The refusal to grant a sexual favor, demand, request or requirement results in limiting, segregating, or classifying all administrators.
- c) The above acts will violate or impair the rights or privileges of the victim under existing labor laws.
- d) The above acts will result in an intimidating, hostile, or offensive environment for the victim.

Section 4. Sexual Harassment against Student and Applicant Students – Sexual harassment is committed against a student or applicant students whether or not the demand, request, or requirement for submission is accepted by the victim, when:

The act of sexual harassment is committed against one whose education, training, apprenticeship, or tutorship is entrusted to the offender.

A sexual favor is made a condition for admission to the school's regular or special course, to the giving of passing grade, or higher grade, the granting of honors or scholarships, the payment of stipend, allowance of other benefits, privileged or consideration, the recommendation or appointment of a student as an officer of student organization engaged in extracurricular activities, or for graduate studies, or for employment, the approval of a thesis, or the recommendation that a grade of a student be reconsidered.

The above acts will result in an intimidating benefit or offensive environment for the victim.

Section 5. Place of Commission – Sexual harassment may be committed in any work or educational environment. It may include but is not limited to the acts of sexual harassment committed:

- Within or outside the campus;
- At the school training related or education related social function;
- In the course of work assignments or course assignments outside the campus;
- During work related, training related, or education related travel.

Rule IV

FORMS OF SEXUAL HARASSMENT

Acts of Sexual Harassment – Sexual Harassment may be committed in any of the following forms:

- overt sexual advances;
- unwelcome or improper gestures of affection;
- request or demand for sexual favors including but not limited to going out on dates, outings, or the like for the same purpose;
- any other act or conduct of a sexual nature or for purposes of sexual gratification which is generally annoying, disgusting or offensive to the victim.

Rule V

COMMITTEE ON ANTI-SEXUAL HARASSMENT

Section 1. Creation – The Committee on Anti-Sexual Harassment is hereby established.

- Section 2. Composition – The Disciplinary Board Committee is designed as the Committee on Anti-Sexual Harassment.
- Section 3. Function – The Chair shall receive any complaint. The Committee shall investigate and hear sexual harassment cases, prepare and submit reports with corresponding recommendations for the decision of the Dean.
- Section 4. Other Functions – The Committee shall develop and implement programs to increase understanding and awareness about sexual harassment. In addition, the Committee shall develop rules in the settlement and disposition of sexual harassment complaints, taking into consideration confidentiality and respect for privacy. The Committee shall also ensure that no complaint shall be subjected to further harassment or retaliation by the respondent.

Rule VI PROCEDURE

Section 1. Complaint

The complaint must be in writing, subscribed and sworn to by the complainant. It must contain the following:

- the full name of the complainant;
- the full name of the respondent;
- a specification of the charge or charges;
- a brief statement of the relevant and material facts;

If the complaint does not comply with the foregoing, the Chair shall require the complainant to comply in writing within five(5) days from receipt of the notice, otherwise the complaint shall be dismissed.

The complainant may submit any complaint to specify the acts of a sexual harassment in writing within five (5) days from receipt of the notice, otherwise the complaint shall be dismissed.

A withdrawal of the complaint made or filed at any stage of the proceedings shall not preclude the committee from proceeding with the investigation of the case.

Section 2. Answer

The respondent shall file his or her answer personally or through a legal counsel within ten (10) days from the receipt of the complaint.

The answer shall be in writing, subscribed and sworn to by the respondent and a copy shall be furnished to the complainant. No particular form is required but it is sufficient if the answer contains specific admission or denial of the charge or charges and a statement of the relevant facts constituting the defense of the respondent.

The respondent may submit any evidence he or she possesses, including affidavits of witnesses and pertinent documents.

Failure of the respondent to file an answer within the time specified in these Rules or to appear in these Rules or to appear in the investigation shall be construed as a waiver of the right to present evidence in his or her behalf. On the basis of pleadings and evidence submitted, the Committee shall submit its report and recommendation to the Dean.

Section 3. Reply

The complainant may file a reply within five (5) days from receipt of the answer.

Section 4. Preventive Suspension

The Dean may suspend any respondent for not more than thirty (30) days pending an investigation, if there are strong reasons to believe that the respondent is guilty of charges which warrant his or her dismissal from the service.

When the case against the respondent who is under preventive suspension has not been cleared of the charges within thirty (30) days after the date of suspension or of the respondent, the respondent shall be reinstated in the service or the preventive suspension may be extended subject to the payment of salaries during such extension.

Section 5. Hearing

After all the pleadings have been submitted, the Committee shall conduct a hearing not earlier than five (5) days nor later than ten (10) days from the date of receipt of the answer or the reply, if any, and shall terminate such hearing within thirty (30) days from the filing of the charges. However, the Committee may extend the period of hearing if it deems necessary. Any member of the Committee may propound questions to the parties and their witnesses for clarifications.

Any party may avail himself/herself of the assistance of the lawyer if he or she so desires. No postponement shall be granted except in meritorious cases.

The parties may be required to submit their respective memorandum within ten (10) days after the hearing of the case.

Section 6. Report and Recommendations

The Committee shall submit its report and recommendation to the Dean, whose decision shall be executory upon expiration of the period to appear if no motion for reconsideration is filed or no appeal is made.

Section 7. Administrative Penalty

Sexual harassment shall be punishable with a reprimand, suspension without pay for a maximum period of six (6) months, or dismissal, taking into consideration the seriousness of the offense in the light of the facts and circumstances of the case.

Section 8. Motion for Reconsideration

Either party may file a motion for reconsideration with the Dean within ten (10) days from receipt of the copy of the decision on any of the following grounds:

New evidence has been discovered which materially affects the decision;

The decision is contrary to law or based on a misappreciation of the facts.

Section 9. Appeal

The decision of the Dean may be appealed within ten (10) days to the President of the Ateneo de Davao University, whose decision shall be final. The period during which a motion for reconsideration is pending shall suspend the running of the period to appeal.

Administrative sanctions shall not be a bar to prosecution in the proper courts for unlawful acts of sexual harassment.

Section 10. Confidentiality of Proceedings

The proceedings of all sexual harassment cases shall be private and confidential.

Rule VII SANCTIONS

Section 1. The following administrative sanctions shall be imposed on sexual harassment cases:

- a. For work-related incidents of sexual harassment:
 - Reprimand and warning
 - Suspension
 - Dismissal
- b. For education- or training-related acts of sexual harassment:
 1. Reprimand and warning
 2. Suspension
 3. Dismissal
 4. Expulsion (non-readmission to any school)

Rule VIII EFFECTIVITY

These Rules and Regulations shall take effect upon approval by the Dean.*

*By virtue of the approval of the University President dated June 1, 2000.

Appendix D: ADDU Intellectual Property Policy and Guidelines

ATENEO DE DAVAO UNIVERSITY

INTELLECTUAL PROPERTY POLICY AND GUIDELINES

PART 1. GENERAL STATEMENT

The Ateneo de Davao University states in its Strategic Plan, the “promotion of common good through social justice,” as one of its Key Result Areas (USP 2015-2020, KRA 5,14). Toward this end, it commits itself to “promote the creation of wealth and its equitable distribution.” This articulation underscores the University’s recognition of the significant role played by the academe in wealth creation for a humane society by training and forming leaders and innovators through an environment that nurtures creativity and innovation.

As an educational institution, it encourages the generation of new knowledge through research from its faculty, staff, and students. These works of intellect, an output of study, research, design, and documentation among others are the University’s intellectual assets that may be published, protected, and shared with the community.

The University further believes that the relevant and timely sharing of its intellectual property through publication and commercialization can contribute to wealth generation. This is a crucial step toward the promotion of common good through equitable distribution of the generated resource.

PART 2. POLICY OBJECTIVES

The Intellectual Property (IP) Policy and Guidelines aim for the following objectives:

1. To facilitate the generation of intellectual properties among members of the University community namely copyrights, trademarks and service marks, patents, industrial designs, utility models, layout designs (topographies) of integrated circuits and other related intellectual creations;
2. To encourage employees and students to safeguard their creative works through the application of Intellectual Property protection:
3. To motivate the University community in generating intellectual properties by providing reasonable rewards and ensuring their equitable sharing between the creators and the University; and
4. To manage sharing of its Intellectual Property for the common good of the community.

PART 3. GUIDING PRINCIPLES

Section 1. The following principles and values serve as the anchor of the Intellectual Property Policy and Guidelines of Ateneo de Davao University:

Respect for persons. The duty to respect the self-determination and choices of autonomous persons. Respect for persons includes fundamental respect for intellectual freedom as well as recognizing and protecting these products of rationality.

Beneficence. The obligation to secure the well-being of persons by acting positively on their behalf and, moreover, to maximize the benefits that can be attained.

Nonmaleficence. The obligation to minimize harm to persons, and whenever possible, to remove the causes of harm altogether.

Proportionality. The duty, when taking actions involving the risk of harm, to balance risk and benefits that actions have the greatest chance to result in the least harm and the most benefit to persons directly involved.

Justice. The obligation to distribute benefits and burdens fairly, to treat equals equally, and to give reasons for differential treatment based on widely accepted criteria for just ways to distribute benefits and burdens.

Ignatian values. The institutional values, such as *magis*, *cura personalis*, gender and cultural sensitivity, service, and respect for human rights shall serve as overriding consideration.

Section 2. Republic Act No. 8293 otherwise known as the Intellectual Property Code of the Philippines and Republic Act No. 10055 otherwise known as Technology Transfer Law to be part of this policy. RA 8293 and RA 10055 are primarily superior to this policy.

Section 3. The University Intellectual Property Policy and Guidelines are intended to encourage a healthy atmosphere conducive to research and development through a system of rewards, incentives, and responsibilities for the creation of intellectual property.

Section 4. The strength of the University lies in its faculty, staff, and students. The University's policies provide invaluable assistance in bringing the ideas of the faculty, staff, and students to the development

and realization of intellectual properties within a framework of mutual trust, ethics, and professional respect.

- Section 5. It is the University's intent to make these intellectual properties available to the public at the earliest possible time, using means appropriate to recognize and reward its creators and as well as serve the University's mission. The policy will define the rights and responsibilities of the University, its faculty, staff, and students regarding ownership and benefit sharing of intellectual property.

PART 4. DEFINITION OF TERMS

- Section 1. Intellectual Property (IP) refers to creations of the mind, such as, inventions, literary and artistic works and symbols, names, images and designs used in commerce, research and education, trade secrets and other related-intellectual creations.¹
- Section 2. According to RA 8293, Intellectual Property includes: a) Copyrights; b) Trademarks and Service Marks; c) Patents; d) Industrial Designs; e) Utility Models; f) Lay-out Designs (Topographies) of Integrated Circuits; and g) Other related intellectual creations.

PART 5. SCOPE OF POLICY AND GUIDELINES

Who Are Covered

- Section 1. The persons identified below shall abide by this policy as a condition of employment or study:

¹ Intellectual Property. (n.d.) In *World Intellectual Property Organization*. Retrieved from <http://www.wipo.int/about-ip/en/>

- a. All University personnel, including but not limited to members of the faculty and staff holding appointments at or employed by the University, persons holding any form of research appointment, undergraduate, and graduate students.
- b. All other persons with inventions or creations that result in whole or in part from the use of University facilities or resources.

Section 2. The University shall be the owner of intellectual properties that are developed by the persons identified in Section 1, unless otherwise stipulated in a pertinent contract or agreement. Such that, the intellectual property was a result of their research and/or employment when:

- a. It is part of the duties and responsibilities given to them by the University;
- b. It uses University resources – funding, materials, facilities and other resources;
- c. And it is commissioned by the University duly covered with a contract or agreement.

Section 3. The contract or agreement about this policy may include confidentiality clause as may be necessary. A confidentiality clause should create an obligation of confidentiality, restriction of use and disclosure of information, limitation in access to information and an explicit description of items held confidential.

Section 4. The University shall protect information pertinent to the intellectual property being applied for registration.

- Section 5. Where private industry, foundations, or institutions have sponsored the research, licensing and franchising of patents and designs shall be negotiated between the sponsor and the University or its agent where appropriate. This also applies where the research has been funded by two or more organizations. The contract shall cover the agreements of concerned parties on the matter.

Disclosure

- Section 6. The person to whom this policy applies to must disclose any conflict of interest prohibiting the assignment of the intellectual property to the University. It shall be the obligation of that person to inform the University Research Council, through his/her academic department, before entering upon a program of study at, entering the employment of, accepting any form of support from, or using the facilities of the University. Upon such disclosure, the University will enter into a mutual agreement regarding ownership of Intellectual Property. In the absence of such written agreement, ownership will be due to the university.
- Section 7. Publication of research findings may be temporarily delayed to allow time for securing appropriate intellectual property protection.

PART 6. INTELLECTUAL PROPERTIES

ARTICLE I. COPYRIGHTS

- Section 1. A copyright is a right given to creators for their literary and artistic works. It includes literary works, such as, but not limited to:
- a. Books, pamphlets, articles, e-books, audio books, comics, novels, and other writings;
 - b. Periodicals, newspapers, journals, magazines, and e-zines;
 - c. Lectures, sermons, addresses, speeches, and dissertations prepared for oral delivery;
 - d. Letters, circulars, encyclicals, email, and other electronics messages;
 - e. Dramatic or dramatico-musical compositions, plays, operas, choreographic works, pantomimes, magic routines, and other novelty acts;
 - f. Musical compositions, with or without lyrics;
 - g. Drawings, paintings, architectural works, sculpture, engraving, prints, lithography, and other works of art;
 - h. Ornamental designs or models for articles of manufacture, industrial objects, and other works of applied art;
 - i. Illustrations, maps, plans, sketches, charts, and three-dimensional works relative to geography, topography, architecture, or science;
 - j. Drawings or plastic works of a scientific or technical character;
 - k. Photographic works, including works produced by a process analogous to photography;

- l. Audiovisual works, cinematographic works, and works produced by a process analogous to cinematography or any process for making audio-visual recordings;
- m. Pictorial illustrations and advertisements;
- n. Computer programs, software, games, and applications;
- o. Other literary, scholarly, scientific and artistic works, including reports, studies, research, theses, and other academic papers, examinations, online courses, presentations;
- p. Sound recordings;
- q. Broadcast recordings.

Section 2. The creator or owner of works protected by copyright and their heirs shall have the exclusive right to use or authorize others to use the work on agreed terms. The owner and creator of a work can prohibit or authorize:

- a. Its reproduction in various forms, such as printed publication or sound recording;
- b. Its public performance, as in a play or musical work;
- c. Recordings of it, such as, in the form of compact discs, cassettes, videotapes, or other devices that can store a digital copy;
- d. Its broadcasting, by radio, cable, satellite, or other multimedia channels;
- e. Its translation into other languages, or its adaptation, such as a novel into a screenplay.

ARTICLE II. TRADEMARKS AND SERVICE MARKS

- Section 1. A trademark or service mark is a distinctive sign or indicator used by an individual, business organization, or other legal entity to identify that the products or services to consumers with which the trademark or service mark appears originate from a unique source, and to distinguish its products or services from those of other entities.
- Section 2. A trademark or service mark is typically a name, word, phrase, logo, symbol, design, image, or combination of these elements. This excludes a range of non-conventional trademarks comprising marks, which do not fall into these standard categories, such as those based on color, smell, or sound.
- Section 3. The creator or owner of a registered trademark or service mark shall have the right to commence legal proceedings for trademark infringement to prevent unauthorized use of that trademark or service mark.

ARTICLE III. PATENTS

- Section 1. A patent is an exclusive right granted for a product, process or an improvement of a product or process, which is new, inventive and useful. This exclusive right gives the inventor the right to exclude others from making, using, or selling the product of his/her invention during the life of the patent.
- Section 2. Patentable inventions include a) a useful machine, b) a product or composition, c) a method or process, d) an improvement of any of the foregoing, e) a microorganism or a combination of microorganism, and f) a non-biological and microbiological process.

- Section 3. The requirements for patentability shall be a) novelty, b) inventive step and c) industrial applicability.
- Section 4. Unless the University, through the Innovation and Technology Support Office (ITSO), has issued a waiver of University's rights, the employee shall agree that there shall be no publicity or disclosure concerning the invention until patent applications have been filed. Once an invention is identified as potentially patentable, all publicities, public reports, interviews, news releases, speeches, public disclosure or public demonstrations of the invention after the filing of the application shall have prior clearance upon the recommendation of ITSO.

ARTICLE IV. INDUSTRIAL DESIGNS

- Section 1. An industrial design is the ornamental or aesthetic aspect of an article. This also includes a combination of applied art and applied science, whereby the aesthetics, ergonomics, and usability of products may be improved for marketability and production.
- Section 2. The owner or creator of an industrial design shall have the exclusive right against unauthorized copying or imitation of the design by third parties.

ARTICLE V. UTILITY MODELS

- Section 1. A utility model is a protection option, which is designed to protect innovations that are not sufficiently inventive to meet the inventive threshold required for standard patents application. It may be any useful machine, implement, tools. product,

composition, process, improvement or part of the same, that is of practical utility, novelty, and industrial applicability.

- Section 2. The owner or creator of a utility model shall have exclusive rights similar to a patent.

ARTICLE VI. LAYOUT DESIGNS (TOPOGRAPHIES) OF INTEGRATED CIRCUITS

- Section 1. Integrated circuit layout, also known as IC layout, IC mask layout, or mask design, is the representation of an integrated circuit in terms of planar geometric shapes which correspond to the patterns of metal, oxide, or semiconductor layers that make up the components of the integrated circuit.
- Section 2. The layout must pass a series of checks in a process known as physical verification. The appropriate checks in this verification process shall be design rule checking (DRC), layout versus schematic (LVS), parasitic extraction, antenna rule checking, and electrical rule checking (ERC).
- Section 3. The owner or creator of the layout shall have the exclusive rights similar to industrial designs.

ARTICLE VII. OTHER RELATED INTELLECTUAL CREATIONS

- Section 1. All other related intellectual creations, not included in the foregoing articles, may be covered by this policy. The ITSO shall identify such intellectual creations or products.

- Section 2. The owner or creator shall have the exclusive rights over such intellectual properties as long as the University has waived its rights.

PART 7. DISCLOSURE, EVALUATION AND COMMERCIALIZATION

1. Intellectual Property Disclosure and Evaluation Process. All requests for application of patent, copyright, trademark, industrial design, utility model, layout design of integrated circuits and other related intellectual creations are held in strict confidentiality by all parties. However, it is the obligation of the inventor to disclose his/her invention or discovery, including improvements and reductions to practice, to the University, through the ITSO, by this policy as one of the requirements for processing the application. All applications will undergo procedural checks and evaluation by the ITSO.
2. Obligations of the University during and after disclosure. The University will ensure that all requests for applications will be treated with confidentiality by the ITSO during the evaluation until they are protected. The ITSO shall execute a non-disclosure agreement with the creator of an intellectual product seeking protection.

The University will likewise maintain its openness to communicate with the researchers/inventors during and after the course of the conduct of evaluation and recommendation for clarifications and guidance.
3. Obligations of an inventor during and after invention disclosure. The inventors are encouraged to cooperate on matters relevant to the research or invention during and after disclosures.

PART 8. ADMINISTRATION OF INTELLECTUAL PROPERTY

The ITSO shall administratively implement this policy.

1. Creation of the Innovation and Technology Support Office (ITSO). In June 2, 2015, the Ateneo de Davao University (ADDU) and Intellectual Property Office of the Philippines (IPOPHIL) signed a memorandum of agreement creating the ITSO, to oversee IP related activities of the University. ITSO will be one of the offices under the University Research Council (URC).
2. Functions of ITSO. ITSO is mandated to perform the following services:
 - a. Facilitate access to global science and technology information.
 - b. Promote domestic and globally-recognized innovations.
 - c. Assist and facilitate registration of IPOPHIL.
 - d. Commercialize University registered Intellectual Property creations.
 - e. Provide capacity building trainings to volunteer experts of the University.
3. Staffing of ITSO. The following positions will operate ITSO:
 - a. Director:
 - i. Direct the overall functioning and operation of ITSO that is in line with the university's vision and mission.
 - ii. Formulates strategic directions in technology commercialization in coordination with the URC.

- iii. Establishes and maintains relationships with parties that form part of the innovation and commercialization ecosystem.
 - iv. Recommends to the University President, through the URC, the hiring, appointment, and retention of personnel needed by the office, in coordination with the Human Resource Management and Development Office (HRMDO).
 - v. Prepares the budget and/or seeks necessary funding for the operation of ITSO.
 - vi. Represents the University in any technology commercialization or technology transfer related functions.
 - vii. Performs other functions that may be required by the University.
- b. Manager:
- i. Facilitates the ITSO services, such as patent search and intellectual property registration, maintenance, and renewal.
 - ii. Organizes seminars and workshops on Intellectual Property for the University.
 - iii. Manages outside trainings and seminars for ITSO volunteer experts and staff.
 - iv. Performs other functions that the Director may require.
- c. Administrative Staff
- i. Handles the daily operations of the office.
 - ii. Maintains the office's records.
 - iii. Performs other ITSO related work that the Director or Manager may require.

4. Patent Specialists. Patent specialists are hired consultants who have a proven track record in filing patents, industrial designs, utility models, and layout designs. They assist the ITSO in drafting the applications, such as but not limited to claim writing and technical drawing.
5. Volunteer Experts. ITSO will also have a pool of volunteer experts. The experts will be faculty researchers who are knowledgeable in a certain subject matter. There will also be experts from the College of Law who have knowledge and experience in IP law.
6. Coordination with the URC. The URC will act as an oversight and coordinating office for the ITSO.
7. Coordination with the University Legal Office (ULO). The University will act as the legal adviser, through ULO, of all matters relating to Intellectual Property.
8. Coordination with the University Publication Office (UPO). ITSO will coordinate with UPO for the publication and distribution of copyright works such as journals, books, and other creative commons.
9. Coordination with the Institutional Communications and Promotions (iCOMMP) Office. ITSO will coordinate with iCOMMP for the management and protection of University registered trademarks such as the school logo and shield.

PART 9. COMMERCIALIZATION

- Section 1. After securing the protection of Intellectual Property, the University shall initiate possible commercial venture with the interested party for the technology commercialization. Technology commercialization activities shall include the following activities: a) licensing patented, trademarked, copyrighted or other non-patented

technology to third parties for which the University or through its units, clusters or offices receive license fees and/or royalties, and b) business development projects, including sponsored development, joint development or other business development.

- Section 2. University faculty, staff, or student inventors may request a license to develop commercially their University-owned inventions where such licensing will enhance the transfer of the technology, is consistent with University obligations to third parties, and does not involve conflict of interest.
- Section 3. The University shall protect the rights of all stakeholders in relation to technology commercialization.

Conflict of Interest

- Section 4. For works assigned by the University, the creator is prevented from inhibiting the institution to use the work in pursuit of its mission. This only applies when a conflict of interest arises.

PART 10. ROYALTIES, REWARDS, AND INCENTIVES

- Section 1. The revenue from these intellectual properties will be shared between the university and its inventors or creators. The sharing scheme is designed to provide fair and equitable distribution among all stakeholders involved in the commercialization efforts.

Section 2. All monetary consideration received by the University in exchange for licensing rights to use an intellectual property it owns, excluding copyrights, shall be subject to the following scheme:

Distribution of Ateneo de Davao's Licensing Income

- a. Deduct the expenses incurred for the protection and commercialization of the technology. These expenses include patent filing, prosecution and maintenance fees, and marketing and litigation costs incurred in commercializing and defending the specific invention.
- b. Distribute the first PHP 300,000.00 of gross income to the inventor/s. This is in recognition of individual creativity and inventorship.
- c. Distribute the net income as indicated below:

Stakeholders	Net Income of less than P5M [^]	Net Income of more than P5M
Inventors*	35%	30%
University		
1. Research Fund**	50%	55%
2. Scholarship Fund	15%	15%
TOTAL	100%	100%

[^]NOTE: The first PHP 5 Million income includes the PHP 300,000 awarded to the inventor.

*NOTE: The inventor may, at his/her option at the time of annual distribution of these funds, deposit in a University account all or part of the inventor's share to support his/her research in his/her research unit. The inventor's share shall survive termination of affiliation with the University and, in the event of inventor's death, shall pass to his/her estate.

**NOTE: The research fund shall be used, but not limited to the purchase of research equipment and materials as well as covering for the operating expenses of the ITSO. Any unused research funds during the year shall be transferred to the scholarship fund.

- Section 3. For royalties, rewards, and incentives concerning copyrights, the University Publication Guidelines shall be followed.

PART 11. POLICY AND GUIDELINES IMPLEMENTATION

- Section 1. This policy shall be administratively implemented by the ITSO through its Director.
- Section 2. In case of doubt in the interpretation and implementation of this policy, it shall be resolved in favor of the creator or author of the intellectual property.
- Section 3. In case of a conflict arising out of the interpretation and implementation of any provision of this policy, agreement or contract, the ITSO, in coordination with ULO, shall have the mandate to resolve the issue/s.

PART 12. AMENDMENT

- Section 1. This policy is under study and shall be given two years before any changes or amendments may be initiated.

EFFECTIVITY CLAUSE

This Policy and Guideline shall be held effective thirty days after its publication. The publication shall be made within fifteen days from the day of approval.

Appendix E: Policy on Occupational Health and Safety

The ADDU Chemistry Laboratories have a dedicated Operations Manual that guides all academic and extension service activities. This manual encompasses various areas, including instruction, laboratory operations, research, extension work, faculty and staff matters, the Chemistry Analytical & Research Laboratory (CARL), and safety and security protocols. As a University with a well-established Chemistry department in the twenty-first century, ADDU is committed to delivering quality education through laboratories equipped for modern practices and techniques. The manual clearly defines the roles and responsibilities of the Department Chair, faculty members, laboratory staff, CARL analysts, thesis students, and researchers.

Occupational Health and Safety (Adapted from the Operations Manual of the ADDU Chemistry Department)

1. As mandated by the Professional Regulatory Board of Chemistry, the Chemistry Department must be represented in the University Emergency Preparedness and Response (EPR) team.
2. Instructors, mentors, and project leaders are primarily responsible for the safety of their students, mentees, and research personnel.
3. For laboratory classes,
 - a. A safety orientation must be conducted at the start of every semester;
 - b. Hazard identification and risk analysis should be part of the pre-laboratory activities;

- c. Manuals should be rewritten to incorporate precautionary measures – including a certification that students have undergone safety orientation.
- 4. Wearing of proper personal protective equipment (PPE) is mandatory in the laboratories.
- 5. The laboratory associates are the primary respondents for medical and other emergencies (e.g. fire, earthquake, natural disasters); in serious cases, the laboratory associates must turn over situation to competent authorities.
- 6. Safety signages must be posted at highly visible locations as appropriate.
- 7. Close-circuit television cameras (CCTVs) are installed in the laboratories for safety monitoring.
- 8. Laboratory staff must undergo periodic safety and security training.

Hazard Identification and Risk Analysis

Prior to conducting any laboratory work, students are required by the faculty member to complete the Hazard Identification and Risk Assessment form. During the pre-laboratory discussion, the student or researcher evaluates the risk level of the procedure—classifying it as low, moderate, or high—based on their assessment and in consultation with the laboratory instructor or research supervisor.

Material Safety Data Sheet

Students are required to provide the Material Safety Data Sheet (MSDS) readily available online for all reagents and chemicals to be used in the experiment. They must identify the associated hazards using the provided pictograms. In the event of accidental spills, the teacher or research adviser will oversee the cleanup process and may seek assistance from safety-trained laboratory personnel to ensure proper waste disposal. The MSDS also contains essential information on first aid treatment in case of chemical exposure to the skin or eyes.

Disposal of Hazardous Chemical Wastes

Chemical waste is disposed of in accordance with the guidelines outlined in the Chemistry Stockroom's Chemical Safety Manual and the specific instructions provided in the MSDS for each substance. These protocols ensure that hazardous materials are handled safely and in compliance with environmental and institutional regulations. Waste is properly segregated—such as by type (organic, inorganic, acidic, basic, heavy metals, etc.)—and placed in clearly labeled, designated containers. Trained laboratory personnel are responsible for managing the collection, temporary storage, and coordination of final disposal through accredited waste management services, minimizing risks to health and the environment.



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