

PROPOSAL OF THE SU ADMINISTRATION

ADMINISTRATION'S RESPONSE AND PROPOSAL

4.3.1. Salary Increases

The Administration is willing to listen to the Union's justification of the proposed increases, including the sustainability and affordability of the same and the source or sources it would come from.

4.3.2. Bonuses

Founder's Day Bonus

The Administration is willing to listen to the Union's justification of the proposed bonus, including the sustainability and affordability of the same and the source or sources it would come from.

Christmas Bonus

The Administration is willing to listen to the Union's justification of the proposed bonus, including the sustainability and affordability of the same and the source or sources it would come from.

4.3.3 Hazard Allowance

The Administration is willing to listen to the Union's justification of the proposed allowance, including the sustainability and affordability of the same and the source or sources it would come from.

5.1.6. School Privileges and Benefits

a. *As to existing school privileges and benefits*

The Administration accepts the proposal to extend all existing privileges enjoyed by faculty dependents in the Junior High School to those in Senior High School.

b. *As to the 2nd paragraph of 5.1.6*

The Administration is willing to listen to the Union's explanation and clarification of the same.

c. *As to the 3rd paragraph of 5.1.6*

The Administration is willing to listen to the Union's explanation and clarification of the same.

5.10.2 Retirement

The proposal is currently under *litispendentia*.

5.11.3 HMO

The Administration does not accept this proposal on the grounds of affordability/sustainability and of the fact that the terms and conditions of an HMO is contingent on the acceptance by a third party provider.



5.14.2 Service Recognition Award

The Administration is willing to listen to the Union's justification of the proposed award, including the sustainability and affordability of the same and the source or sources it would come from.

6.8.1 Class Size

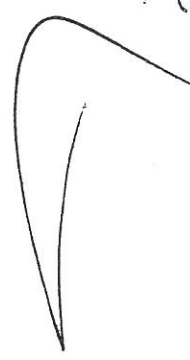
The Administration is willing to listen to the Union's justification of the proposal.

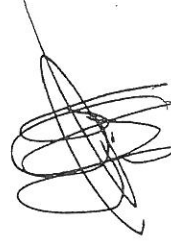
On the Union's Proposed Amendments to the Faculty Salary Administration System.

The Administration is willing to listen to the Union's justification of the proposals, including the sustainability and affordability of the same and the source or sources it would come from.

As an alternative to or to complement the Union's Proposals, the Administration would like to present the following for possible discussion and negotiation:

1. Ambulance Services
2. Additional Tuition Privileges
3. Service Recognition Award
4. TOR/Reconstruction of Diploma
5. Discount on Summer Extension Classes
6. Discount on Summer Reinforcement Classes
7. Subsidy on Educational Software
8. Internal Medical Package
9. Continuation of the HMO Plan
10. Salary Increases
11. Tuition for spouses up to master's degree
12. 14th month pay

 
2.10 PM
30 Aug 2014



PROPOSAL OF THE ADMINISTRATION
CBA Negotiations with SUSA and SUFA, 2016

Introduction

Unionism has had a long and colorful history in Silliman. From its inception to the present, much has been accomplished. CBA Negotiations have had the effect of bringing Administration, Faculty and Staff together to come up with what is best for all concerned. Accordingly, as we go through the current phase of the CBA Negotiations, the Administration is once again eager to contribute in the continuing process of making sure that its people are taken care of while ensuring the University's survival and ability to fill all of the other baskets needed in the delivery of quality education.

Consistent with general University aspirations, the Administration desires to install in Silliman a package of salaries and benefits that are (1) the most it can afford, (2) the most that can be sustained across years from tuition revenues, and (3) which impose the least pressure on tuition costs of students.

This is the onus of this Proposal.

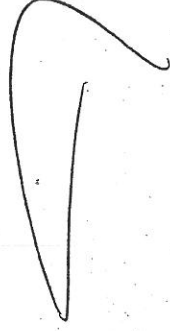
Relevant Background Information

1. *Axiomatic Truths About Silliman.*

- Silliman is a school. It needs students to continue being a school.
- Students are attracted to Silliman for its *quality education*.
- "Quality education" in Silliman means joint things: (a) quality classroom learning, and (b) quality campus life.
- "Quality classroom learning" means quality *faculty* and quality facilities and quality support services (library, students services like counseling, others).
- "Quality campus life" means quality *staff* and, again, quality facilities and quality support services (administrative, office, maintenance, others)
- Thus, to keep students and attract more, *Silliman must have quality faculty, quality staff, and quality support services.*
- In addition, Silliman is a Christian institution. As such, it seeks to keep and maintain, to the best it can, a caring and just salary and benefits package for its faculty, staff and contractors.

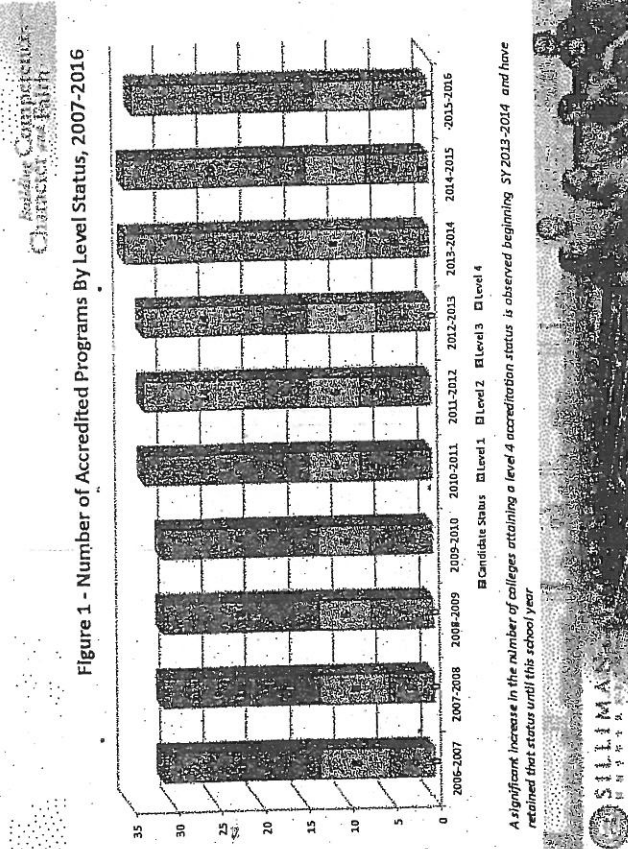
2. *Silliman's Education Commitment.*

Silliman is committed to quality education. This means (a) always upgrading its offerings (number of offerings and their accreditation levels and levels of excellence); (b) having a complement of good faculty (major drawer of students); (c) good enrolment; (d) good Board and Bar performances by students; (e) good student services; and (f) good, standard-rated and sufficient facilities. Consider the following relevant facts:

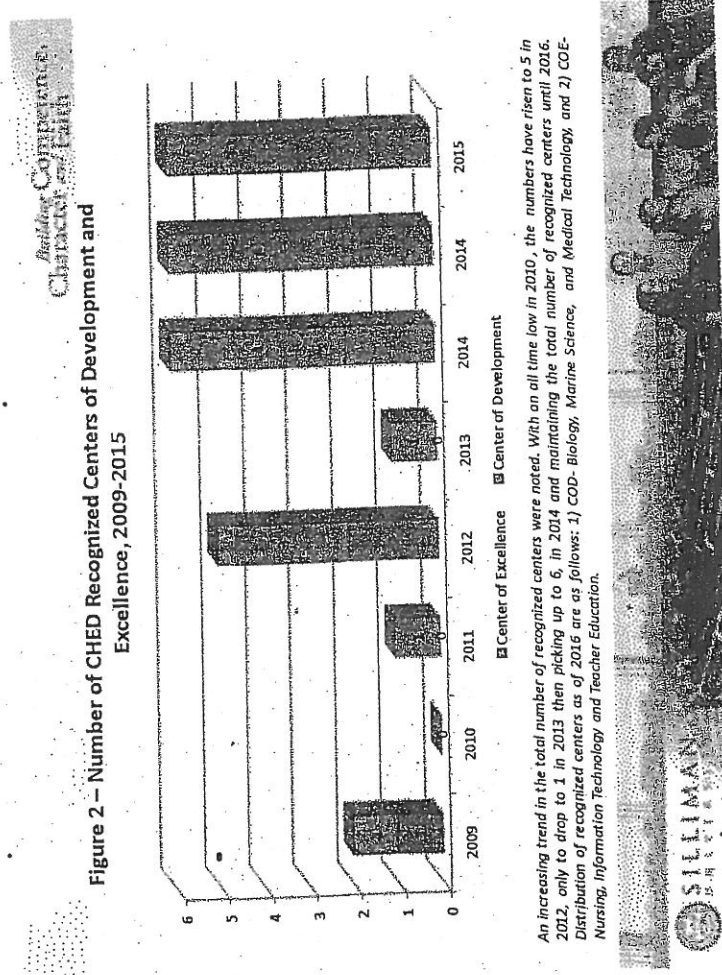


1352 HES
24 Sept 2016

- Figure 1. Number of accredited programs by level status, 2007-2016. It's been rising in number and in levels of accreditation.



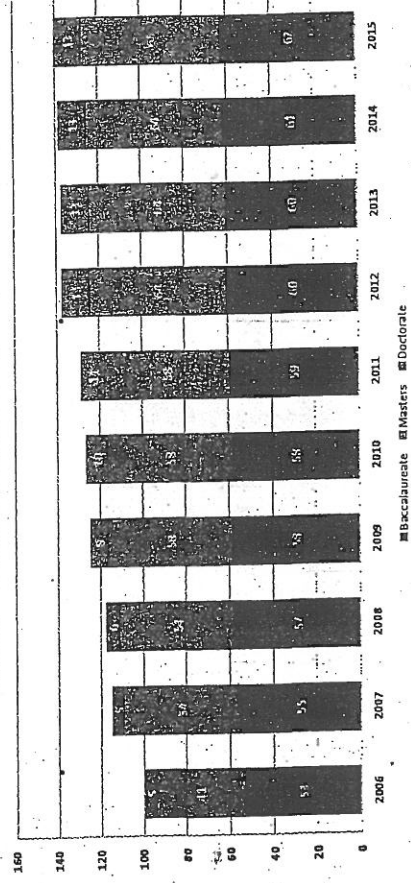
- Figure 2. Number of CHED-recognized Centers of Development and Excellence, 2009-2015. Again, rising.



- Figure 3. Number of diploma programs, 2006-2015. Rising.

Building Competence,
Character and Faith

Figure 3 – Number of diploma programs, 2006-2015



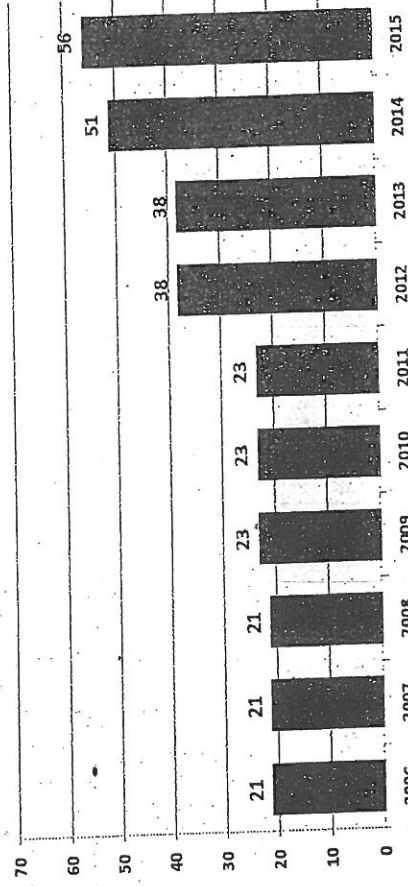
Diploma courses offered shows an increasing trend with baccalaureate and masters degrees comprising 47% and 46% respectively. The remaining 8% accounts for the doctorate degree.



- Figure 4. Number of certificate programs, 2006-2015. Rising; faster in the last 4-5 years.

Building Competence,
Character and Faith

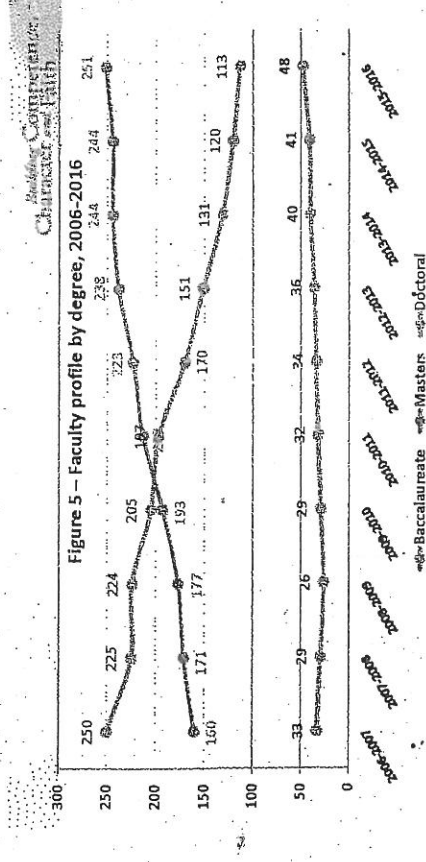
Figure 4 – Number of certificate programs, 2006-2015



Certificate programs have been increasing and that the University is now offering 56 certificate programs, an additional 35 certificate programs since 2006

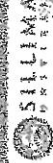


- Figure 5. Faculty profile by degree, 2006-2016. Rising number of Masters and PhD; dipping numbers of BA/BS.

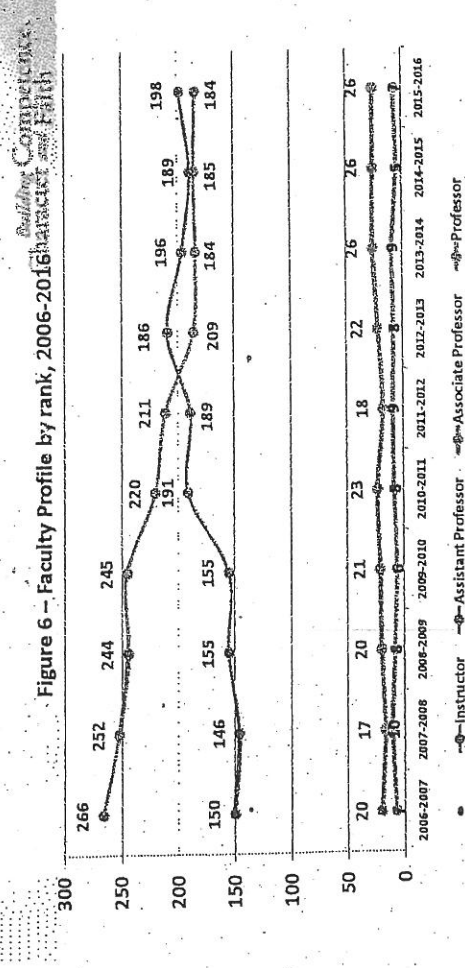


An increasing trend in faculty members with masters and doctorate degrees can be seen in the given graph. The increase in faculty members with masters degree directly correlates to the decrease in faculty members with baccalaureate degrees. Similarly, those with doctoral degrees are increasing since 2008.

(The profile of faculty members shown includes non-teaching faculty members such as librarians and guidance counselors and SBE teachers.)

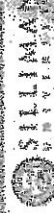


- Figure 6. Faculty profile by rank, 2006-2016. Dipping numbers of Instructors, rising numbers of Assistant Professors; slowly rising numbers of Associate Professors; and slightly rising numbers of Professors.

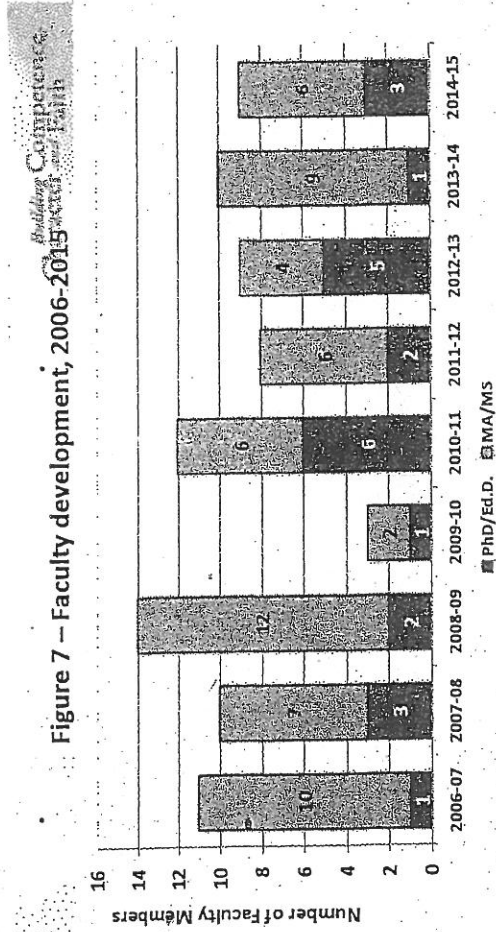


SY 2013-2014 marked the increase of faculty members with the rank of Assistant Professor by 11%. An increase in the number of Assistant Professors can be attributed to more faculty members with the rank of Instructors pursuing post baccalaureate programs while a decline in the number of faculty members with the rank of Professor is due to retirement.

(The profile of faculty members shown includes non-teaching faculty members such as librarians and guidance counselors and SBE teachers.)

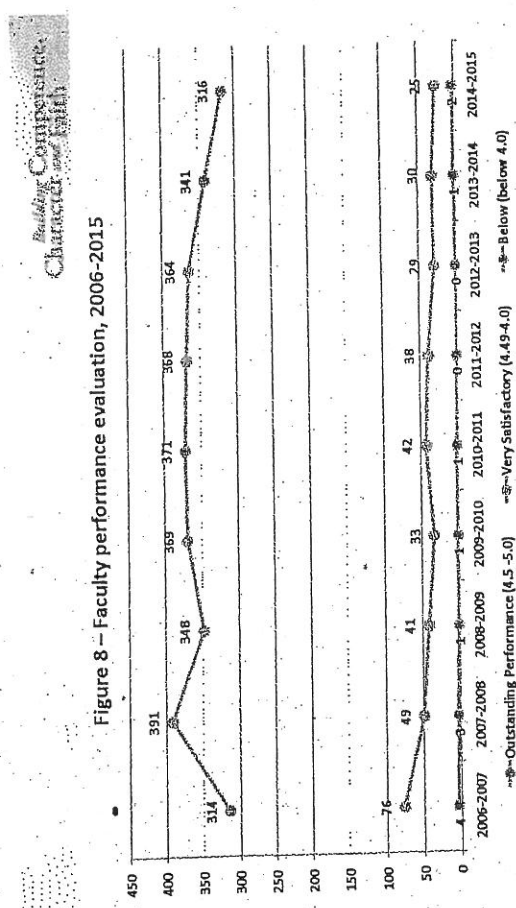


- Figure 7. Faculty development, 2006-2015. Pushing for more baccalaureate degree holders to acquire Masters degrees. (But under CHED's Transitional Faculty Development Program, we're pushing for more PhD's)



Since SY 2010-2011, 48 faculty members pursued higher education degrees, with 31 taking their masters and the remaining 17 their doctorate degrees comprising 74% and 26% respectively. Note that the decline in the number of faculty members pursuing higher education is due to the moratorium issued by FADECO after a number of faculty members failed to complete their studies within the given timeframe

- Figure 8. Faculty performance evaluation, 2006-2015. Generally dipping.

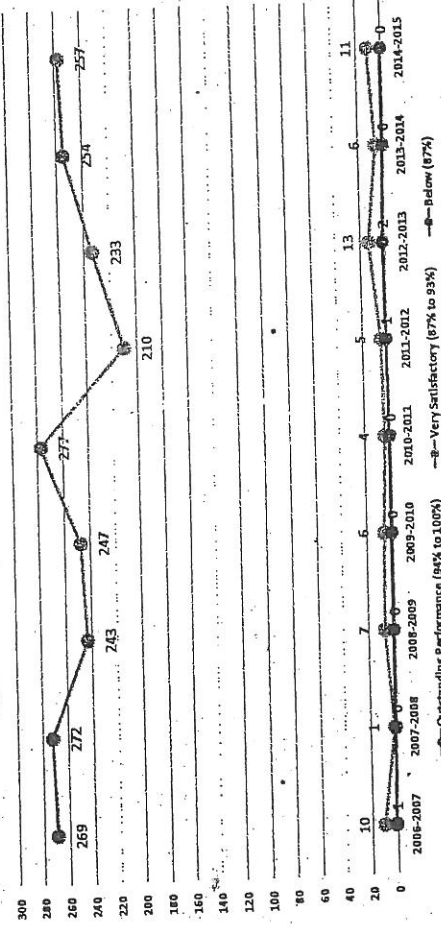


The highest number of faculty members receiving outstanding performance rating was recorded at 391 in SY 2007-08 while the lowest was at 314 a school year before

Figure 9. Staff performance evaluation, 2006-2015. Slightly dipping.

*Building Competence,
Character and Faith*

Figure 9 – Staff performance evaluation, 2006-2015



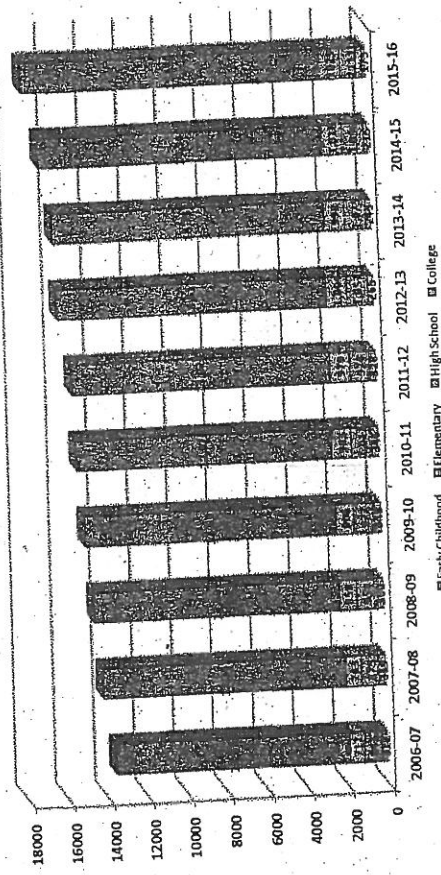
The highest number of staff with an outstanding performance evaluation was recorded at 277 in 2010-11 which plunged to 210 a year after



Figure 10. Enrolment figures, 2007-2016. Rising.

*Building Competence,
Character and Faith*

Figure 10 – Enrollment figures, 2007-2016

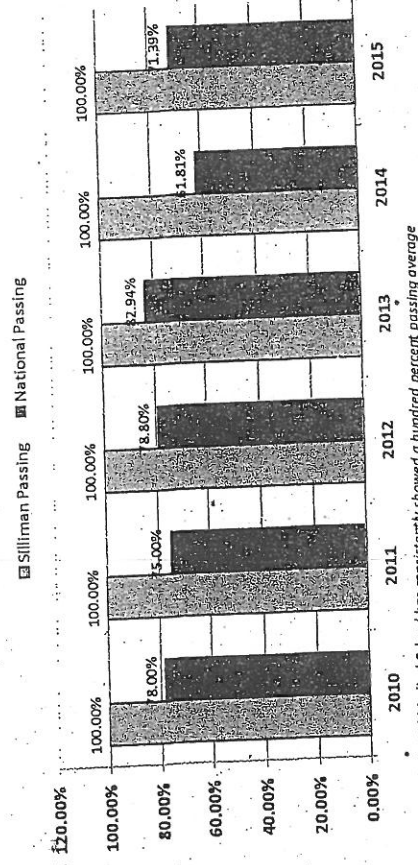


For the past 10 years, enrolment figures have been steadily increasing with the highest number of enrollees registering last school year totaling 17,452 students.



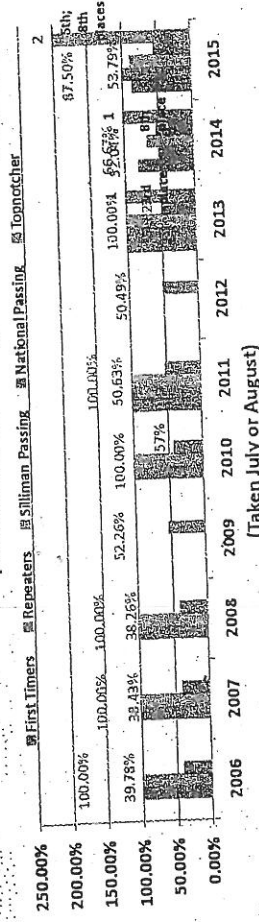
Figures 11.1 to 11.13. Board performances, various programs, 2006-2015. Generally well; mostly higher than national averages; many Top Ten passers.

**Figure 11.1- MEDICINE
BOARD PERFORMANCE
(All First Timers)**

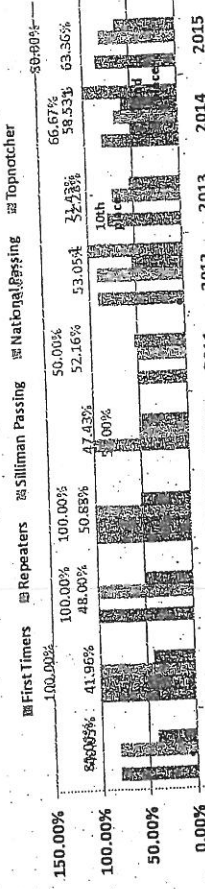


Since 2010, the SU Medical School has consistently showed a hundred percent passing average

**Figure 11.2-PHYSICAL THERAPY
(Taken January or February)**

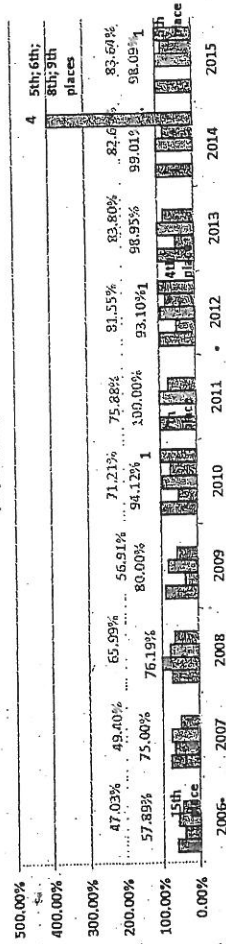
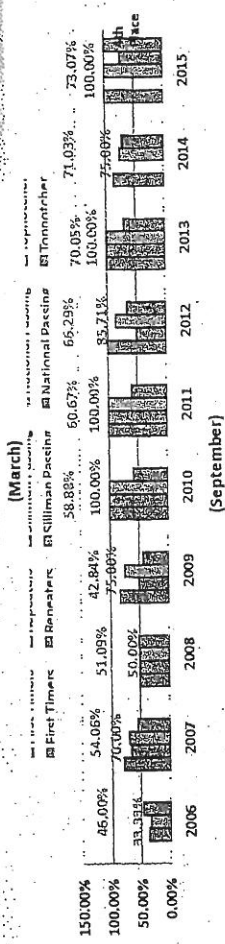


(Taken July or August)



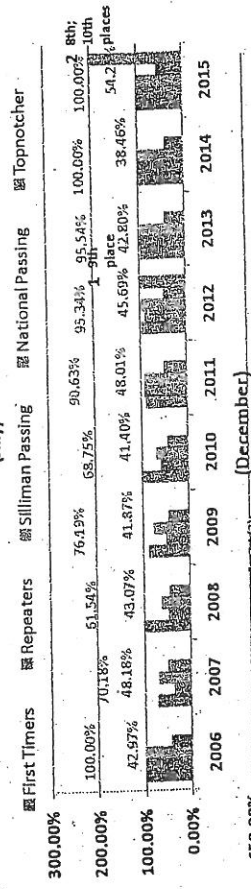
The PTs garnered a 100% passing average for 2 consecutive years (last 2007 and 2008 with 2 scheduled exams a year. A total of 6 topnotchers were also noted with 1 SU examinee bagging 2nd place (the highest place attained) in 2014

Figure 11-3-MEDICAL TECHNOLOGY
Board Performance



More topnotchers were recorded in September compared to that of March with 1 SU examinee in March and another in September garnering the 4th place, the highest place attained since 2006

Figure 11-4-NURSING
Board Performance
(July)

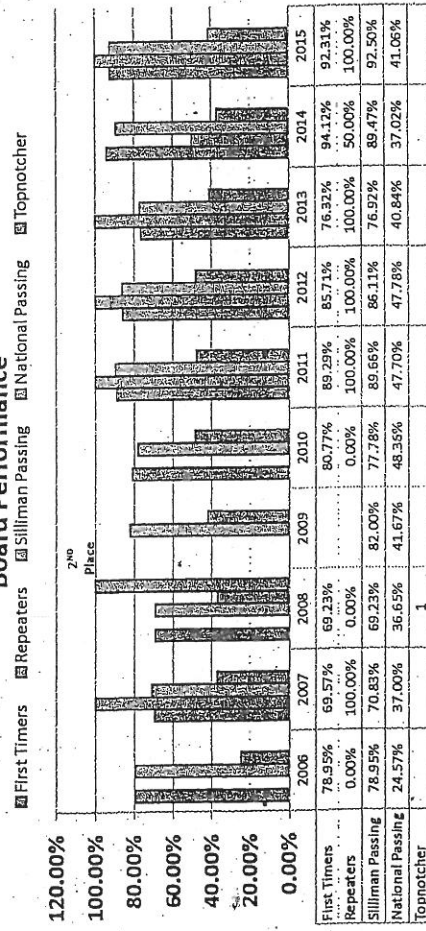


As shown in the graphs presented, the University was able to garner a 100% passing average in 5 licensure exams since 2006. The lowest passing average was in July 2008 at 61.54%

As shown in the graphs presented, the University was able to garner a 100% passing average in 5 licensure exams since 2006. The lowest passing average was in July 2008 at 61.54%

Figure 11.5-Accountancy

Board Performance

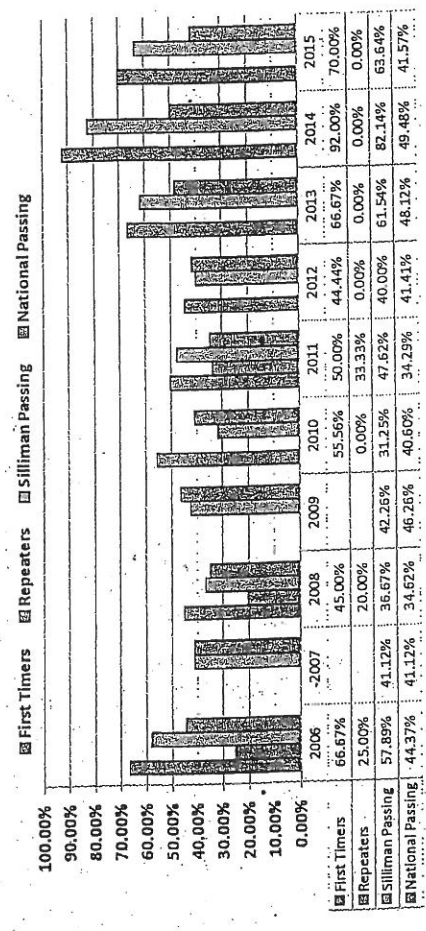


Despite the 69.23% SU passing average in 2008, the lowest in ten years, a topnotcher gaining 2nd place was recorded.



Figure 11.6-CIVIL ENGINEERING

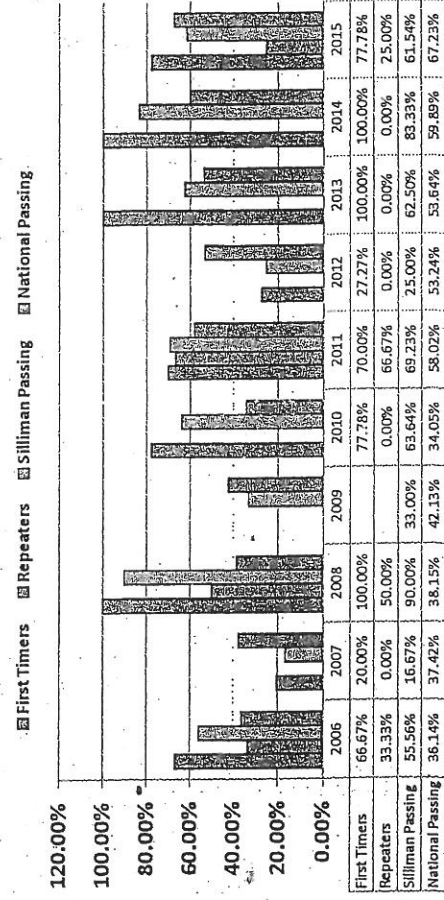
Board Performance



Silliman passing average is higher than that of the national with an 82.14% as the highest recorded SU passing average logged in 2014.

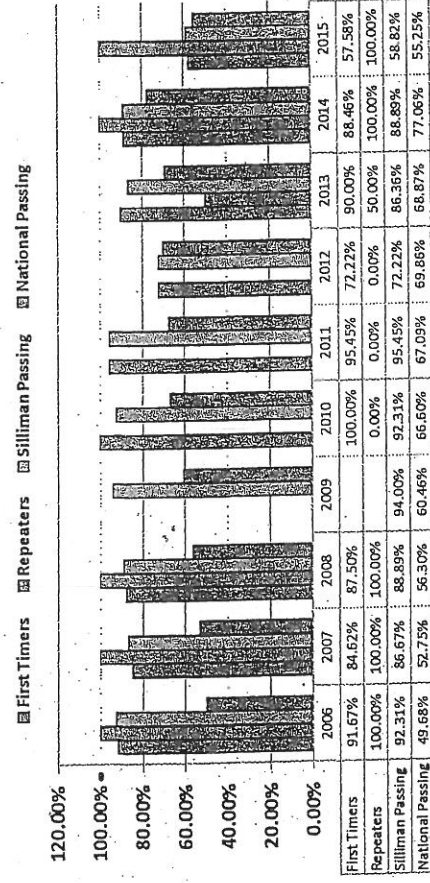


Figure 11.7-ELECTRICAL ENGINEERING *Building Competence, Character and Faith*
Board Performance



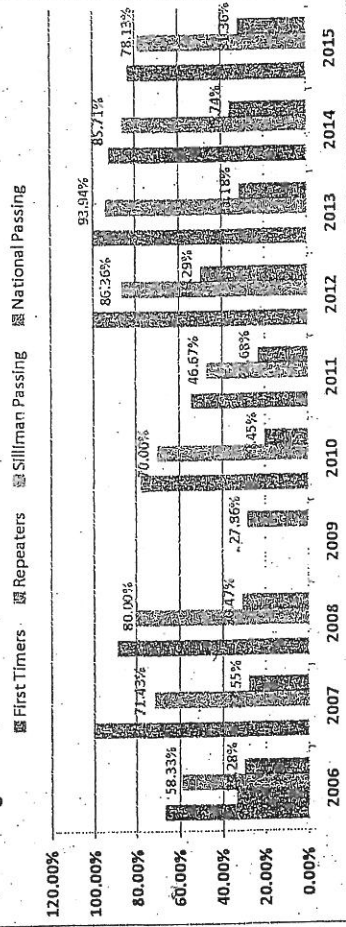
National passing average for electrical engineers is lower than that of SU. The lowest board performance was recorded in 2007 with a passing average of 16.67% and the highest in 2008 with a 90% passing average.

Figure 11.8-MECHANICAL ENGINEERING *Building Competence, Character and Faith*
Board Performance



SU passing average recorded a 95.45% in 2011 following a 92.31% passing average in 2006 and 2010. The lowest passing average was in 2015 with a passing rate of 50.8%.

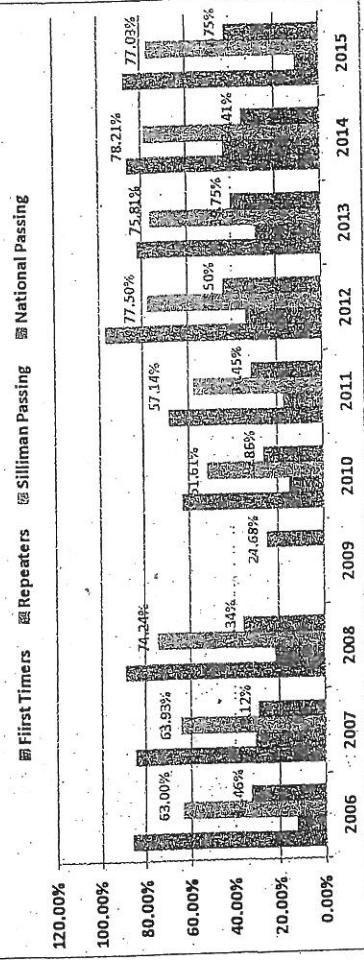
Figure 11.9-LICENSEURE EXAMINATION FOR TEACHERS -
ELEMENTARY LEVEL
Board Performance



As expected, SU passing average for the past ten years is consistently higher than that of the national passing average with the highest passing average for SU at 93.94% and the lowest at 58.33% in 2006



Figure 11.10-LICENSEURE EXAMINATION FOR TEACHERS -
SECONDARY LEVEL
Board Performance



Like the teachers board performance for elementary level, SU passing average is higher than the national with the highest recorded in 2014 with a passing average of 78.21% and the lowest in 2010 with 51.61% passing average

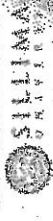
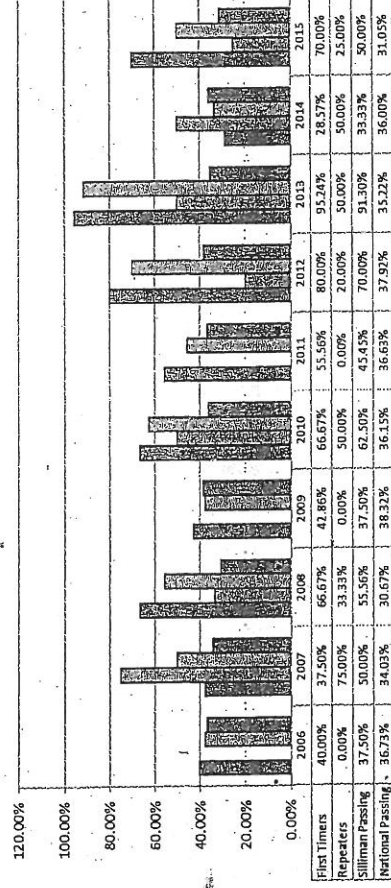


Figure 11.11-AGRICULTURE

Building Competence
Character and Faith

BOARD PERFORMANCE

■ First Timers ■ Repeaters ■ Silliman Passing ■ National Passing



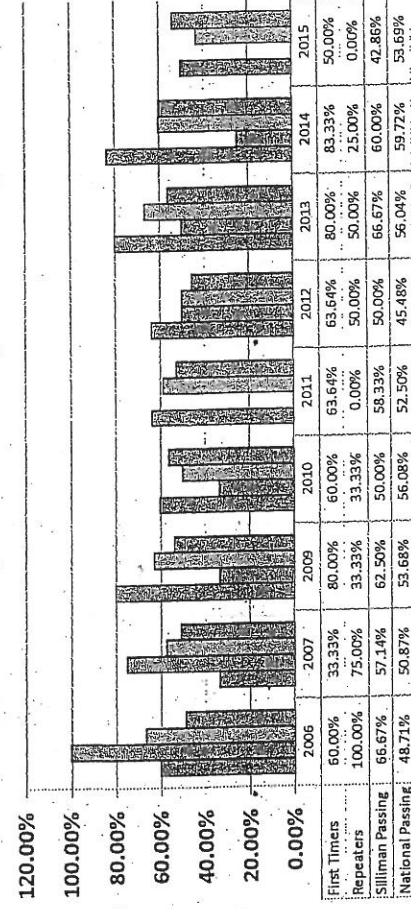
2013 recorded a 91.30% passing average, the highest passing average attained by the College of Agriculture since 2006 while the lowest was on 2014 with a 33.33% which is lower than the national passing average of 36%.

Figure 11.12-CHEMISTRY

Building Competence
Character and Faith

Board Performance

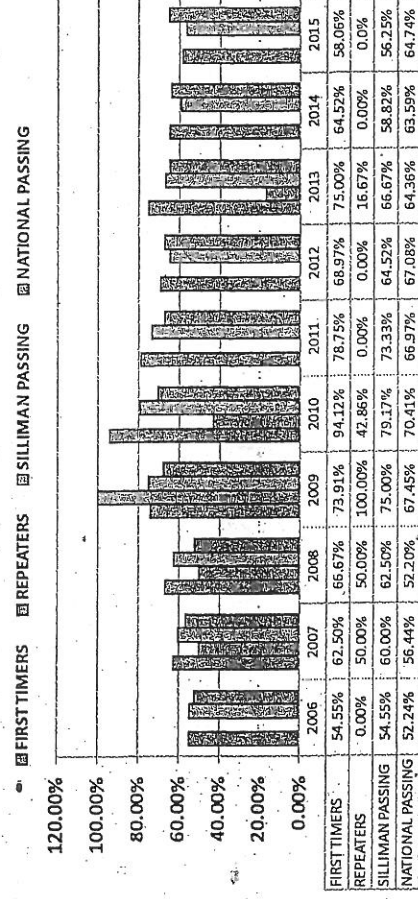
■ First Timers ■ Repeaters ■ Silliman Passing ■ National Passing



A 66.67% in 2006 and again in 2013 showed the highest SU passing average while the lowest was recorded in 2015 with a 42.86% passing average

Figure 11.13-NUTRITION AND DIETETICS

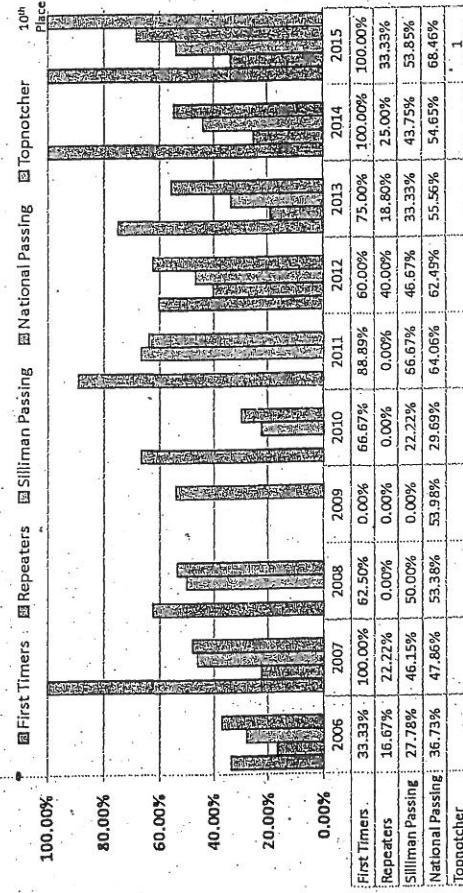
BOARD PERFORMANCE



Higher than the national, the lowest SU passing average was in 2006 at 54.55% while the highest was in 2010 with a 79.17% passing average

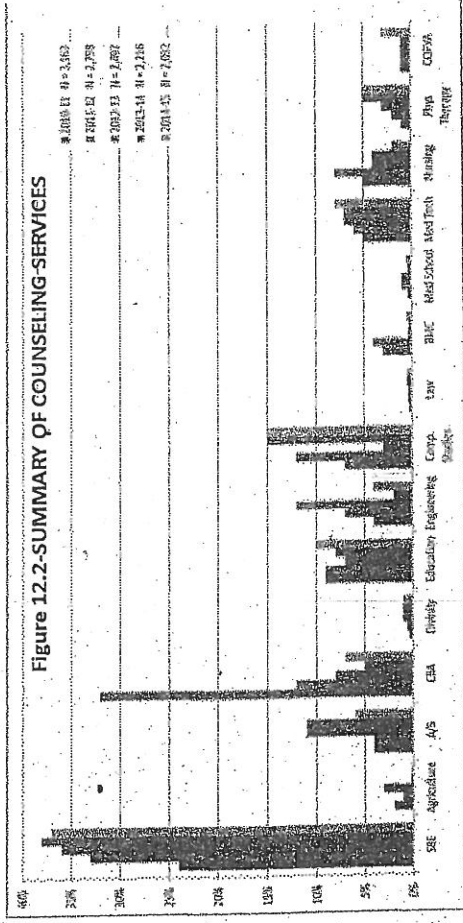
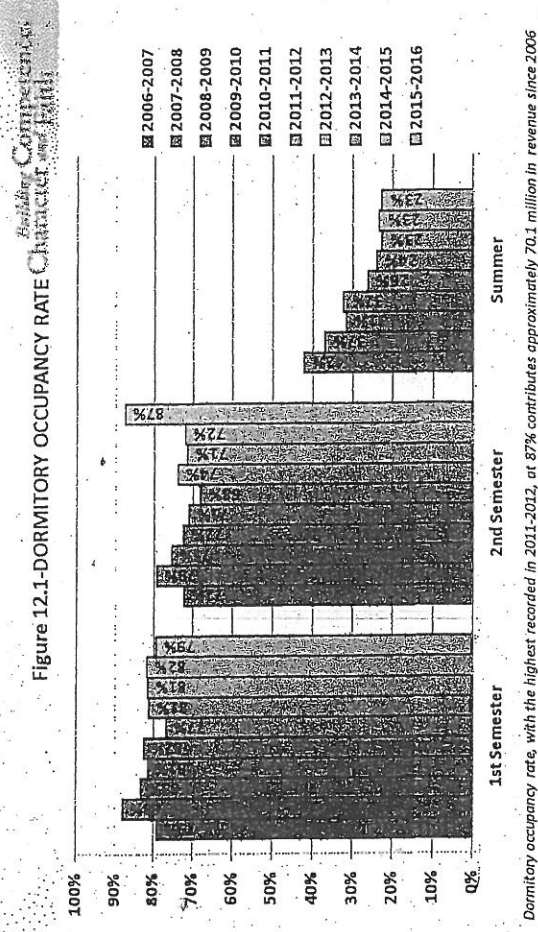
Figure 11.14-SOCIAL WORK

BOARD PERFORMANCE



An SU passing average of 27.78% in 2006 and 22.22% in 2010 registered the lowest for the past 10 years while the highest was in 2011 with a passing average of 66.67%

- Figures 12.1 to 12.5. Indicators of student services, various periods in 2006-2016. Generally good and improving in levels of commitment to students.



Compared to the rest of the colleges, SBE had the most number of reported cases, most if not all are teacher referred, with 2013-2014 as the SY with the highest number. Overall, SY 2010-2011 had the highest number of cases spanning 15 colleges with a total of 3,163 cases led by CBA

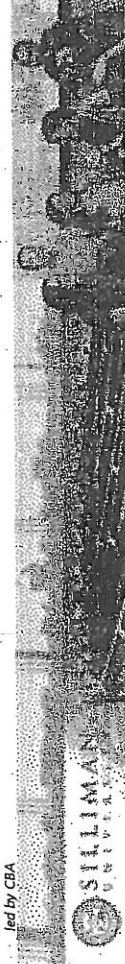
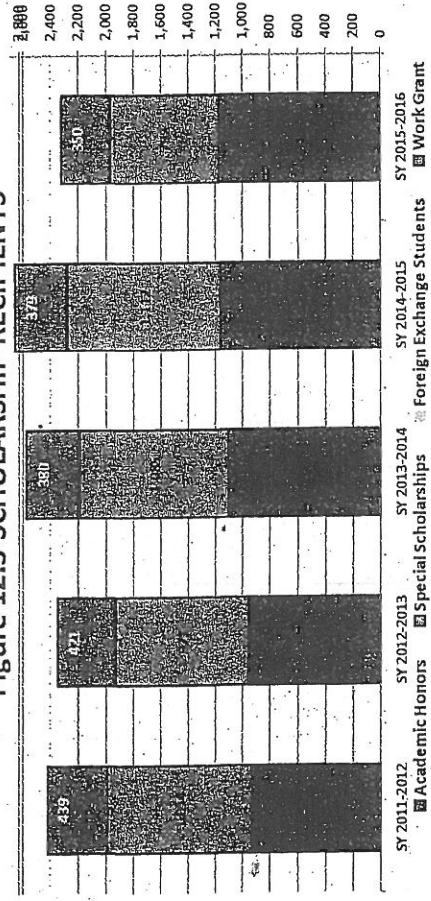
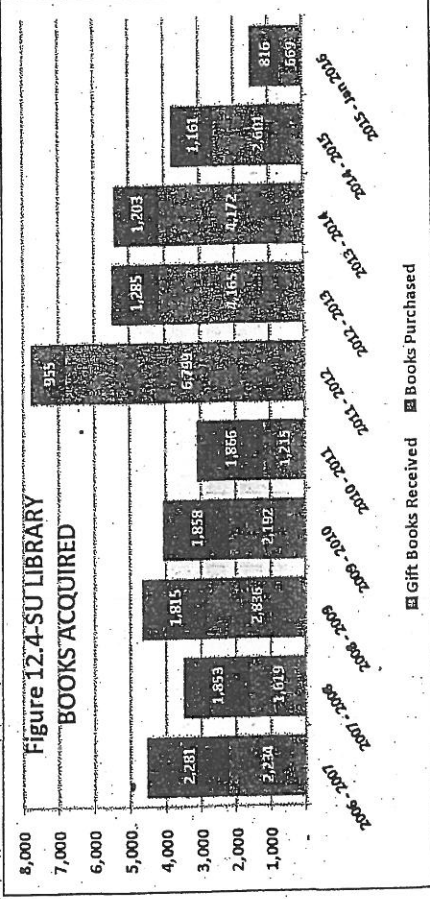


Figure 12.3-SCHOLARSHIP RECIPIENTS



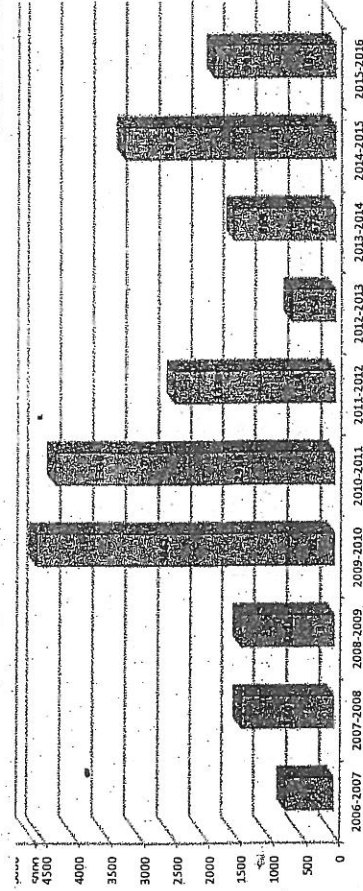
Supporting an increasing trend in the number of students recognized and awarding of scholarships is the academic honors and special scholarships. Combined, increases are pegged at 265 scholars or 12% in SY 2013-14 and 84 scholars or 4% in SY 2014-2015

Figure 12.4-SU LIBRARY BOOKS ACQUIRED



Since 2006, a total of 15,093 books were purchased by the University which is almost half the number of books received as gifts which reached 28,502. The minimal number of books acquired is due to the higher cost of printed books and the policy imposed by the library system that there should be no duplication of titles and that books more than 5 years old are discarded. Duplicates are often forwarded to the different colleges.

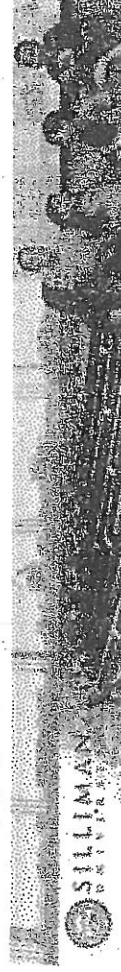
Figure 12.5-Number of Donated Books Character and Faith



No of Books donated by SJ to other schools and agencies

No of Books donated in partnership with First Presbyterian Church of Ann Arbor, Michigan

Of the 22,177 books donated, approximately 56% or 12,453 books were donated to other schools and agencies while the remaining 44% or 9,724 books were also donated but in partnership with the First Presbyterian Church of Ann Arbor, Michigan. The largest one time donation was in SY 2009-10 comprising 17% of the total donations made.

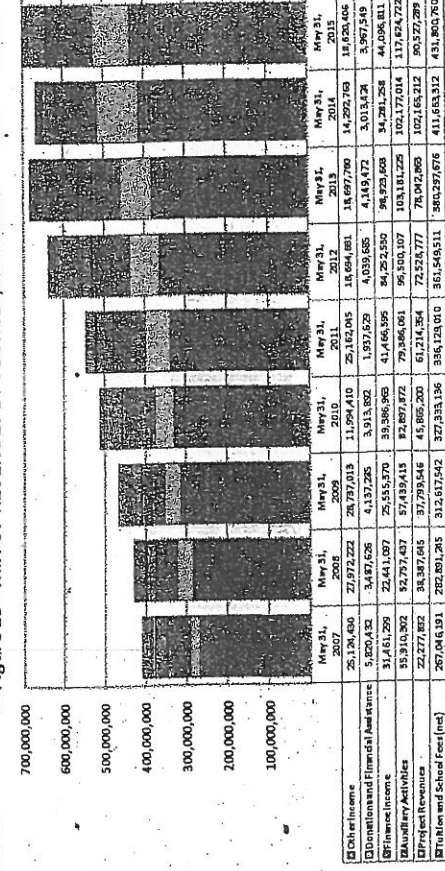


3. Revenues and Costs of Silliman's Education Commitment.

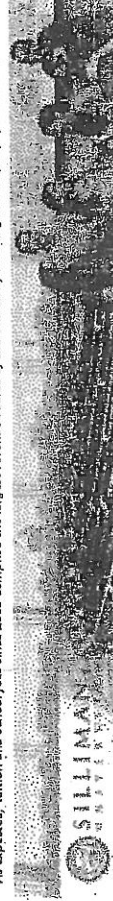
Quality education implies both revenues and costs. Quality draws revenues, but has its necessary costs. Costs must be incurred to ensure continuing quality. These costs include salaries and benefits for faculty and staff, operations and maintenance, and supplies and materials. Because the pressure for quality is a continuing pressure on Silliman, affording requisite costs within its revenue levels is crucial to ensuring continuity of quality education in the University. Consider the following relevant facts:

- Figure 13. Mix of revenues by sources, 2007-2015. Generally rising in all sources.

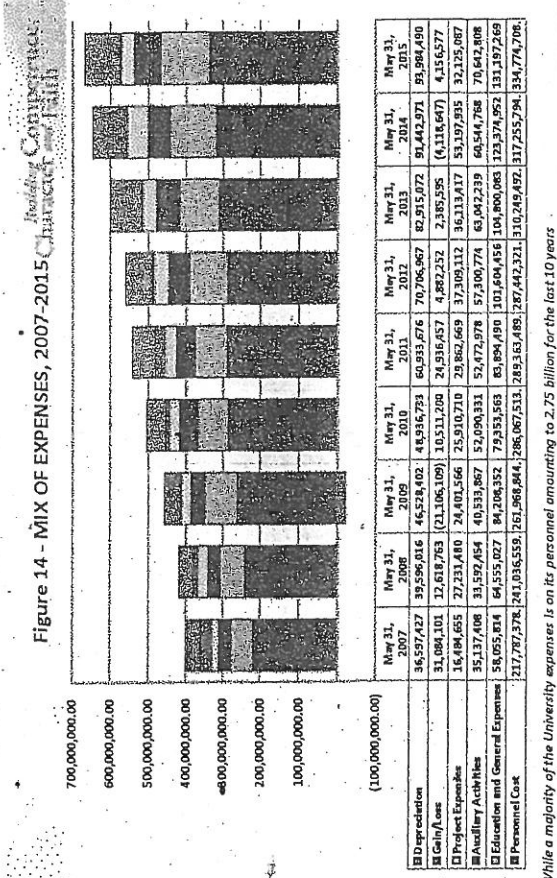
Figure 13 - MIX OF REVENUES BY SOURCES, 2007-2015



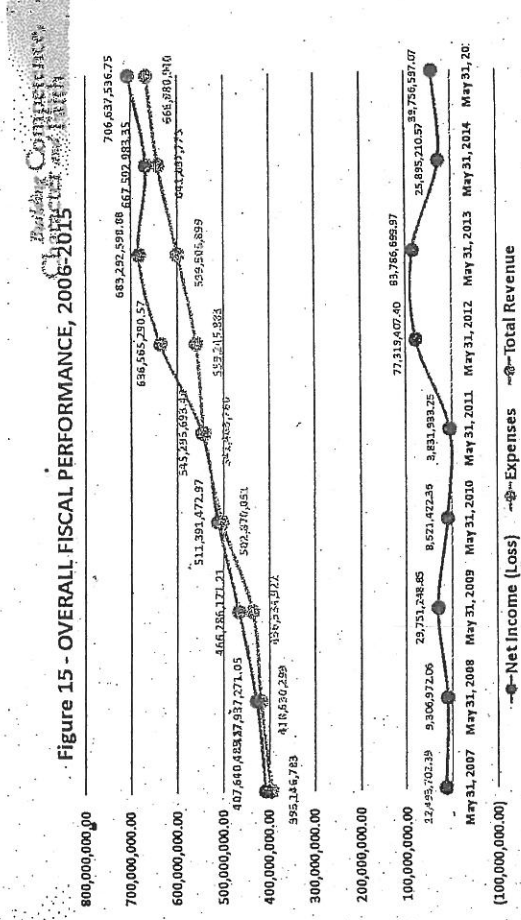
As expected, tuition and school fees since 2005 comprise the largest revenue source of the University reaching a total (net) of 3.37 billion



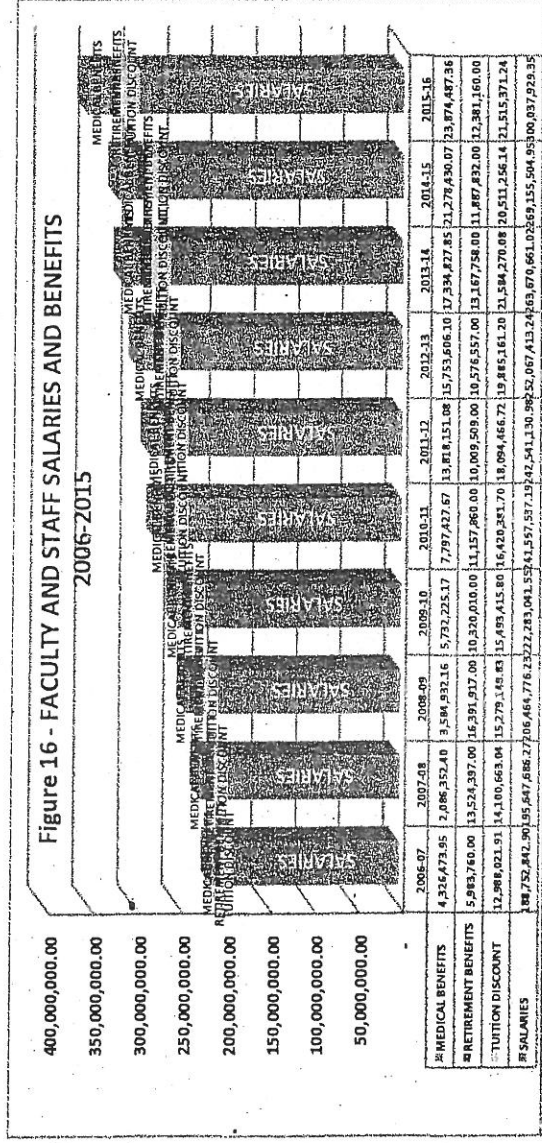
- Figure 14. Mix of expenses, 2007-2015. Rising in all expense areas.



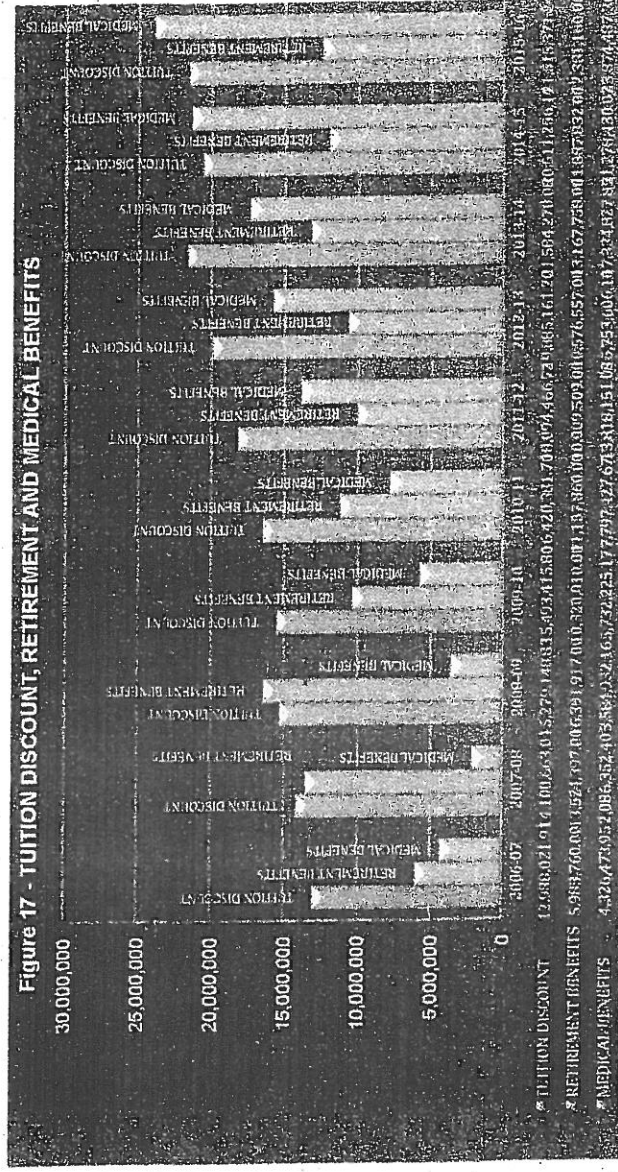
- Figure 15. Over-all fiscal performance, 2006-2015. Disciplined execution of the budget; no deficits.



- Figure 16. Faculty & Staff salaries and benefits (partial), 2006-2015. Notice the different components and their comparative rise in the last 10-11 years.



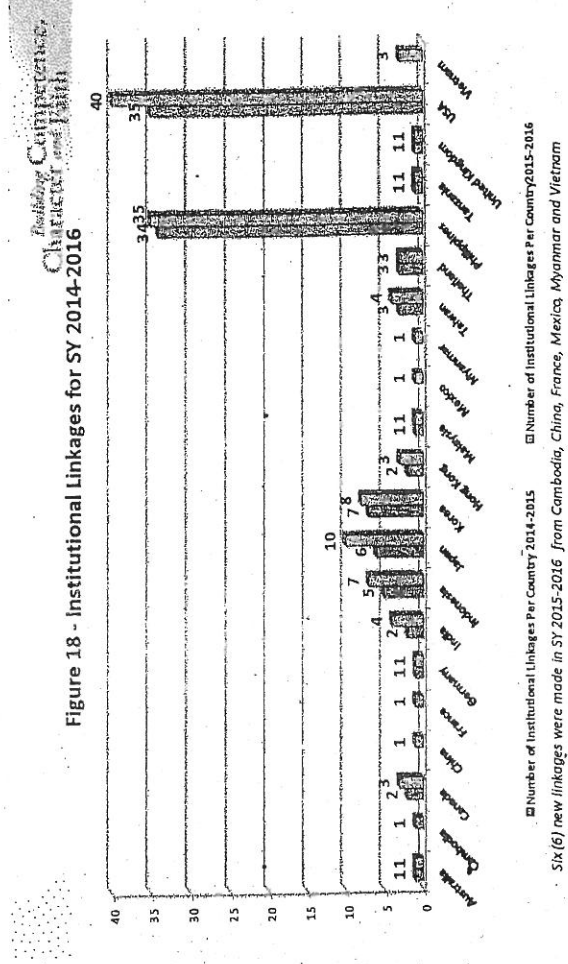
- Figure 17. Tuition and medical benefits granted, 2006-2015. Generally rising.



4. Continuing Upgrading.

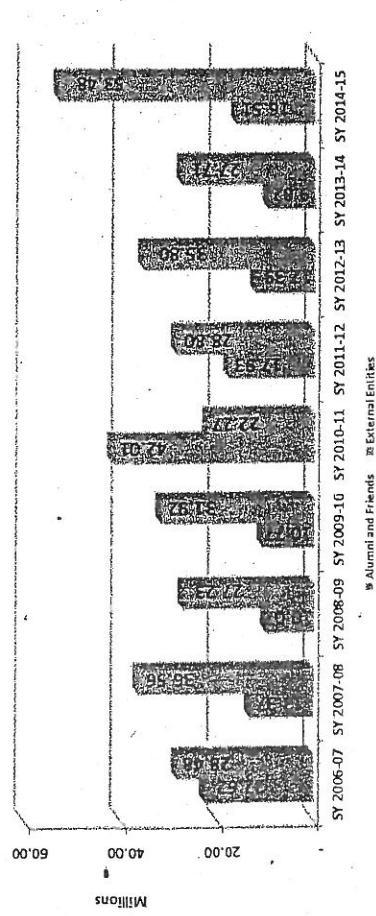
Quality also implies continuing costs on upgrading existing and developing new facilities; linkages and public support. Quality faculty and staff require that they have sufficient and standard-meeting and appropriate facilities to do their tasks. This, in order to sustain the ability of the University to keep to rising quality standards of education and of professions and so continue for us to draw students (for quality offerings and good campus life), and afford higher marginal quality of facilities and services than what our students need to pay (that is, for Silliman to grow at the least costs to our students). Institutional linkages and alumni and public support are critical in these aspects of our operations. Consider the following relevant facts:

- Figure 18. *Institutional linkages, different countries.* Rising in total linkages.



- Figure 19. Sources of funding support, 2006-2015. Slightly rising but generally, if not all, one-time and ad hoc.

Figure 19 - SOURCES OF FUNDING SUPPORT 2006-2015 (Alumni-Giving and External Funding)



Over the past years, the University was able to raise approximately 447.74 million of which 292.26 million or 65.3% is obtained for research, extension, program development and others while 155.49 or (34.7%) was sourced from contributions of alumni and friends



Silliman's Employment Package in Comparison with Other Schools

Although Silliman's salary package may not be as big as those provided by the major universities in Metro Manila, it is not as small as compared to those provided by schools in the provinces. To compare, the table below shows the entry-level pay for fulltime faculty at Negros Oriental State University, Saint Paul University Dumaguete, and Foundation University for faculty members with a master's degree.

Entry Pay	SU	NORSU	SPUD	FU
	Php 19,946	Php 19,000+	Php 13,000+	Php 14,000.00

The above table shows that Silliman's entry pay is bigger than that of FU and SPUD. Moreover, while Negros Oriental State University (NORSU) has been historically regarded as a school with a higher entry pay than Silliman, Silliman's entry pay is now more or less equal to it. But what is remarkable, is that while the entry pay for both schools are more or less the same, what NORSU or other schools give to its faculty pales in the face of what Silliman provides in terms of both salaries and benefits combined.

Furthermore, even if the big schools in Manila offer a greater pay than Silliman, the cost of living in Manila is far bigger compared to the cost of living in Dumaguete City:

Silliman's Position in the Current CBA Negotiations

The Administration would like to suggest that the negotiations be governed and animated by the following principles.

1. Fragility: Silliman University is in a "fragile" state due to the implications of the K-12 and other CHED reforms. Beginning 2016 up to 2021, the University will have greatly reduced enrolment because the number of possible enrollees to senior high school may not equal lost college enrolments in those years.
2. Affordability: Silliman must be able to pay for all proposed agreements. In putting forth improvements to the 2011 SU-SUFA CBA, both parties shall always put to mind that the University operates on tuition fee revenues. The basic question on affordability shall be: "*Can Silliman's tuition revenues able to cover the total present and new proposed agreements?*"
3. Sustainability: What are to be paid out as a result of present and new proposed agreements shall be within the capacity of the University's projected tuition revenues to sufficiently cover into the end of the present CBA. All improvements to the 2011 SU-SUFA CBA shall be determined if the University will have the tuition fee revenue to cover the same in the next 3 years (SY 2016-2017, SY 2017-2018 and SY 2018-2019).
4. Evidenced-Based Negotiations: All proposals and counter-proposals shall be evidenced-based. Meaning, both parties shall substantiate their proposals and counter-proposals, taking into utmost consideration the principles of affordability and sustainability based on audited (SEC filed) financial statements of the University. Furthermore, it must be based on facts and financial data that have been mutually agreed upon by the parties.
5. Subject of Negotiations: Only the revenues generated from the 70% of the Tuition Fee Increments and carry-over shall be the subjects of this CBA negotiation. Restricted funds and Donated Items or Amounts shall be beyond the ambit of these negotiations as provided by law.

Silliman's Offer

With the above matters considered, the University would like to present its proposals for discussion and negotiation, to wit:

1. Ambulance Services

- Free ambulance services for two (2) emergency cases per school year, one for the faculty member and one for spouses or immediate family members; or as referred by their physician and confirmed by our University Doctor within Negros Oriental. For family members who avail with this benefit, they must be within the 2nd degree of consanguinity.
- If ambulance transport requires going outside of Negros Oriental, the faculty member shall pay the cost for fuel and manpower.

2. Tuition Discount for Minor Children

Amendment to 5.1.3.2 of the SU-SUFA CBA

If the academic personnel has served the University for at least eight (8) years at the time of death, his/her minor children will be granted the school privileges up to the attainment of a baccalaureate degree in the University irrespective of whether or not they were enrolled in the University at the time of death.

If the academic personnel avails of optional retirement after twenty (20) years of service, his/her minor children will be granted school privileges up to the attainment of a baccalaureate degree in the University provided said minor children are enrolled with the University at the time of such retirement.

The baccalaureate degree contemplated under this provision must be finished within six (6) years.

3. Tuition Discount for Spouses Up to One (1) Master's Degree

- To be completed within a period of three (3) Years, provided the academic personnel concerned has served for at least eight (8) consecutive years in the University.

4. Service Recognition Award

- Php 5,000.00 for those who reach 25 and 30 years in the service respectively.

5. TOR/Reconstruction of Diploma

- 1 Free TOR/Reconstruction of Diploma per dependent

6. Discount on Summer Extension Classes

- 30% Discount on Extension Classes during Summer such as music lessons, swimming, painting, photography, etc.

7. Discount on Summer Reinforcement Classes

- 30% Discount on Summer Reinforcement Classes for Dependents at the SBE

8. Subsidy on Educational Software

- If the academic personnel or dependent purchases academic-related software in cash there will be a 10% (i.e. software from Vibal for iPad, etc.); If not in cash, it may be charged against salary but in no case shall it result in a take home pay of less than Php 1,500 per month.

9. Continuation of the HMO Plan

- Existing rates
- Note: Administration is not going to change anything. While the cost of maintaining it has gone up but nonetheless Administration will maintain the same existing provisions.

10. Salary Increases

- SY 2016-2017 – ATB Php 500.00.
- SY 2017-2018 – ATB Php 200.00.
- SY 2018-2019 – ATB Php 600.00.

- By SY 2018-2019 we adjust tuition rates on all levels (i.e. entering kinder, grade 1, grade 7, grade 11 and entering 1st year, entering masters, entering Ph.d.) and increase salaries ATB at 600.00 plus 14th month pay (Productivity Enhancement Incentive)

11. 14th Month Pay [Productivity Enhancement Incentive (PEI)]

- To be given to faculty members who have demonstrated or have initiated actions to improve productivity.
- There are two ways by which this can be done:
 - The faculty member meets the Productivity Criteria to be laid down by the HRD Office; or
 - The faculty member concerned files a report on actions he/she has undertaken to improve productivity (the collegial approach).
- Whichever way this is accomplished, the 14th month pay (Productivity Enhancement Incentive) will be given at the end of each semester after compliance with either of the above requirements.
- Should a law be passed requiring the payment of 14th month pay, the PEI will be converted to 14th month pay. On this occasion, compliance of above productivity requirement is no longer necessary.
- This benefit will be given starting SY 2018-2019. However, if the Administration can be assured that there will be no contingent legal obligations or liabilities that will occur within the next two school years 2016-2017 and 2017-2018 (example: withdrawal of the RLE case, etc.), the University will use the contingency fund approved by the BOT for legal obligations/liabilities, to support this benefit starting 2016.