



PACU

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Colleges and Universities

Newsletter



LEADING, ACHIEVING, AND MOVING TO A PREFERRED FUTURE FOR PRIVATE EDUCATION

Highlights

- COCOPEA Formal Turnover and Installation of Chairmanship and Board of Trustees
- The Road to the CREATE Law Amendment
- Leadership and Management Perspectives in Higher Education (LAMP)



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The President's Report

by Dr. Anthony Jose M. Tamayo

As we start the “ber months,” we enter the Christmas Season with some trepidation, but with a lot of hope and joy. Despite the challenges we are facing, we have another important reason to be excited and optimistic.

As it stands, we are in the second year of the COVID-19 pandemic and many of us may have lost those close to us to the Lord’s loving embrace. Many of us may have friends and relatives who are COVID-positive. We have also lost teachers, students, employees, and other stakeholders because of this crisis. But despite the endless challenges of the pandemic and other concerns, our work in PACU and in the private education sector as a whole continues. We have to persevere.

I would like to express my profound thanks to our PACU Board and the Execom for their guidance and support. I would also like to thank our PACU working committee chairpersons together with their co-chairs and members for your hard work and perseverance. Thank you so much Dr. Vincent Fabella (Policy Committee), Engr. Bernard Villamor (Membership Committee), Ms. Laurice Juarez (Programs Committee), Fr. Manny Manimtim (Research Committee), Atty. Ada Abad, (Legal and Legislative Committee), Mr. Marco Benitez (PR Committee), Dr. Raymundo Reyes (Industry Linkage Committee), and Dr. Patricia Lagunda (Institutional Quality and Improvement Committee) for successfully pulling off the projects and activities lined up this fiscal year amid the crisis. I would also like to acknowledge our reliable and efficient secretariat led by ED Joyce Samaniego together with Ria Lascano, and Airol Alfiler.

I still hope that you will continue to support and cooperate, especially now that the Coordinating Council of Private Educational Associations of the Philippines (COCOPEA) chairmanship has been given to PACU. I truly appreciate your presence during the formal installation rites of the new set of the Board of Trustees of COCOPEA in its first virtual ceremonies. I also take solace in the fact that the great minds in education are bound together in facing one of the biggest battles in the private education sector, the immense problem concerning our corporate income taxes.

CREATE Law Revenue Regulation: A Call for Unified Action

The private education sector withstood the myriad disruptions in our VUCA environment such as the K to 12 basic education program and free higher education tuition in state and local colleges and universities. While we are still facing the COVID-19 pandemic, the “mother of all disruptions,” the problematic

Revenue Regulation (RR) 5-2021 came upon us. The schools and their stakeholders are now under greater siege. At the macro level, our human capital development, nation-building, and competitiveness have also been adversely affected.

Likewise, another major endeavor that COCOPEA together with other private educational organizations and institutions are pursuing, through the leadership of PACU, is the clarificatory legislation on SECTION 27(B) of the national internal revenue code of 1997 (NIRC) to remove any and all doubts on the preferential income tax rate of 10% granted by law to proprietary educational institutions, and the concessionary income tax rate of 1% from June 2020 to July 2023 under the CREATE Law. For more details on the Create Law, please refer to the Legal Updates section of this newsletter by Atty. Ada Abad.

Mother Teresa once said, “Together we can do great things.” PACU along with our colleagues in COCOPEA, have joined forces and held endless meetings to discuss strategies to be undertaken by HEIs to correct the erroneous provisions of RR 5-2021. The corporate income taxes was pegged by the CREATE Law at one percent for the period between 2020 to 2023 as a form of relief for schools during the pandemic, then they will be brought up to the regular corporate income tax rate of 25 % by 2023 onwards. This change is a 150 percent increase from the original and rightful preferential corporate income taxes of 10%. BIR RR no. 5-2021 further requires proprietary educational institutions to be “non-profit” entities before they can enjoy the 1% recovery income tax rate under the CREATE Act. This requirement puts proprietary educational institutions in imminent danger of being subject to the regular corporate income taxes of 25%, which is directly contrary to the spirit of the CREATE Act and the Constitution, the fundamental law of the land to which all other laws must adhere.

We exhausted administrative remedies. Aside from conducting surveys, we also consulted experts and requested member schools to give their advice and support. We submitted more than 10 letters to the Senate, House of Representatives, Department of Finance (DOF), Bureau of Internal Revenue (BIR), Department of Education (DepEd), and Commission on Higher Education (CHED) as well as more than 40 letters of the same content sent to different addressees, all on the CREATE RR. We intensified our signature campaigns in schools. A total of 624 schools signed the petition to DOF Secretary Dominguez and 600 schools signed the petition to President Duterte regarding Revenue Regulation No 5 S 2021. Around 5,500 school administrators, teachers, staff, and students signed an online petition urging President Duterte

to intervene in the rectification of BIR RR 5-2021. We published open letters in newspapers and social media as well. When we learned that the DOF and the BIR denied our appeal to correct the detrimental provisions of the said revenue regulation and revenue memorandum circulars, we had to go through the judicial route.

Furthermore, through our collective efforts and the support of many legislators, House Bill No. 9913 was approved on 3rd Reading by the House of Representatives and now elevated to the Senate for its counterpart bill as required by the Constitution on tax measures. Senate Bill No. 2272 has been approved at the level of the Senate Committee on Ways and Means and now scheduled for Second and Third Reading. We are hopeful that SB 2272 will be approved before the session of the Senate breaks in the early part of October for the filing of certificates of candidacy of those running for the 2022 National Elections.

These measures aim to clarify with finality the spirit of the law that all proprietary educational institutions are granted the preferential tax rate of 10%, which they have been entitled to since 1968. At present, this tax rate was pegged by the CREATE Law at 1% for the period 2020 to 2023 as a form of relief for schools during the pandemic.

The enactment of this clarificatory law will certainly help all stakeholders – proprietary educational institutions, as taxpayers, and its stakeholders of faculty, school personnel, students, and even the informal industries relying primarily on the continuous operations of these schools (i.e. *carinderias*, uniform makers, shuttle services, printers, food kiosks, among others).

Ultimately, when the final bill is signed into law, it will ease concerns on our survival, resiliency, and sustainability as well as allow us to focus our attention on our respective missions which include nation-building through fulfilling our complementary role of helping the government provide quality education to our students.

In this view, I would like to extend our sincere thanks to Senator Sonny Angara for immediately leading the sponsorship of SB2272, and to his 13 co-authors especially Senator Pia Cayetano for urgently acting as Ways and Means Committee Chairperson; the members of the House of Representatives for their efforts in marshaling the bill in the Lower House; Representative Joey Salceda, Ways and Means Committee Chairman; Deputy Speaker Rufus Rodriguez; Chairman Sharon S. Garin, Committee on Economic Affairs along with the other four (4) principal authors Representative Francisco Benitez, Representative Mark Go, Representative Joy Tambunting, and Representative Luis Villafuerte as well as the 70 co-authors of HB 9913 who have been very supportive of our plight. We at PACU are delighted that the members of the House of Representatives and the Senate have listened to the call of the private education sector to save it from further economic peril.

In addition, I would like to acknowledge the efforts of the Policy Committee vice-chair Pres. Fred Ayala, for spearheading the resolution of our tax problems, COCOPEA Managing Director Atty. Joseph Estrada, PACU legal team headed by Atty. Ada Abad, other members of COCOPEA/PACU “CREATE team,” Pres. Guillermo Torres, Jr., Chancellor Vicente Pijano, Pres. Caroline

Enriquez, COO Dr. Christopher Tan, Pres. Bernard Villamor, Pres. Marco Benitez and Pres. Fay Lauraya for their relentless efforts in helping get these bills to where they are right now. Thank you also to Sr Marissa Viri, RVM of CEAP, Judge Benjamin Turgano, (Ret) of ACSCU, Dr. Lourdes Almeda-Sese of PAPSCU, Fr. Onofre Inocencio Jr., SDV of TVSA as well as to Chancellor Vicente Pijano III, Davao Colleges and Universities Network (DACUN), Association of Private, State Colleges, and Universities in Region XI (APSCUR XI); Atty. Remelisa Alfelor- Moraleda, Bicol Association of Private Colleges and Universities (BAPCU); and Engr. Bernard Villamor, CESAFI Association of Cebu Private Schools.

I am confident that with all your support and fervent prayers, the Senate will swiftly pass their counterpart bill Senate Bill 2272, which will facilitate a law clarifying the grant of a preferential tax rate at 10%. With the country's ongoing learning crisis, we should focus on delivering quality education to our learners, who we must develop to be the future leaders and a part of the competitive workforce of our country.

This legislation will finally provide stability in the policy environment affecting the tax regime of proprietary educational institutions by clarifying the correct interpretation of the law in favor of proprietary educational institutions. Ultimately, this law will put an end to the fears of many proprietary educational institutions that at any time they could be assessed by the taxing authority for deficiencies using the erroneous income tax rate.

Optional Limited Face to Face (F2F) Classes in Higher Education

As we continue to thrive in the new normal, we have also pushed the approval of limited optional F2F classes, which led to the CHED and DOH Joint Memorandum Circular (JMC) 2021-001 regarding the guidelines on the gradual reopening of HEIs for limited optional face-to-face instruction.

This JMC is one of the biggest achievements of the TWG of CHED on flexible learning with Dr. Caroline Enriquez, Dr. Cristina Padolina, Mr. Augusto Fabella, and Dr. Edizon Fermin as members. Early this year under the JMC, the following programs were approved: Medicine, Nursing, Medical Technology, Physical Therapy, Public Health, and Midwifery. After two months, CHED released the JMC entitled “Guidelines on the Conduct of Clinical Internship for Dentistry, Respiratory Therapy, Pharmacy, Radiologic Technology, Occupational Therapy, Nutrition and Dietetics, Master of Science in Nursing, and Master of Science in Asian Health Practices Courses”. Just recently, CHED and DOH issued an amendment to JMC No. 2021-001 entitled “Guidelines on the Gradual Reopening of Campuses of HEIs for Limited face-to-face Classes During the COVID-19 Pandemic.” For HEIs located in ECQ, MECQ, and GCQ with heightened restrictions areas, CHED may give them authority to conduct limited optional F2F classes in compliance with the JMC.

There is an urgent need for the country to have more healthcare workers. We have to do our best to continue delivering quality education so that our students can graduate, pass the board exam, and serve the country. We should do our share in providing a safe learning environment for our students, faculty, and staff.

Furthermore, we hope that succeeding policy recommendations in the pipeline such as Engineering, IT, Maritime, and Hotel and Restaurant Management programs will soon be approved.

SHS Implementation in SUCs/LUCs

Meanwhile, at a meeting with CHED, the Guidelines for SHS implementation of LUCs and SUCs were discussed. We reminded the CHED of their Memo no 33 s 2015 that SHS operations shall be limited to the K to 12 transition period only – SY 2016-2017 to SY 2020-2021. Hence, they shall no longer accept SHS students unless they are a teacher-education institute and should follow the prescribed enrollment caps.

UniFAST

Recently, I also joined the UniFast board where standing issues on the enrollment caps and opening of oversubscribed courses in SUCs were discussed. We need to urge UniFAST to show the ongoing trend on tuition fee caps that the governing board of the SUCs approved. The number of freshmen to be accepted every year shall be based on the enrollment capacity of each university based on faculty-student ratio, available classrooms, and available faculty to ensure the quality of education. This concern is being reported to the CHED so there is no reason why the UNIFAST Board shouldn't know. The same policy applies to LUCs. This is based on UNIFAST MEMO CIRCULAR 2018-02, Rule II (3).

Meanwhile, UniFAST released the interim guidelines to ensure the faster implementation of the Tertiary Education Subsidy (TES) considering the difficulties brought about by the COVID-19 pandemic and the provisions of the JMC of the UniFAST DBM-JMC. Now, the first-semester TES need not be liquidated before the second-semester TES is released. Also, electronic submissions are allowed. However, after 60 days at the end of the second semester, all original documents should be submitted and the TES should be fully liquidated.

PEAC

As a member of the PEAC, I participated in several meetings on the crafting of the Memorandum of Agreement with DepED for SY 2021-2022. PEAC will once again serve as the implementer of Expanded Government Assistance to Students and Teachers in Private Education E-GASTPE. It is hoped that the DepED will sign the said MOA soon.

In addition, PACU joined PEAC in its information drive for the participation of schools on its various programs. The certification and orientation seminars for participating schools were held for GATSPE SY 2021-2022. The focus was on the 2021 orientation on the ESC, TSS Programs, and SHS Voucher Programs.

Committee Reports

Policy Committee

The PACU Board and the Policy Committee met with CHED Chairperson Prospero "Popoy" de Vera III to discuss the extension of the "autonomous" and "deregulated" status of schools as well as the application for the Center of Development (COD) and

Center of Excellence (COE). In April, the Commission released CMO no. 07 s. 2021, or the "Extension of the Validity Period of Autonomous and Deregulated Status Granted to Private Higher Education Institutions from June 1, 2021 to May 31, 2023." Based on the order, 46 PACU member schools had been granted or had their "autonomous" and "deregulated" status extended until May 31, 2023.

On the timeline on the processing of applications to increase tuition and other school fees (TOSF) for AY 2021-2022, consultation was adjusted from February to May and submission was adjusted from April 1 to before July 1. The CHED urged the group to implement a "no tuition increase" policy except for miscellaneous fees.

In another development, PACU was a signatory to the PBED Statement released on April 19 titled "Teachers are frontline workers: COVID-19 vaccination priority." Teachers are advanced from the B1 category to A4 for the delivery of an essential public service - education. We were part also of meetings with the IATF and Senate calling for the prioritization of teachers. There was a Senate Resolution to this effect and Atty Ada released several advisories on allowing skeletal workforce in schools during the ECQ/MECQ periods. Protecting teachers from the virus will build confidence in our education system and will fast-track the safe reopening of schools. We are working with DepEd in the crafting of guidelines for the pilot face-to-face classes in basic education schools.

Legal and Legislative Committee

PACU also joined the E-GASTPE Congressional hearings, which provide government financial assistance to elementary students so they can continue their education and to teachers so they can further develop their professional skills.

In addition, we participated in the Senate hearings on the creation of the Congressional Commission on Education Act (EDCOM 2). Its purpose is to assess and evaluate the state of Philippine education and recommend disruptive and targeted reforms in education.

PACU and COCOPEA also joined forces for another vital piece of legislation in Senate Bill 2312, or an "Act Establishing the Teacher Education for Achievers Program to Improve the Quality of Teachers in the Philippines." This bill is meant to address the learning crisis and respond to the call for the examination of the effectiveness of a teacher certification system as well as the quality of graduate education for teachers.

To implement the program, the State shall provide scholarships to qualified applicants to enable them to pursue education and training in the areas of learning and education

Industry Academe Committee

I would also like to acknowledge the Industry Academe Linkages Committee for bridging the gap between the academe and the industry through the "*Usapang Industriya*" project. The objective is to foster greater collaboration and new partnerships within and outside the education community to help colleges and universities anticipate and address the challenges of the times

and contribute to nation-building.

The webinar series was held at different months of the year. Our Lady of Fatima University and Wesleyan University hosted the first webinar on Health Sciences. The University of Iloilo conducted a session on Engineering while Jose Rizal University and REX Bookstore presented the session on Business, Management, and Accountancy. In the upcoming sessions, Mapua University will host the IT professional industry while the University of Perpetual Help System DALTA and Lyceum of the Philippines University will tackle HRM and tourism tracks.

We are also conducting two parallel trainings programs on Cloud Computing with Amazon Web Services through their AWS Academy Quick Start Program and Microsoft Azure Virtual Training. The certification fee is free and subsidized by our partners at AWS and Microsoft exclusively for PACU members.

Membership Committee

One of the vital functions of the Membership Committee is to bring our community closer together. We conduct our "PACUmustahan" where we meet regularly every second Wednesday of the month to get in touch with the general members and open up institutional challenges that we similarly face, and suggest/share solutions and best practices. This activity is also an opportunity for our suppliers to present their products and services. In March to September, some of our potential partners and suppliers such as Sebitech, ClassIn, Cloudswyft, Schoolista, Edusuite, Frontlearners, Bukas, InvestEd Philippines, and Lecturio joined the PACUmustahan.

Membership and Programs Committees, plan to improve communication among members. The goal of this effort is to increase active participation in PACU activities. We are reiterating their call for more members to join the various committees in PACU. Only by working together can we achieve the objectives of the association.

As of August 2021, PACU has 195 members, 54 (28%) from NCR, 91 (47%) from Luzon, 25 from Visayas (13%), and 25 (13%) from Mindanao. Strategically, there are advantages to being a member of PACU. Because of this demonstrated value-proposition, we expect more members to be active and new institutions to join us.

The Membership Committee has also updated the membership profiles and will later process four pending applications.

Programs Committee

The Programs Committee created the PACU Community of Practice (COP), an online Facebook group for PACU members which aims to develop educators, staff, and leaders in Higher Education through creative collaborations that connect backgrounds, resources, geographies, and disciplines. Such as the Community pantry concept, this activity is a safe space specially created for faculty members, school administrators, and staff and feel free to participate in the conversations and share ideas as well as resources. We also have the regular "PACUwentuhan" weekly gatherings every Friday afternoon. Join now in our very own professional learning community! The

PACU COP has now 145 members since its launch in June.

During the first quarter of the year, PACU also conducted several vaccination information campaigns for our stakeholders to disseminate more knowledge about COVID-19 vaccines and to enlighten them on the different views on vaccines. We have produced an online communication material on Frequently Asked Questions about vaccines and vaccination.

Furthermore, PACU conducted a webinar series entitled "Private Education Planning for COVID-19 Vaccines." We were very fortunate to have a powerhouse group of resource speakers: Rev. Fr. Nicanor Pier Giorgio Austriaco, OP; Dr. Enrique Tayag, and Dr. Anna Ong-Lim. Part 2 of the webinar learning series was graced by Dr. Beverly Lorraine Ho, Mr. Guillermo Luz, Dr. Rizzy Alejandro, and Dr. Manuel Montinola and Dr. Nancy Bermal from Unilab. We discussed the National Deployment and Vaccination Plan and how it will be implemented by the national government, local government units, as well as partners in the private sector, to reach the target population with the goal of minimizing if not eliminating COVID-19 related deaths and hospitalizations.

In addition, we have also responded to the call of CHED to designate our campuses as vaccination sites to help LGUs reach their desired vaccination rates. PACU schools with Medicine and Nursing programs were also tapped by Chairman Popoy De Vera and Sec. Vince Dizon to take part in bumping up the vaccination program as the surge of the DELTA variant has forced an influx of new infections.

In June, PACU joined UNILAB in bringing "Usapang Bakuna, Usapang Pampamilya" with Dr. Anna Ong-Lim, Dr. Karl Henson, and Dr. Joseph Adrian Buensalido as resource speakers. ED Joyce Samaniego also shared how schools are preparing for limited face-to-face classes and the need for vaccination among teachers and school employees.

In addition, PACU organized a two-part webinar series with PLDT on "E-industry: Online Forum for E-Learning and the E-bossing Online Classes. Pres. Anthony Tamayo together with the PLDT Executives and technology providers talked about online learning during the pandemic and the efforts of CHED, the Academe and School leaders to quickly transform brick-and-mortar classrooms to 21st century "blended/online learning" counterparts. It also presented back-to-school plans that empower students as well as teachers studying and working from home.

Moreover, we held two webinars with our partner, ClassIn. The first webinar is on "The Hybrid Campus: Redesigning our Schools and the Student Experience." The other webinar was entitled: "EdTech Coaching 101: How to Guide Teachers Integrate Tech Meaningfully in the Pandemic" co-presented with ClassIn, PEAC, and CEAP.

We also organized a webinar with the Credit Card Association of the Philippines (CCAP) on Credit education awareness, proper handling, and building good credit history through financial instruments.

I would also like to thank the member schools that participated in our Voters Education Campaign. We held the "Ambang sa

Bayan Ko" forum with Hon. Rowena V. Guanzon, Commissioner of the Commission on Elections (Comelec), Atty. Mildred Ople of Asia Foundation and COCOPEA MD Atty. Joseph Estrada. This campaign is part of our advocacy and participation in voter education as the coming elections will be vital due to the ongoing pandemic. We also reminded our youth that the voter registration will end on September 30, 2021.

Furthermore, PACU will forge a partnership with HABI and Facebook for their Digital Tayo Program. This partnership will allow PACU to access modules created for Technology and Teaching and Learning (TTL 1) and Technology and Teaching and Learning (TTL 2) and Building and Enhancing Literacies in the 21st Century (BEL) to enhance literacy skills for 21st century learning. With Habi, we can collaborate with other schools and share our best practices, stories, and curiosities on well-designed learning experiences.

Institutional Quality and Improvement Committee

As a prelude to Annual PACU General Assembly, we have also launched the PACU Leadership and Management Perspective (LAMP) Summit. Two LAMP Summits are scheduled in September and November this year. This summit is a series of fora where school leaders can share challenges to quality management that they have confronted, resolved or remain unresolved. The objective is to gather the presidents to talk about the non-academic aspects of our institution like building connections, sharing challenges, finding areas of collaboration, and reframing problems. Our first LAMP forum with the theme "Quality Management for Non-Academic Aspects of School Operations During the Pandemic" was held last Sept 9. Again, thank you to our speakers Dr. Caroline Enriquez, Dr. Michael Alba, Dr. Raymund Reyes, Ms. Paz Malubay, and Mr. Jason Villa. I hope that we have more participants in our second forum on November 11, 2021 entitled: "Managing Quality Teaching and Learning During the Pandemic." We thank our sponsors: PEAC and Globe Go Learn (Major sponsors), and C&E Logic (Minor sponsor). We are especially grateful to Habi Education Lab for being our workshop facilitator and co-organizer.

We have also partnered with Franklin Covey Institute to deliver a workshop entitled "The Business of Education: Preparing Students for a Changing World" this coming November. This workshop will be attended by no less than Mr. Sean Covey, President of Franklin Covey Education and son of Stephen R. Covey, author of the "7 Habits of Highly Effective People." We will launch the LeaderU program of the Institute wherein School Administrators, Faculty and Students can join.

Public Relations Committee

PACU has three main communication channels: the PACU website, PACU FB page, and PACU newsletter.

The PACU FB page has 3,800 likes and 5,500+ followers and will be updated regularly with announcements and activities of the association for the information of our members and the general public. The FB Page includes regular announcements, greetings, congratulatory messages, Senate and House committee hearings, webinars such as PBEd fora on the learning crisis and private education, relevant news articles among others.

The main thrust for the past few months was the CREATE campaign. The group also launched an FB page called Save Private Education which has now gained 5,000+ likes and 5,200+ followers since June 5, 2021. Several articles were published in major broadsheets and online platforms.

The committee issued two newsletters: October-February 2021 Vol. XI-I issue with 76 pages and February-September 2021 Vol. XI-II issue with more than 100 pages.

Research Committee

I would like to thank the Research Committee for exploring the research on the resiliency of learning modes under the pandemic where we intend to adopt the survey on "schooling under the new environment" done in FEU to other schools. The committee is also looking into the possibility of converting the tests conducted by Dr. Marcos Lopez and CEU on Critical Thinking to an online form.

In addition, our research entitled, "A Framework for Guiding the Complementary Roles of Private and Public Educational Institutions in the Philippines" is now on its 3rd phase. The first phase of the study provided an overview of the Philippine education system as a whole and lays out the logic of a mixed education system and key ideas for balancing and optimizing the mixture of public and private education contributions. In the second phase, the study intends to focus on basic education in investigating policy and strategic options for strengthening public-private complementarity.

Before I end, this pandemic has significantly affected our sources of income and forced us to "tighten our belts." But with your contributions and regular payment of membership, PR and Director's fees, and paid corporate sponsorships, PACU has maintained its financial stability.

Hence, I would like to extend my heartfelt thanks to those who have donated to PACU funds that supported our webinars, workshops and other activities.

As we said at the beginning of this report, we have reasons for hope and optimism. We believe our lawmakers will do the right thing and present a viable and acceptable amended CREATE Act for Malacañang's signature.

We shall continue with our webinars to keep our members apprised of key developments on issues like the use of technology in learning, which is vital during the pandemic.

Also, studies have shown individuals and groups grow closer after going through a crisis. We believe we can only grow closer through the shared experiences that we have gone through so far. After all, there is indeed strength in numbers.

Finally, as we near the Christmas season, we can look forward to a time for celebration. We can have reason to hope that the Good Lord will hear our prayers, watch over us, and keep us safe.





M E S S A G E S T O G R A D U A T E S

Dear Graduates of 2021, Congratulations on your achievements especially during this prolonged pandemic period. Do not let these challenging times stop you from reaching your goals and dreams. Keep the faith and continue to seek the career that awaits you. We believe in you!!! GOOD LUCK and keep in touch!

Dr. Patricia Bustos Lagunda
President, Baliuag University

Do not regret what competence you think you missed to develop with the sudden shift of learning mode. Instead, value the strengthening of character you gained. Value the empathy this virus engenders. The virus teaches us to care. Treasure the perseverance this virus stimulates. Claim your victory over the despair that it can cause.

Dr. Ma. Cristina D. Padolina
President, Centro Escolar University

Here's a tip to becoming a Most Valuable Professional (MVP). Stay curious as you embark on your journey of personal mastery. Doors will be opened and you will go places.

Engr. Bernard Nicolas E. Villamor
President, Cebu Institute of Technology - University

May this year's graduates realize that their accomplishment of completing their studies in the middle of a pandemic only proves that with resilience, hard work, empathy, and a positive mindset, they can achieve anything.

Mr. Marco Alfredo M. Benitez
President, Philippine Women's University

Graduates of 2021: Even if a virulent "C" has caused an unprecedented pandemic in our modern age, please take note of the huge "C" that you have attained despite stupendous odds: your commencement! Amid this momentous occasion in your young lives, bear in mind these three "C's": Congratulate yourselves, as well as your loved ones and friends, for making it! Celebrate; savor the invaluable feeling that comes with your accomplishment, even if your recent schooling and, now, your graduation, are of the virtual kind, and... Carry on; keep going, keep striving, keep achieving, keep being good and doing good! Keep safe and sincerest congratulations to all of you!

Dr. Ester A. Garcia
President, University of the East

I want to congratulate you – the graduating classes of 2020 and 2021 – for completing your respective courses of study. I also congratulate the faculty members, staff, University partners and more importantly, the parents whose sacrifices enabled you to be here. We give God all the praise, glory and honor for all His manifold blessings.

Your graduation is a special milestone due to the unique circumstances you had to overcome. The global pandemic has posed unprecedented difficulties and also exposed many of the world's problems: poverty, corruption, inequality, injustice, abuse, violence, lack of concern and disregard of people's rights and welfare.

Hopefully, your experiences with the pandemic will not diminish your idealism but strengthen your resolve and maturity. Hopefully, you will continue to find the same enduring spirit to persist amid the uncertainty of the times and inspire collective causes beyond ourselves but for the greater good of humanity.

Set your sights not just on your personal futures but forge a better history for our nation. Appreciate things that are lasting not temporary. Truth, freedom, equality, justice, humility, courage, cooperation, generosity, trustworthiness, respect for the rule of law, of God, country and neighbors are values that remain relevant and withstand turmoil, anguish and damaging social changes.

Strive to make a difference. Let your voices be heard and be the leaders you are meant to be. Remember that even a faint glimmer or tiny spark can ignite light amid the darkest times. Remember that even as you walk your individual roads, our communities need new leaders. The point of life is to serve others and to leave the world we better and brighter than when we arrived.

Judge Benjamin D. Turgano (Ret.)
President, Wesleyan University Philippines



May this pandemic experience bring us to a brighter outlook in life as we traverse and journey into another exciting episode of the stage of our life. Kudos!

Wilfredo O. Hermosura, Ed.D
Director, School of Graduate Studies - STI West Negros University



Don't be scared of fear because it sharpens, challenges, and strengthens you; and when you run away from fear, you're also running away from the chance to be your finest possible self.

Nicholas S. Caballero, Ph.D
Dean, College of Criminal Justice Education -STI West Negros University



Congratulations, Southville International School and Colleges Class of 2020. Everyone is looking for reasons to hope in these times and I do not need to look any further than your names to know that the future is entrusted to the right people. You are a special group of students who faced a great challenge but stayed positive and consistently persevered to achieve this milestone. Your extraordinary accomplishment shows your ability to learn and grow in moments of adversity which will serve you well as you navigate challenging situations in the future.

You may have traveled a strange path to your graduation but it cannot take away your educational achievements and accomplishments. It won't take away the sense of pride and joy that we and your families have for what you have accomplished. We could not be prouder of you, SISC Class of 2020. You will forever be remembered as the students that had the most challenging school year and succeeded!

Jocelyn P. Tizon, PhD
President, Southville International School and Colleges



My heartfelt congratulations to batch 2021! Your graduation day is indeed a time for gratitude, happiness, and relief from the academic struggles and challenges through the years. Despite achieving a remarkable milestone in your life today, one can never say that you are already done. Because this is just the beginning of another long journey.

Starting your careers during this pandemic is a huge challenge and but also great opportunity for you to discover what you can do as fresh graduates. Learn by heart that small acts of goodness, because sacrifice and decency in your profession can create ripple effects of inspiring others to work with dignity and pride.

May the Lord grant you strength and perseverance to carry life's journey in these unprecedented times.

Again, Congratulations graduates!

Dr. Anthony Jose M. Tamayo
President, University of Perpetual Help System DALTA

COCOPEA Chairman, Trustees and Officers (2021-2022) Take Their Oath of Office in a Virtual Induction Ceremony

The Coordinating Council of Private Educational Associations of the Philippines (COCOPEA) formally installed a new set of members of its Board of Trustees for 2021 to 2023 on September 4, 2021 via Zoom Teleconferencing. The much-anticipated event was attended by the presidents of our member schools, distinguished guests from the executive and legislative branches, colleagues, friends of PACU and the Tamayo family.

Dr. Anthony Jose Tamayo, president of the Philippine Association of Colleges and Universities Inc. (PACU) and the University of Perpetual Help System DALTA, was sworn in as chairman.

Also minted were the members of the Executive Committee: Sister Ma. Marissa Viri of the Catholic Education Association of the Philippines (CEAP), retired judge Benjamin Turgano of the Association of Christian Schools, Colleges, and Universities (ACSCU), Dr. Lourdes Almeda-Sese of the Philippine Association of Private Schools, Colleges, and Universities (PAPSCU) and Fr. Onofre Inocencio Jr. of the Tech-Voc Schools Association of the Philippines Inc. (TVSA)

Also included in the committee are lawyer Joseph Noel Estrada who will act as the association's managing director, Dr. Vicente Fabella as chief adviser and Laurice Faye Juarez as treasurer.

Moreover, the PACU Trustees that were also installed as COCOPEA board of trustees:

Engr. Bernard Nicolas E. Villamor
Dr. Caroline Marian S. Enriquez
Dr. Ma. Cristina D. Padolina
Dr. Michael M. Alba
Dr. Reynaldo B. Veja
Dr. Ester A. Garcia
Dr. Zorba Bnn R. Bautista

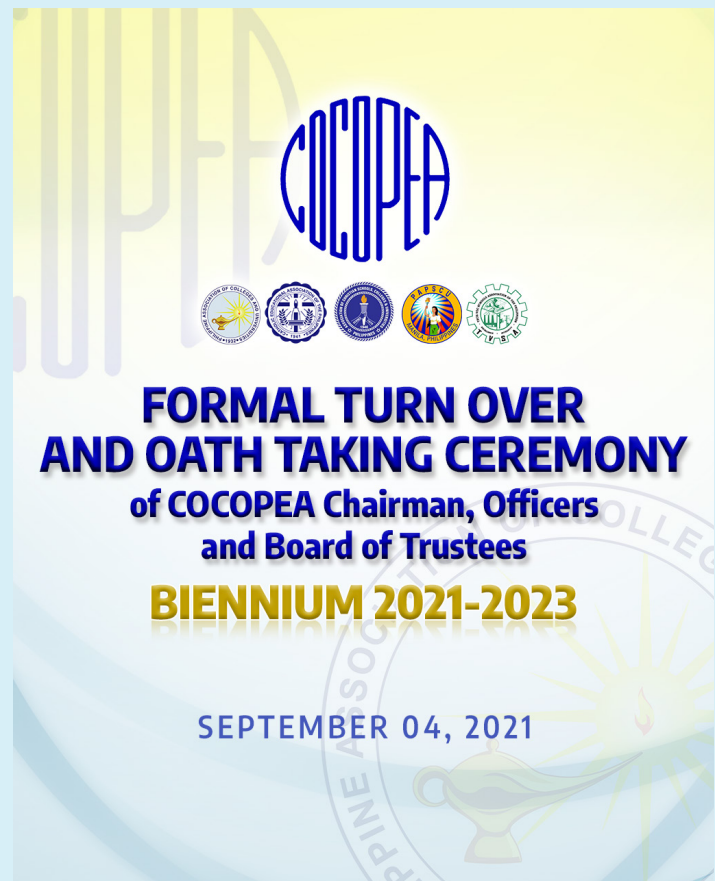
Dr. Tamayo gave his assurance COCOPEA will continue to take the lead in public education policy development to support the future of the private schools in the country.

"I am very optimistic we will continue moving on to a shared and preferred future. We continue to work together to improve the policy environment for private education and equity in government funding and support. We will pursue landmark education policies to address the current learning crisis," he said.

Dr. Tamayo added the new COCOPEA leadership will ensure the law clarifying the preferential tax rate for proprietary educational institutions will be passed by the end of the 18th Congress.

Lawmakers and government officials from the Department of Education (DepEd), the Commission on Higher Education (CHED), and the Technical Education and Skills Development Authority (TESDA) expressed their support to the COCOPEA Board of Trustees.

Senator Emmanuel Joel Villanueva, Chairman of the committee on Higher and Technical Education was the Keynote speaker. Senator Juan Edgardo "Sonny" Angara led the swearing in of the officers.



Baguio Representative Mark Go, chairman of the House Committee on Higher and Technical Education and Pasig Representative Roman Romulo, chairman of the House of Representatives' Committee on Basic Education and Culture, also gave their message of support during the turnover ceremony, looking forward to a fruitful working relationship with the new set of officers of COCOPEA. The lawmakers are hopeful that quality and innovative education becomes the standard and this can be done with a strong and mutual partnership with private education. Cong. Go highlighted the role of COCOPEA, as a unifying voice in ensuring world-class excellence among our private universities and colleges, is indispensable.

Education Secretary Leonor Briones said DepEd looks forward to working with COCOPEA to ensure the complementarity of the public and private education system in the country. "I look forward to working closely with the new chairman to consult with each other on the challenges we are facing, especially at this time of Covid, as we look forward to the future," she added.

CHED Chairman J. Prospero de Vera III and TESDA Director General Isidro Lapeña also hoped to work together with COCOPEA to restore hope in the learners as they continue to rise to challenges in implementing flexible learning and blended training modalities for the learners. Dir. Rhodora Angela Ferrer, PEAC Executive Director also gave her message of support to the newly inducted COCOPEA Officers.



BOARD OF TRUSTEES FY 2021 -2022



Dr. Anthony Jose M. Tamayo
COCOPEA CHAIRPERSON



EXECUTIVE COMMITTEE



Dr. Anthony Jose M. Tamayo
COCOPEA Chairperson
PACU President



Sr. Ma. Marissa R. Viri, RVM
CEAP President



Judge Benjamin D. Turgano (Ret.)
ACSCU President



Lourdes Almada-Sese, Ed.D
PAPSCU President



Fr. Onofre G. Inocencio, Jr., SDB, Ed.D
TVSA President



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Atty. Joseph Noel M. Estrada
COCOPEA Managing Director



Dr. Vicente K. Fabella
COCOPEA Chief Adviser



Ms. Laurice Faye R. Juarez
COCOPEA Treasurer



Philippine Association of Colleges and Universities (PACU)



Dr. Anthony Jose M. Tamayo
COCOPEA Chairperson
PACU President
President, University of Perpetual Help System DALTA



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President, Cebu Institute of
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President, Our Lady of Fatima University



Dr. Ma. Cristina D. Padolina
PACU Trustee
President, Centro Escolar University



Dr. Michael M. Alba
PACU Trustee
President, Far Eastern University

ALTERNATES:



Dr. Ester A. Garcia
PACU Trustee
President, University of the East



Dr. Reynaldo B. Vea
PACU Trustee
President, Mapua University



Dr. Zorba Bnn Bautista
PACU Trustee
Chairman, University of Baguio



Catholic Educational Association of the Philippines (CEAP)



Sr. Ma. Marissa R. Viri, RVM
CEAP President
President, University of the Immaculate Conception-Davao



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PACU Trustee
Superintendent, Diocese of Dumaguete



Fr. Albert N. Delvo
CEAP Treasurer
Superintendent, Diocese of Dumaguete



Fr. Gilbert B. Sales, CIMM
CEAP Corporate Secretary
President, St. Louis University-Bagui



Fr. Raymond Joseph L. Arre
CEAP Superintendents Commission Chairperson

ALTERNATE:



Fr. Karel S. San Juan, SJ
CEAP National Advocacy Commission Chairperson
President, Ateneo de Zamboanga University



Association of Christian Schools, Colleges and Universities (ACSCU)



Judge Benjamin D. Turgano (Retired)
ACSCU President
President, Wesleyan University - Philippines



Dr. Betty Cernol-McCann
ACSCU Vice President
President, Silliman University



Dr. Pio D. Baconga
ACSCU Trustee
President & CEO, Pilgrim Christian College



Dr. Bishop Elorde M. Sambat
ACSCU Trustee
President, Saint Louis College



Dr. Judy Go Tan
ACSCU Trustee
Principal, Saint Stephen's High School



Philippine Association of Private Schools, Colleges, and Universities (PAPSCU)



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PAPSCU President
President & CEO, Saint Michael's College of Laguna



José Paulo E. Campos, Ed.D.
PAPSCU President Emeritus
President, Emilio Aguinaldo College



Antonio M. del Carmen, Ph.D
PAPSCU Vice President
President & CEO,
STI College-Sta. Rosa, Laguna



Prof. Dante Francis M. Ang II
PAPSCU Treasurer
President & CEO, The Manila Times College



Royce S. Torres, Ph.D.
PAPSCU Trustee
President, Iligan Medical Center College

ALTERNATES:



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PAPSCU Trustee
President, Lyceum Northwestern
University - Dagupan



Atty. Remelisa Alfeler-Moraleda
PAPSCU Trustee
President, University of Northeastern
Philippines



Tech-Voc Schools Association of the Philippines, Inc. (TVSA)



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TVSA President
Don Bosco Technical College



Atty. Marycel C. Engracia Ph.D.
TVSA Vice President - External
President/CEO
Manpower Educational Innovations
& Network (MEIN, Inc.)



Ms. Marie Jane I. Liban
TVSA Vice President - Internal
Executive Director
Manpower Foundation Institute (MFI)

ALTERNATES:



Emmie C. Panganiban, Ph.D.
TVSA Secretary
Board, Capellan Institute of Technology



Arrish C. Altavano, LPT
TVSA Assistant Secretary
Trustee, Southern Luzon
Technological College Foundation, Inc.



Marites Joan G. Quezon
Treasurer
President, International Training Center
and Hospitality Institute



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PACU Executive Director



Mr. Jose Allan I. Arellano
CEAP Executive Director



Dr. Patricio C. Dionio
ACSCU Executive Director



Ms. Salome I. Morandarte
PAPSCU Executive Director



Engr. Marjorie G. Mendenilla
TVSA Executive Director

THE CREATE LAW SAGA: The Fight for the Correct Taxation on Educational Institutions Amidst the Pandemic

By: Atty. Anna Maria D. Abad and Atty. Maya Angelique Jajalla

"It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of light, it was the season of darkness, it was the spring of hope, it was the winter of despair."—Charles Dickens, A Tale of Two Cities

The Creation of CREATE Law: A Background

On 11 March 2020, the World Health Organization (WHO) declared COVID-19 a pandemic—two months after it published the first Disease Outbreak News on the SARS-CoV-2 virus.¹ Shortly thereafter, abrupt changes ensued among affected countries, including the conduct of classes and learning systems across schools and universities.

Four days prior to the said WHO declaration, the Philippines confirmed its first local transmission of the virus. On 16 March 2020, Metro Manila was placed under an "Enhanced Community Quarantine", whereby strict home quarantine in all households was implemented, transportation and non-essential businesses were suspended, and face-to-face classes in schools were debarred. The following day, the President signed Proclamation No. 929, declaring a state of calamity in the entire country.

As the Philippines began to plunge into a health and economic crisis, the Bayanihan to Heal as One Act—a measure to mitigate the effects of the crisis through financial aid to health workers and emergency subsidies for low-income households—was signed into law on 25 March 2021.

Unfortunately, one year later, the country still continued to dive deeper into a state of calamity, with community quarantines and suspension of face-to-face classes still in place. The continuing crisis adversely affected educational institutions in the country, with nearly 900 private K-12 schools shutting down, while a number of private colleges and universities halting their operations.² Additionally, the enrollment in private schools plunged to 1.4 million, which is 57% down from a year earlier, and 66% of the 4.3 million in 2019, according to the Department of Education's Learning Enrollment Survey Quick Count data.

On 26 March 2021, Republic Act (RA) No. 11534, otherwise known as the Corporate Recovery and Tax Incentives for Enterprise (CREATE) Act, was signed into law. The said act was the product of two bills which Congress previously did not pass: the Tax Reform for Attracting Better and Higher-quality Opportunities (TRABAHO) Bill and the Corporate Income Tax and Incentives Reform Act (CITIRA).

With the addition of COVID-19 related provisions, the CREATE Act was deemed urgent and necessary, and was thereafter passed into law.

¹ World Health Organization COVID-19 Timeline

² COCOPEA Statement citing Department of Education reports, June 1, 2021.

The CREATE Law: *Ratio Legis Est Anima*

The CREATE Law was promulgated to help jumpstart the economy in light of the pandemic, and to provide a large stimulus package to micro, small, and medium scale businesses in the form of increased tax cuts or tax relief measures, and a redesigned fiscal incentives system to attract more corporate investments and create jobs.³ It was intended to improve the equity and efficiency of the corporate tax system by lowering the rate, widening the tax base, and reducing tax distortions and leakages.

A look at the spirit and intention of the law tells us that it was created to lighten the burden of taxpayers across all sectors, including that of educational institutions, and to help recover the nation from the economic crisis brought by the pandemic.

The CREATE Law, which amended several provisions in the old Tax Code, became effective on 11 April 2021 (15 days after its publication on 27 March 2021).

Taxation of Educational Institutions Under the CREATE Law

Sec. 27(A) and (B) of the National Internal Revenue Code, as amended by the CREATE Law, provides:

“(A) In General. — Except as otherwise provided in this Code, an income tax rate of twenty-five percent (25%) effective July 1, 2020, is hereby imposed upon the taxable income derived during each taxable year from all sources within and without the Philippines by every corporation, as defined in Section 22(B) of this Code and taxable under this Title as a corporation, organized in, or existing under the laws of the Philippines.

“Provided, That corporations with net taxable income not exceeding Five million pesos (P5,000,000.00) and with total assets not exceeding One hundred million pesos (P100,000,000.00), excluding land on which the particular business entity’s office, plant, and equipment are situated during the taxable year for which the tax is imposed, shall be taxed at twenty percent (20%).

xxx.

“(B) Proprietary Educational Institutions and Hospitals. — Proprietary educational institutions and hospitals which are nonprofit shall pay a tax of ten percent (10%) on their taxable income except those covered by Subsection (D) hereof: *Provided, That beginning July 1, 2020 until June 30, 2023, the tax rate herein imposed shall be one percent (1%):* Provided, further, That if the gross income from ‘unrelated trade, business or other activity’ exceeds fifty percent (50%) of the total gross income derived by such educational institutions or hospitals from all sources, the tax prescribed in Subsection (A) hereof shall be imposed on the entire taxable income. For purposes of this Subsection, the term ‘unrelated trade, business or other activity’ means any trade, business or other activity, the conduct of which is not substantially related to the exercise or performance by such educational institution or hospital of its primary purpose or function. *‘Proprietary’ means a private hospital, or any private school maintained and administered by private individuals or groups with an issued permit to operate from the Department of Education (DepEd), or the Commission on Higher Education (CHED), or the Technical*

³ DOF News and Views, “Dominguez thanks President Duterte, Congress for timely enactment of CREATE Law”, 28 March 2021. Accessed on 11 April 2021 at 9:30 a.m. in DOF website. See: <https://www.dof.gov.ph/dominguez-thanks-president-duterte-congress-for-timely-enactment-of-create-law/>

See also: Rep Act No. 11534 Declaration of Policy: (a) Improve the equity and efficiency of the corporate tax system by **lowering the rate, widening the tax base, and reducing tax distortions and leakages**; (b) Develop, subject to the provisions of this Act, a more responsive and globally-competitive tax incentives regime that is performance-based, targeted, time-bound, and transparent; (c) Provide **support to businesses in their recovery from unforeseen events such as an outbreak of communicable diseases or a global pandemic**, and strengthen the nation’s capability for similar circumstances in the future; and (d) **Create a more equitable tax incentive system that will allow for inclusive growth and generation of jobs and opportunities** in all the regions of the country, and ensure access and ease in the grant of these incentives especially for applicants in least developed areas.

Education and Skills Development Authority (TESDA), as the case may be, in accordance with existing laws and regulations. (Corporate Recovery and Tax Incentives for Enterprises Act or CREATE, Republic Act No. 11534, [March 26, 2021]. Emphasis and underscoring supplied.)

As worded in the law itself, in relation to educational institutions, there is no distinction as between “non-stock, non-profit” schools as against “stock and for-profit” schools in order to avail of the preferential tax rate. The law provides that “proprietary educational institutions” are subject to a **preferential income tax rate of ONE percent (1%) on their taxable income for a three year period retroactive on 01 July 2020 until 30 June 2023**, except on certain passive incomes as provided under Sec. 27(D) of the Tax Code.⁴

The Issue: An RR at Variance with the Law

However, on 08 April 2021, the Department of Finance, through the Bureau of Internal Revenue (BIR), issued **BIR Revenue Regulation (RR) No. 05-2021** which sets the Implementing Rules and Regulations for RA No. 11534.

In its definition of terms in Section 2, the BIR **inserted** the phrase **“which are non-profit for the purpose of these Regulations”** within the original definition of the CREATE Law.

Section 2 provides:

Section 2. DEFINITION. – The following words or phrases, when used in these regulations, shall have the following meaning:

xxx.

C. Proprietary Educational Institutions – refer to any private schools, **WHICH ARE NON-PROFIT FOR THE PURPOSE OF THESE REGULATIONS**, maintained and administered by private individuals or groups, with an issued permit to operate from the Department of Education (DepEd) or the Commission on Higher Education (CHED) or the Technical Education and Skills Development Authority (TESDA), as the case may be under existing laws and regulations.” (Capitalization and underscoring for emphasis supplied.)

xxx.

Where the CREATE Law did not distinguish, RR No. 05-2021 did. Thus, the main concern with the said regulation is the insertion of the word “non-profit schools” in the definition of “proprietary schools”, in contrast to the Tax Code as amended by the CREATE Law.

In effect, stock and profit corporations, ***including stock and profit educational institutions***, will be taxed at twenty five percent (25%), instead of one percent (1%) for the next three years, and non-stock, non-profit corporations will be taxed 1%, instead of being exempted under the Constitution and the Tax Code itself, starting 01 July 2021 until 30 June 2023, and ten percent (10%) starting 01 July 2023 onwards.

Due to the insertion’s serious implications on the taxation of educational institutions, an emergency meeting called by the Policy Committee headed by Pres. Vincent Fabella and the CREATE Tax Language Ad-Hoc Committee headed by Pres. Fred Ayala was held on 09 April 2021.

⁴Note 1: The one percent (1%) preferential tax rate is not absolute, and subject to a condition that the school’s gross income from activities NOT related to education should not exceed fifty percent (50%) of the total gross income of the school. If the school’s total gross income from unrelated activities were to breach the 50% limit, then the for-profit school will be taxed at twenty five percent (25%) just like any ordinary corporation.

Note 2: Note further that by 01 July 2023, domestic corporations shall be imposed a Minimum Corporate Income Tax (MCIT) of two percent (2%), where the corporate income tax at 24% is less than the 2% MCIT on gross income. Simply stated otherwise, domestic corporations shall pay whichever is higher between the regular income tax rate or the MCIT. [See: Republic Act No. 11534, (Corporate Recovery and Tax Incentives for Enterprises Act or CREATE (26 March 2021), Section 27 (E)]

Also in attendance were Coordinating Council of Private Educational Associations (COCOPEA) Executive Director Atty. Joseph Noel Estrada, Philippine Association of Colleges and Universities (PACU) President Anthony Tamayo, Our Lady of Fatime University (OLFU) President and PACU Immediate Past President Dr. Carol Enriquez, Phinma President Emon Reyes, among others.

Atty. Benedict Tugonon was invited as tax expert and resource person, in his capacity as former President of the Tax Association Management Association of the Philippines (TMAP). He is a Partner & Head of Tax Practice of The Law Firm of Quiason Makalintal Barot Torres Ibarra Sison & Damaso. After much deliberations, a two-pronged strategy was decided upon, to wit:

- (1) Exhaustion of Administrative Remedies and
 - (2) Filing of an Action for Declaratory Relief
- with Preliminary Injunction/Temporary Restraining Order (TRO).

To consult the rest of the body regarding the matter, an Emergency Meeting among PACU member school presidents was held on 14 April 2021. In the said meeting, the general consensus of the Legal Team composed of Atty. Joseph Estrada, PACU Legal Counsel Atty. Anna Maria Abad, and Atty. Benedict Tugonon was reiterated: The BIR insertion is invalid and unconstitutional, without any basis in the CREATE Law or the Constitution itself.

Thus, with the position of the PACU member schools to right such wrongs, the more active and collective fight for the correct taxation to be imposed on educational institutions begins.

On 24 April 2021, RR 05-2021 became effective, 15 days after its publication in Philippine Star and Malaya Business Insight on 9 April 2021.

Strategy 1: Exhaustion of Administrative Remedies

The doctrine of exhaustion of administrative remedies recognizes that the administrative agency concerned be given an opportunity to correct its own mistakes. Comity and convenience also impel courts of justice to shy away from a dispute until the system of administrative redress has been completed.⁵

Thus, should Strategy 2 be required, it is still incumbent upon the schools to show that it had previously sought redress of its grievances with the Department of Finance (DOF) and/or BIR.

In this view, Atty. Tugonon was authorized by the Ad-Hoc Committee to continue his representations with the DOF/BIR. PACU member schools were also urged to make representations and send letters to the DOF and BIR, in an effort to exhaust all administrative remedies regarding the issue.

Since then, PACU member schools had made full use of its network and sent out various letters, formal requests, phone calls, and personal notes to top officials and key personnel in the DOF and the BIR, in an effort to correct the erroneous insertion of the word “non-profit” in its definition of “proprietary schools” in RR 05-2021.

On top of formal letters sent to the said government agencies, COCOPEA and PACU representatives also met with the BIR Legal Services team via Zoom on 20 April 2021. BIR Deputy Commissioner Marissa Cabreros and Asst. Commissioner Larry Barcelo also attended the said meeting.

COCOPEA/PACU raised the implications of the insertion of the words “non-profit” in the definition of “proprietary schools”, which could mean that the preferential tax rate of 10% previously enjoyed by stock, for-profit private educational institutions will be lost,

⁵ Alfonso v. Espinas, G.R. No. 249455 (Notice), [January 27, 2020].

and that non-stock, non-profit educational institutions will be taxed 1% starting 01 July 2020, instead of being tax-exempt.

As a response, BIR asserted that even before the passage of the CREATE Law and the issuance of RR 05-2021, they had previously issued Revenue Memorandum Circular No. 67 in 2012, which provided that proprietary profit educational institutions shall be taxed in the same manner as a regular domestic corporation. Hence, hospitals and educational institutions claiming the preferential tax rate of 10% must be both “proprietary” and “non-profit”. However, after the discussion on the historical precedents of the preferential tax rates given to educational institutions and the purpose thereof, BIR promised to further study the matter.

COCOPEA—along with PACU, represented by Pres. Anthony Jose M. Tamayo as signatory—wrote a formal appeal to the BIR for the revision, amendment or clarification of the following RR 05-2021 provisions:

- a. Definition of Proprietary Educational Institution in Section 2 C to exclude the word “Non-Profit”;
- b. Exclude “Proprietary Educational Institution” in the definition of non-profit in Section 2 E;
- c. Table of tax rates in Section 3 and the transitory rates in Section 9 should reflect Proprietary Educational Institution and Non-Profit Hospital, as separate entities; and
- d. Exclude “non-profit” to describe Rosa Private School in the example under Section 3 B.⁶

These appeals were formally expressed in the letters sent to BIR dated April 6, 22, 28, and May 24, 2021.

On 19 May 2021, a collective petition of 625 private educational institutions, faculty clubs and parent-teacher associations (PTA) from around the country was also sent to DOF Secretary Carlos Dominguez.

After more than a month of exhausting administrative remedies, the BIR finally released an unfavorable response and denial of COCOPEA's plea to rectify RR 05-2021 on 1 June 2021.

Thus, to wrap up Strategy 1, and as the final recourse for an administrative resolution of the issue, more than 600 Private Schools, Faculty, PTA, alumni groups, and education stakeholders made a public appeal to President Rodrigo Duterte on 10 June 2021.

The plea was signed by the heads of COCOPEA, Davao Colleges and Universities Network Inc. (DACUN), Association of Private, State Colleges, Universities in Region XI (APSCUR XI), Organization of Cebu Private Schools (CESAFI), Bicol Association of Private Colleges and Universities (BAPCU) and hundreds of educational, parent, alumni and employee associations from around the country.

Strategy 2: Litigation

When the schools' protestations with the DOF and BIR have proven futile, Strategy 2 or the filing of the court case ensued.

On 10 May 2021, a PACU Board Resolution was passed, allowing the Board, in its discretion, to invite non-PACU member schools to join in the petition as witnesses, thereby strengthening the case.

During its Emergency Board Meeting on 27 May 2021, the Legal Team also shared that due to the effectivity of the BIR interpretation, which may already place schools in violation of the provision, the petitioners will now be filing a Petition for Prohibition under Rule 65, instead of the previously planned Petition for Declaratory Relief under Rule 63 of the Rules of Court.

On 7 June 2021, the said petition was filed before the Court of Tax Appeals (CTA). From 40 schools who signified interest to join the case, only 31 were included in the petition. Of the 13 schools that weren't included, five schools had incomplete documents, while eight schools were non-profit schools, which were excluded as a legal strategy. These 13 schools will be filing as intervenors later in the case, after the resolution of the prayer for TRO, which was included in the petition.

⁶ Copies of the COCOPEA letter signed by the Presidents of all five educational associations, e.g., PACU, CEAP, PAPSCU, ACSCU and TEVSAPHIL.

Then, on 31 June 2021, the case was raffled to the CTA First Division, and the hearing was set on 13 July 2021. The three main witnesses are as follows: Atty. Estrada, as Executive Director of COCOPEA; Pres. Tamayo, as President of PACU, and Atty. Myra Ann Wee, as President of the Asian International School of Aeronautics and Technology. During the hearing, only Atty. Estrada was asked to give his oral testimony and was examined by the CTA Judges.

Thereafter, the resolution for the TRO was submitted by Atty. John Bonifacio, Atty. Benedict Tugonon, and the PACU Legal Team.

The Endgame: Legislative Route

During the 9 April 2021 PACU Board Emergency Meeting, PACU member schools and similarly interested parties were encouraged to make representations with the Senate and the House of Representatives, to raise awareness on the impugned provisions, as it prejudices proprietary schools (both stock and non-stock). Since then, member schools have reached out to different members of Congress to raise the matter at hand.

Both the Senate and the House of Representatives responded favorably to such calls, to once and for all clarify that the preferential tax rate provided for in the Tax Code, as amended by the CREATE Law, is applicable to both “non-stock, non-profit” and “stock and for-profit” schools.

On 7 June 2021, House Bill No. 9577, entitled “AN ACT AMENDING SECTION 27 (B) OF THE NATIONAL INTERNAL REVENUE CODE, AS AMENDED, AND FOR OTHER PURPOSES” authored by Rep. Rufus Rodriguez was filed. It was a consolidation of three other bills:

House Bill No. 9596, entitled “AN ACT AMENDING SECTION 27 (B) OF THE NATIONAL INTERNAL REVENUE CODE, AS AMENDED” authored by Rep. Salceda;

House Bill No. 9573, entitled “AN ACT AMENDING SECTION 27 (B) OF THE NATIONAL INTERNAL REVENUE CODE, AS AMENDED, AND FOR OTHER PURPOSES” authored by Rep. Benitez; and

House Resolution 1877, entitled “RESOLUTION URGING THE BUREAU OF INTERNAL REVENUE TO REVOKE REVENUE REGULATION NO. 5-2021” authored by Rep. Go.

On 14 June 2021, the House of Representatives Committee on Ways & Means held a briefing on the Fiscal Regime for Proprietary schools, which was attended by PACU member schools. Sixty-four Congressmen signified their support as co-authors of the consolidated bills.

When session resumed, the House Committee on Ways & Means, chaired by Rep. Joey Salceda, recommended **House Bill No. 9913 or an “AN ACT CLARIFYING THE INCOME TAXATION OF PROPRIETARY EDUCATIONAL INSTITUTIONS, AMENDING FOR THE PURPOSE SECTION 27 (B) OF THE NATIONAL INTERNAL REVENUE CODE, AS AMENDED”** be approved in substitution of House Bills Numbered 9573, 9577, 9596, 9672, and House Resolutions Numbered 1858 and 1877. The recommendation was submitted on 2 August 2021.

On 23 August 2021, the House of Representatives passed House Bill No. 9913 on third and final reading.

On the other hand, the Upper House also acted on the matter with SENATE BILL NO. 2272. “An Act Amending Section 27(B) of the National Internal Revenue Code as amended, and for Other Purposes.” filed by Sen. Sonny Angara on 3 June 2021.

On 30 June 2021, during the Senate hearing, which was attended by PACU member schools, the DOF was asked to suspend the implementation of RR 05-2021. In response, the DOF, through its letter to the Senate dated 21 July 2021, gave its commitment that in order to ease the burden of taxation among proprietary educational institutions, they shall issue the appropriate revenue

regulations suspending the relevant provisions of BIR's RR 05-2021. As a result, the BIR issued Revenue Regulation No. 14-2021, which suspended the inclusion of "for-profit" private schools in the regime of regular income tax.

However, since it was merely a suspension of RR 05-2021, the fight continues.

On 20 September 2021, the Senate Committee on Ways & Means, chaired by Sen. Pia Cayetano, recommended the approval of **Senate Bill No. 2407 or "AN ACT AMENDING SECTION 27(B) OF THE NATIONAL INTERNAL REVENUE CODE OF 1997, AS AMENDED, AND FOR OTHER PURPOSES"**, in substitution of Senate Bill No. 2272, taking into consideration the the passage of House Bill No. 9913.

The Senate Bill was approved on second reading on 22 September 2021, and is now co-authored by Sen. Villanueva, Sen. Zubiri, Sen. Binay, Sen. Gatchalian, Sen. Poe, Sen. Gordon, Sen. Pangilinan, Sen. Hontiveros, Sen. Pacquiao, Sen. Revilla Jr., Sen. Villar, Sen. De Lima, Sen. Cayetano, Sen. Go, Sen. Drilon, and Sen. Marcos.

The fight for the correct taxation on educational institutions has made significant progress from April 2021 to September 2021. Although the CREATE Law Saga continues, the unity and strength among private educational institutions proved that even *"the worst of times"* can be *"the best of times"* to show that because education can **build a better** society, **beyond** what we have today, it deserves to be taxed properly, correctly, and fairly—especially during a global pandemic.



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#SAVEPRIVATEEDUCATION!

During this period of great hardships brought about by the pandemic, we are deeply concerned that the revised guidelines under BIR Revenue Regulations 5 Series 2021 and RMC 72 s 2021 under the newly passed Corporate Recovery and Tax Incentives for Enterprises Act (CREATE) Law of 2021 will cause irreparable damage to private schools, stakeholders and local communities.

The new tax rates will burden the schools during this period while we are fighting for survival and our very existence. Many individuals will be directly affected by RR 5-2021, such as our students, academic, athletic, working students and needs-based scholars, the parents and our faculty and staff. Furthermore, it will limit funds for faculty, staff development and the improvement of facilities and innovation activities.

Members of the communities built around schools, such as school uniform sewers, cafeteria workers, carinderias, sari-sari stores, dormitories, janitorial/security services, school bus drivers/helpers, bookstores, book suppliers, and informal businesses around the campuses, will also be severely affected. These are all a large and vital partner of the government in providing quality education nationwide.

There are over 6.1 million students enrolled in almost 15,000 private educational institutions across the country, based on CHED and DepEd data. The current faculty and staff of the private educational institutions total over 400,000.

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www.facebook.com/SavePrivateEducation



HOUSE OKS BILL TO ADDRESS TAXES FOR PRIVATE SCHOOLS
Adonis, M. N. C. (2021, June 15) INQUIRER.Net

"...applying the CREATE until 2023 would allow these schools to save an equivalent of 3.43 percent of compensation expenses, which could help them rehire at least 12,996 teachers at the start of the next school year."

Rep. Joey Salceda

*Chairman, Committee on Ways and Means
Author of House Bill No. 9573, entitled "AN ACT AMENDING SECTION 27 (B) OF THE NATIONAL INTERNAL REVENUE CODE, AS AMENDED"*



Photo from www.congress.gov.ph

**#SavePrivateEducation
#StandwithPrivateEducation**

OUR HEARTFELT GRATITUDE TO:

Committee on Ways and Means Members



Rep. Francisco "Kiko" B. Benitez

Author of House Bill No. 9573, entitled "AN ACT AMENDING SECTION 27 (B) OF THE NATIONAL INTERNAL REVENUE CODE, AS AMENDED, AND FOR OTHER PURPOSES"



Rep. Rufus B. Rodriguez

*Deputy Speaker
Author of House Bill No. 9577, entitled "AN ACT AMENDING SECTION 27 (B) OF THE NATIONAL INTERNAL REVENUE CODE, AS AMENDED, AND FOR OTHER PURPOSES"*



Rep. Mark O. Go

Author of House Resolution 1877, entitled "RESOLUTION URGING THE BUREAU OF INTERNAL REVENUE TO REVOKE REVENUE REGULATION NO. 5-2021"



#SavePrivateEducation

OUR PROFOUND GRATITUDE TO:



Senator Juan Edgardo "Sonny" M. Angara

Author of Senate Bill No. 2272, an Act amending Section 27 (B) of the National Internal Revenue Code, as amended, and for other purposes



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OUR PROFOUND GRATITUDE TO:

CO-AUTHORS OF SENATE BILL 2272



Senator Emmanuel Joel J. Villanueva



Senator Risa N. Hontiveros



Senator Sherwin T. Gatchalian



#SavePrivateEducation

OUR PROFOUND GRATITUDE TO:

CO-AUTHORS OF SENATE BILL 2272



Senator Grace L. Poe



Senator Maria Lourdes Nancy S. Binay



Senator Francis "Kiko" N. Pangilinan



#SavePrivateEducation

OUR PROFOUND GRATITUDE TO:

CO-AUTHORS OF SENATE BILL 2272



Senator Ralph G. Recto



Senator Richard J. Gordon



Senator Juan Miguel "Migz" F. Zubiri



#SavePrivateEducation

OUR PROFOUND GRATITUDE TO:

CO-AUTHORS OF SENATE BILL 2272



Senator Emmanuel "Manny" D. Pacquiao



Senator Ramon "Bong" Revilla, Jr.



Senator Cynthia A. Villar



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Coordinating Council of
Private Education Associations



CESAFI
CEBU EDUCATIONAL SAVING FUNDATION INCORPORATED



BAPCU
(Bicol Association of Private Colleges and Universities)

Statement of Gratitude to Congressman Joey Salceda, House Committee on Ways and Means and 75 Congressmen for Their Swift and Decisive Support of a Bill to Secure the Preferential Tax Rates for Private Schools

On behalf of the Coordinating Council of Private Educational Associations (COCOPEA), Davao Colleges and Universities Network (DACUN), Association of Private, State Colleges, and Universities in Region XI (APSCUR XI), Bicol Association of Private Colleges and Universities (BAPCU), CESAFI Association of Cebu Private Schools, we wish to convey our sincere appreciation to the House of Representatives Committee on Ways and Means headed by its Chairman, Rep. Joey S. Salceda, for promptly approving yesterday House Bill 9913, the substitute bill or "An Act Clarifying the Income Taxation of Proprietary Educational Institutions, Amending for the Purpose Section 27 (B) of the National Internal Revenue Code of 1997, as Amended," to secure with finality the grant of preferential tax rate of 10% for proprietary schools, including the temporarily lowered rate of 1% during the pandemic, under the CREATE Act.

In particular we would like to thank the following Congressmen for responding to our call for the urgent passage of this important legislation amidst the threat to the survival of many affected private schools throughout the country:

- a. Rep. Joey Salceda, author of House Bill No. 9596
- b. Deputy Speaker Rufus Rodriguez, author of House Bill No. 9577
- c. Rep. Kiko Benitez, author of House Bill No. 9573
- d. Rep. Luis Villafuerte, author of House Bill No. 9672
- e. Rep. Mark Go, author of House Resolution No. 1877
- f. Rep. Joy Tambunting, author of House Resolution No. 1858

Co-Authors of consolidated House Bill 9913:

Sharon S. Garin
Florida "Rida" P. Robes
Jake Vincent Villa
Estrellita B. Suansing
Luisa Lloren Cuaresma
Weslie Gatchalian
Horacio P. Suansing, Jr.
Rosanna "Ria" V. Vergara

Cheryl P. Deloso-Montalla
Kristine Singson- Meehan
Edgar Mary S. Sarmiento
Jose "Ping-Ping" I. Tejada
Julienne "Jam" L. Baronda
John Marvin "Yul Servo" C. Nieto
Janice Z. Salimbangon
Cristal L. Bagatsing

*Deogracias Victor "DV" B. Savellano
Alan B. Ecleo
Antonio "Tonypet" T. Albano
Ria Christina G. Fariñas
Allan Benedict S. Reyes
Ruffy B. Biazon
Amihilda J. Sangcopan
Aleta C. Suarez*

*Angelina "Helen" D.L. Tan, M.D.
Juan Miguel Macapagal Arroyo
Evelina G. Escudero
Teodorico T. Haresco, Jr.
Raneo "Ranie" E. Abu
Rose Marie "Baby" J. Arenas
Adriano A. Ebcas
Michael B. Gorriceta*

*Ronnie L. Ong
Sergio C. Dagooc
Alfel M. Bascug
Cesar "Jawo" L. Jimenez, Jr.
Stella Luz A. Quimbo
Sonny "SL" L. Lagon
Jericho Jonas B. Nogales
Lorenz R. Defensor*

*JohnReynald M. Tiangco
Jose "Jun" L. Ong, Jr.
Wilton "Tonton" Tan Kho*

*Mohamad Khalid Q. Dimaporo
Ferdinand L. Hernandez
Eduardo "Eddie" R. Gullas
Edward Vera Perez Maceda
Jesus "Bong" C. Suntay
Strike B. Revilla
Alfred C. Delos Santos
Jumel Anthony I. Espino*

*Divina Grace C. Yu
Rico B. Geron
Jose Gay G. Padiernos
Micaela S. Violago
Virgilio S. Lacson
Mario Vittorio "Marvey" A. Mariño
Pablo John F. Garcia
Lawrence "Law" H. Fortun*

*Arnie B. Fuentebella
France L. Castro
Alfredo A. Garbin, Jr.
Loren Legarda
Arlene D. Brosas
Angelica Natasha Co
Joaquin M. Chipeco, Jr.
Anthony Peter "Onyx" D. Crisologo*

*Sandra Y. Eriguel, M.D.
Alyssa Sheena P. Tan
Manuel Jose "Mannix" M. Dalipe*

We are also grateful that Chairman Salceda and his colleagues are moving vigorously for the swift passage of this bill. We likewise recognize with great appreciation the fast action of Majority Floor

We urgently appeal to the other members of Congress to support the approval of the bill on third reading as soon as possible.

We are hopeful that the bill can be signed into law before the new school year starts in earnest this August and September, so that our schools can fully focus on dealing with the Learning Crisis and the COVID pandemic that our country is currently grappling with.

We also urge our many private education stakeholders to join us in our collective appeal to Congress, to extend a lifeline to our struggling schools during this pandemic, to ensure the continuity of learning for our students, to secure the jobs of our teachers and personnel, and to provide livelihoods for the many small businesses (e.g. carinderias, tricycle drivers) who are dependent on our schools.

Launch of the 1st Leadership and Management Perspectives in Higher Education



One-hundred sixty five education leaders gathered on September 9, 2021 for the first ever LAMP Summit: Leadership and Management Perspectives in Higher Education. The event, organized by the Philippine Association of Colleges and Universities (PACU), stemmed from the need for school leaders to “transition from a state of languishing to a state of thriving”, as described by Dr. Patricia Lagunda, chair of the Committee on Institutional Quality and Improvement of PACU and President of Baliuag University. PACU President Dr. Anthony Tamayo, Programs Committee chair Ms. Laurice Juarez, and Executive Director Ms. Joyce Samaniego were also present to participate in the gathering.

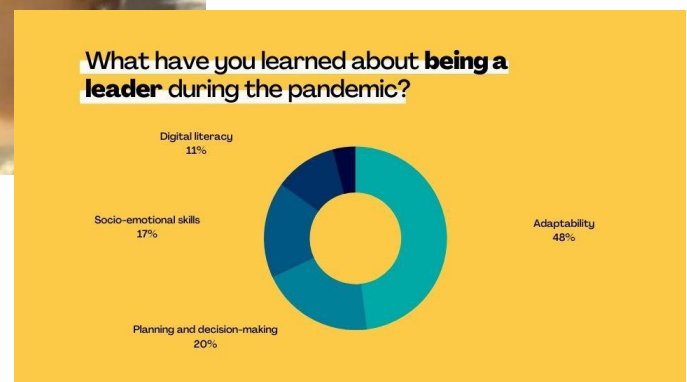


School leaders have been faced with formidable challenges—both internal and external—and have been learning quickly since the pandemic hit. After almost 2 years since the pandemic, all school leaders present here have many stories and experiences to share.

Dr. Patricia Bustos-Lagunda

President, Baliuag University
Chair, Committee on Institutional Quality and Improvement, PACU

Unlike typical webinars, the LAMP Summit was designed to be more participatory and collaborative. “Our purpose is to surface challenges, connections, and collaborations among private higher education leaders,” shared Gerson Abesamis from Habi Education Lab, who partnered with PACU to design and facilitate the summit.



OUR PURPOSE
LAMP SUMMIT

How might we surface challenges, connections, and collaborations among private higher education leaders?

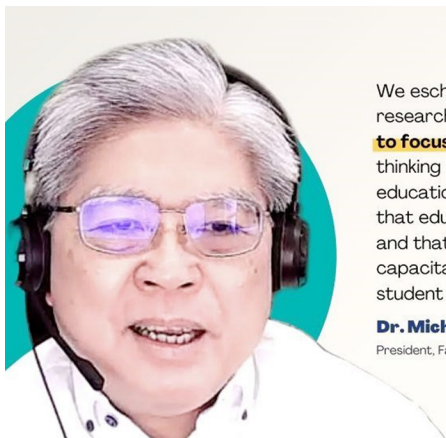
TOP 12 CAPABILITIES OF HIGHER EDUCATION LEADERS

Based on a survey of 151 Private Higher Education Leaders

1. Adaptability and flexibility
2. Resilience
3. Innovation and resourcefulness
4. Open-mindedness
5. Empathy and compassion
6. Decisiveness
7. Collaboration
8. Tenacity
9. Proactiveness
10. Big picture thinking and foresight
11. Interpersonal skills
12. Digital competence

Stories from Leaders

The first segment, Stories from Leaders, featured five speakers who shared their key lessons about leadership during the pandemic.



We eschewed aspiring to become a research university. **Instead, we chose to focus on student success.** Our deep thinking on the meaning of quality education yielded two insights. First, that education is an experience good, and that education should be a capacitating journey for the life that the student aspires for.

Dr. Michael M. Alba
President, Far Eastern University

Dr. Michael Alba from Far Eastern University shared their transformation journey, and highlighted their focus on student success and user experience.

Ms. Paz Malubay from the People Management Association of the Philippines, provided insights on transitioning their workforce from physical offices to remote environments.

Communication is key. Aside from constant communication, we need to assure our people and clients that we will be there for them. That we have a platform for fast and clear communication.

Ms. Paz V. Malubay
Secretary, People Management Association of the Philippines



This school year, we're changing our strategy a little bit, and moving to the present tense. **'Is it working?'** We're hoping that early surveys plus decentralized implementation across the academic units will help us identify teaching and learning issues ASAP, such that they can be addressed even while the term is going on.

Mr. Jason N. de Villa
Director, Center for Teaching and Learning,
University of Asia and the Pacific

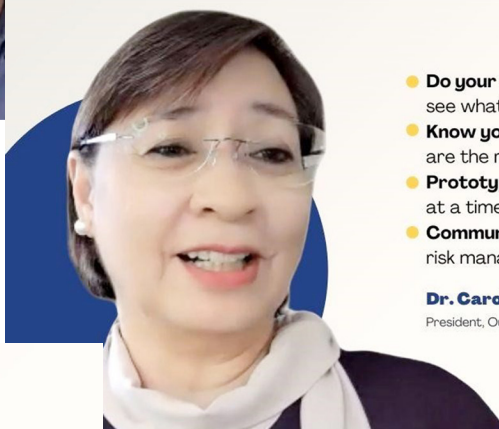


The third speaker, Mr. Jason de Villa of the University of New Asia and the Pacific, shed light on their strategies to engage teachers as allies.

Dr. Caroline Enriquez of Our Lady of Fatima University provided a detailed look at how their university prototyped various approaches to safety protocols for physical reopening of schools.

- **Do your environmental scanning** - see what works for you;
- **Know your data inventory** - these are the resources you can use;
- **Prototype** - do certain campuses at a time; and
- **Communicate well** - your disaster risk management plans

Dr. Caroline S. Enriquez
President, Our Lady of Fatima University



What has helped us go through these challenges are good practices and strengths that the organization has built even before the pandemic. The second thing that really helped us get through this pandemic is really the people - they moved heaven and earth to make our learning systems work. **I think they were motivated to do this because of our vision for our students to have a better life.**

Dr. Raymundo P. Reyes
Country Head - Philippines, PHINMA Education

And finally, Dr. Raymundo Reyes of PHINMA Education described their approach to managing the finances and operations of their school system.



Three main themes emerged from the stories:

1. During the pandemic, leaders and managers needed to be people-centered. The leaders spoke about the need for sensing, empathy, and situational analyses before making decisions or policies. The safety of their students, colleagues, and stakeholders were prioritized above all else.
2. A prototyping mindset played a key role in the development of solutions and innovations. The pandemic involved a lot of uncertainty, and schools did not have the benefit of guides or best practices. Instead, they relied on the power of prototyping and learning quickly.
3. Leadership is collaborative. They engaged their middle managers, department heads, champions, stakeholders, even students. Schools capitalized on diverse perspectives and expert advice from within their ranks, in order to identify key action points.

Dialogues

The second half was devoted to Dialogues, where participants selected one of five themed breakout rooms to participate in a series of discussions and creative exercises. The dialogues aimed to have a balanced perspective of both challenges and successes through participatory storytelling.

LAMP SUMMIT | DIALOGUE NOTES

ASSESSING AND MONITORING STUDENT LEARNING strong values systems expensive security apps connection problems inclusive policies performance-based tasks	TRANSITION TO REMOTE WORK work-from-home plan additional workloads culture of trust and care change in mindset output-based work	SCHOOL REOPENING HEALTH AND SAFETY extra infrastructure conversion of facilities cost and capacity to spend engineering and retrofitting igu partnerships
FLEXIBLE LEARNING MODALITIES preserving integrity of assessments simulating laboratories demonstrations through video project-based learning maximizing technologies	FINANCIAL MANAGEMENT CONSIDERATIONS culture of care cutting costs and deferring development unhappy stakeholders proactive offers connecting to microfinancing institutions	

In the dialogue on assessing and monitoring student learning in the pandemic, student cheating was a topic that a number of participants wanted to focus on. It was shared that developing strong values systems can help in addressing student cheating. While there are a number of apps and tools that can be used, some come with subscription fees that would incur additional expenses. Putting these side-by-side paved the way to talking about crafting clearer and more inclusive policies; some methods raised were doing an integrity pledge and consulting the students before making policies like requiring cameras be kept on during class. Another discussion that came to light is on the development of more problem-focused or performance-based tasks.

The challenge of monitoring “work-from-home” is a main theme in the work transition discussion room. This includes measurement of productivity both for teaching and nonteaching staff, the aversion of employees to being monitored, and the invisible load of the extra layer of communication that has become necessary. In the hopes of addressing these, techniques on creating a work plan and verifying reports aligned with hours using project management applications were shared. Furthermore, a bigger possibility - a change in mindset - was explored. This revolved around understanding what the 8-hour work day means now versus working physically at the office.

In the dialogue on School Reopening Health and Safety Protocols, participants discussed how the pandemic gave some urgency to some precautions in schools, such as ensuring and constantly checking proper ventilation systems. The dialogue highlighted the practicality and importance of learning about technical aspects of the school related to engineering, retrofitting, duration or timeline of preparation, and costing. It also surfaced that partnerships with the Local Government Unit can prove instrumental in curbing some challenges, such as high cost of some infrastructure vis-a-vis capacity of students to spend, by sharing and connecting schools (and other private or public institutions) for specific needs. This opens multiple possibilities of more strategic partnerships and collaboration across different sectors.

The dialogue on modalities of flexible learning also inevitably discussed preserving the integrity of assessments amidst distance learning. To address this, they suggested maximizing existing tools, such as using Canvas’s question randomizer and student monitor, and exploring new tools such as Exam.net, and plagiarism trackers. The challenge of simulating laboratory environments also emerged. To address this, others suggested using virtual laboratories such as Labster, filming and commenting on demonstration videos. Other practices shared were using alternative assessments such as using project-based learning for assessing the application of theoretical concepts, and maximizing connections with practitioners in relevant industries.

Participants in Financial Management Considerations shared both challenges and successes with keeping down the costs of tuition while still ensuring financial sustainability and operations. A key insight was the need for core values and having a culture of care when accommodating the students, parents, and faculty members’ situations. Many participants expressed a common struggle to cut down costs, which sometimes meant deferring growth and development programs. Finally, the group explored proactive offers for students experiencing financial difficulties such as micro financing solutions for families or leveraging scholarships such as UNIFAST.

The summit concluded with a challenge to all participants—to continue connecting through an asynchronous Community Pantry activity which aimed to match requests and offers among the leaders. The goal is to ensure all requests were met before the next summit, which is scheduled for November 11, 2021.



Best Practices in Flexible Learning

CEU: Continuing Education/Engagement in the University

By: Maria Rita Lucas, Dean, CEU School of Education, Liberal Arts, Music and Social Work

and

Dr. Ma. Cristina D. Padolina, CEU President and Chief Academic Officer

Higher education institutions were thrown into the throes of the pandemic, unexpectedly and hurriedly. We became like trees tested by strong winds that suddenly swelled. Flexible learning and flexible work arrangements became practically the only viable options to continue with our mission. CEU promptly decided that the rallying cry in the University be Continuing Education/Engagement in the University.

Continuing Education

The front liners in education, in pandemic times or not, are the teachers. We expected a scenario that would not allow for on-campus, in-person classes. Working on a tight time frame with only ten weeks to prepare for the next school year, CEU launched a four-in-one program for the faculty: 1) training in online teaching; 2) designing and creating modules for distance learning; 3) posting modules in the learning management system (LMS) and; 4) experiencing online learning as a student.

With TeTraOLT (Teacher Training of Online Learning and Teaching), we made a leap of faith with our teachers, one that was rewarded with remarkably keen and zealous faculty participation. A total of 696 completed the program in two three-week batches. It was an online course, with both synchronous and asynchronous components, just like the classes they would teach. They learned about online curriculum planning, pedagogy, and assessment. They realized that it is essential in a virtual learning environment to pay attention to content and instruction, establish a social presence, and create a sense of community. They created self-introduction infographics, collaborative games, and interactive activities to encourage and sustain student engagement. While experiencing online course delivery, they gained insight into how their students would view online learning.

The faculty, with the leadership of the deans and academic heads, reviewed the course study guides. They revisited curricular outcomes and content, and recalibrated the same based on how essential each was, how necessary they are to the next academic level, and how crucial each was to licensure examinations and practice of the profession.

Before the pandemic, our learning management system (LMS) was already running as support for blended instruction. Although we still met many challenges, the well-established LMS (tagged as CEU LEAPS — Learning Engagement and Proficiency System) helped us tremendously to respond to the emergency shift to remote learning. We promptly transitioned the students from brick and mortar classrooms to organized and structured virtual ones.

To make academic work manageable and sustainable for students, we delivered courses in four blocks within the semester. As a result, students only focused on two to three classes at a time in five-week intervals.

We made several inquiries among students and teachers about their experiences during the two semesters of fully online instruction. Through focus group discussions (FGDs) and surveys, we sought feedback about the semestral structure of learning blocks, their engagement in learning, and the suitability of the course content and delivery in achieving course learning outcomes. Both faculty and students found the learning block structure beneficial as it allowed them to focus their attention and efforts on only two or at most three courses at a time. However, they admitted to the intensity of the work needed and to want more time to digest some topics.

The survey of student engagement—with the instructional materials, the other students in the course, their instructors, and thus with their learning—in all courses offered in the two semesters of SY 2020-2021 indicated that 69.2% of the students were highly engaged and 27.6% were engaged, with 3.2% somewhat engaged or not engaged. Furthermore, 93.6% of the courses offered in SY 2020-2021 had materials (developed by the faculty and uploaded to the CEU LEAPS) that were rated by the students as highly suitable for achieving the course learning outcomes.

Continuing Engagement

Using Facebook Workplace, we designed and implemented the CEU ENGAGE (Engagement thru the Net for Growth in the Digital AGE) Program, which has two parallel streams—for students, and faculty and staff. The streams covered: 1) Student/ Employee Engagement aimed to foster the sense of a caring community in the University and address the need for social connections despite physical distance; 2) Successful Online Learning, which aimed at developing a proactive attitude towards online learning, practicing self-directed behavior in a technology-mediated setting, and building specific learning skills and attitudes crucial for success; and 3) Digital Wellness, which includes digital well-being, digital etiquette, digital citizenship, and digital safety. Over 14,000 joined this online community. Posts ranged from infographics, short videos, discussion boards, webinars, and other informative, motivating, and fun activities.

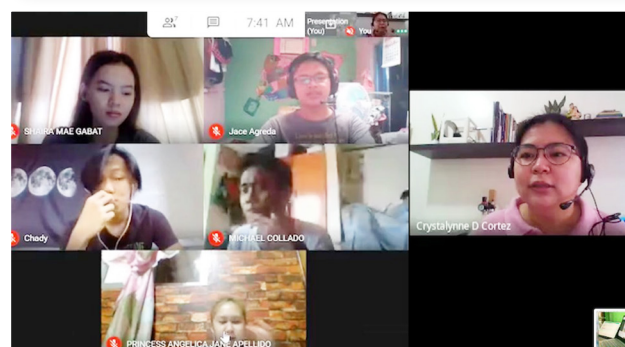
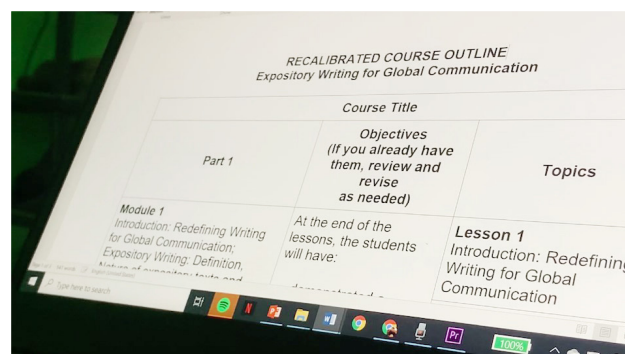
Engagement in the University community was also fostered with the conduct of traditional programs and activities transformed to the virtual platform and streamed live on our social media accounts: the choral festival featuring the CEU Singers from the Manila, Makati, and Malolos campuses; Christmas Lessons and Carols with biblical readings, prayers, choir renditions, and the Christmas Party; Loyalty Day and Quality Awards Program. The much-awaited summer outing was transformed into a Summer Wellness Interlude, a virtual event on self-care. The CEU community members also connected with one another spiritually through regularly held masses and Sundays With the Word of God.

For their part, respective schools and programs conducted regular virtual Kumustahan sessions to provide students with additional informal venues to socialize and share how they are doing. Students were not deterred by their physical separation; rather, they thrived with their facility to leverage technology and virtual platforms to collaborate in varied student organization activities. The alumni were also involved, in many cases as resource speakers, providing a deeper understanding of how students will fare in the world of work and imparting

motivation and excitement for students to pursue and carry on with their studies. With their generous donations, the alumni provided many opportunities for the University to continue its community outreach program.

Each one in the University experienced challenges and distressing moments throughout the year. But there were also enchanting occasions, uplifting moments, and stimulating discoveries. The entire year was a season of growth, and the University produced “good timber.”

*Good timber does not grow
with ease
the stronger winds,
the stronger the tree
The further sky, the greater length
the more the storm,
the more the strength
By sun and cold,
by rain and snow
in trees and men
good timber grow.
(Good Timber by Douglas Malloch)*



Continuing
Education
Engagement
in the
University

BEST PRACTICES IN FLEXIBLE LEARNING: FRAMEWORK, MODALITIES, ASSESSMENT, LEARNING

By Jonathan Boaloy

Program Chair, Bachelor of Arts in Communication



This worldwide crisis has wreaked havoc on the global community, and as the pandemic continues to enter every facet of daily life, many industries are taking steps to speed up the transition to the “New Normal.” The worldwide education scene has been severely impacted, resulting in class disruptions and the eventual closure of some schools around the world.

However, Mariners Naga designed and implemented a framework called Mariners’ Education Resilience in response to the needs of online education. This is an excellent framework for addressing educational gaps, particularly in light of the COVID-19 Dilemma, which has compelled educational systems all over the world to seek alternatives to face-to-face instruction.

Because COVID-19 is something beyond our control, the focus of this framework is to prepare for and adapt to the pandemic to reduce the negative impact of the pandemic on students and parents while also taking advantage of potential new opportunities. It entails adjusting policies and actions as a result of the pandemic’s obvious impact.

For our flexible learning modalities and easy administration of online classes, we use G Suite for Education’s Learning Management System and Application.

As part of our ongoing innovation, we offer Asynchronous Learning and Synchronous Learning, a Student-Instructor Ratio of 1:25 for easy

monitoring applying pedagogical approaches such as expository, practice, exploratory, and collaborative, flexible timelines, and more online educational resources. On a more positive note, learning and teaching will become more adaptable.

In terms of capacity building, we have Online Counselling to protect our students’ mental health as a result of how they deal with online classes. Furthermore, the need for teacher Support and Development Programs emerges, as all faculty members are critical in cultivating a learning environment in which technology is used to support the curriculum and meet the individual learning needs of all students. Faculty members will be able to develop technology-enhanced lessons as they integrate new technologies into their teaching practices by participating in training.

Finally, there is collaboration and partnership. It comes with home-school collaboration, which is strongest in an online learning setting because the home will become the primary location of student learning—parents and teachers must collaborate to help students with their needs and goals. All units must have mechanisms in place to ensure efficient and effective home-school communication and collaboration.

We also strengthen institutional partnerships and linkages because we are committed to developing students to be globally competitive by providing free learning materials from our local and international learning institution partners to supplement the courses and programs, such as pre-recorded lectures or talks from invited speakers and international experts.

Regardless of the pandemic’s negative impact on the education sector, we at Mariners Naga are guided by our core values of bringing out the best in our students by remaining relevant, engaged, and connected. We always make an effort to bring diversity and harmony into the virtual classroom, as well as to ensure that our students receive the highest quality education possible, by providing them with a standard and interactive discussion of the core and essential topics of their subjects. We are putting our knowledge to use.



Bicol Region's Premier Maritime Higher Educational Institution, MPCF-CCS, amidst Challenges and Adversities

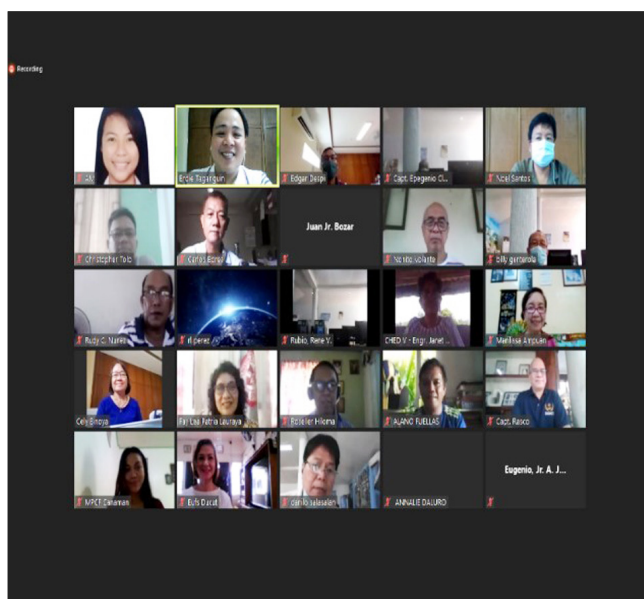
*By 2/E Erdie P. Taganguin, MME
Dean of the Academics MPCF-CCS*

The COVID-19 pandemic has drastically changed our ways as well as the world. Due to the nature of the virus, particularly how it is transmitted, it has altered human behaviors, relations, and lifestyles, and had profound impacts on the education, economic, political, and cultural landscapes of societies across the world.

It has likewise exacerbated poverty, discrimination, and inequalities in many parts of the world, not only through how COVID-19 appears to be affecting poorer communities more than the rich but also as a consequence of the measures taken by local government to control the spread of the virus, primarily by curtailing freedom of movement through the imposition of community quarantine, lockdowns, and curfews in many parts of the country.

The pandemic has clearly demonstrated the social, economic, political, and environmental realities and phenomena from varying perspectives, and the unsustainable conditions that many of us have been living with; it has also produced new problems and challenges and changed the way we live our lives. MHEIs also need to review and evaluate their research agenda and priorities to respond to these realizations and changes.

It is in this light that our government regulatory body CHED/MARINA mandated the use of Learning Continuity Plan (LCP), Joint CHED-DOH Memorandum, Circulars and policy guidelines to effectively and efficiently implement its mandate on the delivery of Flexible learning under various CMO's, such as CMO NO.4 series of 2020.



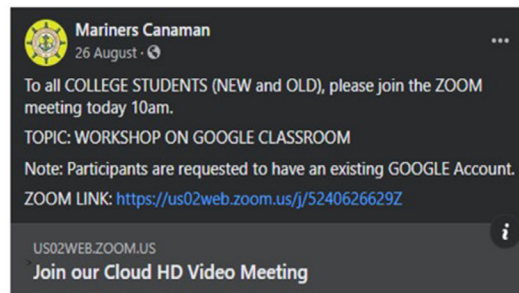
Faculty Training in Google Classroom and Zoom Meeting Application



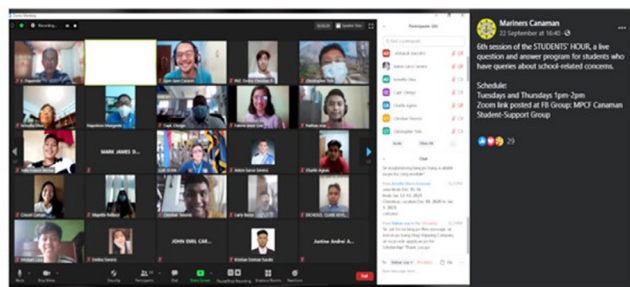
All Faculty undergone series of in-house trainings on Using Google Classroom and Zoom Meeting Application prior to the opening of classes to master the know-hows of the said applications that will be used for this semester as a mode of learning of the students.

As a positive and timely response to the trying times, MPCF has developed a comprehensive plan on the continuity of learning through flexible learning delivery options using different modalities (localized and contextualized) with emphasis on online and distance learning. The school has also prepared institution and community learning centers for the actual teaching and learning activities during the opening of classes (ORSEM).

Appendix 2 DOCUMENTARY EVIDENCES Virtual Orientation Seminar and Students' Hour



The institution conducted a 1 week Virtual Orientation for Students where introduction of the school was discussed for freshmen and series of workshops are conducted for students to be familiar with the online classes that is implemented for this semester.



Students' Hour is conducted every week for students to express their concerns and inquiries.

In addition, to effectively and efficiently deliver the "Learning Outcomes" holds with the assurance of quality maritime education as well as adherence to policies and standard guidelines set by CHED/MARINA, LGU, DOH, IATF, and OP, a great consideration on similar health and safety protocols are deployed to safeguard the well-being of learners, teachers, employees, and stakeholders of the entire MPCF CCS community.

COVID-19 Response and health Protocol inside the campus



The institution implements thermal temperature scanning upon entry to the campus and contact tracing for visitors; waiting area that practices social distancing; safety measures are posted, plastic covers are used as extra protection in the offices; and, office shuttle services

“Distance learning is a useful modality which helps achieve UN’s Sustainable Development Goals”, Dr. Cleopatra Doumbia-Henry, president of the World Maritime University (WMU) told an audience of webinar listeners recently.

“There is a continuing need to improve the educational standards of seafarers and to expand access to educational programmes at all levels—including postgraduate and doctoral studies, professional development courses, as well as taking into account the legal requirements of the IMO STCW Convention and other relevant instruments,” said president Doumbia-Henry. In addition, she suggested that the educational system of maritime institutions may need to be reshaped to meet the challenges of the information society, technological changes in the industry, and the increasing number of part-time students combining study with work.

Through all these states of urgency and desperate calls of our unsung heroes, it entails that every institution must create a tangible solution to rehabilitate and restructure our direction for the institution’s success. It would take not merely grit, tenacity, and resiliency but also a huge amount of hope that one day we shall be able to reap the fruits of our hard labor by accentuating success within our work.



Right now, MPCF CCS is on its 3rd semestral offering of its Flexible Blended Learning Delivery. Students, Faculty, Employees, and Administration are still getting used to the Education 4.0 or better known as the NEW NORMAL. We know that there is still a long way to go for us to perfect the system but we are all confident and hopeful that this brave initiative will surely create a positive ripple effect and will rekindle more great responses.

“MPCF CCS is now leading its Education and Training with the New Normal requirements, ready to face all the challenges of the fast-changing world.”



Distance Learning: A Twist of Face to Face

By Engr. Erlyn Mae G. Desamparado, Ph.D

On the Job Training, or OJT in short, is defined by Google as training that is delivered while an individual is performing tasks or processes related to their particular occupation. In the school scenario, the students undergo the said training during the scheduled term in their curriculum. The students will typically apply to a company, and then during the duration of their OJT they are to perform tasks that are essential to their chosen career with the supervision of a manager, coach, or mentor. This training is used to prepare them for the actual workplace scenario and to apply the theories they learned from school.

STI WNU College of Engineering offers three courses: BSCE, BSEE, and BSME. Based on the curriculum, OJT is offered in the summer before their final year. They have to complete 240 hours of OJT. In a normal situation, students are stationed in the company related to their course such as public and private construction firms, in the field or the office. Some may choose government offices like the Department of Public Works and Highways (DPWH), the City Engineer's Office, the Provincial Engineer's Office, and other offices that employ engineers.

This summer 2021, the situation was not as the students expected. Students taking up OJT were not allowed to have face-to-face training. It was then a challenge to the Engineering Department how to conduct the On Job Training in this new normal without sacrificing the knowledge gained by the students and at the same time not sacrificing their safety.

With the ingenuity of our dean, Dr. Erlyn Mae G. Desamparado, the students had their training online using the TESDA programs. Students were required to enroll in the free online training and were allowed to do the tasks at their own pace. They were given a minimum number of training sessions to perform. Aside from their TESDA training, we also conducted a series of WEBINARS hosted by different organizations like IIEE SQR, PIFPO, PICE, utilizing our alumni and other persons in authority as speakers to impart knowledge and skills to OJT enrollees. Virtual industrial tours were also shared with the students by the hosts to be able to see the processes in a company.

Overall, the OJT this summer was challenging but with the supportive people in the university, we passed with flying colors.

Best Practices on Flexible Learning: Anyone?

By Genevieve P. Tan, MBA

When Covid 19 hit the world without a warning, traditional learning was suspended and alternative options to continue education were then set. STI West Negros University is one with CHED and the Higher Education Institutions (HEI) in the immediate response to flexible learning.

The good thing about STI West Negros University, even before the pandemic, is that we have already been using eLMS (learning management system) as our learning tool. When the school year 2020-2021 began, eLMS made the transition from traditional to flexible learning less difficult; instead, it was fun and doable. eLMS is accessible through the web or mobile application. Learning modules, handouts, videos, assignments, seatworks, quizzes, and task performances for each subject are made available in the eLMS. Students may access these anytime and anywhere if one has an internet connection and an

individual unique login access code.

Furthermore, in accordance with the CHED's guidelines on the implementation of flexible learning, STI West Negros University utilizes the following modalities to ensure the continuity of inclusive and accessible education:

Synchronous. At least once a week, students get to meet their teacher for interactive and real-time online sessions. During this time, lectures, discussion, and clarification of topics are done.

Asynchronous. This is an offline student's activity. It allows students to learn at their own pace. Accessing their eLMS and answering the assessments happen during asynchronous learning.

Our first year of doing flexible learning was a challenge. We may have encountered difficulties, but the proper tools and materials used in delivering our tasks and the support from our school made flexible learning achievable.

Indeed, the university has empowered her teachers and students to go on with the pace of learning and has skillfully adjusted and embraced the use of online learning.

Transforming Best Practices into Lessons in Excellence

By Wilfredo O. Hermosura, Ed.D

The antidote to a poor economy is undoubtedly education, excellent education!

The present pandemic has brought havoc to all nations, organizations, groups, and individuals, in all walks of life. The Global recession receded in the inmost of houses affecting families resulting in an unparalleled bleak scenario among the millennials.

Time and again, the language of hopes and prayers becomes the haven of refuge, if not survival! Fears become a reality!

STI West Negros University is unfazed by this global pandemic. The call to achieve quality excellent education echoes in the hallways of the different platforms of learning. What better way to describe the preparation of the different learning modalities than by describing the state-of-the-art technological equipment being utilized by the university across all levels from Kindergarten, Elementary, Junior High School, Senior High School, College, and the School of Graduate Studies.

Ever since, the university has been known as a (Nurturing, Engaging and Involving) school of learning where every learner is empowered to make/create innovations through the use of Online Classes. It might interest others to know that 34G internet connectivity assistance is supplied for free to all students in order to ensure that a flawless and borderless (seamless) continuity of learning is guaranteed.

"When the fog lifts, the valley in the mountain is crystal clear!"

The university unceasingly pursues its commitment to equip each learner to visualize and prepare for an imminent challenge not just by the pandemic but the unseen battle yet to come.

This is the legacy STIWNU aspires for every soul-learner.

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How FEU Creates Real Impactful Innovation in Education

FEU's steady rise in the World Universities with Real Impact (WURI) rankings showcases its commitment to improving the learning experiences of its students. New AUN-QA certifications strengthen the University's delivery of quality education.

As of the third quarter of 2021, the world remains in the throes of the Covid-19 pandemic and the end is not yet in sight. Academic institutions thus need to fully embrace new ways of “doing” if they are to continue nurturing student learning experiences and to safeguard schooling outcomes in the current crisis.

Fortunately, Far Eastern University (FEU) had the foresight to start its digitalization initiatives early, investing extensively not only in IT infrastructure and systems as well as education technology but also in complementary faculty training that would optimize the utilization and effectiveness of the new resources. In addition, the university recognized the students’ “user experience” of the schooling process as a key factor of its becoming a transformative learning journey – an insight that led to the development of structured digital mentoring programs intended to help students navigate their academic life cycle, develop their inner resources to handle challenges, and shape their career and life goals. As a consequence of this institutional transformation journey, FEU was better prepared to continue its education mission despite the problems caused by Covid-19 for education.

“Online learning has been an integral part of how we teach in FEU. We have been using the Canvas Learning Management System since 2016, and this facility has helped our teachers achieve the objectives and target competencies of each course for School Year 2020-2021,” asserts FEU president Dr. Michael Alba.

Due to its innovative posture, FEU’s readiness to meet the demands of an ever-changing world was again recognized by the World’s Universities with Real Impact (WURI), an international university rankings system that evaluates university programs for their social impact.

In the WURI Rankings for 2021, FEU placed 79th in the Global Top 100 Innovative Universities, improving its standing from last year’s 91st spot.

“This recognition strengthens FEU’s academic reputation. Being included in the rankings list provides information on the university’s position vis-à-vis other educational institutions in the national and global arena,” Vice-President for Academic Development Dr. Myrna Quinto explains.

Compared to traditional ranking systems that evaluate quantitative metrics such as the journal publications of the faculty and the employment rate of graduates, WURI considers a university’s qualitative innovations that best meet the changing needs of its students.

The WURI rankings highlight five areas: industrial application, entrepreneurial spirit, ethical value, student mobility and openness, and crisis management. In the roster of top 50 universities, FEU ranked 16th on ethical value, 42nd on entrepreneurial spirit, and 12th on crisis management.

Among the several projects that contributed to FEU’s improved rankings in WURI 2021 were the Tams TeleWellBeing, IAS VASE, and FEU-IARFA IHOJT programs.

Tams TeleWellBeing is a program launched by the Guidance and Counseling Office to respond to the needs of students who experience stress, anxiety, and other mental health concerns caused by the prolonged community lockdowns and the remote learning setup. Anchored on Cahill, Holdsworth, Rolling, and Carson’s MindMatters framework (2000) and maximizing the use of digital technology, Tams TeleWellBeing integrates a diverse set of online programs and services to facilitate the referral of counselors, assess confidential psychological data, manage interventions, and develop training programs.

Taking advantage of the openness of digital technology, the Institute of Arts and Sciences (IAS) for its part introduced VASE (Virtual Activities Supporting Education) to complement the topics discussed in the classroom. VASE provides a platform for the

wider FEU community to understand current issues and trends in Philippine society through lectures by guest researchers, experts, and scholars, thus broadening the reach of education delivery beyond the walls of the physical or virtual classroom.

Not to be outdone, the Institute of Architecture and Fine Arts (IARFA) developed the In-House OJT in Virtual Format (IHOJT) to meet the on-the-job training requirements of its academic programs. Students were organized under one firm or agency and assigned to a faculty OJT supervisor. The aim was to engage students by converting the theories learned in the classroom to real-life leadership experiences.

International Assessments and Certification

Despite the transition from the face-to-face to the online setup, the FEU Academic Development Office ensured that its activities would remain aligned with the university's mission and vision, particularly in relation to academic excellence. It thus committed to a tough schedule of international assessments by a distinguished organization.

For SY 2020-2021, the university was slated to undergo three sets of ASEAN University Network-Quality Assurance (AUN-QA) program-level assessments spanning 12 undergraduate programs. Due to the restrictions brought about by the pandemic, the assessments were conducted remotely or online.

The first batch of assessments was conducted on November 9-13, 2020, as a result of which FEU received the prestigious AUN-QA certification for the Bachelor of Science in Medical Technology, Bachelor of Science in Biology, Bachelor of Science in Accountancy, and Bachelor of Science in Business Administration.

On May 17, 2021, four more programs were recognized for their strengths, abilities to cope with digital trends in education, and adaptability to the new normal. Added to FEU's list of AUN-QA certified undergraduate programs were the Bachelor of Arts in Communication, Bachelor of Science in Psychology, Bachelor in Secondary Education, and Bachelor in Elementary Education.

The eight AUN-QA accredited programs are appropriately aligned with the FEU Learning Outcomes, Program Expected Learning Outcomes (PELOs), and Course Expected Learning Outcomes (CELOs). The AUN-QA deemed the following as the university's strengths: the student-centered learning (SCL) paradigm; career-oriented seminars and the improving employability of graduates; the logically structured, sequenced, and integrated curriculum; well-designed and updated teaching and learning facilities and equipment; and the rewards and incentives for academic and support staff.

In early August 2021, the third batch of program-level assessment was conducted. The programs involved were the Bachelor of Science in Applied Mathematics, Bachelor of Arts in International Studies, Bachelor of Science in Architecture, and Bachelor of Science in Nursing.

While the pandemic has transformed the delivery of learning and assessment practices, FEU is confident it will still be able to provide quality education.

"FEU will continue subjecting its programs to local and international assessments and ranking metrics to ensure that its standards are aligned with the criteria set by accrediting experts like WURI and AUN-QA," declared Quinto.



FOR EASTERN UNIVERSITY

Finding the Wind in Our Sails: The UST Senior High School Health Allied Strand's “E-MMERSION”

By Carolyn L. Nanca-Atayde, MSc
Chair, Health Allied Strand - University of Santo Tomas Senior High School

The far-reaching impact of COVID-19 continues to challenge the education system of the country. This pandemic made us not only sail through tumultuous waters but face unfamiliar headwinds as well. This period of uncertainty, however, led to opportunities to “re-strategize” and leverage the virtual mode of teaching and learning.

Work Immersion is a key feature of the Department of Education's Senior High School K-12 Curriculum. It aims for our learners to become familiar with the workplace, simulate employment, and develop and apply their competencies in areas of specialization in authentic work environments. These objectives are being met by exposing our learners to environments where they can experience the first-hand application of theories and principles learned in the classroom. The program will also help develop learner's life and career skills, and more importantly, prepare them for future directions in their chosen profession.

In observance of the implementation of public health standards and to adapt to the enriched virtual mode of instruction, the University of Santo Tomas Senior High School Health Allied Strand conducted the program **“E-MMERSION: Health Allied Virtual Work Immersion”** held in Academic Year 2020-2021. This program focused on collaboration with various partner institutions and was geared toward the preparation of activities related to medical and allied health professions. The program was composed of three phases: pre-immersion, immersion proper, and post-immersion.

1. Pre-immersion Phase

This was the time of preparation of learners for the immersion proper. By this time, they learned about the following:

- Philippine Health Care Delivery System;
- Magna Carta of Public Health Workers and the Patient's Bill of Rights;
- safety in the workplace;
- therapeutic communication;
- ethics in the workplace;
- employment opportunities and guide to employment documents (resume, Curriculum Vitae, Personal Data

- Sheet, cover letter, and application forms); and
- g. preparation for a job interview.

2. Immersion Proper

This phase included the following activities:

- Virtual Tours
 - Asian Hospital and Medical Center
A virtual tour of different departments such as Nursing, Clinical Laboratory, Pharmacy, Rehabilitation, Radiology, and Nutrition and Dietetics. Services offered by each department were also discussed.
 - UST Faculty of Pharmacy
A virtual tour of their Pharmacy Demonstration Laboratory and a screening of a demonstration video on correct medication dispensing practices.
- Simulations
 - Philippine Red Cross - Caloocan City Chapter
Simulations of performing basic life support and first aid were conducted by the Philippine Red Cross, which included an online orientation to encourage the spirit of volunteerism.
 - UST Faculty of Medicine and Surgery Life Support Training Center
The American Heart Association's program, “CPR (cardiopulmonary resuscitation) in Schools,” was discussed to reiterate the importance of having lifesaving skills. Demonstration videos on hands-only CPR and updated resuscitation steps in consideration of COVID-19 were also shown.
 - UST Hospital Family Medicine Department
The residents and interns of this department conducted simulations on performing online medical consultation (teleconsultation), created advocacy videos about diseases and common health topics, and performed health assessments to give our learners a background knowledge on health services.

c. Webinar Series

1. Project ME: *Meet an Expert*

Invited experts from various medical fields shared the nature of their work, experiences, challenges, and role in society as medical professionals.

2. HeALS (*Health Allied Learning Series*)

Recent improvements in the Philippine health care system were tackled and how these various disciplines play a vital role in bridging the gaps between society and health care. Challenges and opportunities of health care delivery during the pandemic were also discussed to reinforce the knowledge of our learners regarding the country's health care system.

d. Advocacy Lectures

1. *Epignosis: A Webinar in COVID-19, Vaccines, and These pressing medical concerns* were discussed to enlighten our learners and inspire them to become future health care advocates.

2. PhilHealth Orientation

Our learners were educated on the country's national health insurance program, which is implemented through PhilHealth. The benefits of the Universal Health Care Law were also tackled.

3. EmpowerRED: An HIV Awareness Campaign by Phi Lambda Delta Sorority

In collaboration with the Phi Lambda Delta Sorority of the University of the Philippines College of Medicine, the learners were able to gain an understanding of the basic medical concepts about HIV and how they can help in breaking the HIV stigma and discrimination.

e. Career Talks

1. *White Coat: Suit for the Endless Possibilities*

Initiated by the UST SHS Health Allied Society, various medical programs aligned with the Health Allied strand were discussed, which helped our learners decide which program to take for their tertiary education.

2. *HAccelerate: Level Up Yourself*

In this event, guides to ace college admissions interviews and best practices to become skilled and effective in public speaking prepared our learners for their chosen undergraduate program.

f. Telehealth Conferencing

Our learners were able to render simple health teachings through the use of digital information and communication. Their clients were relatives or friends whom they contacted using video and audio conferencing platforms. Considering the data gathered during their health assessment from their subject Introduction to Health Care, the learners prepared a plan (e.g., diet plan, physical activity plan) for their client. Our learners were able to utilize the techniques given by the USTH Family Medicine residents and interns during their simulations.

g. LITE (*Learner's Independent Time for E-mersion*)

Through a self-paced mode of immersion, our learners were able to process and reflect on the learning from the virtual immersions. This was also used to prepare their digital portfolio.

3. Post-immersion Phase

The learners were tasked to accomplish the following:

a. Digital Portfolio

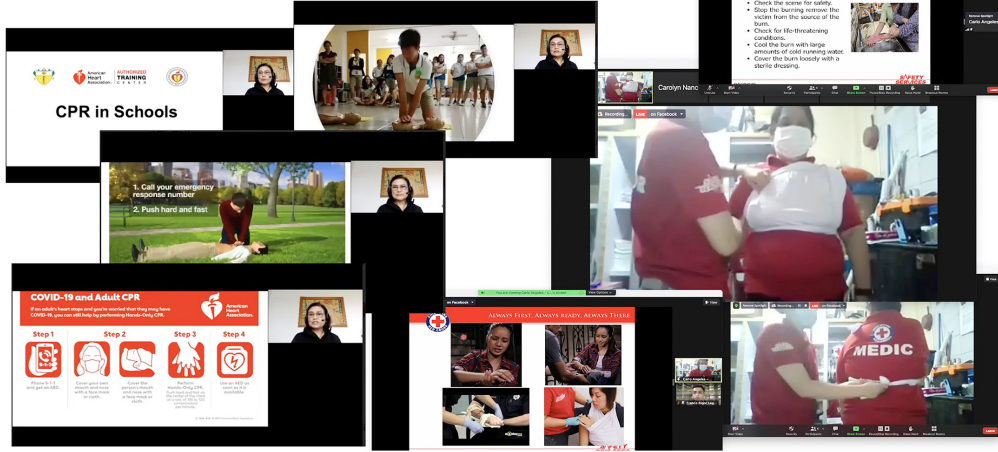
As a final output, the digital portfolio was required and this enabled our learners to process and consolidate all the virtual immersions they had for the entire term. The portfolio consisted of job application documents, reflection papers on virtual immersions, and photo documentation.

b. EDTR (E-mersion Digital Time Record)

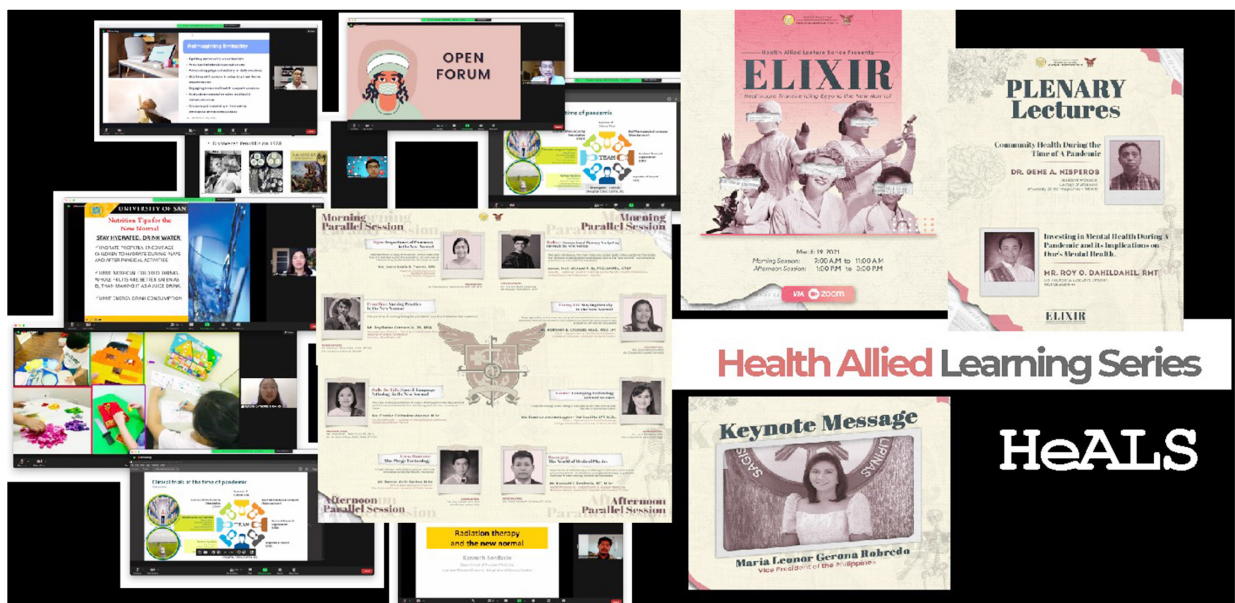
The learners filled out a Google Form to indicate their attendance to the virtual immersions they attended.

We are currently exploring the possibility of having new partner institutions for the E-mersion of this school year. New immersion opportunities and creative activities are also being considered to improve the learning experience through virtual immersion. This journey to flexible learning has started and is moving forward, despite the limitations. It will surely enable innovative ways of teaching and learning. We may be navigating now into unknown waters and headwinds, but we have found the wind in our sails. We stayed on deck to ensure that E-mersion fostered learning and provided adequate knowledge and skills concerning basic health services. We stayed engaged in giving our learners not only a glimpse but a clearer view of what they can become. With our partner institutions, we are ready to sail again and together, mold future Thomasian medical and allied health professionals.

UST FMS Life Support Training Center Red Cross Caloocan City Chapter



Simulations of performing basic life support and first aid were conducted by the Philippine Red Cross and the UST Faculty of Medicine and Surgery Life Support Training Center. Demonstration videos on hands-only CPR and updated resuscitation steps in consideration of COVID-19 were shown to educate the Health Allied learners on lifesaving skills.



HeALS (Health Allied Learning Series) is an annual webinar for Health Allied learners. This year, the webinar tackled the present condition of the Philippine healthcare system and how various disciplines of medicine play a vital role in bridging the gaps between society and healthcare, especially in the time of the pandemic.



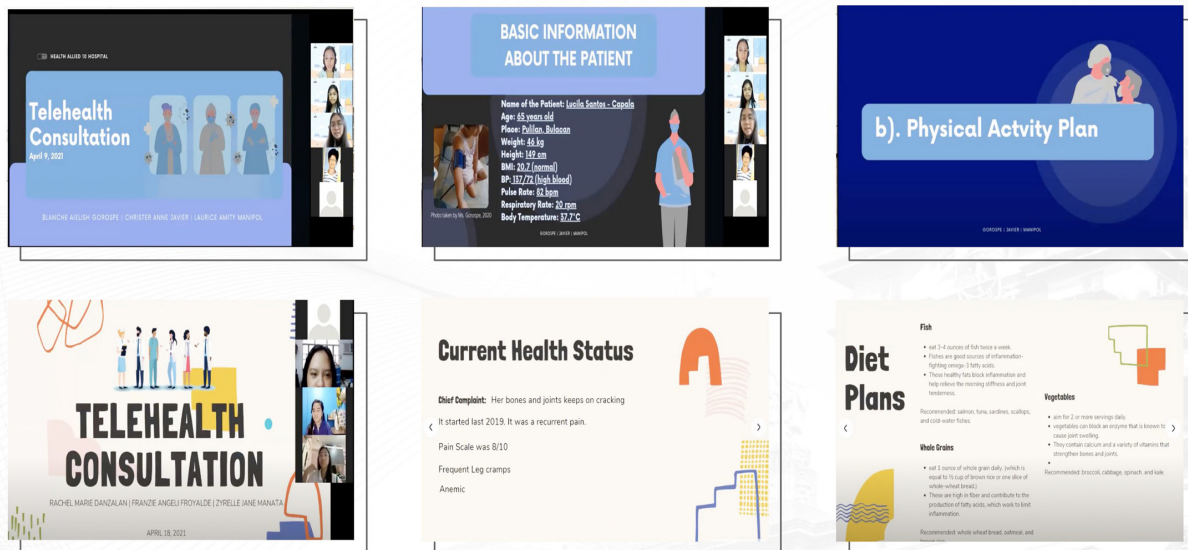
Collaboration with the Asian Hospital and Medical Center and the UST Faculty of Pharmacy made possible the virtual tours of its different departments and their Pharmacy Demonstration Laboratory, respectively.

Project ME: Meet an Expert

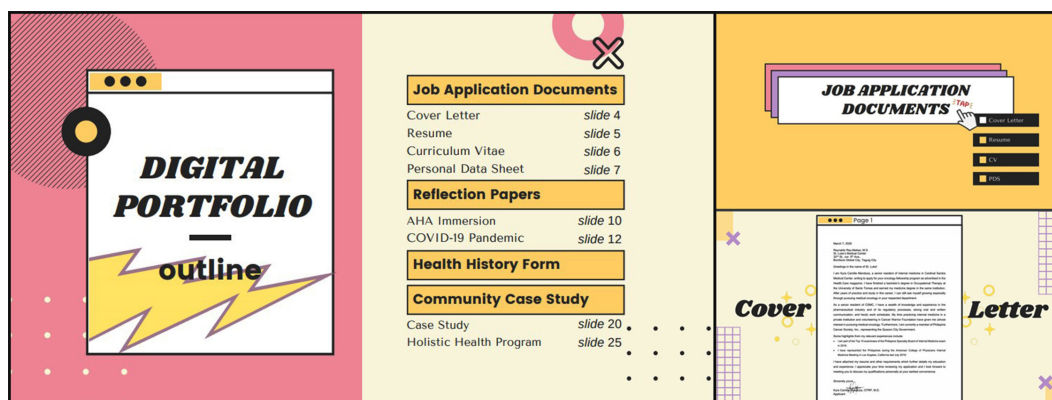
Project ME: Meet an Expert is a webinar series wherein experts from various medical professions were invited to share the nature of their work, experiences, challenges, and role in society as medical professionals.



TeleHealth



Through the use of digital platforms, the Health Allied learners were able to conduct telehealth conferencing. They rendered simple health teachings and plans (e.g., diet plan, physical activity plan) for their client.



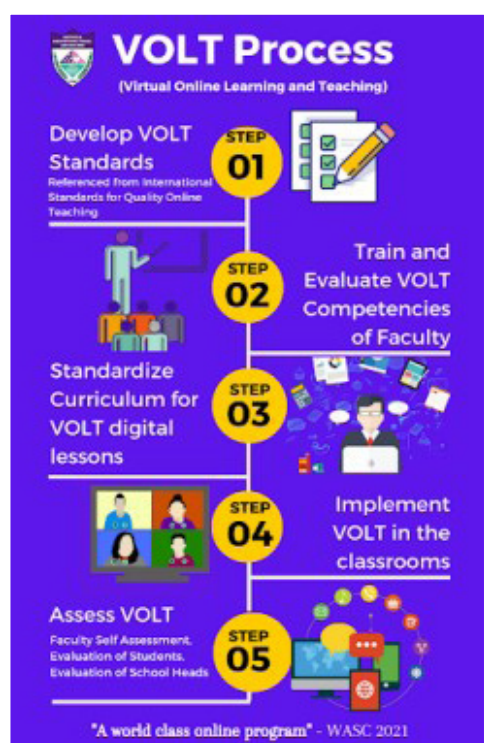
The digital portfolio was submitted as a final output for E-mmerision. This enabled our learners to process and consolidate all the virtual immersions they had for the entire term.

The Southville Virtual Online Learning and Teaching (VOLT) Program

Southville International School and Colleges (SISC) is one of the most prepared institutions in the Philippines for digital learning, having continually used online learning tools since 2010. The Southville Virtual Online Learning and Teaching (VOLT) was fully implemented in 2020, a combination of the institution's existing digital expertise and adoption of the US-based International Standards for Quality Online Teaching. The international standards led to the creation of the VOLT standards which were evaluated for effectiveness.

The VOLT Program provides students with a meaningful, rigorous, and relevant virtual online education anchored on international standards and supported by heavy investments in technological infrastructure and the professional development of faculty and staff.

It was unveiled to the Southville community after the lockdown was implemented. Both Teaching and Non-Teaching Employees went through intensive training led by the Core VOLT Team and Academic Heads with primary focuses on enhancing course designs fit for online learning, use of MOODLE as the learning management system, and engagement tools to ensure Cognitive, Social, and Teaching Presence.



The Southville VOLT Process Phases include (1) Certification of all Faculty, Officers, and Key Employees on how to do virtual classes extensively through international education suppliers such as Coursera and Harvard, (2) Student Engagement and Learning through Digital and Virtual Instructional Skills (SEaL through DaVIS) wherein training and equipping of digital skills required for VOLT happens, (3) Curriculum Mapping and Course Design Making in the context of online learning, (4) Simulation and Implementation of the VOLT Program, and (5) Evaluation of the Faculty, the Course Designs, and VOLT as a Program. Evaluations are done through virtual classroom observations, online survey, self-evaluation, and focus group discussions with the use of data analytics.

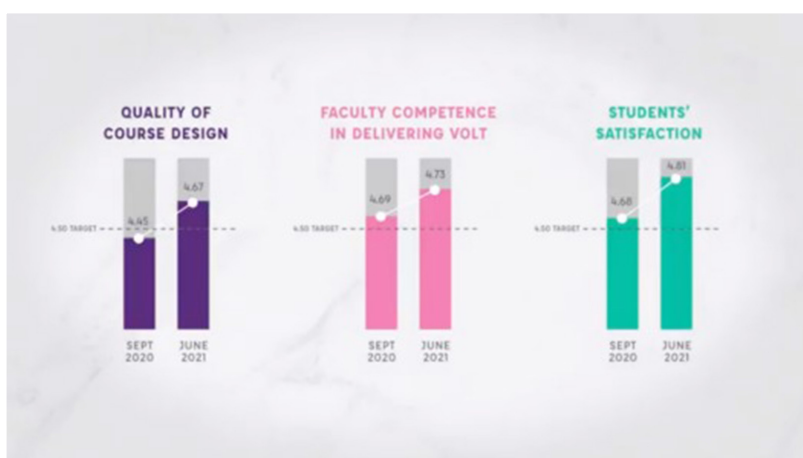
The use of analytics is in place to ensure and monitor student engagement through (1) Students logging in, (2) Student engagement in peer-learning through discussion forums, and (3) Student progress through formative assessments in MOODLE. The recent VOLT Performance Evaluation Survey reported Increased Quality of Course Designs, Faculty Competence in Sustaining Quality Delivery of Lessons from Face-to-Face to Virtual Online, and Student's Satisfaction from Initial Implementation to Current Performance.

Southville provides learners access to world-leading Online Learning Management System Platforms including MOODLE, Google Suite, Zoom, Coursera, and Khan Academy. Classes are recorded and reviews are uploaded which the students can access anytime, anywhere.

The VOLT has been another successful and Best Practice achieved by Southville with evidence of its impact on the parents and students. Parents were able to work at home at the same time their children study at home. What makes Southville stand out among other schools conducting online classes is that the teachers are still as hands-on as they've been during the face-to-face classes. Students feel they are still in the classroom in their virtual learning experiences. Indeed, there is an opportunity out of any crisis. The VOLT program allowed Southville to reach out to students from other countries. Parents commend Southville's competitive rate whilst matching international schools abroad and are glad to have found a school with thoughtful considerations on the financial challenges brought by the pandemic.

Southville students maintained their current academic ranking and even graduated with honors. This shows how students and teachers retained a strong bond to what is now called a virtual classroom.

The effectiveness of VOLT was measured through the quality of the course designs, supervisors, teachers, and students' experience and satisfaction. Very Satisfactory ratings were noted for the course design by the respondents. Supervisors, students, and faculty all rated the VOLT as Very Satisfactory with an actual rating beyond the institutional target.



(VOLT Rating Visual Presentation)

While Southville easily transitioned from Face-to-Face to Virtual Learning, with the sudden lockdown in March 2020, some of its students, parents, teachers, and employees experienced challenges in the implementation of VOLT such as access to computers, availability of strong internet connections, employee buy-in on remote work. Southville thoughtfully responded to these challenges by providing these needs immediately and primarily to its teachers and staff.

Early this year, WASC, USA assessors congratulated the entire Southville Community on the use of VOLT. They cited that while the school management team organized the program, it is the widespread use of technology, from the learners to the parents and the staff, that is highly successful and impressive. The WASC assessors affirmed Southville VOLT online delivery as world-class.

In addition, the ISO 9001:2015 certifying body commended "the efforts of the teachers in handling VOLT online classes in the face of the various challenges of the students."

The Investors in People cited the "the success of VOLT, and how Southville created an amazing story in developing VOLT and making it work. It made everyone work together, especially the IT team, faculty, admin and the school leaders."

Southville's long history of online education has allowed us to leverage that expertise to meet the digital education challenges posed by COVID-19. Despite the challenges of the pandemic, Southville has stayed committed to its core values, the 5Cs - Character, Competence, Commitment to Achieve, Collaboration, and Creativity.

Southville's VOLT is one of the participants in this year's Asia Pacific Quality Organization (APQO) International Best Practice Awards--AIBP 2021--Presentations for Distance and Flexible Learning. Through the joint expertise of its academicians and industry experts, along with the trust of its parents, the successes of its students, and the diligence of its workforce, Southville has made VOLT work.

Course Enrichment Strategies

Making Virtual Education Work

By: Kathrine Camille A. Nagal, MBA

Making the virtual education landscape work for today's students is a challenging task that the University of Santo Tomas faces with utmost confidence and rigor, despite the uncertainties of the so-called new normal. The University's thrust toward providing its faculty with the latest tools, training, and modalities to allow the provision of excellent virtual learning spaces for its students has been the norm since the pandemic disrupted the educational landscape. The University conducts annual faculty training efforts to provide a collaborative means for sharing best practices between and among the colleges and institutions, and such encounters highlight the University's success in challenging its faculty members to "level up" to the demands of this volatile, uncertain, complex, and ambiguous (VUCA) world we now live in.

Among the highlights of the University's enrichment strategies is the utilization of strong alumni and industry network of the colleges, in addition to the use and application of team-teaching, international networks, and inter-departmental collaborations as part of the teaching and learning strategies that all academic staff can apply as part of their course strategies.



The College of Tourism and Hospitality Management Experience

In response to the directives and the challenge given by the University's administrators and to make certain of the availability of quality learning experiences for its students, the College of Tourism and Hospitality Management (CTHM) took it upon itself to ensure the delivery of top-notch and world-class enriched virtual tourism and hospitality education. This deep intention of the college is exemplified in its conceptualization of specific class-related events and activities that aim to enrich its students' experiences.

First, it continues to deliver its major semestral event, the **Tourism and Hospitality Executive Forum (TOHEX)**, which features tourism and hospitality experts and executives as they share their knowledge on specific topics and current issues and concerns implicating today's industry. As of last term, the college conducted the 11th run of the TOHEX as a collaborative output of several courses and students under the Events Management, Marketing, and Management Courses.



College of Tourism and Hospitality Management Event Poster for the most recent Tourism and Hospitality Executive Forum conducted last November 2020



College of Tourism and Hospitality Management Event Poster for Alumni Hour events showcasing successful Alumni of the college who are now part of the industry experts.

The activities of the College involve the participation of CTHM alumni in a class-related **Alumni Hour**, during which the invited speakers share their best practices and experiences as well as how the virtues and values they learned as Thomasians are now being applied in the workplace. In each of the events, students are encouraged to engage and network with the alumni as well.

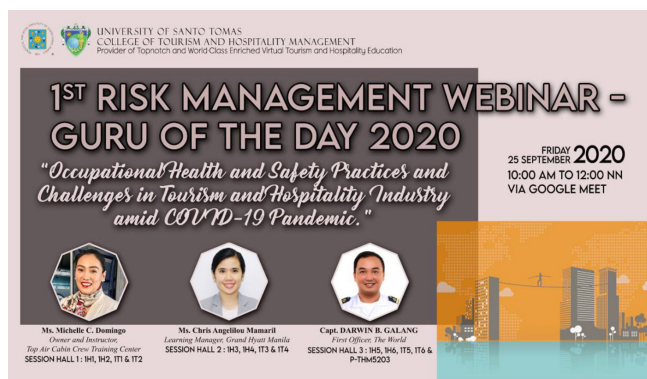
Furthermore, there's the Guru of the Day, which is similar to the TOHEX but conducted on a much smaller scale. It is considered more of a class activity where select experts from the industry are invited to discuss or demonstrate the course lesson scheduled for the day. The Gurus are experts who could be alumni or local industry experts, including international speakers from both the academe and the industry.

The College also celebrates annual International Chef's Day with a week-long activity that involves a combination of all the above activities, including student demonstrations. At the event, experts and alumni are invited to do live skills demonstrations and workshops, and students are asked to do live return demonstrations to showcase their learning as well.

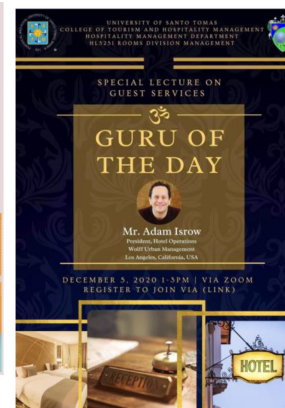
The academic staff of the college has been encouraged to apply and implement these strategies and incorporate them into the delivery of their courses. As a result of the very strong relationship of CTHM with its alumni network and industry partners, the college has always been able to tap them, resulting in the enrichment of the students' learning. Students are "enriched" with a better understanding of the concepts, especially when discussed by someone who has experienced them firsthand, being part of the industry. In fact, during the post-evaluation and feedback discussions with the students, CTHM students share that these encounters they had with alumni, industry professionals, and international speakers gave them a very lasting impression of the future. It also encourages them to continuously do and be better.

How did it work despite the challenges?

Like all other things, there will always be challenges in implementation, sometimes even at the planning stage. Based on our experience at the College of Tourism and Hospitality Management, here are some of the things you can do to support maximum student participation and learning:



College of Tourism and Hospitality Management Event Poster for Guru of the Day showcasing foreign and/ local industry experts and successful alumni of the college.



with them.



College of Tourism and Hospitality Management Event Poster for International Chef's Day.

- 1. Schedule the activity sometime before the end of the grading period.** At this stage, the students will have a good grasp of the theories and the topics that will allow them to be more comfortable in engaging with your speaker. In other words, equip them with the tools they need to engage!
- 2. Check connectivity issues and concerns and be flexible and ready for anything.** Not all students may be able to attend the event, so make sure you record the activity or apply the use of other tools to maximize your reach, such as utilizing Facebook live. Luckily, we have support staff at the college and students who are familiar with Online Broadcasting Tools. If there are students unable to engage in real-time, have them watch the recordings, collate their questions, and coordinate with the speaker to be able to connect your students

- 3. Be open to collaboration.** Activities are more engaging and fun when more people collaborate. In addition, collaboration allows for the integration of learning and assessment; that means more learning for the students but less work for both them and you.
- 4. Encourage student and faculty engagement and the sharing of rich content.** Allot time that will allow both the students and faculty members to engage with each other and with the invited experts, gurus, and alumni. Learning and ideas generated from this interaction are used to improve and further develop course content.
- 5. Expand your industry network, strengthen your alumni relations, and always encourage networking and collaboration.** Expand your network by inviting industry experts and alumni to be part of the academic staff roster as adjunct faculty, visiting lecturers, gurus of the day, or panelists. Engage them to be part of course development and the design of learning materials and activities that can maximize student learning. Nurture the relationships you can develop from these engagements. This allows you to have an unlimited source of relevant information about current industry trends, as well as a pool of expert speakers, gurus, and visiting lecturers whenever you need them. In some cases, they will even help expand your network by recommending their colleagues when they are not available for you.



Wesleyan University-Philippines: Then I saw a New Heaven and a New Earth

(Revelations 21:1)

By Judge Benjamin D. Turgano (ret.)
President, Wesleyan University-Philippines

Towards the end of Academic Year 2019-2020, we found ourselves in the middle of a global pandemic that somehow pushed us towards the inevitable---shifting to and embracing flexible learning as the way forward for educational institutions. We started with more questions than answers, more problems than solutions. But we were prepared to brave the storm that came with Academic Year 2020-2021.

The irony of the lockdown was that we could enlarge our world as we reached out to other higher education institutions through the national webinar series that we launched in June. The Commission on Higher Education (CHED) Chair J. Prospero E. De Vera III commended Wesleyan University-Philippines for heeding the commission's call for Bayanihan in the higher education sector during this time of the pandemic through this initiative, saying that WUP's service is "critical in the shift towards flexible learning, without compromising the safety of students, faculty, and HEI personnel." He particularly cited the free webinar workshop "Designing Instructional Modules for Flexible Learning" by one of the country's top curriculum experts and a sought-after lecturer on education, Dr. Greg Tabios Pawilen, which had more than 1,700 participants from all over the Philippines and even overseas.

We were chosen as the regional hub for Luzon during the European Higher Education Fair (EHEF) under the auspices of the European Union Delegation in Manila. We offered technical support by way of co-hosting the live webinar sessions via our Zoom accounts.

We sealed partnerships with industry leaders in our continuous pursuit of excellence and relevance, especially in the increasingly digital world. These partners offer programs to lift our students' competencies such as applied degrees to develop global-ready digital talents; the exchange of educational materials, research publications, and instructional information; access to equipment and capability-building activities; and ensured employment of our graduates here and abroad. We also signed a Memorandum of Understanding with other HEIs in the North to offer faculty and student development in joint programs.

As part of the university's extension program, we reached out to the ecumenical community by spearheading two (2) national consultations. The feedback we gathered was both inspiring and encouraging. In September, the National Consultation on Christian Education had more than 1,500 participants who joined the conversation and discussion on Zoom, Facebook Live, and YouTube. The National Consultation on Theological Education in December reached 18,000 people via Facebook Live. Moreover, the CHED Chair delivered the Keynote Address and committed to supporting the initiative of seminaries, especially the stand-alone to come within the supervision by the Commission.

Within the University, we revisited and rationalized our curricular offerings and opened horizons for new programs. We instituted the Wesleyan Executive Leadership Development (WELD Program) to strengthen present and future leadership. This program commenced with the first of a series of Higher Education Administrators Development Seminar (HEADS) with the best lecturers from the academe. We also received significant gifts and scholarship grants from generous benefactors who share our vision.

As a New Year's grand welcome, our Nursing graduate, Ms. Charito Leonardo Romano, was awarded the British Empire Medal by the reigning monarch, Her Majesty, Queen Elizabeth II, on the occasion of the yearly New Year's Honours which is a part of the British Honours system. The Medal was given in recognition of her outstanding work as a Staff Nurse in the United Kingdom during the Covid-19 pandemic.

"A new heaven and a new earth" --- this is the degree of newness brought about by God's transforming power. Everything will be brand new, "for the former things have passed away." We put the past behind us, keeping the lessons learned and treasuring the experiences gained, but we always look forward to what God will do and give. A Christian institution such as our beloved Wesleyan University-Philippines must not stagnate and be complacent, and must always go forward. We must go further than a few meters from where we started; there must be a destination in our journey, and we must not be condemned like a rudderless boat meandering with the ebb and flow of the ocean. We need to go forward.

This year, 2021, as we celebrate our 75th founding anniversary, we remain faithful to our mission as Wesleyan University: to provide an education that translates into the wisdom and outlook of using gained skills and knowledge for the good of others, for noble and worthwhile tasks, and for the things that outlast life and give glory and honor to God. John Wesley believed that education is a life-long learning experience guided by the Holy Spirit towards one's personal and social holiness, an instrument for evangelism, instilling Godliness, and molding people who would change the world for the better. The Wesleyan legacy of education promotes our nation's moral vision by aligning our students' moral, intellectual and social development with God's vision for man.

Due to Wesleyan University Philippines' collected efforts, WU-P received the highest award at the Gawad Padyak Parangal of the Commission on Higher Education (CHED) during the 1st National Higher Education Day and CHED's 27th Founding Anniversary Celebration.

WU-P was the top private HEI in Central Luzon with the best response in mitigating the impact of the COVID-19 pandemic in higher education covering March 2020 to April 2021. The 2021 Gawad PADYAK Parangal sa mga Unibersidad at Kolehiyo sa Rehiyong III aims to highlight the gains and contributions of higher education institutions as models of institutional continuity, agility, resiliency, and collaboration.

WU-P was likewise named Top 2 private HEI in best practices for Extension and Productivity for its extension activities, which have a significant and proactive impact on the lives of the people in the community. WU-P bested eight other HEIs in the region.

Looking back on the previous year, in our best effort at fulfilling the functions of the University, we can reflect on His promise in Isaiah 43 that makes us unafraid of taking the road less traveled because we believe He is with us. In the same manner, we welcome every change, even every challenge, knowing that each is a way to uphold our mission and a step closer to our vision as a University. A new WU-P is emerging --- a WU-P that is expanding its horizons, going borderless, utilizing and maximizing the blessing of technology, and ensuring quality in all its programs and processes.

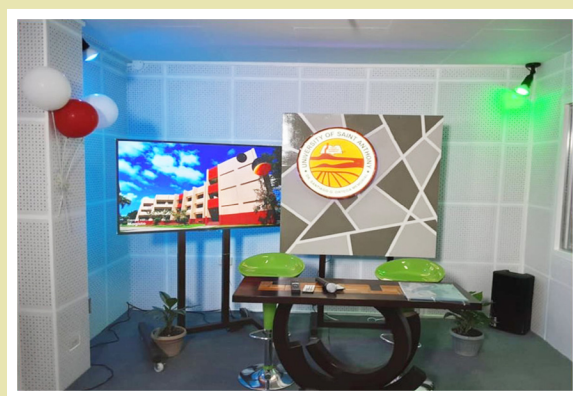
Revelation 21:15 says, "Behold, I am making all things new." The verb "making" is in the progressive tense, meaning it is ongoing, continuous. God does not stop making new things happen at WU-P and creating a new WU-P. And as good stewards, we welcome these opportunities and are humbled by these blessings.



USANT'S Newest!



The **Multimedia Instructional and Training Center (MITC)** is one of the latest state-of-the-art facilities of the University of Saint Anthony (USANT), purposely designed to augment the institutionalized delivery of a distance learning modality. Conveniently housed at the Gregoria Sanchez Hall, it serves as a Training Hub for BA Communication students and other enthusiasts. Because of the pandemic, the university added some components for live streaming and production for online educational purposes, accessible via radio, TV, and the internet. Manned by a highly competent technical, creative, and administrative staff, the MITC is a promising lifeline for the continuous innovative and intensive effort in using technology as a long-term solution to complement learning delivery amid the pandemic.



MPC Naga and MPCF of Canaman, Camarines Sur assure the safety of the academic community; observe best practices on health protocols as the pandemic rages



The Health Services Department of Mariners Polytechnic Colleges in Naga City and the Mariners Polytechnic Colleges Foundation (MPCF) of Canaman, Camarines Sur have implemented health protocols that are deemed best practices to safeguard the health concerns of the members of the school's academic community.

With the entry of the different variants of COVID-19, the school authorities have taken strict measures so that while the activities under the 'New Normal' go in full swing, all stakeholders especially those whose physical presence are needed on the campus are ably protected.

Through the Health Services Department, the following processes are strictly observed. Sanitary facilities are made available so that the spread of the virus may be prevented especially while the personnel are inside the area of jurisdiction of the institution:

1. Use of foot baths with disinfectant solutions at the gate for incoming vehicles and personnel.
2. Temperature checking at the entry point of the school.
3. The filling-up of the Visitors History Log Book.
4. The availability of a handwashing facility at the gate, and alcohol for hand disinfection.
5. Daily disinfection of the campus buildings and facilities, especially the most frequently visited areas.
6. The visibility of school guards that always implement observance of physical distancing and the wearing of face masks and face shields by students/ personnel and guests.
7. The availability of a holding area to avoid overcrowding in any area within the campus or offices to be visited.
8. The imposition of a reminder to visitors that only official business is permitted and entertained, and that they must leave the campus immediately once their transaction is finished.
9. The maintenance of a one-way lane for incoming and outgoing visitors.
10. The disinfection of car wheels at the gate using foam pads in the foot baths and disinfectant spray.
11. The putting-up of barriers in all offices while implementing a “no entry” policy especially to visitors or outsiders.
12. The implementation of Contact Tracing and follow-up in the event that a positive case is reported from among the school personnel, students and guests.
13. The playing inside the campus of a recorded announcement on COVID reminders every 30 minutes thru a public address system.

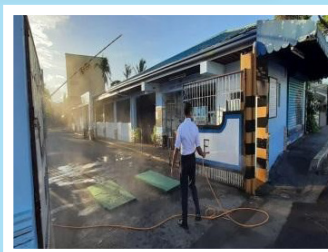
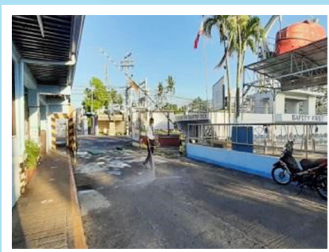
Temperature check at the gate



Social distancing



Disinfection of MPCF-CCS Campus

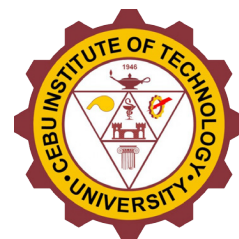


14. The putting of limitations to office visits.

The MPCF and MPC's Health Services Department (HSD) Heads, Mr. Dante Florendo, R.N. and Ms. Rosarica Sales, R.N., always reiterate to all personnel, students, parents, and guests who come to the two campuses to work or transact business to observe strictly all the above-mentioned basic health protocols for everyone's safety. Utmost cooperation of all concerned is being enjoined.

Member Schools' Milestones & Anniversaries

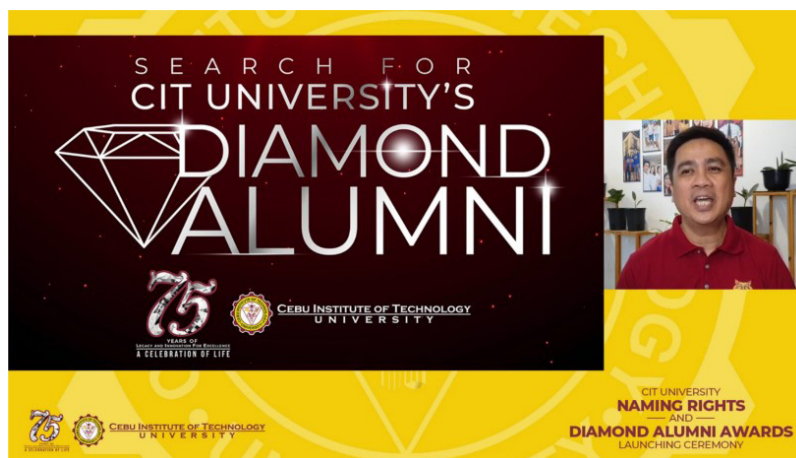
CIT at 75: LIFE (Legacy and Innovation for Excellence) in the Time of COVID-19



The year 2021 marks Cebu Institute of Technology University's 75th year since its founding in 1946. Just as the founder envisioned CIT University as a training ground for engineers to help rebuild the country from the devastations of World War II, CIT University stood resiliently by its mission of ensuring quality instruction, research, and community extension even in the face of an unprecedented crisis that is COVID-19. Despite challenges and setbacks, the University successfully conducted its planned activities to celebrate its Diamond Jubilee aided by technology coupled with Technologist tenacity.



The Diamond Celebration activities kicked off in March 2021 when the University commemorated its University Days. For the first time since it was launched, the Search for Mr. and Ms. CIT Pageant was conducted fully online – from the screening up to the coronation. The pageant aims to showcase CIT students' talents, intelligence, and beauty – inside and out.

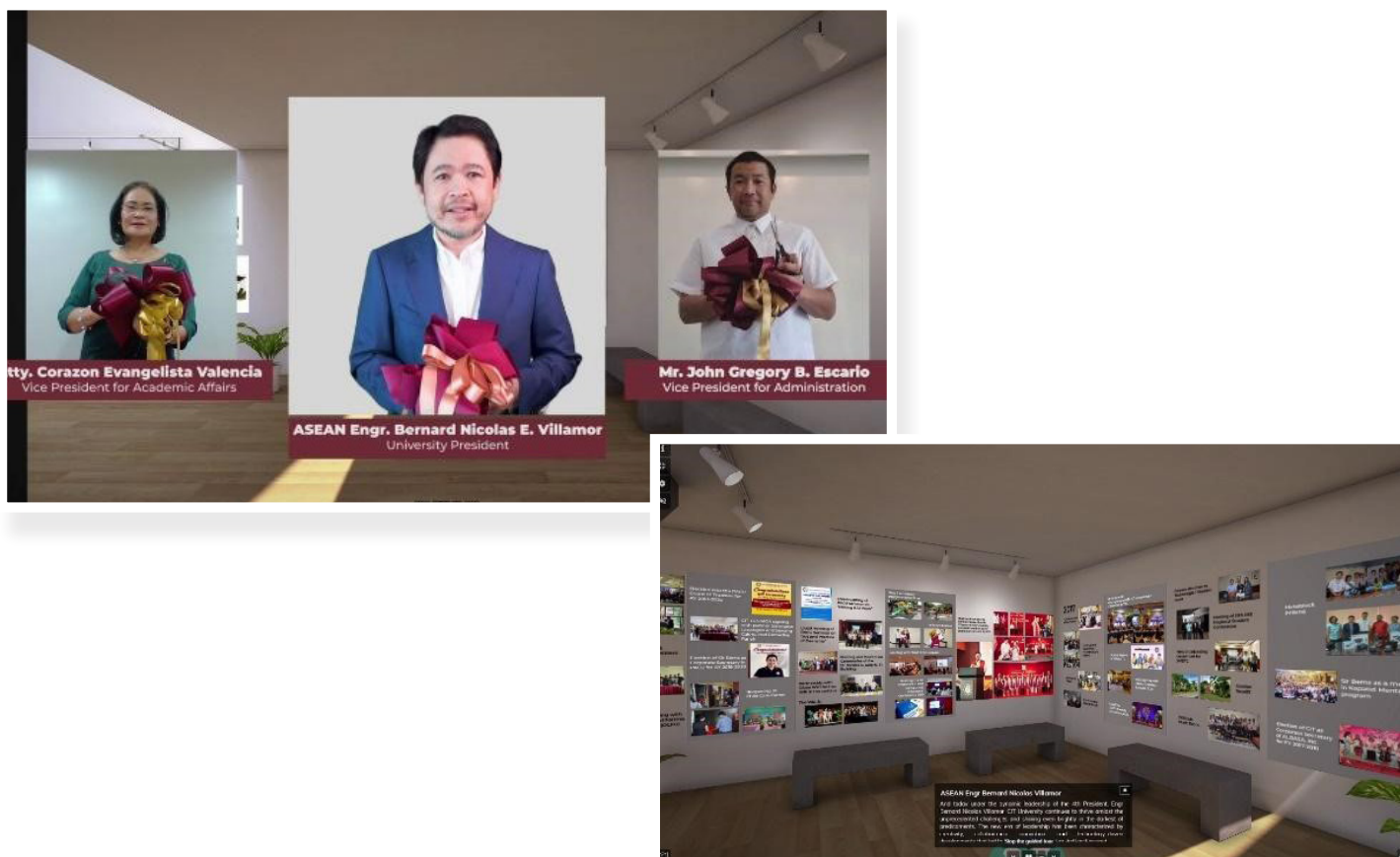


CIT also launched the Search for CIT University's Outstanding Alumni with the objective of acknowledging alumni who have attained extraordinary distinction and services in their chosen profession and community, and brought honor to CIT University.



In the same event, the launching of the guidelines and procedures of the CIT Naming Rights was also done through an online platform. Not only were the launches conducted through modern and safe means; the application forms, brochures, and invitations were also created for online use to include and engage alumni coming from other parts of the globe.

To highlight CIT University's growth, achievements, and recognitions in the last 75 years, a virtual exhibit dubbed CIT @ 75: Legacy and Innovation for Excellence was held during the University's celebration of its Conferment Day on July 7, 2021. The innovative platform allowed the community to view the exhibit as though they were really walking through an actual gallery with years of memories hung on the walls.



Aside from the modern exhibit, video presentations per College and Basic Education were also shared with the community on the same event.



To inject fun and games into the event, a CIT Trivia Challenge was held to test the participants' knowledge about CIT University throughout history.

With Cebu City being designated as UNESCO's Creative City of Design, the University's creative community will organize a Virtual Mural Contest to interpret the theme: "75 years of CIT's Legacy and Innovation for Excellence" through a virtual mural, and to encapsulate their fondest memories of CIT University in a 3- to 5-minute video through CIT Balik Tanaw: Down Memory Lane. Outstanding employees who have highly contributed to the victories of CIT University for the last 75 years will also be recognized through the Diamond Employee Award. These activities will form part of the Faculty-Admin Day celebration on September 23, 2021.



CIT University Trivia Challenge

??? **Final Round:**
July 7, 2021 at 2:00PM
via Tatak Teknoy FB Page



???
CIT University
Trivia
Challenge

??? **Final Round:**
July 7, 2021 at 2:00PM

CHAMPION

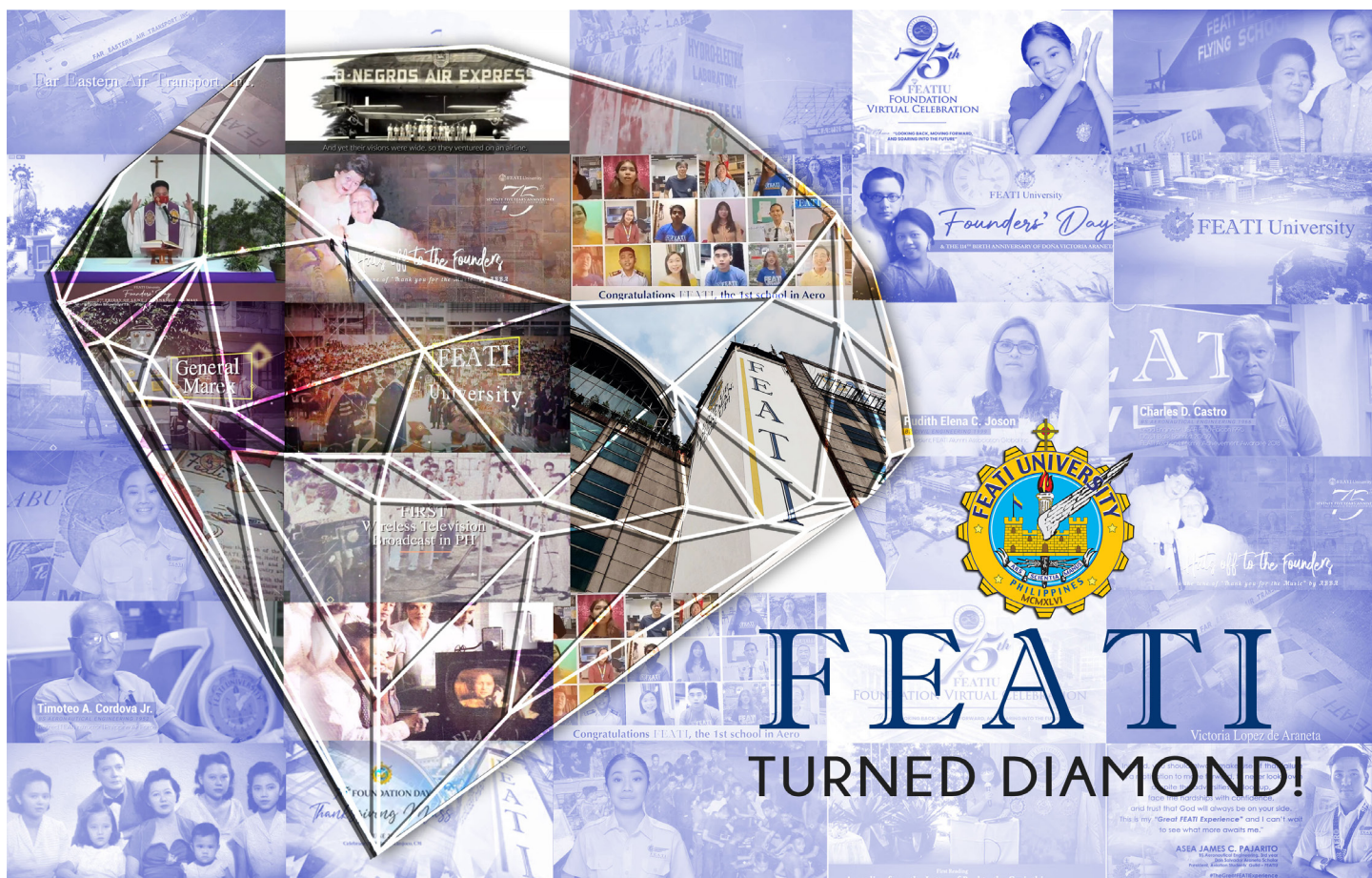
TEAM SHS

Team Leader:
Mr. JOVEL BONCALES
Members:
Ms. GENEVIEVE LUMONTAD
DAWSEN ENARIO



To give a fitting close to the year-long event, CIT University will hold a Grand Alumni Homecoming and Awarding of Outstanding CIT Alumni on its Founders Day on December 6, 2021. Aside from the main event which is the awarding of outstanding alumni, a time capsule containing the vision of CIT University for the next 25 years will be ceremonially buried during the event.

But as pressure creates diamonds and fire refines gold, CIT University has stood the test of the pandemic with its head held high. Not only does the community celebrate its rich and wonderful history for the last 75 years, but it also readies and positions itself for more successes in the years to come through shared vision, agile leadership, and a collaborative and highly-enabled Technologist community.



FEATI began its nobler mission of educating the Filipino youth when it started as the FEATI School of Aeronautics which produced the country's first Filipino pilots, aircraft mechanics, and aeronautical engineers. It steadily supplied pilots and aircraft mechanics to INAC, the first Asian and first Filipino-owned airline which was later renamed FEATI Airlines in the mid-1940s.

This year (2021) marks the 75th founding anniversary of FEATI University. There could have been a grand celebration on campus on June 6 in the presence of the entire FEATI community but, due to COVID-19 quarantine restrictions, the celebration was held virtually instead. This did not, in any way, dampen the spirit of FEATINIANS as they actively participated in the virtual activities to commemorate this milestone in the history of FEATI.

Each of these special occasions was celebrated with a Thanksgiving Mass to give glory and honor to God's providential care and blessings. Technology made it possible for FEATINIANS all over the world to join in the revelry. They reminisced and relived their days in FEATI while watching the well-crafted audiovisual presentations that showcased the vision and legacy of its founders, as well as FEATI's innovations and inventions.

Congratulations and Bravo, FEAT! University!



SPC, a Timeless Gem

In 2022, San Pablo Colleges, the premier academic institution in San Pablo City, will celebrate its 75th founding anniversary. Since its humble beginnings in 1947, it built its prestige in becoming a notable college in the region.

The pandemic will not refrain SPC's heart and spirit from celebrating and rejoicing over the marvelous deeds worked by God through the simple, humble, and dedicated SPC faculties, staff, and students organizations. Although there have been ups and downs, anyone who can remember what things were like during the 75 long years of its dedicated service appreciates what immense changes have been achieved since then. SPC's untiring quest for serving in various capacities is quite remarkable.

With the overwhelming challenges brought about by the pandemic for the learning system, San Pablo Colleges has stayed true to its vision and mission of providing quality education that is sustainable and accessible to its learners. It also remains steadfast in applying its core values—stewardship, passion for learning, caring community, and sense of pride.

To cater to the changing needs of its community, SPC launched its distinctive instructional model – the AHEAD learning platform, which stands for Alternative Home/Hybrid Education and Asynchronous Distance Learning. With the help of blended and flexible distance learning, SPC has maintained strong and harmonious engagement among educators and learners.

San Pablo Colleges will continue to be the home for lifelong learners, producing top-caliber and globally competitive SPCians. As we prepare to celebrate our SPC's Diamond Jubilee, remind yourself that life itself is a celebration. Make each day a celebration.

UM @ 75

By Ronnie V. Amorado Ph.D

The University of Mindanao (UM) just celebrated its diamond year last July 30, 2021, with the theme, "Celebrating Diamond in the Time of Pandemic." Since its inception on July 16, 1946 (after the Philippines gained independence from the US), UM has weathered seven decades of roller-coaster journey in the education sector, learning and growing from its gains and challenges in service of the students in Mindanao. It was the first college to be put up in the Southern Philippines, right after World War II. It was during this time that the rich, who could afford, sent their children to Manila and Cebu for their college education. The poor and the masa had to contend with settling as high school graduates. UM – then as Mindanao Colleges – gave these folks the lofty opportunity to pursue higher education without leaving Mindanao.

75 years later, despite the quarantine conditions brought about by the covid crisis, UM pressed on to shine its glittering diamond via a virtual Foundation Day using Zoom technology, replete with online raffles and Korean-themed online Tiktok competitions, bringing together more than a thousand faculty members and employees from all the UM campuses and branches in Davao, Digos, Tagum, Panabo, Peñaplata, and Bansalan cities and municipalities. It is a first of its kind! And celebrating 75 years only comes once in an employee's lifetime in any organization.

The diamond celebration is a fitting testament to the university's philosophy of education to polish diamonds in the rough (as opposed to accepting the 'cream of the crop' only). Since the founding of the school, it has been the avowed aspiration of the founding fathers, helmed by the primus founder – Atty. Guillermo E. Torres – that UM shall be a school for the underprivileged youth in Mindanao. It has made providing democratic and open access to education, inspired by the Education For All program (EFA) during the post-war years, its core mission. Over 75 years, UM has strengthened this founding mission that evolved into a set of programs and systems comprising its sacrosanct core competencies: quality, affordable, open education.

One of the important highlights during the virtual Foundation Day was the recognition of service awardees (loyalty), model employees, model staff, model college, and the first-ever Blackboard Open LMS awards for faculty members and college categories. The LMS awards were given out to those with consistently sufficient LMS utilization for the past 2 years. All the awardees were given due recognition with corresponding financial rewards.

The recognition of service awards is based on the length of service; it is a demonstration of loyalty to the university over the years. Every Foundation Day, UM gives the highest tribute to the loyalty of service, helping the university grow and become what it is at present. Part of the recognition is the financial reward, which is equivalent to the number of years in the service. Many employees were recognized for staying 20 years, 25 years, and 30 years in the university.

Several online raffles in-kind and in-cash were given to lucky virtual winners. As part of the annual tradition, the celebration was capped with the president picking two lucky winners to be awarded the 75,000 pesos (P75,000.00) each (the financial reward is equivalent to the number of years of the Foundation celebration). Everyone was delighted, so to speak, dancing in their abode (dancing from home) and seen through the computer cameras and simultaneously captured by Zoom. The event turned out extremely successful. Celebrating its Foundation Day to show unity and solidarity amidst the pandemic is one way of UM's learning continuity.

Blessings and lessons

The university has many reasons to celebrate its 75th Foundation Day even during the pandemic. While affected by the economic difficulties from the health crisis, enrollment patterns are promising. For its Davao campus alone, for the 1st semester of the SY 2021-22, it has gained more than 26,000 enrollment population (and enrollment is still going on). Last school year's 1st semester was only close to 22,000 (2020-21). The pre-pandemic 1st semester of SY 2019-20 was close to 25,000 enrollees. With luck, UM might be able to equal or surpass its pre-pandemic enrollment performance. All campuses and branches combined, the enrollment population is gaining upward, going back to the average of 42,000 enrollment population.

At the close of 2019, UM accomplished aplenty beyond expectations. It had a record high of 54 Board Topnotchers in a single year. Among its extraordinary achievements was a five-year (2014-2019) Top-1 streak in the licensure examination for professional teachers (LET). No other school achieved such a feat in contemporary times. Other programs consistently placed in the Top 10. This means the university is doing things right, with all its quality assurance mechanisms put in place to achieve academic excellence.

However, everything was halted in 2020, at the last quarter of the 2nd semester, SY 2019-2020, when the government imposed the first nationwide lockdown due to the covid-19 pandemic. All residential/F2F classes were cancelled and thereafter prohibited. All schools were compelled to shift to blended, online learning. UM is only lucky because it had already been using the Blackboard Learning Management System (LMS) three (3) years before the pandemic. It was easy for UM to make the shift, as guided by the CHED's mandate for a massive Learning Continuity Plan (LCP). The rest is history.

For the past 75 years, UM has helped build and contribute to the growth of Davao City and Mindanao. Its pursuit of excellence through accumulated efforts of stakeholders has brought about quality education to the masses with affordable tuition fees and payment terms. It prioritized achieving quality, affordable, and open education. The efforts paid off, UM and its UM Digos branch were granted Autonomous Status by the CHED, with three (3) Centers of Excellence, Seven (7) Centers of Development, and 45 programs accredited Level I-IV by PACUC-COA, ISO9001:2015 by SGS, PTC and PICAB accreditation, and is a Philippine Quality Awards (PQA) Awardee. UM has been a reliable member of PACU since



UE Marks 75th Foundation Anniversary in 2021!



The University of the East is marking a huge milestone this year as it celebrates its 75th Foundation Anniversary in September 2021! The UE diamond anniversary's overall theme is "UE Forever!"—a testament to the institution's legacy and enduring service to generations of students.

UE's living, seven-and-a-half-decade history dates back to September 1946, when Dr. Francisco T. Dalupan and his partners opened CPA review classes in two rented rooms on Dasmariñas Street in Manila with 110 applicants. Out of those reviewees, four went on to become topnotchers in the June 1947 CPA Board Examination. Encouraged by this initial success, Dr. Dalupan set up the Philippine College of Commerce and Business Administration (PCCBA) along R. Papa Street in Sampaloc, Manila. As more enrollees flocked to it, the PCCBA transferred to a new campus along Azcarraga Street (now Claro M. Recto Avenue), which has long since become UE's Manila Campus.

On July 3, 1950, the PCCBA was granted University status and was renamed the University of the East, with Dr. Dalupan as the first UE President.

From those humble beginnings, UE has grown into a network of two campuses—UE Manila and UE Caloocan, plus the UE Ramon Magsaysay Memorial Medical Center Inc., the latter a separate entity formally established in 1957.

Across these campuses, UE's program offerings have also expanded to include various degree programs across Business Administration, Arts and Sciences, Computer Studies and Systems, Dentistry, Engineering, Education, Fine Arts, Architecture, Interior Design, Law, and Graduate Studies. The University also offers Kindergarten, Elementary, Junior High School, and Senior High School through its Basic Education Department, which can be found in both UE Manila and UE Caloocan. As of the end of school year 2020-2021, these two UE campuses had graduated some 329,000 students, contributing to the national and global pool of professionals, entrepreneurs, leaders, and achievers within the last seven and a half decades.

With the current global situation, UE has adapted by launching the Flexible UE Learning (FUEL) program, enabling UE students to continue their education through online learning. To achieve this, UE has made use of the Canvas learning management system to aid UE Senior High School, College, and Graduate students with their lessons and academic requirements. In fact, UE had already been using Canvas as early as 2018 to complement classroom instruction.

In the run-up to September 25, 2021, UE's specific 75th Foundation Day, largely online activities will be held, representing various academic and administrative units of both UE Manila and UE Caloocan, and various members of the UE community: officials, faculty members, administrative employees, students, and alumni alike.

To learn more about the University of the East, please visit www.UE.edu.ph.

University of the Cordilleras Celebrates its 75th Founding Anniversary



The year-long 75th-anniversary celebration of the University of the Cordilleras (UC) kicked off last June 23, 2021, with a thanksgiving service and opening ceremony, which was streamed through the UC social media platform. In her speech, UC President Nancy Flores gave tribute to the UC community – employees, students, and alumni – for their invaluable contribution and incessant show of support for the school. She then reminded everyone about the impetus for UC's founding: to make quality education more accessible to everyone.

Apart from the UC community, the general public is also invited to participate in the monthly virtual activities through which UC intends to honor not only its culture of excellence as an academic institution, but also the achievements and contributions of all its faculty, staff, students, and alumni. The Benjamin Romero Salvosa (BRS) Lecture Series, the Hubert Humphrey Voice Series, Dialogues with Philippine Startups, an International Conference on Artificial Intelligence, and a National Criminal Justice Research Conference are among the highlights of the activities.

Celebrating Excellence: Built from Humble Beginnings

The University of the Cordilleras is the first Higher Educational Institution (HEI) founded in the Cordillera region. Its founders, Atty. Benjamin R. Salvosa and Mrs. Evangelina D. Salvosa, established UC (then the Baguio Colleges) with a strong conviction that education is a birthright, and worked towards fulfilling their vision of a community of scholars who would bring about a meaningful impact on society through their individual and collective action.

The collaborative effort, talent, and wisdom of the UC community fueled the exponential growth of UC since its establishment on June 19, 1946. With a total of 50 academic programs in the basic education, undergraduate, and graduate levels across 12 academic units, the University is now home to about 20,000 students and a workforce of 700.

The University is one of the HEIs in the Philippines that has been awarded autonomous status by the Commission on Higher Education (CHED). It also has been identified as CHED Centers of Excellence in Criminology, Information Technology, and Teacher Education. Further, CHED has recognized UC as a Delivering HEI for various Faculty Development and Scholarship Programs since 2006. Furthermore, the Department of Science and Technology (DOST) has recently recognized UC as a partner university for Innovative and Techno-business projects. The DOST-funded UC Innovation and Nurturing Space, a Technology Business Incubator, was established to provide business and technology-transfer opportunities among the academe and the community in order to foster the startup ecosystem of the Philippines. The University's Research Center is identified by DOST as Niche Center in the Region (NICER) for Research and Development in Mountain Engineering.

The University is the only HEI in Northern Luzon that has produced two first placers in the Bar examination and eight first placers in the Criminology Licensure Examination. The Professional Regulation Commission has recognized UC as the top performing school for the past 45 consecutive Criminologist Licensure Examinations.

The University continues to strengthen its global reputation and competitiveness through the pursuit of generating new knowledge and innovative technology. In alignment with the UC Education Framework, the University takes on the challenge to nurture and cultivate the abilities of its students to prepare them for their active roles in the knowledge economy. UC looks forward to taking pride in producing graduates who are locally committed, globally engaged, and ready to take on the demands of our borderless societies.



UNIVERSITY OF BOHOL: Firm and Strong at 75

The University of Bohol was originally named Rafael Palma College after the greatest scholar of his time, the late Dr. Rafael Palma. Its history is an account of how a group of public and civic-spirited citizens of the province of Bohol ventured to establish an educational institution to answer a long-felt need for college education by those who could not afford to study outside the province.

Rising from the ashes of World War II in 1946, the Boholanos welcomed with anticipation the birth of a local college whose first members of the Board of Trustees were: Dr. Pio C. Castro, President; Mr. Mariano Rocha, Vice President; Atty. Felix Magdales, Secretary; Mr. Catalino Castillo, Treasurer, and Atty. Donato Galia, member. Atty. Victoriano D. Tirol, Sr. secured the permits for the pioneer courses from the Bureau of Private Schools on June 10, 1946. Barely two weeks after, the school opened its halls to 622 war-depressed students who wanted to pursue their interrupted studies. The founders did not have in mind that the local school supported mainly by subscription from civic-spirited Boholanos would become the first university of the province of Bohol.

On December 11, 1970, the University installed Atty. Victoriano D. Tirol, Sr. as its first President. The Board of Trustees renamed the school from Rafael Palma College to the University of Bohol in honor of the Boholanos who value education as a treasure and gift that no one can take away.

Transforming Lives for a Great Future

Inspired by the overwhelming desire of the Boholanos for education, the University trail-blazed the offering of more vocational, baccalaureate, graduate, and post-graduate courses. It produced thousands of graduates and professionals that largely filled up the human resource needs in government offices, major organizations, and industries in the locality.

The vision of transforming lives for a great future finds more meaning in the lives of its alumni and families. Graduates scattered far across the world are now successful in their chosen fields of endeavor. They are living testimonies to the truism of the mission of the university to provide a holistic education anchored on Scholarship, Character, and Service. Their success has inspired the Boholanos to replicate by sending their sons and daughters to study at the University.

Achieving Quality Assurance

In pursuit of providing quality education to its clientele, the University President Dr. Victoriano B. Tirol, III ensures that the University has set its target to attain autonomous status by prioritizing the accreditation of its programs.

PAASCU Level III accredited programs include Bachelor of Science in Business Administration major in: Marketing Management, Financial management, Operations Management, and Human Resource Development Management; Bachelor of Arts Major in Political Science, Bachelor of Arts Major in Philosophy, Bachelor of Arts Major in English Language Studies; Bachelor of Elementary Education, and Bachelor of Secondary Education major in English, Filipino, Math, Physical Science, Social Studies, and Science.

The following programs are also PAASCU Level 1 accredited: Bachelor of Science in Nursing, Bachelor of Science in Hotel and Restaurant Management, Bachelor of Science in Tourism Management, Bachelor of Science in Criminal Justice Education, University

Grade School, University High School, and University of Bohol Victoriano D. Tirol Advanced Learning Center Basic Education.

For the Graduate School are following PACUCOA Level 1 accredited programs: Master of Arts in Educational Management, English, Guidance and Counseling; Psychology and History; Master of Arts in Teaching: Filipino, Mathematics, Physical Education, and Social Science; Master of Arts in Education, major in Elementary Math Teaching, Elementary Science Teaching, and Pre-Elementary Teaching; Master of Science in Business Administration, and Master in Public Administration.

Strong and Resilient

On March 21, 2020, the university like all schools in the country suspended its classes amid the lockdown declared by the national government due to the COVID-19 pandemic. The whole human race was in limbo and everything seemed uncertain. But the University refused to submit itself to the crisis. Instead, it persistently finds solutions to continue providing education to the students. The call to deliver the education needs amid the pandemic is the marching order of the day. It echoes in the community and is warmly recognized by its stakeholders.

The School year started late in August 2020 when the Board of Trustees undauntedly decided that the University will continue serving the educational needs of the community. It adopted UBLENDED FLEXIBLE LEARNING EDUCATION, a combination of online and offline instruction.

With the new learning approaches, the school rallied its faculty, staff, and students to embrace online learning and online operations. It successfully implemented online instructions utilizing online platforms.

At the opening of School Year 2021-2022 on August 15, 2021, the University still opted to implement the UBLENDED FLEXIBLE LEARNING EDUCATION.

Economic Driver

The institution is already 75 years old. As a university, it is 52 years old. It takes pride in its graduates who go the extra mile to succeed in life. It is also proud of its graduates who are top-notchers in Board Examinations, and alumni who are prominent leaders and successful business entrepreneurs. How they have become and what they have been doing are contributing to the economic development of the province and the country.

A valid observation suffices that thousands of its graduates working abroad are sending money to their families back home and supporting them in their studies at the university. The foreign currency remittances they have sent have contributed much to the economic stability of the country. In like manner, the institution helped create more economic activities in the City of Tagbilaran and other neighboring municipalities in Bohol. Local businesses such as boarding houses, eateries, transportation services, malls, department stores, groceries, salons, internet cafes, and other essential services continue to flourish. The trickling effects of the institution's valuable educational services have kept the local economy vibrant and robust.

Through the fruitful years of service, the University of Bohol has become a byword of hope for a greater future and greener pastures in the island province. The University formed part and parcel of the never-ending cycle of supply and demand of human capital. Even before the tourism industry flourished in the island, the University had already established and positioned herself as the prime economic driver of the City of Tagbilaran and the Province of Bohol. No less than the local community strongly acknowledged this contribution and its significance to a sound local economy.

Today, the University of Bohol looks forward to another decade of service to the Boholanos. In retrospect, it looks back with dignity and pride on how it met the challenges head-on and emerged triumphant. With faith, hope, and prayer, UB stands strong and firm in its commitment to be of service to the community.



DREAMING BEYOND OUR SEEING: The UST Faculty of Pharmacy Sesquicentenary



Faith, love, and hope – the virtues espoused by the University of Santo Tomas Faculty of Pharmacy, in its one and a half centuries of faithful and excellent service through higher education. Founded on May 29, 1871 through the Modification of the Moret Decree, the Faculty of Pharmacy has been a forerunner of many firsts in higher education. The Faculty is not only the first and oldest Pharmacy school in the Philippines, but also one of the first schools to offer Bachelor's degree programs in Medical Technology (in 1958) and Biochemistry (in 1962). In its 150 years of existence, the Faculty of Pharmacy has shaped the Philippine higher education landscape and formed many Filipino professionals whose competence, commitment and compassion prominently reflect the Dominican values in the field of education.



In celebration of this feat, the Faculty of Pharmacy has launched a year-long program with the theme "Dreaming Beyond Our Seeing." This serves as an expression of gratitude to God's innumerable graces, and eager expectation for more trailblazing innovations as the Faculty continues to pursue excellence in higher education, community extension programs and research. This celebration broke ground as early as 2015 in preparation for this momentous event. Headed by the Regent, Fr. Pompeyo F. de Mesa, O.P. and the Dean, Prof. Aleth Therese L. Dacanay, Ph.D., several groundbreaking activities and celebrations of traditions

have been showcased. Although virtually, the Opening Ceremonies were held on March 8, 2021, and was witnessed by more than 13,000 people.

The Sesquicentennial Hymn of the Faculty was also heard for the first time during the Opening Ceremonies. The song, composed by alumnus Rev. Fr. Carlo Rey C. Canto, O.P., was sang by the oldest glee club of the university- the Pharmacy Glee Club. The hymn is a declaration by the Faculty of its readiness to deliver the work of God through education, and a praise glorifying God as He continues to uphold the institution. It beautifully encapsulated the year-long celebration of looking onwards to more centuries of Catholic Pharmacy, Medical Technology, and Biochemistry education.



The Faculty of Pharmacy also launched its sesquicentennial anniversary website and coffee table book produced by the Faculty of Pharmacy Alumni Association and Scholarship Foundation, Inc. Aptly titled "Luminaries of the UST Faculty of Pharmacy," the coffee table book serves as a testament of its achievements throughout the years and its aspiration to continuously be relevant to the ever-changing times through innovation.

The public was also given a primer to the Faculty's celebration through the electronic billboard of the Mercury Drug Corporation located at the Plaza Miranda in Quiapo, Manila, where the celebration's program was announced. The alumni of the Faculty, both here and abroad, did not let the opportunity pass them by and made their presence felt through social media, extending their congratulatory messages through the Faculty of Pharmacy Sesquicentennial Facebook page.

On March 9, 2021, the 1st International Congress on Collaborative Education and Research in Healthcare (ICCERHC) and the Dr. Mariano Que Memorial Lecture in partnership with industry giant -Mercury Drug Corporation were held. The said expositions showcased the strengths of the Faculty in research and internationalization, with both events graced by local and foreign researchers and experts in different fields. The almost week-long endeavor also brought to the limelight, homegrown award-winning researchers of the Faculty, who presented their papers to a panel composed of international and local experts.

On May 29, 2021, a Eucharistic Celebration was held, followed by a Wreath-Laying Ceremony in honor of Fr. Lorenzo Rodriguez, OP. Later that day, the spotlight focused on the accomplished and prominent alumni of the Faculty who received the Distinguished Alumni Awards.

On June 11, 2021, the Faculty recognized the achievements of its faculty members, students, and staff, who were honored with the Purple Ribbon Awards for their accomplishments in the fields of academics, research, community development, internationalization, sports and culture, and the arts.

On August 14, 2021, the Faculty of Pharmacy Local Scholarship Awarding Ceremony was held where the recipients and benefactors of various scholarship grants were presented. These scholarships grants had been possible even in this time of great economic struggle, with the launch of the 150 for 150th program, a centerpiece project for the sesquicentennial founding anniversary. It is a fund-raising drive launched in 2020 to support 150 deserving pharmacy, medical technology and biochemistry students. The benefactors were individuals, organizations, and industry partners who paid it forward through their monetary donations for the education of 150 students.

However, the celebrations are not yet over. The Faculty will also hold a “Grand Medical Mission” for its partner communities on October 10, 2021.



The sesquicentenary festivities will conclude with a four-day Closing Ceremonies to be held from March 6 to 12, 2022 with activities that will leave an indelible mark in the hearts of the Faculty of Pharmacy family through programs such as 'Retracing My Roots' (A Walk to Remember), 'Pharmacy Botanical Open Garden,' 'Grand Alumni Homecoming,' 'FOP to the Top!' Sports and Family Day, '150 miles for 150 Fun Run,' the Fr. Lorenzo Rodriguez Memorial Lecture, Vin d'honneur and the launch of the Sesquicentenary Coffee Table Book.

Indeed, it is a busy year for the Faculty of Pharmacy as it celebrates its 150 years of significant existence, making its mark both in the local and global higher education. The men and women of the UST Faculty of Pharmacy will continue to dream beyond our seeing, and will persist to move, no way but up!

150 Opening – 08 March 2021



1st INTERNATIONAL CONGRESS ON COLLABORATIVE EDUCATION AND RESEARCH IN HEALTHCARE (ICCERHC) MARCH 9-12 2021



Member Schools' Achievements

A Year in the Pandemic: A Year of Breakthrough and Growth

Jocelyn P. Tizon, PhD

President, Southville International School and Colleges (SISC)

Southville International School and Colleges (SISC) is recognized by Republic Act 9493 as an academic institution of "international character," and designated by the Department of Education as a "school of the future." Its Basic Education Program is internationally accredited by the Western Association of Schools and Colleges, USA while its College Programs passed Level 3 of the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA). Only in its 16th year of existence, the College Division was granted by the Commission on Higher Education (CHED) Autonomous Status to make it the youngest higher education institution in the country to receive the said recognition.



As an international school, SISC originally started as a "Special School for the Mentally Gifted" with several of its graduates earning honors from top world-ranked universities such as the Imperial College of London, London School of Economics, Seattle University, United States Military Academy at West Point, Yale University and Georgia Institute of Technology, among others.

It has produced several topnotchers in the Nursing and Education Licensure Exams through the years while recording a 100% passing rate. The school's performance in the Accountancy Board Exam is four times higher than the national passing rate while also registering a 100% passing rate. Its undergraduate Psychology program scored above the national passing rate in the Psychologist Licensure Exam while the graduate level debuted at a 100% passing rate.

Southville prepares its graduates with basic employment skills such as competencies in English and Digital proficiency using international standards and targets.

The school has been producing global achievers since its birth - Gen Mark Tanno, a software engineer intern in Facebook; Mark Gonzales, the Lead Test Vision Processor for Mars 2020 - Rover: Perseverance; Abby Arevalo, Gold Medalist at the 2019 SEA Games Women's Golf (Team Event); Gwyneth Margaux Gutierrez-Tangog, Philippine's youngest Japan Math Certification Passer among many others.



CEU Conservatory of Music Students Receive Scholarship

Two (2) Escolarian conductors, Jeraldine Gorospe and Vincent Lloyd Naje, received a full participation package to the 6th Symposium on Church Choral Music 2021 on June 26-30, 2021 in Bandung, Indonesia. The symposium will be held online. Both students got a grade of 1.0 in their choral conducting class under the tutelage of Dr. Ma. Theresa Roldan; hence, they were awarded a full scholarship to attend the SCCM Scholarship Program for Young Conductors.

CEU Students Admitted to the UMAP-COIL Program

Two(2) Escolarians were admitted to the University Mobility in Asia and the Pacific - Collaborative Online International Learning (UMAP-COIL) **JOINT HONOURS PROGRAM 2021**: Mary Anne Stead from CEU School of Medical Technology and Jehmianne Co from CEU School of Optometry. Led and facilitated by the Kansai University Institute for Innovative Global Education, the core aim of the program is to enrich students' intercultural competence and raise awareness of the importance of global citizenry.



www.ceu.edu.ph

PWU ALUMNA TOPS NURSING BOARD EXAMS

By : Suzie Moya Benitez, Phd

PWU (Philippine Women's University) graduate Haydee Soriano Bacani emerged as topnotcher in the recently concluded Nursing Board Examinations given by the Professional Regulation Commission, besting 5,007 board passers.



As a young girl, Haydee, whose father is an OFW, wanted to be an astronaut. While in high school, she was thinking of pursuing an engineering degree in college. Upon her father's suggestion, she took up a certificate program in midwifery for probable immediate employment in the Middle East where the demand for midwives was high. Armed with this certification, she immediately got a Middle East job. Here, she experienced interacting with doctors & nurses who inspired her to get further studies, not only to get better assignments but to get better financial pay.

This inspiration from medical professionals who were approachable and generous with their time encouraged her to pursue a nursing degree. She came back to the Philippines and enrolled at the PWU School of Nursing, where her teachers and supervisors accorded her the same care and attention needed to achieve her goal.



Haydee Soriano Bacani

At the PWU School of Nursing, Haydee initiated a webinar entitled “Rapid Response Team and Code Blue”, which was attended by more than a thousand participants worldwide, streamed on the PWU official page. It was one of her ways of sharing knowledge with others during these difficult times. PWU registered a 100% passing rate for all its first-time Nursing Board takers, prompting the PWU SVP and Chancellor Dr. Felina Young to exclaim that efforts of the school to address the problem of the pandemic are slowly gaining ground among its students.



Haydee Soriano Bacani with a schoolmate

patience, are slowly bearing fruit. The journey was slow but definitive and strategic. Hope these are consistent beginnings that will propel us to continuous achievements.”

The University President Marco Alfredo M. Benitez beamed with pride as he addressed the new graduates during the recent virtual commencement ceremony.

“For an institution that has survived countless challenges, crises and even near destruction from World War 2, this once-in-a-lifetime pandemic that has kept our campuses near empty for over a year has made us evaluate our priorities, as I am sure you yourselves have done the same. The university has stood for more than 100 years. We have all stood for an enduring commitment to prepare you, our learners, to continually search for knowledge through a holistic education imbued with the values that have served as the foundation of this institution: integrity, spirituality, family solidarity, empathy, excellence, leadership, and community participation towards nation-building”.

Haydee’s future plans include pursuing postgraduate studies, working in a hospital, doing research work, and continuing to share her own life’s lessons with younger dreamers like her. Asked if she is discouraged by the risk the job entails, she said no, as nurses are trained to serve during disasters, calamities, and pandemics.

Now that she is sure of what she can do to attain her goals, she intends to push through with her dreams.

Indeed it takes time to nurture heroes like Haydee, who is focused more than ever to serve for the betterment of lives. A true PWU patriot!!!



pwu.edu.ph

OLFU Receives HEI Internationalization Award

In recognition of its internationalization effort, the Our Lady of Fatima University (OLFU) - College of Business and Accountancy (CBA) received the 1st Philippine Higher Education Internationalization Award from the Commission on Higher Education (CHED) in collaboration with the University of the Philippines Open University (UPOU) on May 19, 2021, at a virtual ceremony held via Zoom and live streaming on CHED's Facebook page as part of the festivities of CHED's 27th Founding Anniversary this year.

"The Philippine Higher Education Internationalization Award is meant to give due recognition to these HEIs (Higher Education Institutions) that courageously and passionately treaded through uncharted water, so to speak," introduced Dr. Melinda dP. Bandalaria, Chancellor of the UPOU and the Chair of the said award.

In his message, CHED Chairman, Dr. J. Prospero E. De Vera III said that "internationalization is one major component in the construct of quality education." On the goal of the award, he shared that it "aims to recognize commendable internationalization programs implemented by our HEIs. It hopes to inspire our schools, colleges and university administrators and our fellow educators to continue improving and innovating in their internationalization programs."

"As we continue to pedal our way towards a higher education system beyond this pandemic, we must continuously devise internationalization strategies and mechanisms that are agile, flexible, innovative, inclusive, and sustainable," averred Chairman De Vera.

OLFU CBA was one of the 17 HEIs recognized at the awarding ceremony. "Our Lady of Fatima University sets example for its internationalized future-ready curriculum with strong internationalization component in teaching, in research and extension services. It has spearheaded work and travel programs in various countries all over the world, across all programs from graduate and undergraduate, and has strong online programs for their technology-mediated courses," announced Dr. Ethel Agnes P. Valenzuela, member of the Board of Judges, as she presented the award.

"We at Our Lady of Fatima University College of Business and Accountancy are honored and pleased to be one of the awardees of the Philippine Higher Education Internationalization Award," said University President, Dr. Caroline Marian S. Enriquez in her acceptance speech.

"Driven and inspired by the University's mission 'Improving Man as Man,' the College of Business and Accountancy of Our Lady of Fatima University has taken its initiatives to embed internationalization in its programs and curriculum to align the knowledge and skills of its students with industry requirements through its pollinized curriculum," she added. "Our curriculum involves a balance of many initiatives that have been carefully planned and implemented to ensure that our graduates are future-ready in a highly globalized societal economy."

"We are grateful that our effort to provide an enhanced curriculum with special focus on internationalization has been recognized. Truly, there are no borders in education, and a carefully crafted and implemented curriculum can develop a world-class Filipino graduate," Dr. Enriquez conveyed.

The OLFU College of Business and Accountancy, headed by its Dean, Dr. Ignacio C. Cordova, Jr., continues to bridge its students to the global stage through its pollinized curriculum, international memberships and accreditations, and international work and travel program, among many other initiatives.



OLFU, Saxion University Launch I-SuCCEED Program

The Our Lady of Fatima University (OLFU) and Saxion University of Applied Sciences in the Netherlands, through the Commission on Higher Education (CHED) International Continuing Professional Education (ICPE) grant under its K to 12 Transition Program, launched the International Support and Collaboration for Continuing Excellence in Educational Development or I-SuCCEED Program last June 18, 2021.

The grant opportunity began with the partnership of OLFU and Saxion University during the Synergizing Partnerships in Advancing Research, Knowledge and Service (SPARKS) International Conference 2018 where a Memorandum of Understanding (MOU) was signed between OLFU and Saxion. Afterward, the latter was introduced to CHED which was facilitated by the Embassy of the Netherlands in Manila and OLFU.



A meeting was held in November 2019 and was attended by CHED Chairman J. Prospero E. De Vera III, CHED International Affairs Staff Director Lily Freida Milla, Dutch Embassy Senior Trade Officer Kevin Punzalan, and representatives from OLFU and Saxion University to discuss possible collaborative programs. During the last quarter of 2019 and after a series of meetings and activities, the initial capacity-building program proposed by OLFU and Saxion was shortlisted for support under the Commission's Local and International Network for the Advancement of National Growth (LINANG) Program.

The program was all set but because of the COVID-19 pandemic during the first quarter of 2020, the guidelines of the LINANG Program went through revision and updating, and it was renamed to International Continuing Professional Education under the K to 12 Transition Program. After the initial proposal was revised, the I-SuCCEED Program was finally approved by CHED's Commission en Banc (CEB) with the MOU signed in November 2020.

CHED designated OLFU as a delivering higher education institution to support the development of faculty members and staff in colleges and universities through the international continuing professional development grants. There are only 11 ICPE programs that the Commission is implementing with different partner universities around the world, and I-SuCCEED is one of them.

I-SuCCEED is mainly a capacity-building program from 2021 to 2022 spearheaded by OLFU and Saxion University of Applied Sciences, a duly recognized quality and innovative school in the Netherlands with international accreditation from the Accreditation Organisation of the Netherlands and Flanders (NVAO). Together, the two institutions will be able to share their internationalization programs and strategies on health education programs.

In her message during the launching of the program, Director Milla emphasized that “given that one of the Commission’s priority areas in higher education is health and its development alongside technology, it was an easy decision to bring together OLFU and Saxion to implement this notable program.” In addition, Mr. William Sanchez, the Program Manager of the International Office of Saxion University of Applied Sciences commented that the onset of the program is impressive and very professional. “Saxion can learn from you on how to adapt our style to the way things are done in the Philippines,” he added.

Dr. Caroline Marian S. Enriquez, OLFU President, affirmed that the approval of CHED CEB of the I-SuCCEED Program is concrete support of the University’s pursuit toward internationalization, and the proof of concept of strong collaboration is OLFU’s partnership with Saxion University who has a reputation of being a topnotch university. “Indeed, all of us are fortunate that as participants, one of the many takeaways we have is a technology-enhanced and updated fundamentals of health management, as well as a strong foundation in research culture that is abreast with the developments in international health education,” she stated.

There are 93 participants in the program coming from 23 schools from different regions of the country. Aside from the participants from OLFU, the other academic heads and faculty members who are participating in the program are from the following universities: Adventist University of the Philippines, Cavite State University, Far Eastern University, Holy Trinity University-Palawan, Saint Louis University, St. Paul University Philippines, University of Baguio, University of Batangas, University of the Cordilleras, Brokenshire College of Davao, Liceo De Cagayan University, University of Southern Mindanao, Biliran Province State University, Cebu Institute of Technology, Cebu Normal University, Eastern Visayas State University, Samar State University, Visayas State University, West Visayas State University, Holy Trinity University-Palawan, Bukidnon State University, and Northern Negros State College of Science and Technology.

Our Lady of Fatima University showcases the

3RD TECHNOLOGICAL COMPETENCY AS CARING IN THE HEALTH SCIENCES INTERNATIONAL CONFERENCE

[Post conference Event Infographics]

Our Lady of Fatima University (OLFU) together with Tokushima University, the Technological Competency as Caring in Nursing Institute, and the Sigma Theta Tau International Honor Society in Nursing - Phi Gamma Chapter virtually staged for the first time the Technological Competency as Caring in the Health Sciences 2021 Conference on its third installment with the theme, “Nurses and Healthcare Practitioners: Compassion and Competency in the Universal Technological Domain” from August 19 to 21, 2021.

Healthcare professionals already experienced different challenges in the daily operations, and the intermission of the COVID-19 added to the challenges and limitations in healthcare service delivery. The pandemic challenged the capacity of the educators, leaders, and healthcare practitioners to adapt to the changes. Thus, this conference served as a breaking point to everyone by informing the participants of the emerging problems faced by the healthcare sector, providing opportunity to share possible solutions to the limitations, and enlightening them on the importance of technological competency in today’s healthcare service delivery system.

OLFU President **Dr. Caroline Marian S. Enriquez** formally opened the conference and welcomed the online delegates by expressing her unrelenting support in the exploration of universal healthcare technology topics which are viable in addressing global issues.

Dr. Minoru Irahara, the Dean of the Graduate School of Biomedical Sciences of Tokushima University extended his earnest compliments for a successful conference. With high hopes, Dr. Irahara aspired that the conference will “stimulate and motivate researchers and scientists to seek innovative health care opportunities in health research.”

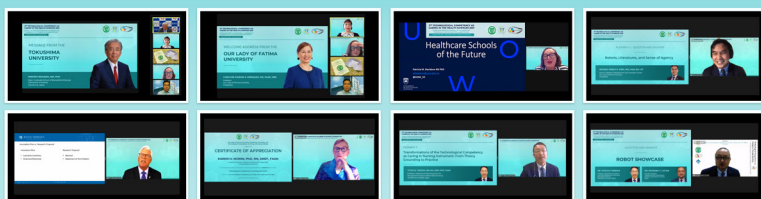
Dr. Davidson
“Healthcare Schools of the Future”

Assoc. Prof. Durao
“Healthcare Schools of the Future”

Dr. Boykin
“Co-creating the “Caring Between” in the Universal Technological Domain”

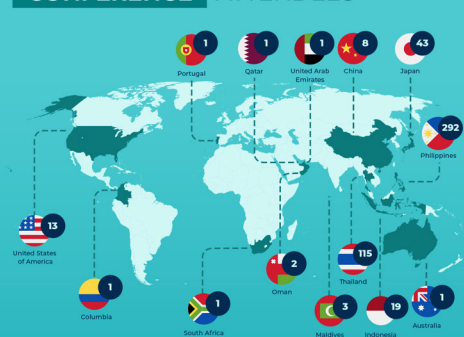
Dr. Schoenhofer
“Co-creating the “Caring Between” in the Universal Technological Domain”

The international virtual conference featured an excellent line-up of speakers from different countries. On the first day of the conference, **Dr. Patricia M. Davidson** (Australia); **Dr. Anne Boykin** (United States); **Dr. Savina O. Schoenhofer** (United States); and **Associate Professor Candida Durao** (Portugal) shared their knowledge and expertise about healthcare education, co-creating the caring between the Universal Technology Domain (UTD) and power of Technological Competency as Caring in Nursing (TCN) model in practice. On the same day, a virtual oral presentation for the Cluster 1 - Health, Technology, and Theory was held and moderated by Dr. Maria Luisa T. Uayan of OLFU.



Our Lady of Fatima University - Research Development and Innovation Center

CONFERENCE ATTENDEES



AWARDEES

- RESEARCH ORAL PRESENTATION (BEST PAPERS)**
- Development of Nursing Support to Prevent Symptom Exacerbation During Covid-19 in Elderly with Chronic Diseases: Implications for Health Services in the Community
Yusaku Fukushima - Hiroshima University, Japan
 - Caring for Persons with Heart Failure: The Development of Wearable Sensors to Alert for Decompensation
Mary Ann Levitt - Florida Atlantic University, USA
 - Shoulder Range of Motion, Moving Velocity of the Upper Limb and Autonomic Nervous Activity in Patients with Stroke during Exercise Considering Antipsychotic Medications and Extrapyramidal Symptoms: A Clinical Case Study
Ryushi Tanioka - Tokushima University, Japan
 - Impact of Self-Restraint by COVID-19 Pandemic on Mental Health in College Students: COVID-19 Cross-Sectional Survey during the Second Wave in JAPAN
Takashi Ohno - Hyogo University, Japan
 - Transforming Nurses in the New Normal - Progressive and Alternative Competency Enhancement Initiative
Rommel C. Alegre, Jr. - Makati Medical Center, Philippines
- RESEARCH POSTER PRESENTATION**
- Social Factors as Antecedents to Depression Among Community-Dwelling Older Persons
Jillian A. Bagio - Cebu Normal University, Philippines
 - Predictors of Nurses' Caring Practice for Critically Ill Patients in Critical Technological Environment: A Cross-Sectional Survey Study
Yingling Li - Guangdong Provincial People's Hospital, China
 - The Lived Experience of Nurses Caring for Patients in the Hospital During the COVID-19 Crisis in the Philippines
Lerna Aleo D. Delacosta - Silliman University, Philippines



Dr. Gallagher
Conference Day 2 Message



Dr. Diño
“Robots, Literatures, and Sense of Agency”



Dr. Dion
“Innovation Management” and Leadership in Nursing and Healthcare”



Dr. Morin
“Technological Competency in Nursing and Health”



Dr. Tanioka
“Transformations of the TCN Instrument: From Theory Grounding to Practice”

The second day was equally packed with esteemed speakers from different parts of the globe. The President of the Phi Gamma Chapter of the Sigma Theta Tau International Honor Society in Nursing, **Dr. Rita Munley Gallagher** (United States), graciously opened the program by introducing Sigma as nurse leader and expressing her well wishes to the organizers and delegates of the conference. Moreover, **Dr. Michael Joseph S. Diño** (Philippines), **Dr. Kenneth W. Dion** (United States), **Dr. Karen H. Morin** (United States), and **Dr. Tetsuya Tanioka** (Japan) delivered powerful information and messages on topics related to robotics and sense of agency, innovation management, and leadership in Nursing, technological competency needed in health care, and development of TCN from Theory to practice. The day capped-off with an amazing showcase of humanoid robotic systems in health care from the Tanioka Laboratory in Tokushima University.

The third day of the conference was filled with informative virtual oral presentations. The virtual floor became an avenue to discuss existing scholarly works related with health and technology, health and society, health and education, and health and nursing. The concurrent sessions were moderated by dynamic researchers and academicians, namely Dr. Evalyn Elardo-Abalos of Silliman University, Dr. Laurence L. Garcia of Cebu Normal University, Dr. Jennifer T. Paguio of the University of the Philippines - Manila, and Prof. Made Rini Damayanti of Udayana University.



The Director of Technological Competency as Caring in Nursing Institute, **Dr. Rozzano C. Locsin** formally closed the virtual conference with his words of gratitude to everyone who participated. He also discussed the application of the TCN theory in research methodologies. Likewise, he challenged the participants to advance and disseminate the relevancy of Technological Competency as Caring. Winners of the poster presentations and virtual oral presentations were announced on the same day.

The COVID-19 pandemic may prevent nursing and healthcare professionals, researchers, and educational leaders from the different parts of the world from convening physically but the dedication of everyone to find a solution to the current global issues in healthcare has driven them to gather in this virtual platform.



The 1st National University President's Report

The first NU President's Report was delivered virtually by National University's President Renato Carlos H. Ermita Jr., PhD, last August 2, 2021. The event was attended by the institution's stakeholders across all NU campuses.

The University President reported that the academic year 2020-2021 was a year of resilience and compassion. That even though there were challenges brought by the continuous spread of the COVID-19 virus and restrictions due to different quarantine classifications, with the cooperation of everybody, National U has held on to all their employees and even grown to 13,729 students and 1002 employees.

The points discussed were the institution's resilience and compassion, accomplishments, expansion projects, commitments, and 5-Year Strategic Resolution (covering 2021 up to 2026).

Dr. Ermita emphasized that the university is committed to providing instructions that are conducive and safe, with the technology and all the bandwidth to make sure that NU is ready anytime face-to-face classes are declared.

At the end of his report, President Ermita encouraged the NU employees to continuously have a sense of mission, focus, and commitment towards achieving extra ordinary things even in this trying time. He is very certain that with everybody's support, NU will not just survive but thrive to beat the challenges and not just get back on track but to really excel and propel to greater heights.

He emphasized that National U is not only proving to be resilient but also taking a stance, continuously moving and working hard to be emulated by other institutions. A real commitment to "Education that works".



NATIONAL UNIVERSITY

USPF: Meeting the Challenges of the Times

The year 2020 was filled with challenges and uncertainties as we all tried to adjust to the world as we know it today. The COVID-19 pandemic has significantly impacted every aspect of life; the education sector most severely. Thankfully, with the continued trust and support of our students and their parents, the University of Southern Philippines Foundation has thrived and continues to meet head-on the challenges brought about by the coronavirus pandemic this Academic Year 2021-2022.

Willing, Able, and Ready

At the onset of the COVID-19 pandemic, USPF had to strategize on how best to address the challenges of the pandemic while also seeking opportunities to sustain the continuity of USPF, both as an employer and as an institution of higher learning.

Like other academic institutions, USPF had to adapt to changes not only in the delivery of instruction but in all other aspects required to continue providing quality education. The shift to online and modular modes of instructional delivery required the gargantuan task of capacitating our faculty and academic support personnel with the necessary skills to remain effective educators in a new setting. Online in-service training and workshops resulted in a “willing, able, and ready” academic force, all geared up to face the challenges of education in the new normal.

Borderless Education

As we continue to move toward achieving USPF’s vision and mission as a 21st century transformative and value-laden hub of learning, the university

takes into important consideration the ever-changing needs of our students. Specifically, in this pandemic, the need to provide quality education without compromising students’ safety, health, and well-being was the topmost priority. To address this, the University initiated the delivery of borderless education for all levels - from preschool to graduate school.

Borderless education has allowed us to continue our commitment to provide the average person in the community access to affordable quality education. Truly, the pandemic has shown us that learning need not be confined to the four corners of our classrooms and has further highlighted the value of effective teachers in the learning process. With borderless education, students can opt for a fully online or a blended mode of learning, whichever is best suited to their available resources.

The pandemic has also prodded the university to improve its facilities, specifically the library resources in its learning commons so that our students continue to benefit from them. E-books and e-journals have been made available to both students and faculty. Currently, the digital collection in its e-library has over 800 titles, with more being processed, and is continuously enriched for more extensive coverage.

Research Initiatives

USPF is a proud recipient of a CHED Research Grant for the project entitled, “Continuing Professional Education on Statistics and Data Science: Design and Development of a MOOC Program.” This project aims to design and develop

a MOOC program for continuing professional education on statistics and data science. USPF shall provide training content for the online training program lasting 2-4 weeks, allowing learners to earn a course certificate that is verifiable and recognized globally with minimal or free course certification payment.

USPF also received a research grant from the Sexual Violence Research Initiative (SVRI) Knowledge for Action to End Violence Against Women and Violence Against Children Research Grant of 2021. Out of 330 proposals from all global regions, only 8 were approved -- including the USPF proposal for the Philippines entitled “Research and Response to Online Sexual Exploitation of Children (OSEC) Amidst COVID-19 in the Philippines.” This is an affirmation of the research capability of the university and its commitment to its core value of social responsibility. The research will improve interventions for the OSEC victim-survivors and will aid in the advocacy and crafting of pertinent policies and laws to prevent OSEC and to help the victim-survivors.

Awards and Accreditations

The pandemic may have given us extra challenges as an academic institution, but we remain grateful for every recognition and achievement that we have been fortunate enough to have received and accomplished over the past years.

USPF is a proud recipient of these national awards from PACUCOA:

- a. First School in Region 7 granted Level III accreditation for

Elementary

- b. First School in Region 7 granted Level III accreditation for High School
- c. First Lockton Legacy Award on the account of the Team of our IT students who bested the best university IT teams from all over the country as the national champion for the creation of an environmental software program that can be used by the LGU in the timely and effective collection and disposal of garbage.

The elementary and junior high school programs of Mabini Campus were able to successfully undergo the Level II 2nd re-accreditation visit through PACUCOA Remote Virtual Accreditation (RVA), even amidst the pandemic. Inspired by this success, USPF hopes to have a successful reaccreditation for 10 programs and accreditation of 6 new programs for AY 2021-2022.

The USPF Board of Trustees approved the implementation of the Quality Management System (QMS) in August 2021. This is in hopeful anticipation of an ISO 9001-2015 certification by the year 2022, which is key, among others, to the university's dream of acquiring university deregulated status and, ultimately, autonomous status.

Grateful and Optimistic

The USPian community may have suffered losses in many aspects due to the unprecedented challenges of the coronavirus pandemic. And yet, we are still here and we continue to thrive. For this, USPF will always be grateful and optimistic that every new day will provide us with opportunities to help build a better tomorrow for our students, our communities, and the entire Filipino nation.



Community Outreach & Extension Efforts

ADAMSON UNIVERSITY'S PANDEMIC INITIATIVES

By : Fr. Marcelo V. Manimtim, CM

Adamson University as an institution of higher learning commits itself "to excellence in discovery, learning, and service." In the latest Institutional Sustainability Assessment (ISA), an Internal Quality Assurance Tool prescribed by CHED, Adamson University got the highest marks for our Community Extension Services and our Advocacy Programs. Our response, however, to the situation of the pandemic goes beyond the specific outreach programs of our Integrated Community Extension Services (ICES), hampered as they have been by the limitation of face-to-face encounters and gathering of people in big groups.

During the early days of the pandemic, we responded as an institution by offering the dormitory facilities of our athletes to the Frontliners of Philippine General Hospital. We provided temporary bus service to the health personnel of Makati Medical Center and established Program COVID, a feeding program for the homeless and the hungry of Ermita and Paco areas. We distributed relief goods not only in San Marcelino but also in our adopted communities in Payatas, Laguna, Bulacan and Rizal.

Program COVID [Charity Over Virus Indifference and Despair], a Vincentian move to "infect" others with Charity, was launched last March 21, 2020. We started by initially distributing hot meals daily to 250 street dwellers. We currently feed 500. The daily feeding remains uninterrupted to this day through the various transitions of GCQ, ECQ, MECQ. It continues uninterrupted because of the generous donation of parishioners, students, professors, administrators, staff, and alumni of Adamson University, and friends of the Vincentian Priests and Brothers. There was even a period in which professors, administrators, co-academic staff, and student-athletes took an active part in the actual distribution of daily noon-time meals. To date, we have raised a total of PHP 8,731,943.04. The donations, in cash and in-kind, keep coming.

When community pantries were set up to help those left most vulnerable by the pandemic, the joint Community Pantry of St. Vincent de Paul Parish and Adamson University went daily, except on Sundays, for 87 days. Once again, countless Adamsonians, students, teachers, administrators, staff, alumni, as individuals or groups responded by donating in cash or kind. Our Community Pantry was forced to close down last July 31 under the looming ECQ restrictions.

University spaces are also being used as isolation facilities and vaccination sites. We partnered with the Philippine Red Cross to transform the Falcon Nest 2 Athletes Dorm into an Isolation Facility for mild COVID patients. Currently, 34 patients, all residents of Hospicio de San Jose, are being cared for in the facility. We will also be accommodating the staff of Philippine General Hospital. The Falcons Residence is also being used as an Isolation Facility for Makati Medical Center's health workers. The Chamber of Custom Brokers Incorporated and the Film Development Council of the Philippines coordinated with the City of Manila to vaccinate several thousand. They sought our help and we allowed them to use the SV Grounds, the SV Ground Floor, and the SV Gym as vaccination sites. We were not entirely selfless because we were granted slots for our employees and their dependents; nonetheless, we helped the local government of Manila to have people vaccinated. This may seem little, but it is not an insignificant contribution for our localities to reach herd immunity soonest, which would enable our communities to resume economic and social activities in a sustained way.

Adamson University will always remain true to its commitment to the poor especially during the toughest moments in their lives. Physically distant but socially connected as we pool our resources together, we hope to find a silver lining in our quest for healing.

The Falcon's Nest, A Philippine Red Cross Isolation Facility for Mild COVID 19 Patients



LCUP AMIDST COVID: GEARING UP DURING THE GLOBAL PANDEMIC



In 2020, the Coronavirus disease massively affected not just the Philippines but other numerous countries in the world as well. This infectious disease that caused a huge overturn of events and continuously poses a threat to people's health and economy forced several industries to adjust and adapt to the new normal lifestyle - including the academic institutions. With a number of private schools that temporarily stopped their operations in the school year 2020-2021, some institutions are still coping resiliently with the implications of the global pandemic by strictly implementing resolutions towards the alarming situation.

Standing firm with its commitment to offer quality education and its mission to serve its community at the same time, La Consolacion University Philippines of the City of Malolos, Bulacan carried out its operations in the academic year 2020-2021 despite its decrease in student enrollees. With the uncertainty of when the global pandemic will cease and normal life will resume, the LCUP gears up to face the next academic year accomplishing its mission, vision, and goals.

LCUP On-Site: Implementing Strict Safety Protocols and Regulations Inside the Campus

In January-February 2020, prior to the outbreak but with initial reports and advisories on the Coronavirus disease, the University conducted a series of close administrative meetings and orientations for its employees and students regarding the possible risks of the said virus and the preventive measures against it. In the midst of rising cases and growing threats of the virus in the country, the LCUP suspended its classes and all of its activities on March 14, 2020, followed by the official memorandum of the Inter-Agency Task Force (IATF) raising Code Red Sublevel Two on COVID-19 Code Alert Level on May 17, 2020.

In spite of the temporary halting of face-to-face classes and shifting to the Online Learning Modes, the LCUP made vast efforts to be capable of opening its school grounds for regular but limited office transactions such as enrollment and documentary inquiries. Foregoing the academic year 2020-2021, to regularly monitor and strictly enforce compliance with the University COVID-19 Prevention, Mitigation, and Control Protocols, the LCUP appointed a Crisis Management Committee on May 2020 composed of professionals in both academic and health and allied medical industries led by the University President Sr. Editha S. Zerna, OSA, PhD. Safety protocols in line with the Department of Health (DOH), Department of Labor and Employment (DOLE), Provincial Government of Bulacan, and City of Malolos Local Government Unit guidelines, as well as the Commission on Higher Education (CHED) and Department of Education (DepEd) memorandum, were formulated and underwent numerous consultations prior to approval. Major provisions include 1.) strict enforcement of 'No Mask, No Face shield, No Entry' policies even for vaccinated individuals, 2.) requiring individuals to fill out a Health Declaration Form upon entering the campus premises where responses will be assessed by the Health Services Unit to approve or deny entry, 3.) imposition of thermal scanning and alcohol disinfection upon entry, 4.) strictly prohibiting inter-office transactions for employees and requiring them to bring packed lunch to avoid going outside during breaks to limit exposures to outside risks, 5.) encouraging the employees to observe hourly hand washing and proper hygiene, 6.) evaluation of employees who filed for sick leave and declared illness in the health declaration form, and 7.) monitoring of employees with flu-like manifestations and/or contact with COVID-19 patients even after being advised to stay at home. The said provisions, being in line with the national government advisories, are subject to changes depending on the implemented type of community quarantine.

During the operation, the University houses numerous essential employees given that the office transactions started to run on a day-to-day basis during the General Community Quarantine (GCQ) which allows regular deployment of the workforce but with observed safety protocols. As the rate of infection rose alongside the new normal lifestyle, some employees reported contact with patients or infection from the virus. The Health Services Unit took initiatives in constantly checking on these employees virtually during their home quarantine, providing health consultations. Relief packages were given to them as well by the University.

Reaching Out to the Locale: LCUP in its Collaborative Efforts on the Malolos Vaccination Program

With the continuous risks imposed by the COVID-19, biopharmaceutical companies formulated COVID-19 vaccines and administered clinical trials. Various types of COVID-19 vaccines such as Sinovac, AstraZeneca, Pfizer, Moderna, Sputnik V, and Janssen were currently in the initial phase of vaccine rollout around the globe. The Philippine National government is currently working with the local government units (LGU) to deliver the vaccines to Filipino citizens. The City of Malolos local government unit initiated the

Malolos ResBakuna: Kasangga ng Bida CoViD-19 vaccination program to its residents and employees working within its area.

For better facilitation of the said vaccination program and as the university's effort to assist the local government unit, the LCUP partnered with the Malolos LGU and lent its Doña Estefanía Bldg. in its Barasoain Campus as a vaccination site. The venue was able to cater to residents of several barangays within the area such as San Gabriel and Catmon. At the same time, vaccination for LCUP employees was ongoing in their respective communities but the Malolos LGU encouraged these employees to register as well in Malolos ResBakuna: Kasangga ng Bida COVID-19 vaccination program.

Compassion with Precaution: The LCUP Hawak Kamay Pantry of Blessings

Channeling the spirit of bayanihan, Filipinos created a way to aid one another during the COVID crisis in the form of establishing a food bank also known as the "community pantry". Starting with one, then replicated from barangay to barangay, the said brilliant movement inspired the LCUP to help partner communities by conducting a COVID-19 relief operations. The said relief operation was named after the concept of bayanihan – the Hawak Kamay Pantry of Blessings.

On July 16, 2021, the Hawak Kamay Pantry of Blessings relief operation was administered in Catmon, City of Malolos, Bulacan. A total of 100 relief packages containing three kilograms of rice, four canned goods, three instant noodles, and face masks were distributed to 100 indigent families in said area. Another one was conducted in the Doña Estefanía Bldg., Barasoain Campus which was temporarily converted as a vaccination site on July 23, 2021. Goods were distributed to 22 frontline medical workers who facilitated the vaccination.

Prior to the launching of the Hawak Kamay Pantry of Blessings, a relief operation was also initiated by the LCUP Community of Sisters on April to May 2021 to the LCUP Employees due to the reimplementing of the Enhanced Community Quarantine - the strictest quarantine that required the institution to temporarily slow down its operation and deploy a skeletal workforce. There were LCUP employees who chose to waive their food packages which were then turned over to the Hawak Kamay Pantry of Blessings.



Sources:

<https://doh.gov.ph/sites/default/files/health-update/IATF-RESO-13.pdf> (Inter-Agency Task Force for the Management of Emerging Infectious Disease Resolution no. 13 series of 2020)

<https://www.rappler.com/moveph/community-pantry-covid-19-lockdown-april-2021>

(phone interview) LCUP Crisis Management Committee Vice-Chairman

LCUP Mother Rita Barcelo Outreach Program

UA&P-Pasig City partnership to provide legal assistance to marginalized sectors



Last June 3, the UA&P Institute of Law and the City Government of Pasig signed a Memorandum of Agreement that will allow students of the Institute of Law to engage in the limited practice of law by serving Pasig City's marginalized sectors. The effort is part of the Clinical Legal Education Program carried out through the UA&P Law Clinic.

The signing ceremony was attended by Mayor Vico Sotto, Institute of Law Dean Atty. Maria Concepcion S. Noche, City Administrator Atty. Jeron Manzanero, City Legal Officer Atty. Jo Lati-Bagaoisan, and Institute of Law Secretary Atty. Joel Arzaga.

In a Facebook post, Mayor Sotto invited Pasig residents in need of free legal advice to visit the City Legal Office.

Dr. Veronica Ramirez and friends provide assistance to Aeta communities



"Lambert and I started asking our friends in Manila for all sorts of basic goods, which the Aetas could use... Soon other colleagues and acquaintances from Opus Dei, from the University of Asia and the Pacific, from abroad, relatives, and many others gave donations in cash and kind. We gathered quite a load of goods when we began in September 2020."

Dr. Ramirez's efforts also included the construction of a study center as well as providing a source of fresh water for the community.

"It was during this time of pandemic, 2020-2021, when God gave us this opportunity to be at the service of the 'poorest of the poor.' We were able to connect with many people who were generous with their time and resources to support our efforts. It was during this time that crossing rivers and climbing mountains became for me a meaningful experience."

When COVID-19 struck last year, Dr. Veronica Ramirez and her friends worked to assist the nearby Aeta communities in her hometown of Castillejos, Zambales. Dr. Ramirez is a UA&P professor, researcher, and the holder of the CRC Professorial Chair for Migration and Overseas Filipino Work. Sharing her experiences in an article for the Opus Dei website, she writes:

Dr. Veronica Ramirez and friends provide assistance to Aeta communities 1"After 24 years, I went on sabbatical leave. What was I supposed to do now, stuck on the foothills of the Zambales mountains? Some of my family members and friends liked going for hikes in the mountains. But that didn't really attract me... It was then that my husband, Lambert, and I set out to do something we had never done before: a family social responsibility project for the benefit of the Aetas.



MPCF of Canaman Braving the Pandemic and Natural Disasters, Ensuring Timely Community Extension Outreach for Promoting Resiliency in Flood-Prone Communities in Camarines Sur

By: Marilissa Jimenez Ampuan, Ph.D. - President

The Bicol region has been one of the most vulnerable regions in the country to many forms of natural hazards, and many of the municipalities in Camarines Sur, especially Canaman and all the low-lying areas in the Bicol River Basin, are susceptible to flooding. In fact, the municipality of Canaman where the Mariners Campus is situated is one of the most flood-prone areas in the province whose floodwaters would take weeks to subside especially during the rainy season. Residents are not just at risk to COVID-19 but to water-borne diseases as well. Sometimes, floodwaters come as flash floods, leaving residents trapped in their homes.

The Flood Early Warning Device (FEWD). One solution that was introduced by Mariners of Canaman to cushion the impact of flooding on the community is the FEWD. This device was invented by two faculty members of MPCF, 2nd Mate Alexander Aco and 3rd Mate Pablo Dela Rosa in 2018. The device sends off a siren sound, a warning signal to alert the community of the status of the Manggayawan River, which is the major source of floodwaters in the municipality. The first alarm is a single siren sound signifying a rise of water from its normal level and the river has reached the full extent of its water capacity. The second alarm means that the community must prepare for evacuation, and the third alarm characterized by a long siren sound calls for a mandatory evacuation of all the barangay residents near the river.

The setting up of the flood early warning project in barangay Manggayawan started with a series of consultation activities with the barangay and municipal officials, and community constituents, followed by the project proposal preparation, then entering into a Memorandum of Understanding in terms of sharing of responsibilities for project funding, maintenance, and the like. In all of these consultation meetings, the head of the Community Extension Service of MPCF, Mrs. Emilia S. Lanuzo, assisted by the faculty of the BSMT and BSMaRE - Chief Mate Ronnie Zape, Capt. Noel Santos, Engr. Elmer Dimaiwat, Engr. Dulce Dionisio, Mrs. Eufancia Lugasan and Mr. Carlos Pimentel were on-board. The first FEWD was successfully set up in Barangay Manggayawan and turned over to the barangay on June 27, 2018, by the President of Mariners, Dr. Marilissa J. Ampuan, and other officials and the Board of Trustees of MPCF. The project was well accepted by the local constituents and was rated very satisfactory by the end-users, reporting that:

"The Flood Early Warning Device (FEWD) is a big help especially during occurrence of intense rainfall. Instead of checking from time to time if the Manggayawan River has reached its alarming level, we can stay in our houses and keep ourselves ready to evacuate anytime; we know that the siren sound of this device will be heard all around the barangay.

"The Flood Early Warning Device (FEWD) is a big help especially during occurrence of intense rainfall. Instead of checking from time to time if the Manggayawan River has reached its alarming level, we can stay in our houses and keep ourselves ready to evacuate anytime; we know that the siren sound of this device will be heard all around the barangay." Punong Barangay Mrs. Alma Basmayor, Manggayawan, Canaman, Camarines Sur.



Because of the usefulness of the FEWD installed in Canaman, the adjacent municipality of Gainza also requested to be installed with the FEWD in Barangay Dahilig, Gainza, Camarines Sur. More partners collaborated with MPCF, like the University of Caceres School of Graduate Studies and the Rotary Club of Naga City, indicating that the project is really useful especially in preparing the local constituents to perform timely responses to flooding. The new FEWD was successfully turned over to the LGU officers and constituents on November 15, 2019.

This project was internationally acclaimed as necessary to flood-prone communities by the Asia Pacific Alliance for Disaster (A-PAD) Management. This was pronounced by the team of Dr. Robert D. Eldridge, Country Director Firzan Hasim, also a co-founder of A-PAD from Sri Lanka; Dr. Abdul Aziz from Bangladesh, and the A-PAD Chairperson and Advisory Board Member of PLANAS, Indonesia National Platform for Disaster Risk Reduction – Faisal Djalal, with the national convenors from A-PAD Philippines who visited the project in 2018. They considered the project as a model for flood early warning that can be introduced in the Asia-Pacific Region. The Mariners Polytechnic Colleges of Naga City, Camarines Sur headed by its President, Dr. Marilissa J. Ampuan, is one of the pioneer members of A-PAD Metro Naga, the first metropolitan disaster risk platform organized by A-PAD Philippines since 2016.



Local and international A-PAD personnel had their solidarity pose as a keepsake to remember their visit in the Bicol Region.



Capt. Santos of MPCF-CCS explaining the project to the visitors in the Bicol Region.

Relief Operations in the aftermath of Typhoons.

After Typhoon Nina lambasted the Bicol provinces on Christmas eve of 2016, MPCF made it possible to launch a relief drive for the calamity survivors in Bicol. In the early part of January 2017, immediately after Typhoon Nina ravaged the Bicol region on December 25, 2016, MPCF launched a relief drive titled “Yero at Pako: Tulong para sa mga Biktima ni Typhoon Nina”. The Tabang Yolanda project of MPCF in 2014 became the precursor of Tabang Bikol in 2017. From this project, the Tabang Bikol Movement was born. In 2017, the TBM became the NGO arm of MPCF to carry out community extension and outreach activities in Bicol. TBM has also been registered with the Securities and Exchange Commission since 2017, hence, a recognized juridical body in the country.

Because the region is visited by tropical storms every year, the relief operations have become a regular project of the school. Relief drives are usually conducted at the Plaza Quezon in Naga for 2 to 3 weeks and relief goods collected in the form of food packs, used clothing, and school supplies are repacked and distributed to the most affected areas in Bicol, especially in Albay, Masbate, and Camarines Sur. Affected students of the MPCF in Bicol are also among the recipients of the relief operations. The Relief Operations has the permit of DSWD and distribution of goods is coordinated with the DSWD, the Office of Civil Defense, the LGU municipality, and barangay recipients to ensure orderly distribution of goods and the safety and security of the faculty, staff, and students participating in the project. The MPCF service vehicles are used in the distribution of relief goods to needy constituents. Monitoring of relief operations is done through proper recording of donations and distribution of goods, records of which are submitted to DSWD for accounting purposes. Project evaluation is conducted by MPCF partners to thresh out logistical problems and to improve project implementation in the future.



Water Search and Rescue (WASAR) Training for Assisted Communities Amidst the Pandemic

Aside from the Flood early Warning Device, the school deemed it necessary to also capacitate the local constituents on Water Search and Rescue Operations to ensure their resilience to flooding. In response to the need, the MPCF in partnership with the Philippine Coast Guard Auxiliary (PCGA) contingent conducted a 4-day basic Water Search and Rescue (WASAR) Training to 20 chosen residents of Dahilig, Gainza, Camarines Sur from March 24-27, 2021, which is also a recipient of the FEWD.



School personnel from MPCF-Cam Sur led by Community Extension Services Office (CESO) Director Ms. Amy Lanuzo, Discipline Officer Roberto Sabuco, and Lt. Cdr. Eric Lucena, PCGA from the MPCF PCGA contingent led the WASAR Training in the town of Gainza, Camarines Sur.

The activity aimed at developing life-saving skills and enhancing the readiness of local constituents on reducing risks due to flood. The training was a combination of lectures and demonstrations on lifesaving and survival techniques, elementary first aid, basic life support, spine board management, and water search and rescue techniques. Lectures and demonstrations were given by the group from the Mariners' community during the first three days of the training. On the last day, an actual drill of sample scenarios was made with the cooperation of all the trainees, lecturer-facilitators, barangay officials, and representatives from the Municipal Disaster Risk Reduction and Management Office of Gainza town.

At the opening program, MPCF-Cam Sur CESO Director Ms. Emilia S. Lanuzo talked about the 5-year partnership between the institution and community. She also elaborated on the purpose of the training which aims at developing individuals not only to learn but to share and extend the knowledge and skills to others especially because the barangay is a flood-prone area. Before the close of the training, every participant was given a chance to share personal experiences and learnings acquired from the training.

With the COVID-19 pandemic still on, basic health protocols were observed throughout the conduct of the activity.

PACU Committees

Membership > new member



FAR EASTERN UNIVERSITY - CAVITE
Silang, Cavite

Dr. Michael M. Alba
President

PACU Webinars

Private Education Planning for COVID19 Vaccines Part 2

March 10, 2021



PACU-CCAP Webinar on Credit Education Awareness Program

March 31, 2021



How Online Assessment Can Improve Student Competency

April 21, 2021

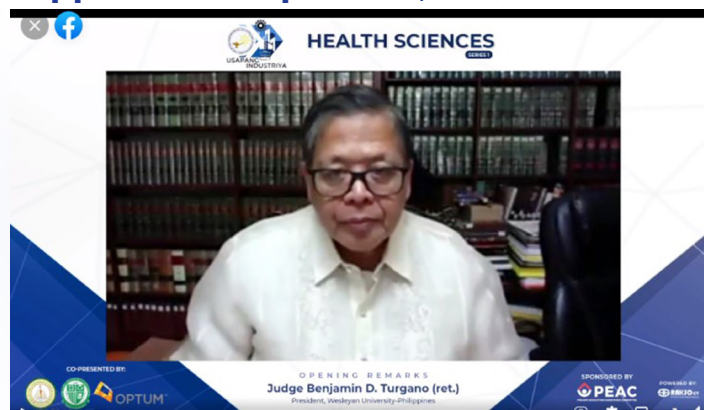


The Hybrid Campus: Redesigning our Schools and the Student Experience

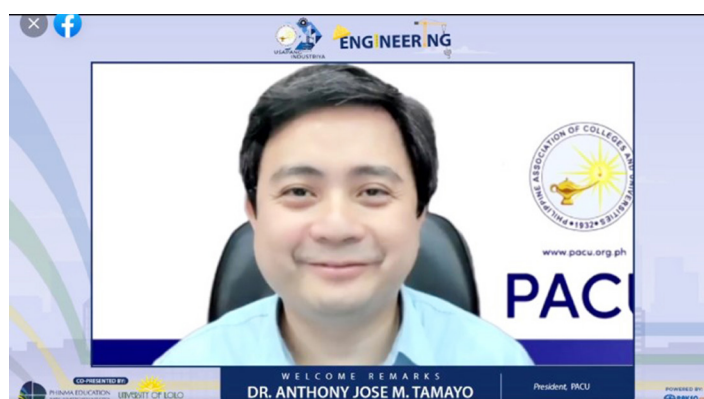
April 28, 2021



Usapang Industriya 1: Nursing and Allied Health co-presented with Our Lady of Fatima University, Wesleyan University Philippines and Optum - April 30, 2021



Usapang Industriya 2: Engineering and Architecture co-presented with PHINMA Education - May 25, 2021

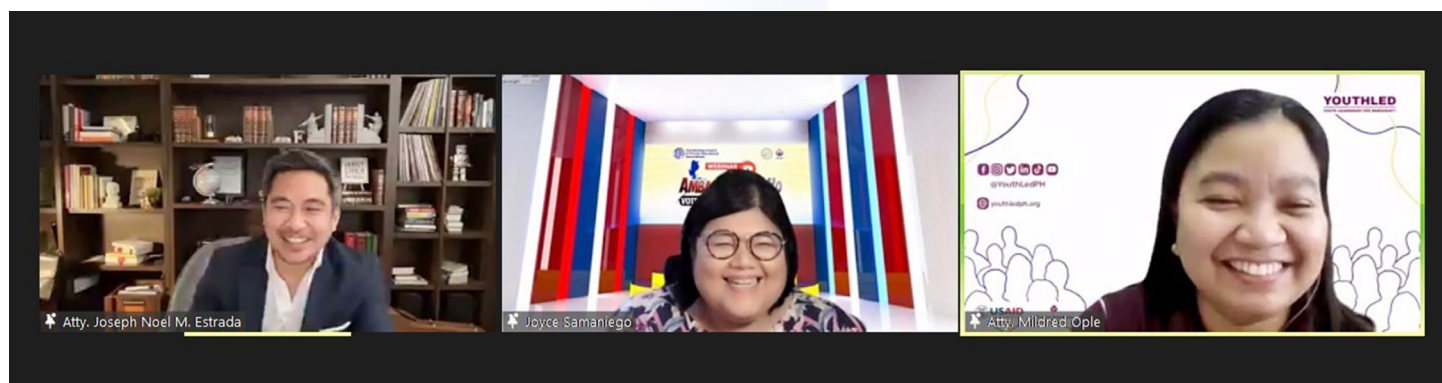


Usapang Industriya Series 3: Business, Management & Accountancy co-presented with Jose Rizal University and REX Education - August 11, 202



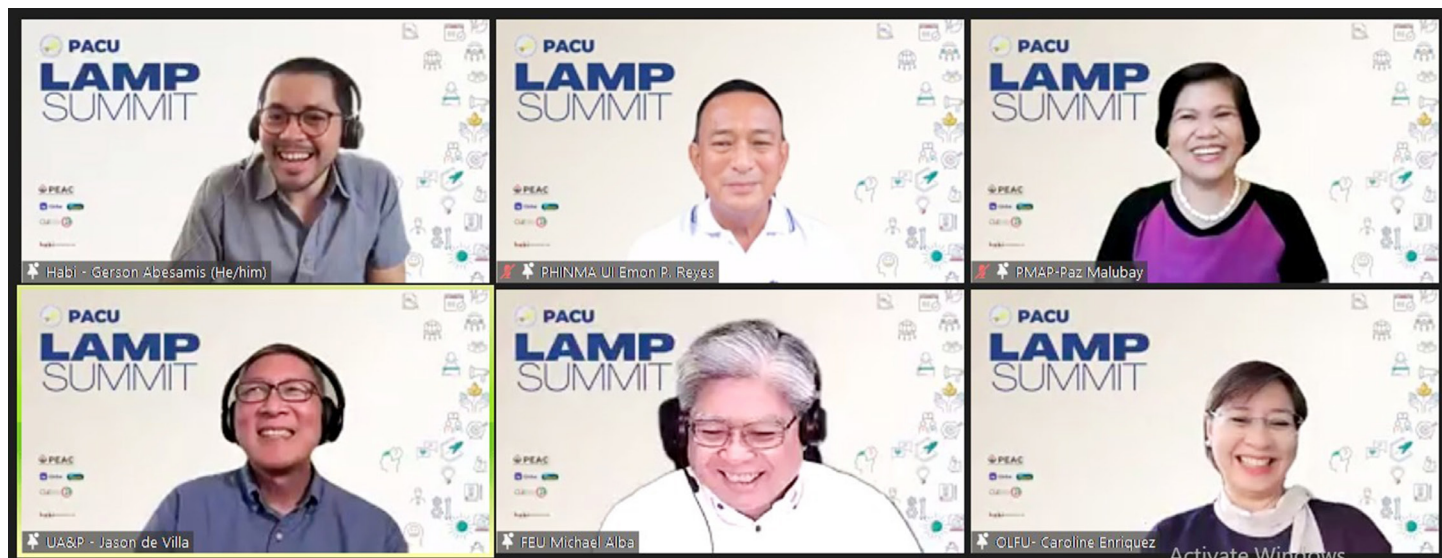
Ambag sa Bayan Ko

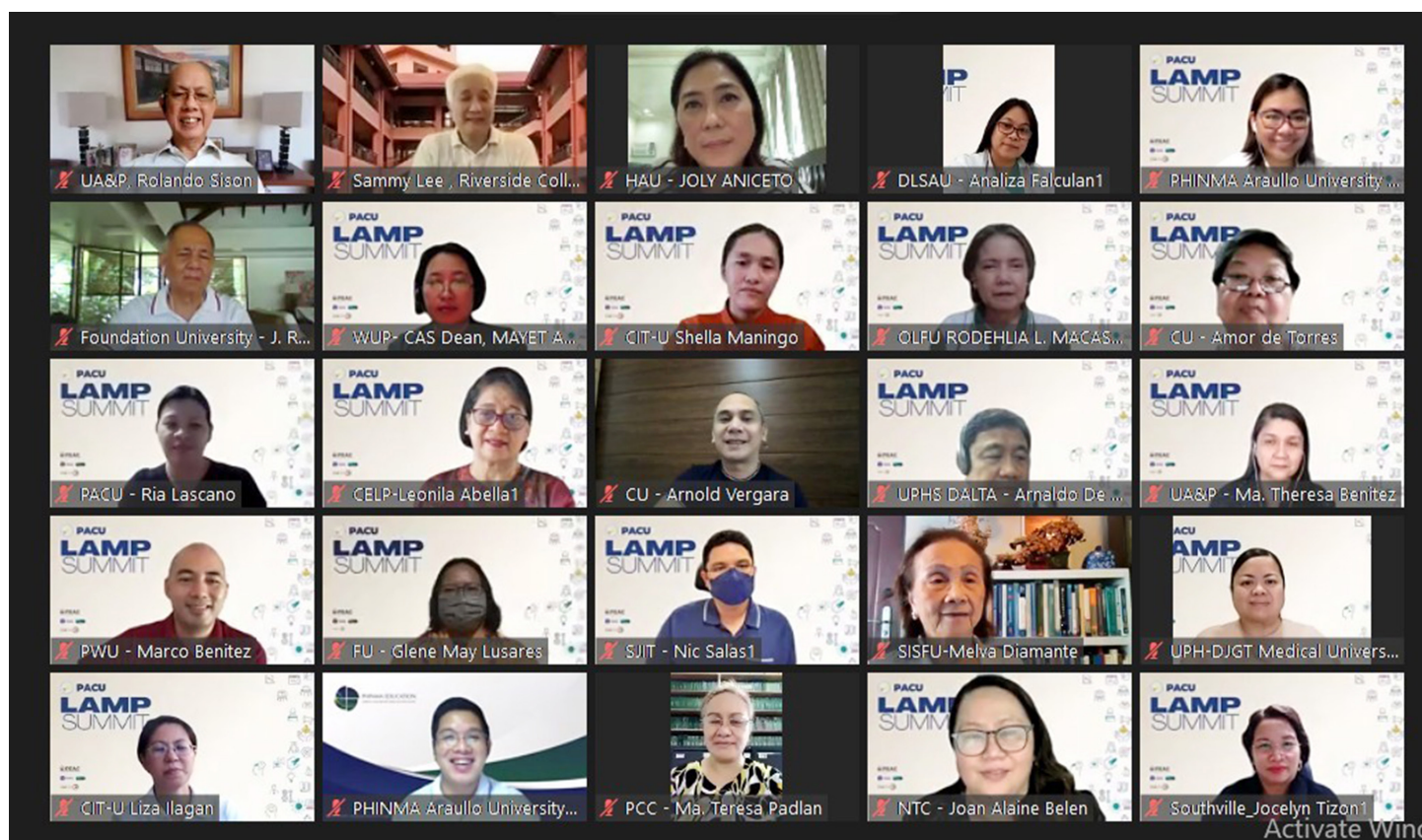
September 2, 2021



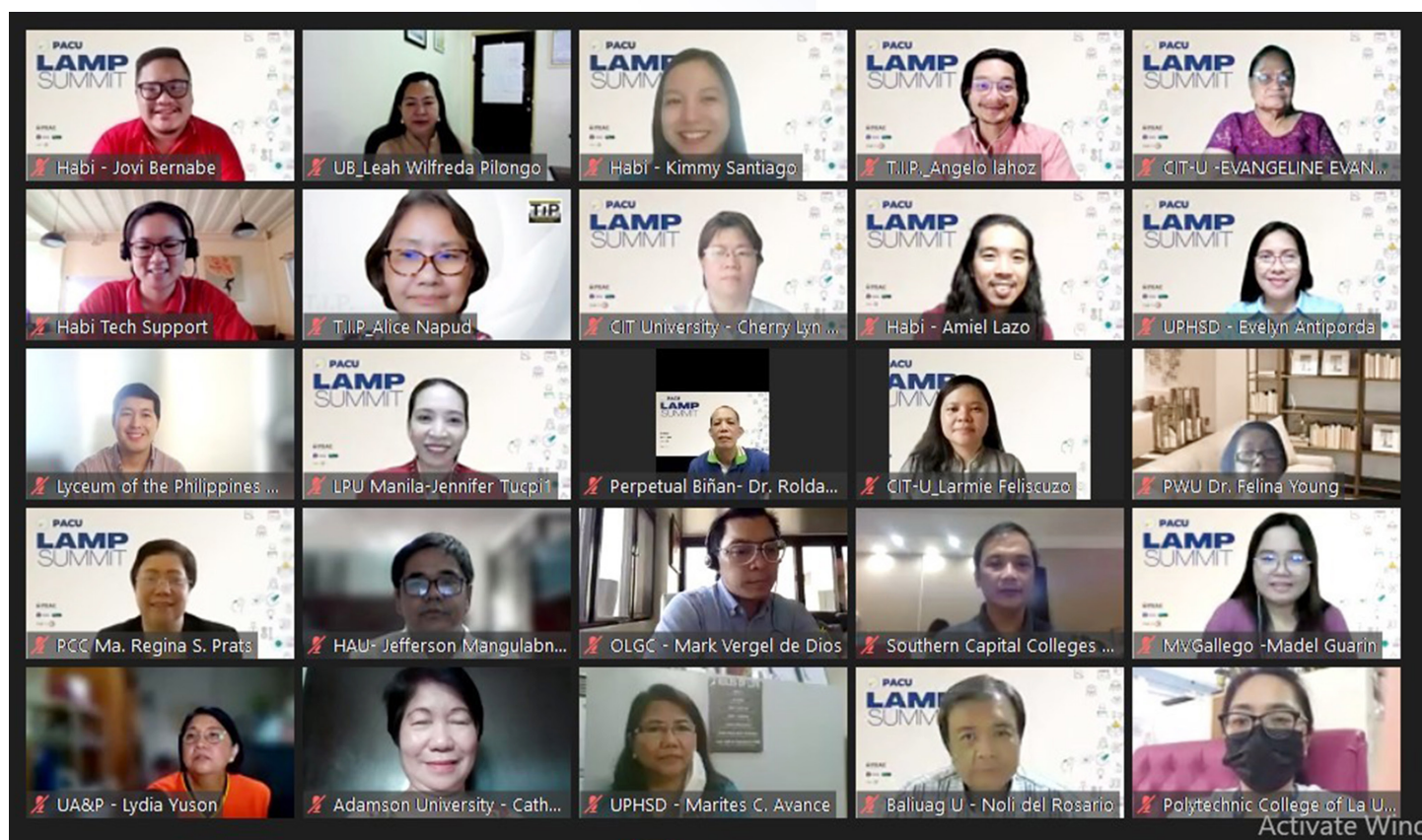
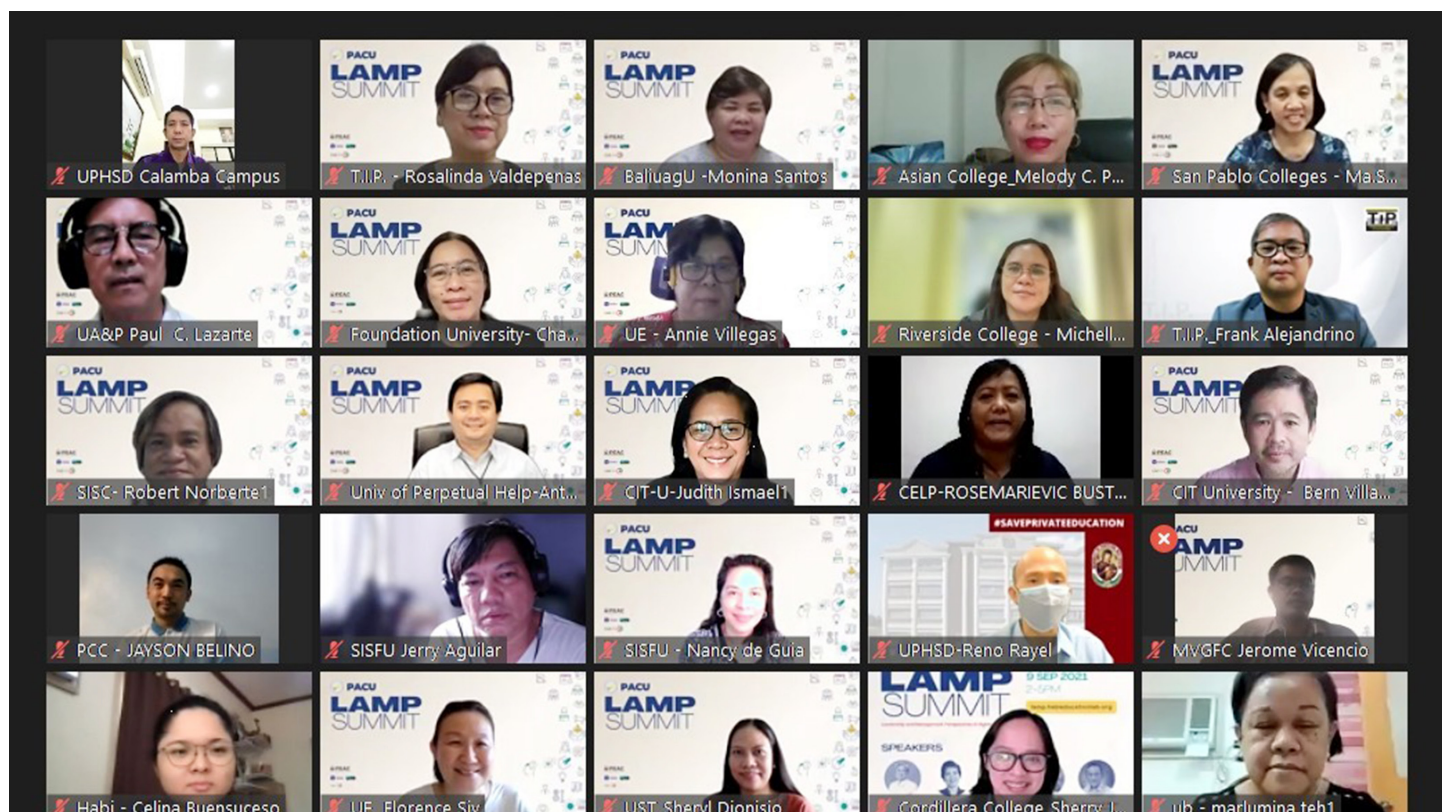
LAMP Summit

September 9, 2021





cont... LAMP Summit - September 9, 2021



PACU Industry Academe Committee and Industry Partners Collaborate to Advocate for Student Graduate Success

The Industry Academe Linkage Committee through the leadership of Dr. Raymundo Reyes, Committee Chairman, and its committee members launched PACU's Usapang Industriya Series. Several committee members have co-presented three (3) webinars in a series that will feature partnerships, best practices, trends, and outlook across various Academic tracks. The three webinars in the series were (1) Usapang Industriya - Health Care, (2) Usapang Industriya - Engineering, and (3) Usapang Industriya - Accountancy, Business and Management.

The webinar series was sponsored by PEAC and our corporate sponsors, Optum Healthcare and REX Education.

Bridging Gaps Between the Industry and Academe for a Robust Health Care Workforce

The first webinar was on the Health Sciences track. It was co-presented by Wesleyan University-Philippines (WUP) and Our Lady of Fatima University (OLFU), College of Nursing. This was held on April 30, 2021, via Zoom and Facebook Live.



Dr. Raymundo P. Reyes of PHINMA Education and President of the University of Iloilo welcomed the participants as the chair of the Committee on Industry-Academe Linkages. The President of WUP, retired Judge Benjamin D. Turgano, gave the Opening Remarks. The Vice President of the Association of Deans of Philippine Colleges of Nursing and the Dean of the Mary Johnston College of Nursing of the Philippine Christian University, Edna O. Imperial, gave a glimpse of The Future of Nursing and Allied Health Sciences, particularly in light of the global pandemic. She emphasized what skills the nursing and medical schools need to strengthen in their students and the competencies they need to succeed in the real world.

An interesting and meaningful panel discussion followed, moderated by Dr. Maria Luisa Uayan, Dean of the College of Nursing of OLFU. The distinguished panelists were Marie Curie Social Impact Awardee 2021 Dr. Jenny Lind Elmaco, Moonyeen Holdings Inc. President Mr. Rafael Fernando, Chief Nursing Officer of SLMC QC and BGC Dr. Annabel R. Borromeo, and United Health Group - Optum Global Solutions' Dr. Catherine R. Rodis. WUP's Dean of the College of Nursing and Allied Medical Sciences, Dr. Wilfredo C. Ramos, hosted the program. Nurse Charito Romano, British Empire Medal awardee and a WUP BSN alumna, greeted the participants and OLFU President Dr. Caroline Marian S. Enriquez gave the Closing Remarks.

Building and Designing Programs for Future-Ready Engineering Graduates

PHINMA Education through the University of Iloilo hosted PACU's "Usapang Industriya for Engineering" on May 25, 2021.



Among the guest speakers/ panelists for the webinar were Engr. Elmer O. Casao, 2021 Chairman of the Scholarship and Academic Affairs Committee of the Institute of Integrated Electrical Engineers of the Philippines, Inc. (IIEE); Engr. Ernesto S. De Castro, President of ESCA Inc. and ESCA International Engr and past president of the Philippine Institute of Civil Engineers (PICE); Wilfredo L. Decena, President of the Philippine Constructors Association (PCA); Engr. Eduardo B. Leron, faculty member of the Civil Engineering Department of the University of the East in Caloocan and the National University Manila, and a business manager of the PICE – North Metro Manila Chapter; Dr. Eduardo P. Malagapo, the National Vice President for External Affairs of the Philippine Society of Mechanical Engineers (PSME); and Dr. Reynaldo P. Veal, President and CEO of the Mapua University.

PACU President Jose Anthony M. Tamayo welcomed the panelists and participants to the endless possibilities of what engineering can do to rebuild the country during the pandemic. Dr. Raymundo P. Reyes, PHINMA Education-Country Head, opened the event by saying that the overarching goal of the Usapang Industriya series is to bridge industry and the academe to improve the employability of graduates.

Engr. Bernard E. Villamor, President of Cebu Institute of Technology - University summarized the key takeaways from the presentations and discussion: the need for multi-disciplinary collaboration; ethics and integrity in the field of engineering; the role that engineers play in the economy; the need for a digital mindset maturity through available technologies like BIM; nurturing entrepreneurial engineers; a checklist of academe-industry-government collaboration; and digital enablers and bandwidth as challenges.

Developing Student Graduate Attributes in the Accountancy, Business and Management (ABM) Track

Last August 11, 2021, The Philippine Association of Colleges and Universities (PACU), Jose Rizal University (JRU) together with REX Education held Usapang Industriya Series 3 for Business, Management and Accountancy. This was the 3rd of the series with the theme "Graduate Attributes in the Field of Business, Management and Accountancy (Long Term and Near Term)".

The master of ceremonies was Dr. Margie Alciade, Dean of the College of ACE of JRU. The Panel discussion was moderated by Dr. Miguel Carpio, VP for Academic Affairs of Jose Rizal University. Welcome remarks were delivered by Dr. Anthony Jose M. Tamayo, President of the Philippine Association of Colleges and Universities (PACU).



The event was formally opened by Dr. Vicente K. Fabella, President of Jose Rizal University. Dr. Fabella mentioned that the future, despite its uncertainties, is still there and it is still coming to us. Likewise, he mentioned the GAP between the Academe and Industry and that it has been a growing concern for both parties. He reiterated his hope that the event will encourage and open dialogues and discussions between the Academe and the Industry.

The first speaker for the event was Dr. Ronnel B. King, an Associate Professor at the Center for the Enhancement of Teaching and Learning at the University of Hong Kong, and an Adjunct Associate Professor at the University of Macau. Dr. King pointed out the curriculum design principles of Authenticity where the learners can link what they learn to the real world. He also pointed out that it is necessary to have an alignment of curriculum with the teaching and assessment practices.

Ms. Deborah N. Rodrigo, Managing Director of Sugar Craft Incorporated, pointed out the importance of harnessing soft skills because this will help us stay relevant. She mentioned that soft skills are personal attributes that influence how well you can work or interact with others.

Dr. Cesar Mansibang, former PICPA Senior Board Director and VP Operations and Educations mentioned the concept of positive disruptions such that a lot of old school thinking in business was replaced with fresh, innovative, and creative ideas in running the business.

Ms. Angeline Tham, CEO and Founder of Angkas, mentioned disruptive innovations where innovation creates a new market and value network, and eventually displaces established market-leading firms, products, and alliances.

Ms. Chona L. Torre, Senior Vice-President for Academic Affairs and Senior Vice President of Human Capital Group, McDonald's Philippines University, discussed digital adaptability and resilience skills which are the most important attributes of a successful businessman because this is the ability to bounce back from failure.

The closing remarks and a synthesis of the topics discussed were done by Dr. Allan F. Galvez, Dean of the College of Business Administration and Accountancy of Jose Rizal University.

Upholding the family tradition of service and educational commitment to nation-building



(Sept. 13, 1941 – April 4, 2021)

As the eldest of the 3rd generation of the Benitez, the family legacy of education was entrusted to Dr. Amelou Benitez Reyes as the 8th president of the Philippine Women's University (2003 to 2009) and 2nd president of the Philippine Women's College (PWC) of Davao. The Benitez Legacy of education and service to the nation was the cornerstone of her presidential leadership. After her term, she continued her service as a member of both the PWU and PWC Board of Trustees.

As FAPE Director and Assistant Vice-president, she conceptualized the **Graduate Centers**, now known as **Centers of Excellence and Development**; the *Educational Voucher Scheme* (now being implemented as the DepEd service contracting program), and the **Faculty Scholarship Assistance and Teachers' Training** improvement programs. ABR was the founding executive director of the **Federation of Accrediting Agencies of the Philippines (FAAP)** and directed the conceptualization and establishment of the **PERAA (Private Education Retirement Annuity Association)**. For her pioneering work on education development, she was the **TOWNS (The Outstanding Women in the Nation's Service)** awardee for education in 1981.

In the field of women's advancement, Dr. Reyes was president of the **National Council of Women of the Philippines (NCWP)** from 2005 to 2012 and vice-president of the ASEAN Federation of Women's Organizations (ACWO is a member of the ASEAN Committee on Women). As NCWP President, Dr. Reyes spearheaded the ACWO regional conference on

WOMENOMICS: empowering women and expanding their participation in the globalized economy. ABR was also president of the **Women's Studies Association of the Philippines (WSAP)** promoting gender-fair curriculum and women's education as the essence of spiritual transformative leadership through *womenomics* responding to globalization.

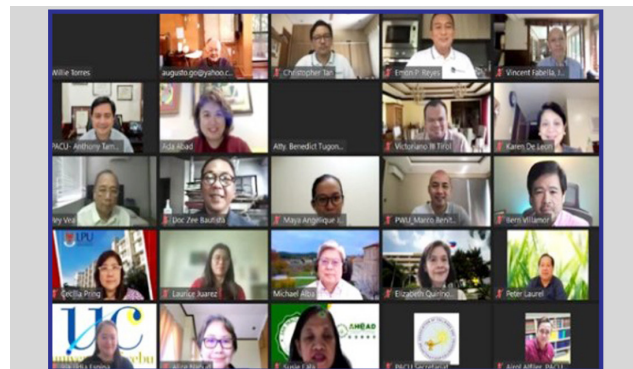
ABR served as Commissioner for Culture and Arts in the **National Commission on the Role of Filipino Women**. As former NCRFW Chair, ABR helped conceptualize the mainstreaming of women's agenda for women's empowerment. As head of the RP delegation to the UN General Assembly Special Session, **Women 2000 Beijing Plus 5**, Dr. Reyes successfully introduced in the UNCSW Outcome Document (paragraph 34) the concept of **HERSTORY** whereby the invisibility of women in historical documentation could be remedied so that women's contributions and achievements can be recorded and disseminated and made a substantial part of the nation's history.

Until her death, she was the President of the **United Nations Association of the Philippines (UNAP)** and a Board Member of the **Girl Scouts of the Philippines**.

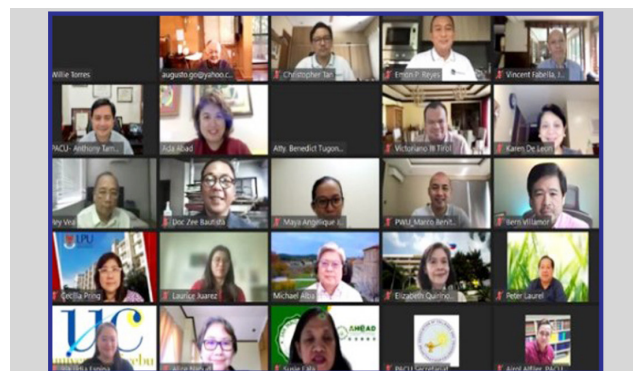
Dr. Amelou Benitez Reyes and the late Professor **Alejandro Albert Reyes** of the Asian Institute of Management (AIM) were blessed with four children and 15 grandchildren: **Freddie** (PWU Trustee and VP for External Affairs) and **Myra Reyes**; **Martin+** and **Yvette Dizon Reyes**; **Marlyn** and **Tony Lilles**; **Alex** and **Dra Tintin Santiago Reyes**. All their children are professionals in various businesses and socio-civic organizations. ABR's grandchildren include: **Mika**, **Mikyle**, **Misha Aina**, and **Chesca**; **Andie**, **Sevi**, **Chino**, and **Rafa**; **Maia** and **Miela Lilles**; and **Renzo**, **Ryvo**, **Ravi**, and **Rohan**.

Through the Eye of the LENS

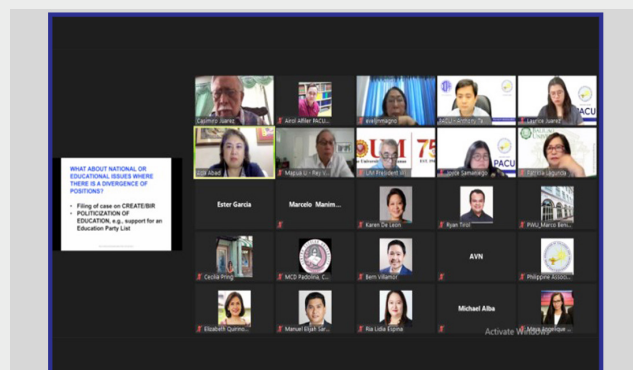
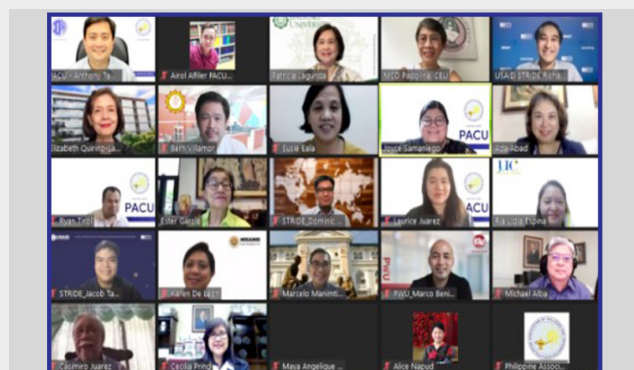
REGULAR BOARD MEETINGS - April 23, 2021



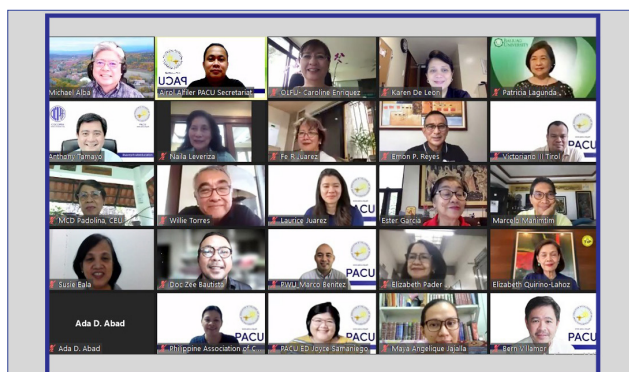
May 21, 2021



June 25, 2021



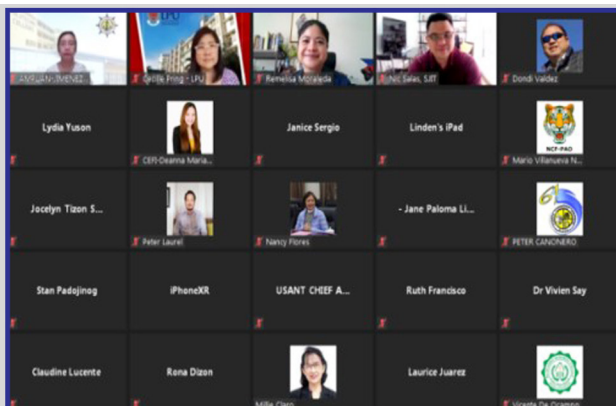
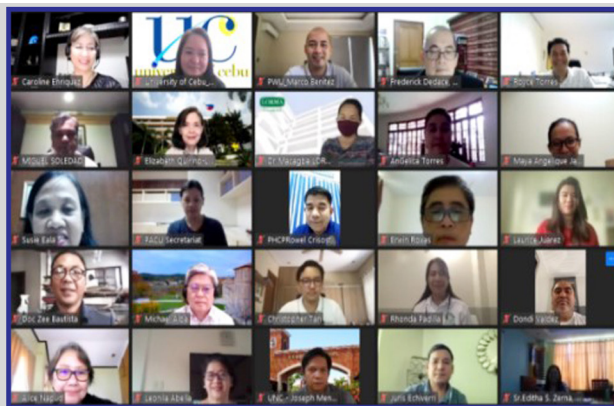
August 20, 2021



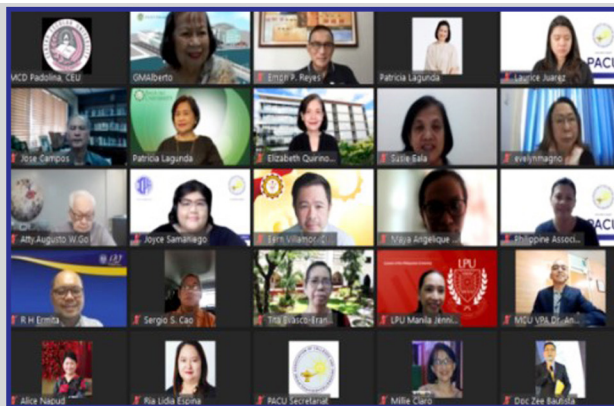
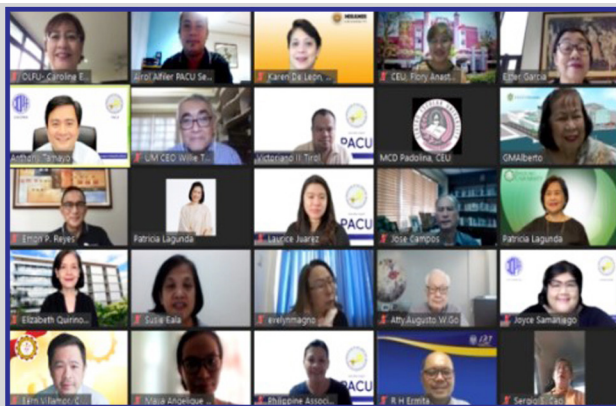
EXPANDED BOARD MEETINGS - March 19, 2021



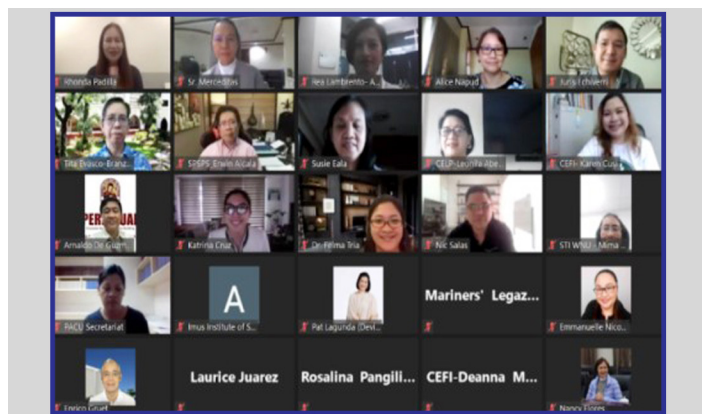
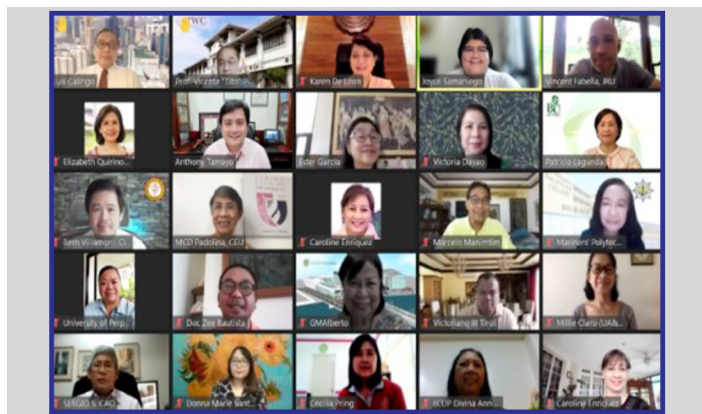
April 20, 2021



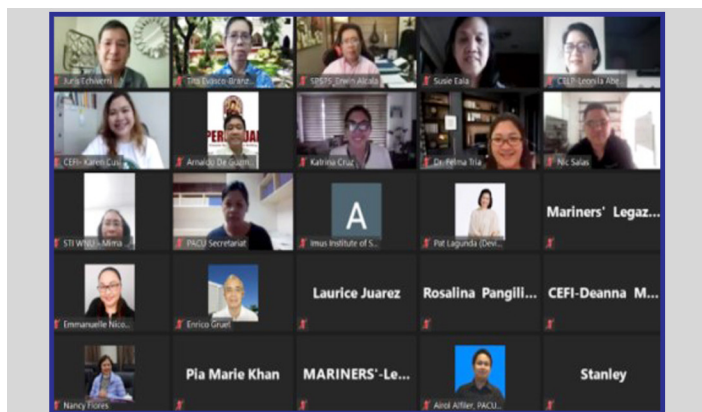
July 23, 2021



PACUMUSTAHAN - March 24, 2021



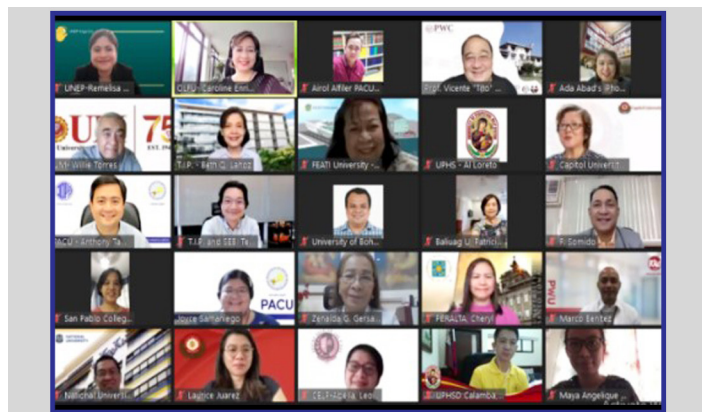
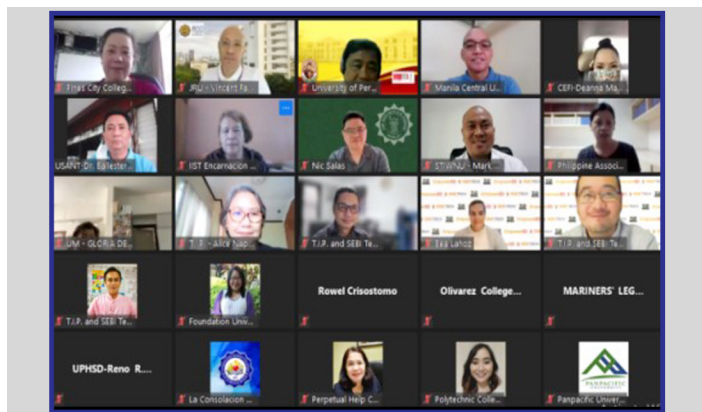
May 7, 2021



May 12, 2021



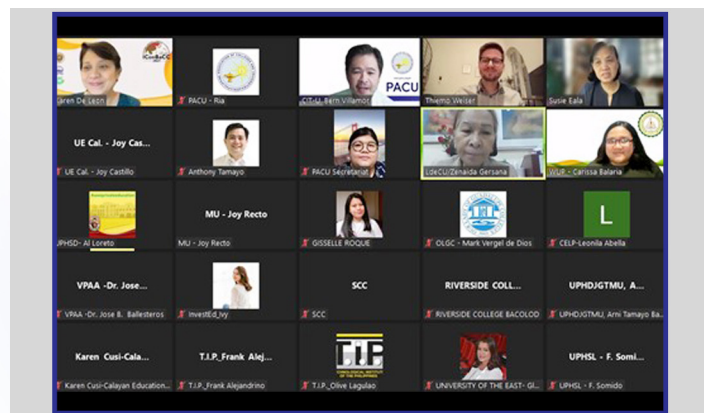
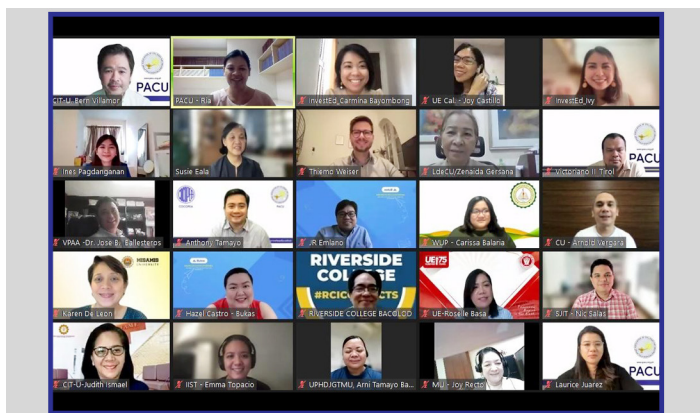
June 23, 2021



August 18, 2021



September 15, 2021



COMMITTEE MEETINGS - Executive Committee

March 11, 2021



April 12, 2021



July 20, 2021



Committee on Institutional Quality Improvement - April 7, 2021



Joint Programs Committee & Committee on Institutional Quality Improvement

May 11, 2021

May 20, 2021



July 14, 2021

July 27, 2021



August 12, 2021



Programs Committee - September 15, 2021



Public Relations Committee

August 2, 2021



September 15, 2021



Research Committee - August 2, 2021



Membership Committee - March 16, 2021



COCOPEA Meetings

August 2, 2021



September 15, 2021



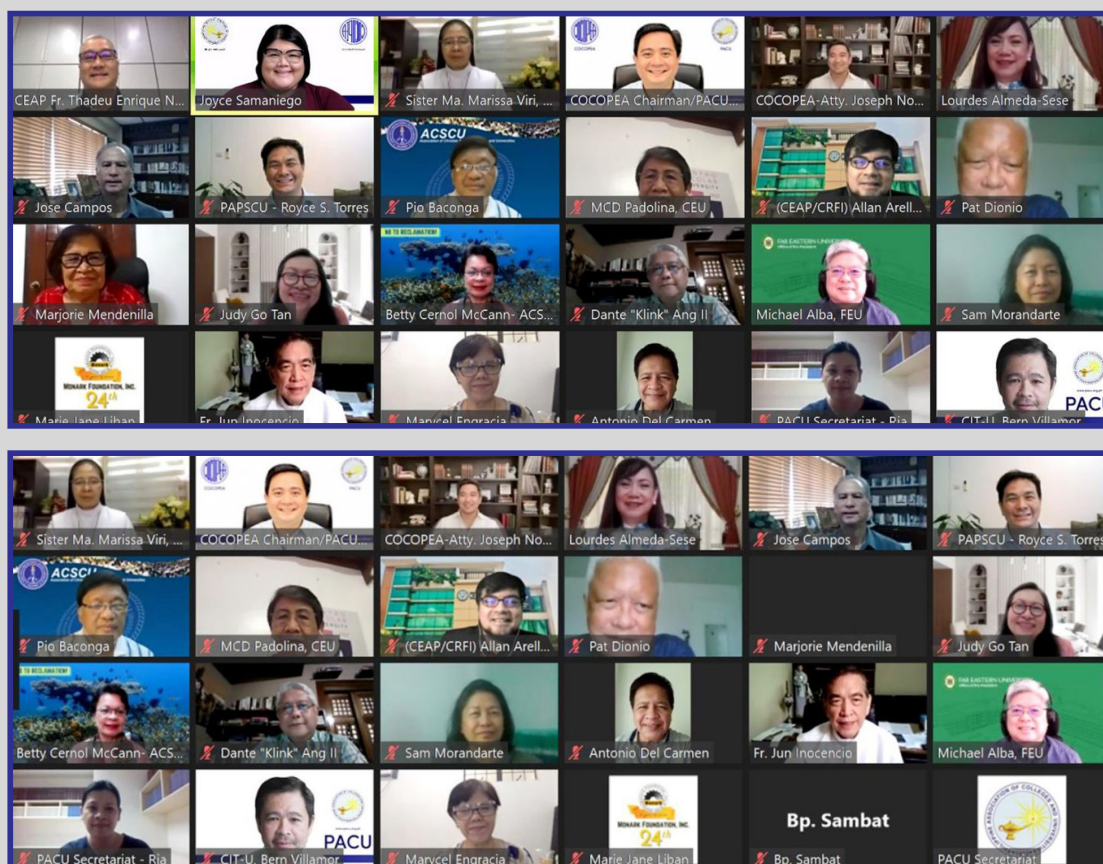
July 23, 2021



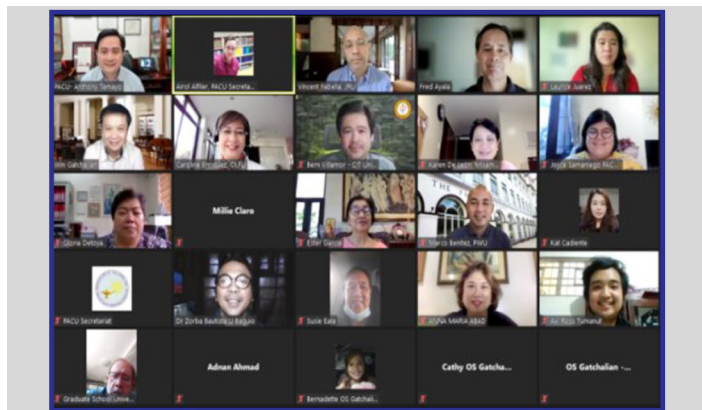
July 30, 2021



COCOPEA Meetings - August 5, 2021



Meeting with Senator Win Gatchalian - April 9, 2021



Meeting with Senator Riza Hontiveros

June 18, 2021



Meeting with Senator Leila M. Delima

June 30, 2021



Meeting with Roman T. Romulo

March 30, 2021



Meeting with Mark O. Go

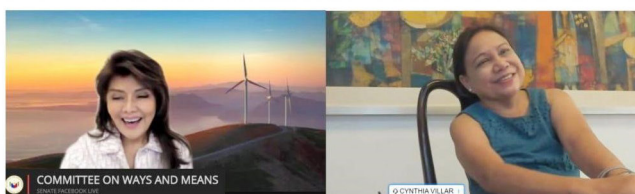
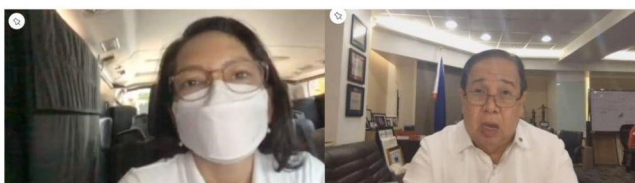
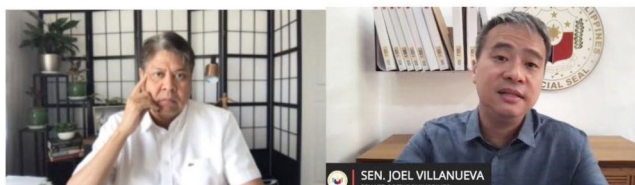
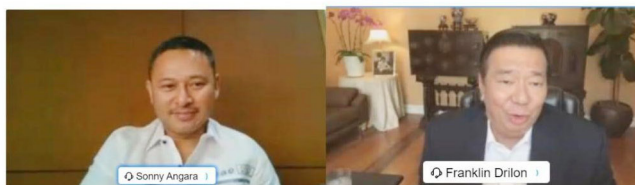
April 7, 2021



Big Thank you!

Senators Cayetano, Angara, Drilon, Pangilinan, Villanueva, Hontiveros, Gordon, Marcos and Villar for Supporting Private Education!

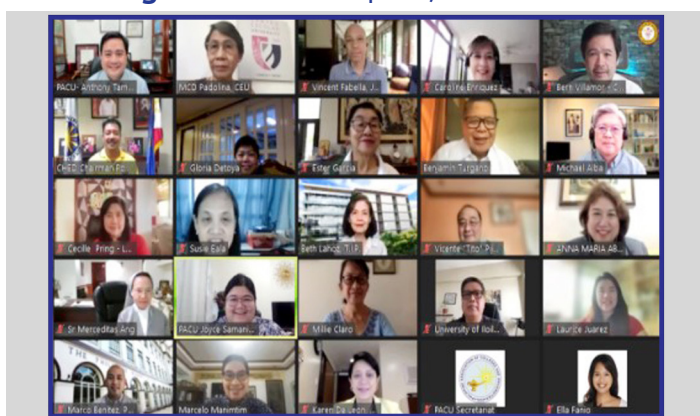
Committee on Ways and Means Hearing, June 30, 2021



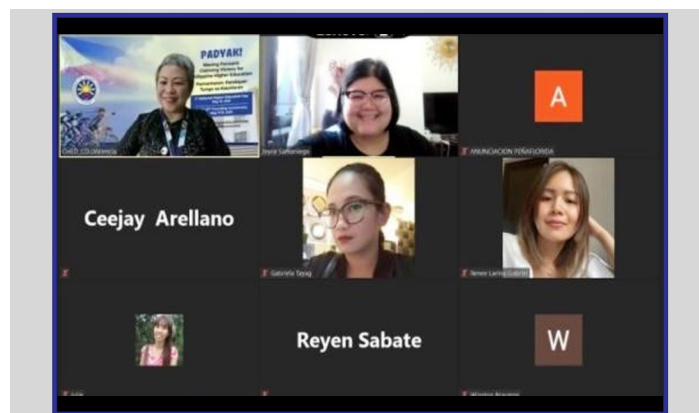
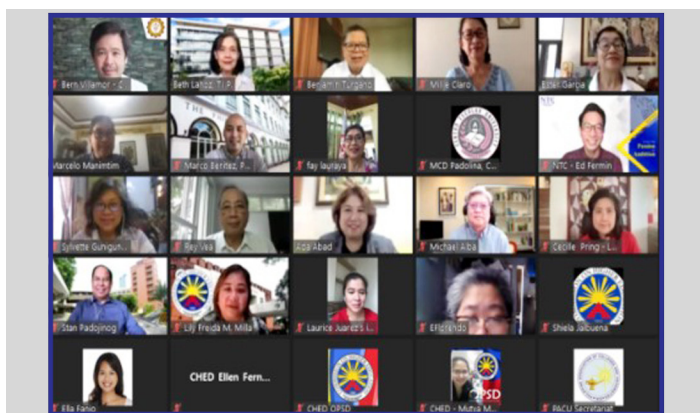
House Committee on Ways & Means Virtual Meeting - August 2, 2021



Meeting with CHED - April 5, 2021



May 11, 2021



June 29, 2021



Meeting with DICT - September 6, 2021



Meeting with Dr. Rick Mann - September 6, 2021



Meeting with Partners CCAP - March 8, 2021



Labster - March 15, 2021



Classin - March 18, 2021



AWS - March 23, 2021



Unilab - March 24, 2021



Microsoft - March 31, 2021



ASUS - June 24, 2021



Franklin Covey - July 17, 2021



Accenture - July 21, 2021



Globe - July 27, 2021



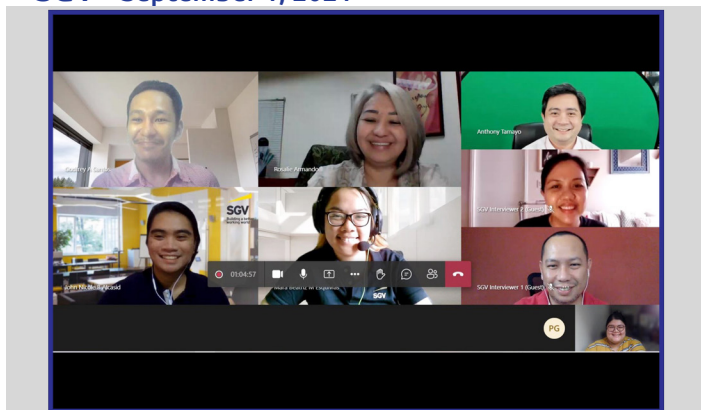
PBED - August 3, 2021



USAID STRIDE - June 17, 2021



SGV - September 1, 2021



Habi - September 2, 2021



September 9, 2021



Usapang Industriya Series

April 12, 2021



July 6, 2021

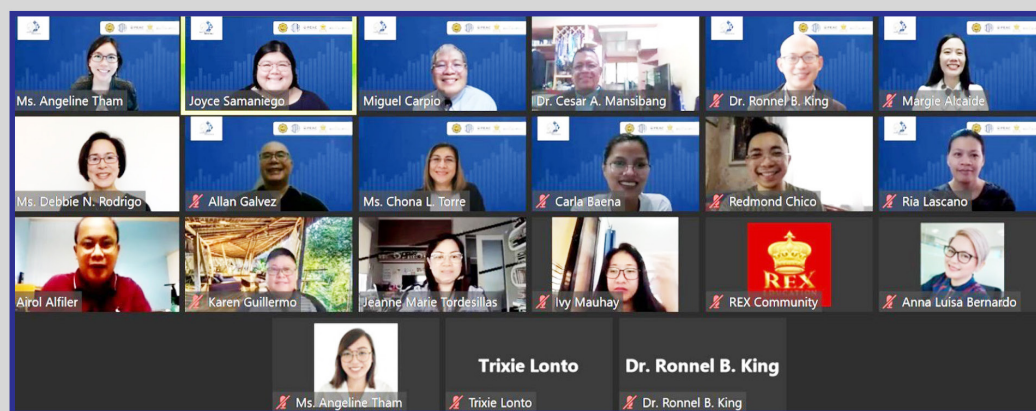


Usapang Industriya Series



July 23, 2021

August 11, 2021



COCOPEA Formal Turnover and Installation of Chairmanship and Board of Trustees - September 4, 2021





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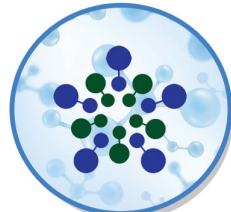
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