



PACU

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Colleges and Universities



Newsletter



The Saga of the Enactment of **Republic Act No. 11635**

HIGHLIGHTS

- Enactment of Republic Act No. 11635
- PACU Members' Shared Experiences from Limited Face-to-Face Classes
- Celebrating PACU Members' Victories During the Pandemic

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The President's Report

by Dr. Anthony Jose M. Tamayo

The beginning of a new year is the perfect time to reflect on the past and look forward to the months ahead. Although the first few weeks of January registered another record-breaking number of COVID-19 active cases in the country, Filipinos remain optimistic that 2022 will be a better year.

The year 2021 has once again tested the resiliency of our institutions. We hope that better times await us this year as long as we continue to work together in facing the seemingly insurmountable challenges that might lie ahead. Despite the difficulties that we encountered, we remained loyal to our purpose and grateful for the blessings of the Lord.

Enactment of RA 11635

One of the biggest blessings that we received this year was the enactment of Republic Act 11635 by President Rodrigo Roa Duterte. The passage of the new tax law, RA 11635 or "An Act Amending Section 27 (B) of the National Internal Revenue Code of 1997, As Amended, And For Other Purposes," settled the income tax for proprietary educational institutions at 10%, with a concessionary rate of 1% under the CREATE Act. The passage of this clarificatory law has extended a lifeline to private schools and the ecosystem of education-related businesses during the pandemic. The overwhelming support from our legislators on the swift passage and approval of House Bill 9913 and Senate Bill 2407, the early versions of the law, shows that education has indeed a special place in their hearts and that it is nonpartisan.

Furthermore, we would like to acknowledge the efforts of the Policy Committee Vice-Chair President Fred Ayala for spearheading PACU's advocacy for the passage of RA 11635, COCOPEA Managing Director Atty. Joseph Estrada, PACU legal team headed by Atty. Anna Maria Abad and the other members of the COCOPEA/PACU CREATE team which includes President Guillermo Torres Jr., President Caroline Enriquez, Chancellor Vicente Pijano III, COO Christopher Tan, President Bernard Villamor, President Faye Lauraya, President Marco Benitez, President Raymundo Reyes, Dr. Bernadette Nepomuceno, Legal Associate Ms. Maya Jajalla, and Executive Director Joyce Samaniego for their relentless efforts in getting the law passed. We also thank the University of Cebu Chairman and President Augusto Go for his guidance.

Thank you also to our COCOPEA leaders: Sr. Marissa Viri, RVM, CEAP President, Judge Benjamin Turgano (Ret.), ACSCU President, Dr. Lourdes Almeda-Sese, PAPSCU President, and Fr. Onofre Inocencio Jr., SDB, UniTVET President. We thank the school association networks who supported us such as the Davao Colleges and Universities Network (DACUN); the Association of Private, State Colleges, and Universities in Region XI (APSCUR XI) led by Association President Vicente Pijano III; the Bicol Association of Private Colleges and Universities (BAPCU) led by President Remelisa Alfel-Moraleda; and CESAFI, an Association of Cebu Private Schools led by President Bernard Villamor.

Likewise, we extend our warmest appreciation to our PACU member schools for attending the numerous meetings and actively lobbying with their respective legislators and with the Executive branch to make this bill a reality.

We would also like to profoundly thank everyone for joining our online thanksgiving event last January 20, 2022, to pay tribute to our legislators who worked tirelessly and expeditiously to pass the law. The virtual event was graced by our honorees from the Senate and the House of Representatives.

COCOPEA Updates

During the COCOPEA general membership meeting last December 2021, the discussions were focused mostly on the effort of the associations to improve private education, particularly issues concerning the safe return to face-to-face classes in basic education and its expansion in higher education. COCOPEA and PACU helped in the crafting of the interim guidelines on the expansion of limited face-to-face classes in the original pilot schools and the start of the progressive expansion phase for both public and private schools by the Department of Education.

Furthermore, COCOPEA and PACU will join DepEd in the evaluation and monitoring of the pilot schools to give us the opportunity to present our inputs. This initiative will provide an overview of how the opening of the pilot classes turned out. In addition, DepEd has given us the flexibility to implement face-to-face classes as long as the safety of the students is our paramount concern. Hopefully, when conditions on the ground improve, more schools will participate in the optional limited

face-to-face classes in the coming school year.

Similarly, CHED also issued JMC 004, s. 2021 regarding the Guidelines on the Implementation of Limited Face-to-Face Classes for All Programs of Higher Education Institutions (HEIs) in Areas under Alert Levels System for COVID-19 Response. The JMC shall serve as a guide for HEIs intending to hold optional limited face-to-face classes during the COVID-19 pandemic.

COCOPEA and PACU collaborated with CHED so that even without their onsite inspections HEIs can start the limited reopening of their campuses provided they complied with the provisions of JMC 004, s. 2021 and other pertinent issuances of the DOH and IATF, collaborated with their respective LGUs and consulted with their stakeholders. The schools should also be willing to retrofit their facilities and implement the health and safety standards coming from CHED, DOH, and the IATF.

As we believe that education is pivotal in propelling the country's development to greater heights, COCOPEA plans to have the following initiatives: a) release a statement or position on the elections, b) conduct voters education, and c) hold an online event for the presidentiables, among others subject to the approval of the associations.

Fourth Quarter Push

During the fourth quarter of 2021, together with other socio-civic organizations, COCOPEA and PACU actively participated in the formulation of a series of recommendations to the IATF dubbed as "Fourth Quarter Push" in so far as issues connected to schools, colleges, and universities are concerned. Private Educational Institutions (PEIs) will be allowed to expand to optional limited face-to-face operations from Grade 4 to Grade 12 in basic education and all programs in higher education via staggered cohorts and in compliance with the Minimum Public Health Standards (MPHS). It also mandated the vaccination of students ages 12-17 from basic education, all students in higher education, and all teaching and non-teaching personnel who are required or allowed to work in-campus. In addition, COCOPEA and PACU suggested mandating vaccination and upgrading the priority level of students, teachers, and school personnel.

Another recommendation is to push for the accomplishment of the DepEd School Safety Assessment Tool (SSAT) and the CHED Self-Assessment Checklist, the LGU clearances as well as a certification that the school has fully complied with the MPHS as provided in the DepEd, CHED, and DOH Guidelines. These measures allow schools, colleges, and universities to require parents to sign informed consent forms and waivers against liabilities concerning COVID-19.

Finally, another recommendation is to push for the creation of a Joint Public-Private Task Force to provide the appropriate guidelines to ensure a safe environment for all stakeholders in the private education sector and protect them from COVID-19.

Vaccination Updates

COCOPEA and PACU, in coordination with the T3 Task Force, have participated in the national vaccination drive that ended last December 17, 2021. In addition, during a COCOPEA meeting, CHED Chairman Prospero De Vera requested if PHEIs can continue to volunteer as vaccination sites, particularly to cluster smaller schools so that more students and faculty can have their vaccination and booster shots. The CHED has also mandated schools to submit a weekly progress report on the number of vaccinated students. In view of the above indications, CHED provides health updates in the respective areas of schools taking into consideration that the newest measure is not the number of active cases but the vaccination rate in the locality. In addition, as the vaccination of children between 5 to 11 years old has also rolled out, we are hoping that more of our education stakeholders will be safe and protected with only minimal side effects.

PEAC

As part of the Private Education Assistance Committee (PEAC) board, we signed an MOA with the Department of Education (DepEd) for the co-implementation of the GASTPE Programs for the school year 2021-2022 last November 2021. This MOA is in recognition of the PEAC's capacity to implement the national subsidy programs of the government such as the Education Service Contracting (ESC), the Senior High School Voucher Program (SHS VP), and the In-Service Training (INSET) for private junior and senior high school teachers.

As of December 2021, the PEAC has processed and submitted to DepEd the ESC billing statements that cover 698,467 grantees with a total grant amount of Php 6.7 billion and SHS VP billing statements for 680,743 program beneficiaries with a total grant amount of Php11.9 billion. In SY 2021-2022, there are 3,221 participating junior high schools and 3,904 participating senior high schools that have created billing statements in the ESC Information Management System (ESC IMS) and the Voucher Management System (VMS).

In addition, PACU was part of the first virtual Philippine Education Conference (2021 PhilEd), a gathering of educational leaders and teachers that is held every two years. Highlights of the event included plenary sessions with international experts from the United States, Singapore, and Vietnam as well as a panel discussion with Sen. Sherwin Gatchalian, Rep. Roman Romulo, Sec. Karlo Nograles, Bro. Armin Luistro, FSC, Dr. Chito Salazar, and Prof. Paul Glewwe from the University of Minnesota as keynote speaker.

UniFAST

To further intensify the delivery of universal access to quality education, the CHED leadership of UniFAST issued three Memorandum Circulars (MC), namely: MC 4 s. of 2021; MC 5 s. of 2021; and MC 6 s. of 2021. MC 4 s. 2021 contains the interim

guidelines on the implementation of the Tertiary Education Subsidy (TES) during the COVID-19 pandemic. On the other hand, MC 5 s. 2021 speaks of amendments to the UniFAST MC 2 s. of 2021. MC 6 s. 2021 further improves UniFAST's inclusive and flexible commitment to students during and beyond the COVID-19 pandemic.

As a member of the UniFAST Board, we attended the 37th and 38th Regular Meetings, the 7th Special Meetings, and the TWG Meeting for the improvement of TES implementation. We constantly followed up on the payments of our schools for the TES and the allocation of funds. To ensure the continuous release of TES funds, UniFAST has requested us to prompt the private HEIs concerned to submit their liquidation documents to their respective CHED Regional Offices (CHEDROs) as soon as possible and be mindful of the deadline for the submission of liquidation documents to facilitate the efficient and timely release of TES funds.

COMMITTEE REPORTS

Policy Committee

The face-to-face guidelines for DepEd and CHED were discussed in a recent PACU board meeting. For DepEd face-to-face classes in the expanded phase (all levels), private schools shall submit a letter of intent including their timelines and contingency plans. The shared responsibility and proper assignment of risks among education stakeholders were also tackled. On the other hand, CHED states that it is the student's choice whether to go to their campuses or not.

We also shared that the tuition fee increase consultation deadline reverted to the old schedule of every February. However, upon the advice of Dr. Vicente Fabella, COCOPEA wrote to CHED to stick to the deadline of May which was set last year due to the pandemic. Information has reached us that this request has been approved but that the department concerned is still drafting the guidelines as of this writing. We have a similar situation pending with DepEd.

As campaign season starts, the policy committee suggests that PACU be involved in education-related issues but remain non-partisan. Some of the proposed initiatives of the committee are the following: a) release a statement or position on the elections, b) conduct voter education activities, and c) hold an online event for the presidentiables to know more about their education agenda, among others. Lastly, the committee will also vet proposals from various organizations on voter education programs.

Legal and Legislative Committee

As regards our CREATE concerns, RA 11635 was already published in the Official Gazette, Volume 118, No. 2, Page 104, last January 10, 2022, thus became effective on January 25, 2022. We are waiting for the Department of Finance to issue

pertinent implementing rules and regulations (IRR).

In addition, Atty. Abad discussed the IATF guidelines and restrictions implemented under Quarantine Alert Levels 2 and 3 as well as the Restrictions Against Unvaccinated Individuals in NCR. She also tackled the rules on the suspension of classes. She opined that the LGUs' suspension of classes is believed to be a patent encroachment of the HEI's academic freedom to determine how, when, and whom to teach, and how to operate the business. She added that class suspension is most certainly an academic function and well within the prerogatives of the school management. Both CHED and DepEd have issued statements consistent on this matter.

Industry Academe Linkage Committee

Our Industry Academe and Linkages Committee is at the forefront in bridging the gap between the academe and industry. The committee continued holding the Usapang Industriya Series for the various fields through webinars. Usapang Industriya Series 4 was held on November 26, 2021, with the theme "The Future of IT Industry – Job Outlook and Emerging Recruitment Trends." It was spearheaded by Mapua University and Globe Business. The most recent one is the Usapang Industriya Series 5 with the theme "Preparing Tourism and Hospitality Graduates for An Industry Focused on Sustainable and Inclusive Growth." It was held this February and organized by the University of Perpetual Help System DALTA, Lyceum of the Philippines University-Manila, and PATTS College of Aeronautics, with support from REX Education. All Usapang Industriya webinars were supported by PEAC through the ASPIRE Program. The upcoming series will feature Strengthening Industry-Academe Linkages in Engineering Part 2 (Usapang Industriya 6) and a series on Education (Usapang Industriya 7). The plan is to hold a total of seven Usapang Industriya series until the first trimester of 2022.

Moreover, we are finalizing the MOA with GAIN Network to intensify PACU's partnership with government agencies and industry or sectors to enhance the employability of the Philippine workforce and reviewing the curriculum to increase the competitiveness of our graduates here and abroad.

Membership Committee

The Membership Committee warmly welcomes Malayan Colleges Laguna led by its President, Dr. Dodgie S. Maestrecampo as our newest member. We have met Dr. Maestrecampo virtually. However, we are still looking forward to physically visiting our new member school soon. As of February 2022, PACU has a total number of 196 members.

Further, technology has been vital in maintaining our links to each other by making full use of virtual meetings, one of which is the PACU mustahan. For this period, we have conducted five PACU mustahan sessions to get in touch with our members. Lastly, the committee is also working on updating, enhancing, and securing our PACU communication channels.

Programs Committee

Our Programs Committee is also making full use of technology in developing creative collaborations not only among PACU members but also with other higher education stakeholders.

The Programs Committee has organized a total of five webinars on various topics from September 2021, to January 2022. During the PACU General Assembly, Dr. Rick Mann, Professor of Leadership and Strategy at the Treveca Nazarene University and book author, delivered the keynote address and discussed “Resiliency, Survival, and Sustainability Beyond the Pandemic Times.” We thank Mr. Joey Neil Canaya for ably moderating and hosting the learning session with Dr. Mann.

Meanwhile, we are very grateful to our members for the success of our Leadership Summit in partnership with COCOPEA and Franklin Covey Philippines entitled “The Business of Education: Preparing Students for A Changing World” held last November 24, 2021. Mr. Sean Covey, President of Franklin Covey Education and New York best-selling author delivered the keynote address. Breakout sessions with Franklin Covey facilitators were also held to highlight real solutions to help school leaders, educators, and students in today’s world. The summit was well attended with over 600 participants.

In cooperation with COCOPEA and in partnership with Globe Business, we held a round table discussion with the theme “HyFlex Learning: Owning Filipino Education” on November 29, 2021. It provided a fresh perspective for studying the challenges and changes of achieving national education expectations in this new normal. We thank Centro Escolar University President, Dr. Ma. Cristina Padolina and Jose Rizal University President, Dr. Vicente Fabella for joining the panel.

In addition, another project of the Programs Committee was made in collaboration with REX Education. PACU partnered with REX in holding the Annual Educators’ Congress (AECON) 2022 with the theme “Keeping it Real: Institutionalizing Evidence-based Practice for a Learner-Centered School.” PACU was assigned to co-present the two-hour breakout session entitled: “Evidence-based Practices on Non-Face-to-Face Teaching and Learning in Higher Education.” We thank Philippine Women’s College Chancellor, Vicente Pijano III, and Centro Escolar University VPAA, Dr. Teresa Perez for sharing their best practices and for representing PACU.

Moreover, a webinar held last February 16, 2022, was EDUtech-Google’s “The Future Classroom: Technology-enabled Hybrid Learning Models from K12 to Higher Ed” with Dr. Michael Joseph Diño, Director of Research Development and Innovation Center of Our Lady of Fatima University, as resource speaker.

The programs committee also conducted a needs assessment survey which will serve as a reference for the line-up of webinars in 2022. The top three challenges that appeared in the survey are the following: 1) speed and stability of internet connections for students and faculty, 2) academic integrity of student

activities, and 3) student engagement and motivation in online classes. Desired topics for seminars and workshops include: a) engagement, instruction, or teaching techniques, b) creating assessment or assessment tools (hybrid and online), and c) digital skills enhancement.

Finally, we have signed an MOA with Globe-Business as a sponsor in our various projects and an MOU with Microsoft Philippines to conduct a skilling initiative for our member-school recipients. We also have a proposal from Terrapinn, an international events media group that organizes the annual EduTech Asia and EduTech Philippines for promotional and co-sponsorship of webinars and events.

Committee on Institutional Quality and Improvement

The Committee on Institutional Quality Improvement (CIQI) is using technology to gather school leaders in the challenges of maintaining quality management. We have launched the PACU Leadership and Management Perspective (LAMP) Summit in August 2021. LAMP 1 tackled Quality Management for Non-Academic Aspects of School Operations during the Pandemic.

Meanwhile, the Second LAMP Summit held on November 11, 2021, carried the theme “Going Hyflex in Higher Education.” We thank our speakers: Dr. Ma. Cristina Padolina, President of Centro Escolar University, Dr. Reynaldo Veja, President of Mapua University, Dr. Faye Lauraya, President of University Nueva Caceres, and Prof. Vicente Pijano III, Chancellor of Philippine Women’s College of Davao. The event was attended by 208 participants consisting of School Presidents, VPAAAs, and Deans. This year, CIQI will focus on Building School Spirit in a Hyflex Environment for the third installment of the LAMP Summit.

Public Relations Committee

The Public Relations Committee was able to release an unprecedented 100-page PACU newsletter Vol. XI-II issue last September 2021. We would like to acknowledge the member schools that have contributed articles in the last issue. Likewise, thank you very much to those who have contributed to our latest issue this February 2022.

Regarding our social media accounts, the PACU FB page has over 4,156 likes and 6,013 followers. Our PACU FB page is regularly updated to serve as one of our channels of communication to member schools on our upcoming activities and announcements.

Together with ExeCom, another major project of the committee this year is the PACU 90th Anniversary Coffee Table Book. We encourage our member schools to join the various committees for this project namely: finance or ways and means, programs, commemorative publication, editorial team, public relations, and the search for the PACU Person of the Year.

Research Committee

The Research Committee is proposing to conduct a study on remote learning modes in partnership with the Far Eastern University Public Policy Center (FEUPPC) to get answers on remote learning topics such as: a) learning modes suited to circumstances of students, b) satisfaction of students with internet connectivity and performance of teachers, c) preparedness of teachers, students, parents for remote learning, and d) effectivity of remote learning in terms of learning outcomes. Moreover, during the January 5, 2022 PACU mustahan, Far Eastern University President, Dr. Michael Alba, shared their report on the Internet Connectivity Survey of FEU Manila students.

PACU is also part of the research team that conducted a survey on the study of Philippine History which is a project of a group of universities in Metro-Manila and a review of selected Grade 5 and 6 Araling Panlipunan textbooks led by Dr. Maria Serena Diokno of the Diokno Foundation.

In the meantime, a critical thinking test by Dr. Marcos Lopez of Centro Escolar University was administered to CEU. The Committee proposes two changes: 1) a conversion from onsite to an online test; and 2) from assessment norms specific to CEU to test guidelines implementable to schools nationwide, in particular to PACU-members schools.

In another project, the research committee has also worked closely with the World Bank in its research studies in the field of education. The first is the "World Bank Study: Digitally-Enhanced Learning and Teaching (DELT) in Philippines' Higher Education Institutions" where some of our member schools participated. The key findings are the following: a) digital skill gaps exist between teaching and non-teaching personnel, b) the top barriers include lack of digital devices and connectivity as well as lack of digital infrastructure on the part of HEIs, c) private HEIs need more advanced and adequate hardware/software, d) sufficient and sustainable funding for digitization, e) clear policies for deciding on new technologies, f) the need for schools to prioritize digital resources and infrastructure, and g) strengthening access among teachers and students.

Additionally, the World Bank recently asked the help of PACU to encourage a few of our members to participate in their Career Services Survey for Administration with the objectives of understanding the challenges faced by students' transitions to the job market; assessing the current provision of career guidance services for students; and helping define program opportunities for improving student transitions to work.

Extending a Helping Hand

On behalf of the PACU Board and the ExeCom, we would like to extend our sincerest gratitude to our member schools for extending their financial assistance to our members in Visayas and Mindanao who were severely affected by typhoon Odette.

These donors are the following: Baliuag University, Calayan Educational Foundation, Inc., Capitol University, Manuel S. Enverga University Foundation, Misamis University, Philippine Women's University, Pines City Colleges, Technological Institute of the Philippines, Tomas Claudio Colleges, University of Perpetual Help System DALTA, and Western Institute of Technology. We also thank Saint Tonis College, Inc. of ACSCU and the Private Education Assistance Committee for responding to our call.

We were able to raise Php 492,000.00 for our 13 member schools namely: Bohol Northern Star College, Cebu Doctor's University, Cebu Institute of Technology-University, Cebu Roosevelt Memorial College, Northeastern Mindanao Colleges, Salazar Colleges of Science and Institute of Technology, Siargao Island Institute of Technology, Southwestern University, University of Bohol, University of Cebu, University of Southern Philippines Foundation, University of the Visayas, and Velez College. Their donations have greatly alleviated the plight and mitigated the sufferings of all severely affected PACU member schools in the areas mentioned, including its students, faculty, and staff.

We also thank Cebu Pacific, Gifting Life Philippines, and Mr. Elvin Uy, Executive Director of Philippine Business for Social Progress, for their help in facilitating the delivery of water filtration systems to the University of Bohol and the Cebu Institute of Technology- University in the critical time when safe drinking water was scarce.

Hope and Grateful Spirit of Service

In closing, I would like to express my sincerest thanks to the Board, the ExeCom, the different Committee Chairpersons, the Secretariat, and all the member Schools for your continued trust, support, understanding, guidance, and cooperation.

I hope that we can already transition from a pandemic to an endemic. I believe that we are all eager to see each other in person, to physically attend our meetings, and interact with our students without any fear of getting infected with the virus. Let us remain agile and resilient as we transition to the next normal. May the Lord bless and guide us as one PACU family.

The CREATE Law Saga Part II: The Homestretch Towards Victory for Education

"It takes a village to raise a child," an old adage says.

This simple but profound maxim proved to be especially true in the past year when schools all over the country joined the collective fight for the correct taxation on educational institutions.

As we may all recall, this fight became necessary when the Bureau of Internal Revenue (BIR) issued **BIR Revenue Regulation (RR) No. 05-2021**, which sets the Implementing Rules and Regulations for Republic Act (RA) No. 11534, otherwise known as the Corporate Recovery and Tax Incentives for Enterprise (CREATE) Law.

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.¹ 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.

However, 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.

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.

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.

No matter how great the legal ordeal that educational institutions had to face in the past year, the strong effort that everyone showed *exemplified* how ***indeed***, it takes villages and communities from Luzon, Visayas, and Mindanao to raise better-equipped Filipino children, by making sure that the schools that nurture and mold them are not being overly and unjustly burdened by the government.

In *"The CREATE Law Saga (Part I): The Fight for the Correct Taxation on Educational Institutions Amidst the Pandemic"*, we looked back on the roadblocks and small wins that we encountered from April 2021 to September 2021, in asserting our rights under the 1987

¹DOF 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.

Constitution itself and the National Internal Revenue Code (NIRC), as amended.

Over the past year, not only did the Philippine Association of Colleges and Universities (PACU) and the Coordinating Council of Private Educational Associations (COCOPEA) fight for our schools, but more importantly, our schools fought with them.

Not only were administrative remedies exhausted and judicial actions availed of, but the legislative route was also taken—a fight that we fought through the government’s three branches.

Every branch of the government and every educational institution’s role in making sure that we are building a nation where Filipino children are given the best opportunities to learn, grow, and become well-grounded citizens are aptly demonstrated in our fight for the correct taxation on educational institutions.

Now that we are marching towards victory and the bulk of the battle has already been won, we can even go as far as saying: *Indeed, it takes not just a village, but a whole nation to raise a child.*

Justice by Legislation: Republic Act No. 11635

After PACU member schools collectively and separately reached out to different members of Congress to raise the issue at hand, both the Senate and the House of Representatives responded favorably to the calls to clarify the preferential tax rate provided for in the Tax Code, as amended by the CREATE Law.

It was our position, which both Lower and Upper Houses supported, that the preferential tax rate is applicable to both “non-stock, non-profit” and “stock and for-profit” schools.

On 23 August 2021, the House of Representatives passed **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”** on third and final reading. It was introduced and authored by Rep. Salceda, Rep. Benitez, Rep. Rodriguez, Rep. Villafuerte, Rep. Tambunting, Rep. Go (M.), and Rep. Garin (S.).

HB No. 9913 was also co-authored by Rep. Suansing (E.), Rep. Suansing (H.), Rep. Singson-Meehan, Rep. Baronda, Rep. Bagatsing, Rep. Albano (A.), Rep. Biazon, Rep. Dimaporo (M.K.), Rep. Maceda, Rep. Delos Santos, Rep. Macapagal Arroyo, Rep. Abu, Rep. Gorriceta, Rep. Padiernos, Rep. Marino, Rep. Ong (R.), Rep. Quimbo, Rep. Defensor (L.), Rep. Garbin, Rep. Co (A.N.), Rep. Tiangco, Rep. Eriguel, Rep. Robes, Rep. Cuaresma, Rep. Vergara, Rep. Sarmiento, Rep. Nieto, Rep. Savellano, and Rep. Farinas (R.C.).

The following representatives also joined the cause as co-authors: Rep. Sangcopan, Rep. Hernandez, Rep. Suntay, Rep. Espino, Rep. Escudero, Rep. Arenas, Rep. Yu, Rep. Violago, Rep. Garcia (P.J.), Rep. Dagooc, Rep. Bascug, Rep. Lagon, Rep. Fuentebella, Rep. Legarda, Rep. Chipeco, Rep. Ong (J.), Rep. Tan (A.S.), Rep. Villa, Rep. Gatchalian, Rep. Deloso-Montalla, Rep. Tejada, Rep. Salimbangon, Rep. Ecleo, Rep. Reyes, Rep. Suarez (A.), Rep. Gullas, Rep. Revilla, Rep. Tan (A.), Rep. Haresco, Rep. Ebcas, Rep. Geron, Rep. Lacson, Rep. Fortun, Rep. Jimenez, Rep. Nograles (J.J.), Rep. Castro (F.L.), Rep. Brosas, Rep. Crisologo, Rep. Kho (W.) and Rep. Dalipe.

On the other hand, the Upper House also acted on the calls 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 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 passage of House Bill No. 9913.

On 27 September 2021, the Senate Bill—which was co-authored by Sen. Joel Villanueva, Sen. Ralph Recto, Sen. Migz Zubiri, Sen. Nancy Binay, Sen. Win Gatchalian, Sen. Grace Poe, Sen. Richard Gordon, Sen. Kiko Pangilinan, Sen. Risa Hontiveros, Sen. Manny Pacquiao, Sen. Bong Revilla Jr., Sen. Cynthia Villar, Sen. Leila De Lima, Sen. Pia Cayetano, Sen. Bong Go, Sen. Franklin Drilon, and Sen. Imee Marcos—was approved on third and final reading.

Following the approval of Senate Bill No. 2407, the same was sent to the House of Representatives for concurrence. On 29 September 2021, the Senate designated Senators Cayetano, Angara, Recto, Gatchalian, and Drilon as conferees to the Bicameral Conference Committee on the disagreeing provisions of Senate Bill No. 2407 and House Bill No. 9913. Immediately after, the House of Representatives adopted Senate Bill No. 2407 as an amendment to House Bill No. 9913.

On 11 November 2021, enrolled copies of the consolidated versions of Senate Bill No. 2407 and House Bill No. 9913 were sent to the Office of the President for Pres. Rodrigo Duterte’s signature.

Finally, on 17 January 2022, it was approved and signed into law by the President and became **Republic Act No. 11635, or “AN ACT AMENDING SECTION 27(B) OF THE NATIONAL INTERNAL REVENUE CODE OF 1997, AS AMENDED, AND FOR OTHER PURPOSES”**.

The said law includes the following pertinent provision:

Section I. Section 27(B) of the National Internal Revenue Code of 1997, as amended, is hereby further amended to read as follows;

“(B) Hospitals which are nonprofit and **proprietary educational institutions** 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 educational institution’ means 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 Education and Skills Development Authority (TESDA), as the case may be, in accordance with existing laws and regulations.” *(Emphasis added)*

While the state cannot legislate inspiration, motivation, or encouragement, the passage and approval of RA No. 11635 had the effect of doing the same to our member schools.

Indeed, 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.

The Fight Goes On: A Commitment for Education

As a fitting response to the work and support of our legislators for passing RA No. 11635, COCOPEA and PACU, in partnership with the Catholic Educational Association of the Philippines (CEAP), Association of Christian Schools, Colleges and Universities (ACSCU), Philippine Association of Private Schools, Colleges, and Universities (PAPSCU), Technical Vocational Schools Association, Inc. (TVSA), and colleagues in private education, held a two-part thanksgiving tribute for the authors, representatives, and senators of the 18th Congress on 20 January 2022.

In their acceptance speeches, our legislators affirmed their unwavering and unceasing commitment to empower educational institutions and uphold the right to education. As Rep. Joey Salceda said, **education is a non-negotiable value**.

This stance was supported by Rep. Kiko Benitez when he said how RA No. 11635 was passed relatively quickly in both the Lower and Upper House, especially since the tax burden was made more urgent by the pandemic.

In his speech, Rep. Rufus Rodriguez not only explained the legal implications of standing by idly to the erroneous BIR regulation, but also the importance of the complementary roles of public and private educational institutions for the country’s growth and welfare.

For the primary authors of the House Bill, all the work that they do should redound to the people — the greatest assets for nation-building.

This view was also echoed by Rep. Mark Go when he said that the House will continue to take the necessary steps to uplift those who are working on the ground to champion the good fight for education.

During her acceptance talk, Rep. Joy Myra Tambunting also re-affirmed her advocacy in helping financially distressed schools bounce back. She added that as long as she is sitting in office, her office will see to it that private schools are properly subsidized while operating in the midst of a global pandemic.

In the afternoon, it was the turn of the senators to be given their plaques and words of recognition and appreciation.

Senate Majority co-leader Sen. Migz Zubiri assured the participants that the passage of RA No. 11635 will leave **absolutely no room**

for misinterpretation as regards the applicability of the preferential tax treatment on private educational institutions.

The collective effort among different private sectors and branches of the government in ensuring that schools are not being unjustly burdened with erroneous tax measures is an arrangement that has proven to be beneficial to all Filipinos, according to Sen. Sonny Angara's speech. He emphasized the need to help one another get through the pandemic, as the weakest link may be enough to sink the whole ship.

This message of unity was affirmed by Sen. Joel Villanueva, as he commented on the necessity of strengthening the partnership between the leaders of educational institutions and the senate.

The passage of RA No. 11635, indeed, is a testimony as to how everyone can work together for the common good, noted Sen. Nancy Binay. This sentiment was also echoed by Sen. Cynthia Villar, as she claimed that the clarificatory law will help mitigate the difficulties that the pandemic has brought on private educational institutions. Sen. Win Gatchalian agreed as he believes that the lower taxes will be able to help schools bounce back.

Sen. Kiko Pangilinan affirmed the necessity and beneficality of RA No. 11635, as he upholds the government's role in saving private education amidst the reported closure of schools during the lockdowns.

In her speech, Sen. Hontiveros also expressed how relieved she was of the law's passage, as the parents would have been the ones to bear the brunt of the unjust tax measures against private educational institutions.

After she lauded the collaboration among COCOPEA, the Congress, and the rest of the private sectors who fought against the erroneous BIR regulation, Sen. Pia Cayetano also asked the help of schools and educators to be on board in helping educate our children on teenage pregnancies; raise awareness to the harmful effects of cigarette and vape smoking; push for the welfare of students with special needs; continue the conversation on the importance of mental health; and the need to shift from the traditional modes of learning to a deeper appreciation of the special talents, interests, and creativity of students.

Sen. Dick Gordon also congratulated the solidarity of private educational institutions for having produced the wake-up call to the senators, so they can make sure that the government does not suffer from amnesia and forget that its primary purpose is to strengthen education and not increase taxation in schools. As Sen. Imee Marcos quipped, the government's treatment towards educational institutions shouldn't give the impression that it is angry with schools.

Despite the controversy surrounding the CREATE Law and the log fight towards clarifying the applicability of the preferential tax rate, Sen. Bong Go expressed his optimism for the benefits of the law, as he noted that it would significantly reduce the burden on the education sector.

Pending CTA Case: A Prayer Waiting to be Granted

But while we have already attained victory in clarifying the applicability of the preferential tax rate on proprietary educational institutions, a number of BIR offices may still be under the impression that RA No. 11635 is prospective in nature, which means that they will push for the collection of assessments made from 2018 to 2021, before the passage of the law.

This is where the resolution of the Petition for Prohibition under Rule 65 of the Rules of Court with prayer for a Temporary Restraining Order (TRO) is crucial. In the said case, the Court can once and for all resolve against BIR's interpretation of the Tax Code and will effectively prohibit them from collecting the erroneous assessment fees from our schools.

As we may recall, the said petition was filed before the Court of Tax Appeals (CTA) on 7 June 2021 and was raffled to the CTA First Division on 31 June 2021. From 40 schools that 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.

During the first hearing on 13 July 2021, the three main witnesses presented were as follows: Atty. Joseph Noel Estrada, as Executive Director of COCOPEA; Pres. Anthony Tamayo, as President of PACU, and Atty. Myra Ann Wee, as President of the Asian International School of Aeronautics and Technology. Thereafter, the resolution for the TRO was submitted by Atty. John Bonifacio, Atty. Benedict Tugonon, and the PACU Legal Team.

As of press time, the CTA case remains pending. But after a year of overcoming obstacle after obstacle, and seeing the unity and strength among private educational institutions, **we bravely go into this battle knowing that we have already won the war.**

Managing the Impact of the COVID-19 Pandemic on College Retention: The PHINMA Education Experience

By PHINMA Education Analytics Group

The COVID-19 pandemic affected all Filipinos, especially those in lower-income classes who suffered reduced household incomes. This also threatened learners' capacity to continue education resulting in an increased risk of school dropouts during the pandemic.

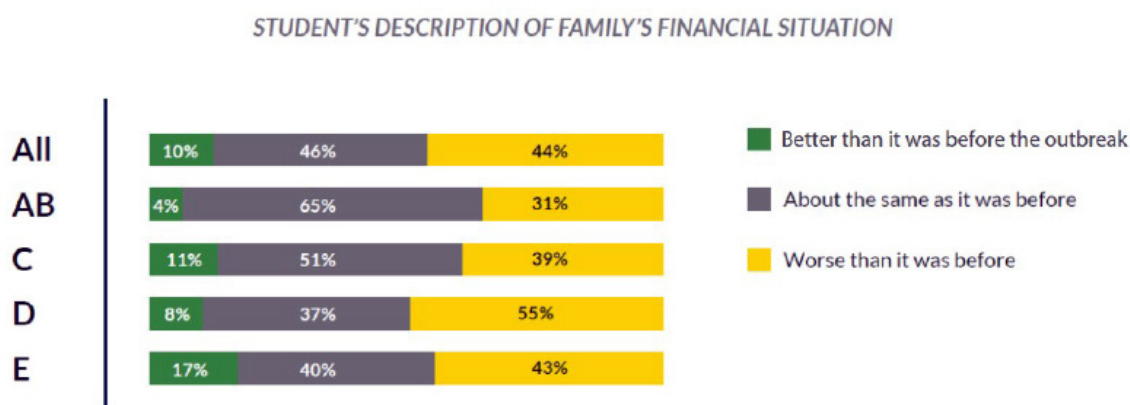
To understand the effects of the COVID-19 pandemic on learners and provide them with appropriate support, PHINMA Education conducted a survey among its college students (19 – 23 years old) nationwide from May 18 – 22, 2020 (713 respondents), with a follow up survey on June 14 – 25, 2021 (7,775 respondents). The sample was stratified into socio-economic class and geographical location, ensuring that classes AB, C, D, and E, and Luzon, Visayas, and Mindanao were represented.

The survey confirmed that while everyone was affected by the pandemic, those from lower-income households were more gravely affected. Compared to high-income households, they had difficulty adjusting to the sudden loss of income. The survey also found that the psychological well-being of the students were tied to their household's financial situation. To improve student retention, PHINMA Education initiated several programs to address the twin issues of financial constraints and mental health.

PART I: Survey of pandemic impact on learners

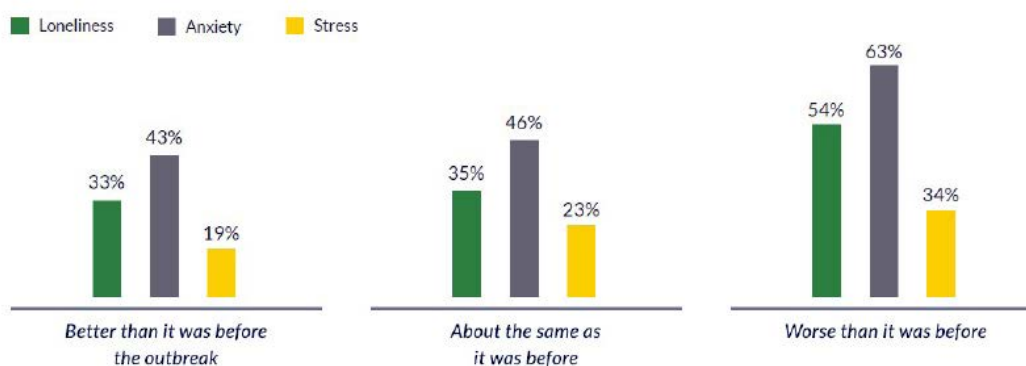
Impact on learners at the onset of the pandemic (PHINMA Education, 2020)

The pandemic affected families differently, depending on their socio-economic status. At the onset of the pandemic in 2020, 44% of overall student-respondents said that their family's financial situation was worse than before the outbreak. But the survey showed that 55% of students from class D have a worse financial situation than before; while most of those in class AB have about the same financial situation or better than before the outbreak.



The worsening financial situation was due to reduced household incomes from loss of job of a family member/s or reduction in paid hours. Most of those who lost a job and/or source of income, or had income reduction, were from class D, and mostly in Luzon, which was at that time, placed under lockdown. The psychological effect of the pandemic was experienced by students regardless of their financial situation. However, those who thought that their family is financially worse experienced a greater degree of loneliness, anxiety, or stress.

PREVALENCE OF LONELINESS, ANXIETY, AND STRESS BY FINANCIAL SITUATION



Because of the negative impact of the pandemic on household incomes, there was a danger that students may drop out or discontinue learning. In fact, more than half or 56% of those surveyed worried that they will not have enough money to enroll for the school year, while 63% were also worried about their internet connection if classes went completely online.

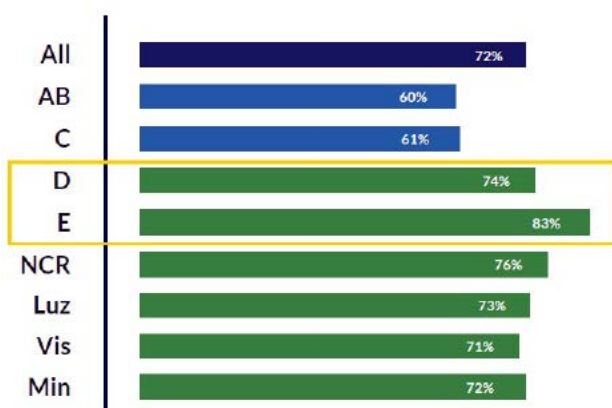
In September 2020, the Philippine Association of State Universities and Colleges (PASUC) estimated that a total of 44,069 college students of state universities and colleges (SUCs) will not enroll for the School Year (S.Y.) 2020-2021 (Magsambol, 2020). Across the PHINMA Education Network, there was a 3% drop in the number of enrolled students, from 74,187 students in S.Y. 2019-2020 to 71,659 in S.Y. 2020-2021.

Impact of the pandemic, one year later (PHINMA Education, 2021)

As the pandemic continued one year later, about 64% of the respondents said that they were worried about getting infected, and 1 in 10 of respondents experienced family members contracting the virus. During the survey period (June 14 – 25, 2021), 66% of the respondents said that none in their family have been vaccinated yet, while 34% have at least 1 member vaccinated. But vaccine hesitancy is high at around 47%, especially among those in classes D and E. In fact, the probability of respondents availing vaccines when available declines from class AB to E.

PROBABILITY OF AVAILING COVID-19 VACCINE

	ALL	NCR	LUZON	VISAYAS	MINDANAO	AB	C	D	E
Will definitely/probably get the vaccine	53%	59%	48%	57%	48%	68%	61%	51%	42%



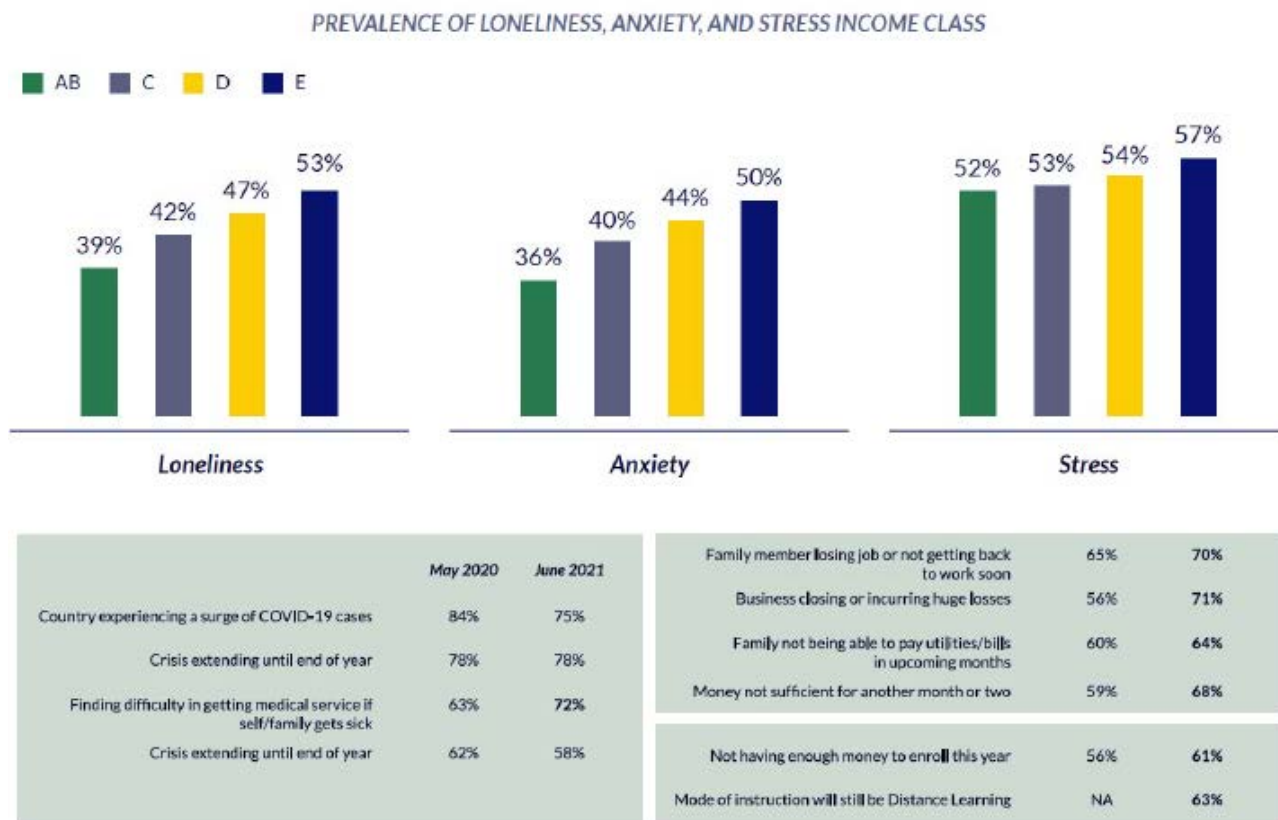
HOUSEHOLDS EXPERIENCING LOSS OF JOB/INCOME OR REDUCED PAID HOURS LAST YEAR

The vaccine hesitancy displayed here stems from concerns about possible side effects of the COVID-19 vaccine. This is a cause for concern, since vaccination will play an important part in going back to work and in enrollment in schools, for face-to-face classes. Vaccine hesitancy among the lower income households may further leave them behind and prolong their financial constraints.

During the survey period, 72% of the respondents said that their households experienced loss of a job/ income or reduced paid hours last year, with the lower income households more severely affected. Only 53% of those who lost their jobs/ income last year were able to return to work, but they don't necessarily get the same income as before. Meanwhile, 47% have not yet been able to return to work.

It is no surprise, then, that when students were asked about their family's financial situation, only about a third said it was better than last year (i.e., 2020), and about 36% said it was worse than last year. There were more students coming from lower income classes who perceived their situation was worse than last year, compared to those from higher income classes.

The financial situation of the household is tied to the students' psychological well-being during the pandemic. It may be observed that the prevalence of loneliness, anxiety, and stress increased across all socio-economic classes. Their concerns were linked to household expenses such as medical services for sick family members, sufficient household incomes, and cost of enrollment and distance learning.



With these results in mind, and to help mitigate the financial and psychological effects of the pandemic on the students, PHINMA Education implemented a number of strategic interventions. These interventions will be discussed subsequently.

PART II: Synthesis and analysis

Lower income households were more gravely affected

The surveys showed that while everyone was affected by the pandemic, higher income classes can better adjust to economic shocks than lower income classes. In fact, at the onset of the pandemic, 69% of respondents coming from income classes AB said that their financial situation is the same as before or better, with only 31% saying it was worse than before. And even in the follow-up survey a year later, only 25% of class AB respondents said their financial situation was worse in 2021 than it was in 2020.

Moreover, since they came from a high income class, the definition of "worse" should be qualified. They may have suffered income reduction, but not to the point of severe financial constraints to the households. The same cannot be said for lower income classes who rely on monthly income through wages or small business sales for monthly expenses; or who have very limited savings to cushion the impact of financial shocks.

It may be observed that more students from class D perceived their situation to be worse because the sudden loss or reduction of income came as a shock that would limit their household expenses. This meant much less for everyday needs, rent, and education.

On the other hand, those in class E already have minimal income and minimal expenses, but may benefit from government financial support. However, those in class E may find it challenging to find new jobs or sources of income, and may not have the skills or resources, such as a stable internet connection and gadgets, that can help them better adjust to the pandemic.

With the easing of restrictions and re-opening of the economy in 2021, more respondents from class D have an improved perception of their financial situation than those in class E. Many of those in class D have returned to work or re-opened their business, and they have taken advantage of the boom in e-commerce to increase their incomes. On the contrary, those from class E continued to struggle, as they have little resources or assets to keep pace with the adjustments in the economy— maximizing the use of digital platforms, both to increase household incomes and for the education of the youth.

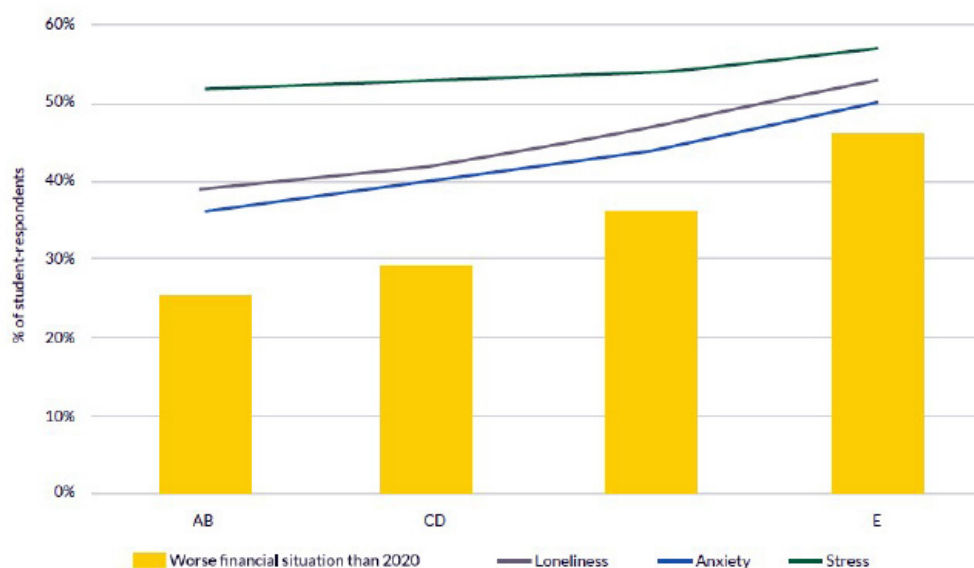
% of Respondents saying financial situation was worse than before				
	AB	C	D	E
1st survey, May 2020 (vs. pre-pandemic, 2019)	31%	39%	55%	43%
Follow-up survey, June 2021 (vs. 2020)	25%	29%	36%	46%

Moreover, based on the PHINMA Education survey, vaccine hesitancy is high, and it is highest among those in class E. The high vaccine hesitancy among the lower income households may further leave them behind and prolong the financial impact on them. Non-vaccination may make it difficult to find employment and attend classes in a more learning-conducive environment.

Financial difficulties heavily impacted learners' mental health

As noted in the earlier section, the financial condition of families affected the psychological well-being of students. Based on the follow-up survey by PHINMA Education in June 2021 (see graph below), the lower the income class, the higher the number of respondents experiencing a significant degree of loneliness, anxiety, and stress. This is because their income status and household earnings were directly tied to their capability to continue their education.

Stress levels were observed to be almost at the same level across socio-economic classes, and may be attributed to adjustments to distance learning. But this too must be qualified, as the high degrees of stress is viewed differently across socio-economic classes. Students from higher income classes have the gadgets and adequate space for learning while those in lower income classes may suffer from little to no technological resources and an environment not conducive to learning (i.e., cramped spaces, poor lighting and ventilation, and noisy neighborhoods).



Source: PHINMA Education, 2021

Adding to the mental distress is the high level of uncertainty on how the pandemic will impact their preparedness for employment. Students may become distracted or unmotivated because of an uncertain, rapidly changing future.

The pandemic affected everyone, but it affected everyone differently. Across socio-economic classes, those from higher income groups can better adapt to financial shocks and thus recover faster compared to lower income groups, who have more difficulty adjusting and run the risk of being left further behind.

The varying financial circumstances brought on by the pandemic may see more students from higher income classes coping with changes and continuing their education while those from lower income classes may further have learning challenges, affecting their future prospects.

% of Respondents. (follow-up survey in June 2021)				
	AB	CD		E
Saying financial situation was worse than in 2020	25%	29%	36%	46%
Experiencing significant degree of..				
Loneliness	39%	42%	47%	53%
Anxiety	36%	40%	44%	50%
Stress	52%	53%	54%	57%

PHINMA Education's Response

PHINMA Education's Hawak Kamay (HK) scholarship program was expanded to provide more slots during S.Y. 2020 - 2021, helping to ease the financial burden of more households. About 60% students across the network benefitted from the HK scholarship.

Because of the limitations in internet accessibility and bandwidth, as well as financial and logistical difficulties, it piloted two distance learning models, Flex Learning and Remote and Distance (RAD) Learning, which relied on physical courseware and remote coaching. Students were provided with a monthly mobile data allocation so that they could stay in touch with teachers and peers alike.

PHINMA Education also launched KANLUNGAN, a free individual therapy program for both employees and students, in coordination with We Thrive Wellbeing and Consultancy Services, Inc. Through this, PHINMA Education consciously fostered a more accepting environment towards discussing mental health issues and showed that seeking help should not be stigmatized.

PHINMA Education's response was not limited to providing gadgets and learning materials, and in remodeling their learning modalities. A key aspect of the response was the continued engagement of the students (as well as the teachers and staff), to provide a supportive learning community that helps them to cope as they continue their education during a pandemic. At the end of SY 20-21, the student retention rate across the network was 88%.

Recommendations

PHINMA Education's support for its stakeholders offered relief and encouragement not only to continue learning but also to engage with their peers despite their physical distance. This continued interaction built community support groups among educators and learners who were both affected by the pandemic. Moreover, it addressed a key factor that affected learning: mental well-being. The counseling sessions and mental wellness activities provided much needed motivation and support in coping with the stress and anxieties. The same mechanism may be adopted by other schools and institutions in engaging their students during the pandemic.

Another major concern is the high rate of vaccine hesitancy, as shown in the surveys. In view of public health, economic recovery, and reopening face-to-face classes, schools should engage in vaccine education for students, parents, and communities. Cultivating trust in science and research will also have a positive impact in how students evaluate information both inside and outside the classroom and how they understand the ongoing pandemic.

Finally, this white paper focused on the various impacts of the COVID-19 pandemic on students, in view of reducing dropout rates during this crucial period in history. Future researchers may consider doing a deep dive on the effects of the pandemic on the academic performance and future expectations and prospects of students across different socio-economic classes to better gauge how schools and the government can address other learning challenges in the Philippines.

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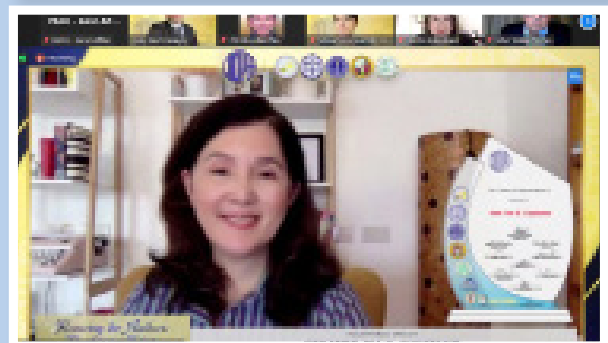
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COCOPEA Thanksgiving Tribute to the Authors, Representatives and Senators of the 18th Congress for the Passage of RA 11635

January 20, 2022







would like to thank

Sen. Pia S. Cayetano

Chairman, Committee on Ways and Means

As the Chairman of the Senate Committee on Ways and Means and Sponsor of Senate Bill 2407 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, And For Other Purposes", which was enacted into law by H.E. President Rodrigo Roa Duterte on **December 10, 2021** as **Republic Act 11635**.

*Thank you for being our
Private Education Champion,
Sen. Pia S. Cayetano!*



would like to thank

Sen. Franklin M. Drilon

Minority Leader, 18th Congress, Senate of the Philippines

For His Vital Contribution for the Approval of Senate Bill 2407, "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, And For Other Purposes", which was enacted into law by H.E. President Rodrigo Roa Duterte on **December 10, 2021** as **Republic Act 11635**.

*Thank you for being our
Private Education Champion,
Sen. Franklin M. Drilon!*



would like to thank

Sen. Juan Edgardo "Sonny" Angara

Chairman, Committee on Finance

As the Principal Author of Senate Bill 2407, "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, And For Other Purposes", which was enacted into law by H.E. President Rodrigo Roa Duterte on **December 10, 2021** as **Republic Act 11635**.

*Thank you for being our
Private Education Champion,
Senator Sonny Angara!*



would like to thank

Sen. Juan Miguel F. Zubiri

Majority Leader, 18th Congress, Senate of the Philippines

Author and for His Vital Contribution for the Approval of Senate Bill 2407, "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, And For Other Purposes", which was enacted into law by H.E. President Rodrigo Roa Duterte on **December 10, 2021** as **Republic Act 11635**.

*Thank you for being our
Private Education Champion,
Sen. Juan Miguel F. Zubiri!*





would like to thank

Cong. Joey Sarte Salceda

Chairman, Committee on Ways and Means,
District Representative Albay, 2nd District

As the Chairman of the House Committee on Ways and Means, Sponsor and Author of House Bill 9913, "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, And For Other Purposes", which was enacted into law by H.E. President Rodrigo Roa Duterte on December 10, 2021 as Republic Act 11635.

*Thank you for being our
Private Education Champion,
Cong. Joey Sarte Salceda!*



would like to thank

Rep. Jose Francisco "Kiko" B. Benitez

District Representative, Negros Occidental, 3rd District

As Principal Author of House Bill 9913, "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, And For Other Purposes", which was enacted into law by H.E. President Rodrigo Roa Duterte on December 10, 2021 as Republic Act 11635.

*Thank you for being our
Private Education Champion,
Rep. Kiko Benitez!*



would like to thank

Rep. Rufus B. Rodriguez

Deputy Speaker, 18th Congress,
House of Representatives; District Representative,
Cagayan de Oro City, 2nd District

As Principal Author of House Bill 9913, "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, And For Other Purposes", which was enacted into law by H.E. President Rodrigo Roa Duterte on December 10, 2021 as Republic Act 11635.

*Thank you for being our
Private Education Champion,
Rep. Rufus Rodriguez!*



would like to thank

Rep. Mark O. Go

Chairman, Committee on Higher and Technical Education,
District Representative, Lone District of Baguio City

As Author of House Bill 9913, "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, And For Other Purposes", which was enacted into law by H.E. President Rodrigo Roa Duterte on December 10, 2021 as Republic Act 11635.

*Thank you for being our
Private Education Champion,
Rep. Mark Go!*





would like to thank

Rep. Joy Myra S. Tambunting

District Representative, Paranaque City, 2nd District

As Author of House Bill 9913, "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, And For Other Purposes", which was enacted into law by H.E. President Rodrigo Roa Duterte on December 10, 2021 as Republic Act 11635.

*Thank you for being our
Private Education Champion,
Rep. Joy Tambunting!*



would like to thank

Rep. Luis Raymund "LRay" Jr F. Villafuerte

District Representative, Camarines Sur, 2nd District

As Author of House Bill 9913, "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, And For Other Purposes", which was enacted into law by H.E. President Rodrigo Roa Duterte on December 10, 2021 as Republic Act 11635.

*Thank you for being our
Private Education Champion,
Rep. LRay Villafuerte!*

Thank you to the Authors of Republic Act 11635



"Republic Act 11635, which is "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, And For Other Purposes" was enacted into law by H.E. President Rodrigo Roa Duterte on December 10, 2021



Sen. Maria Lourdes Nancy S. Binay



Sen. Leila M. De Lima



Sen. Sherwin T. Gatchalian



Sen. Richard J. Gordon



Sen. Risa Hontiveros



Sen. Emmanuel "Manny" D. Pacquiao



BADCU
(Bicentennial Association of Private Colleges and Universities)



BAPCU
(Bical Association of Private Colleges and
Universities)

PACU Members' Shared Experiences from Limited Face-to-Face Classes

Our Lady of Fatima University-College of Nursing Implements Limited Face-to-face Experience

The Our Lady of Fatima University – College of Nursing (OLFU-CON) started its limited face-to-face experience in April 2021. The said clinical exposure was implemented for our students to acquire the required contact hours, to achieve the course program outcomes/competencies in accordance with government requirements, and more so to ensure that the nursing students acquire the correct skills and competencies.

The program was designed to rotate a small group of students per cohort in four different clinical scenarios/laboratories for a maximum of four hours per day. The OLFU-CON's limited face-to-face experience is part of the Nursing program design that implements a combination of online and hands-on practical demonstrations of needed nursing skills. The limited face-to-face is conducted in a 4-10 scheme to ensure safety, prevent prolonged contact time of students, and mitigate cross-infection. The 4-10 scheme is implemented with 4 days continuous clinical rotation followed by 10 days quarantine with online activities relevant to the nursing concepts for a particular period. This schedule allows the College of Nursing to assess the learning and instructional capabilities of our students as an essential part of the learning continuity plan. The College of Nursing adapted and evolved through several planning sessions to comply with all the necessary regulatory and administrative aspects of the program while adhering to all IATF policies.

Crucial to its ability to adapt and become flexible is the process of regular evaluation. Students provide a clear assessment of three major areas of the program, and evaluation of content (including objectives), instruction/faculty (including revised modules), and safety protocols (from ingress to egress) is mandated. The assessment of the program is done after each clinical rotation during the limited face-to-face.

Regular communication and dialogue with students were also conducted to get the pulse of the students as well as to harvest the feedback from them. Positive comments and recommendations for improvement were noted and acted upon accordingly. Some of their responses included appreciation for the onsite simulation laboratories, the interaction with their mentors on how to improve their skills, concern about the strict requirements that must be complied with prior to the onset of face-to-face classes, transportation concerns, health assessment requirements, application of modules, appreciation for the safety protocols implemented by the university and the consideration and the compassion of the faculty during the return demonstration component of laboratory practicum.

As a result of the consistent and stringent application of safety protocols within the campus, there have been zero events of case clustering or transmission among the cohorts.

Virtual Spontaneous Delivery



Return demonstration on specific nursing procedures



Pre-conference conducted by the CI in one of our waiting rooms



Student nurse performing neurological assessment with our high-fidelity mannequin supervised by the CI



Our Lady of Fatima University

College of Hospitality and Institutional Management

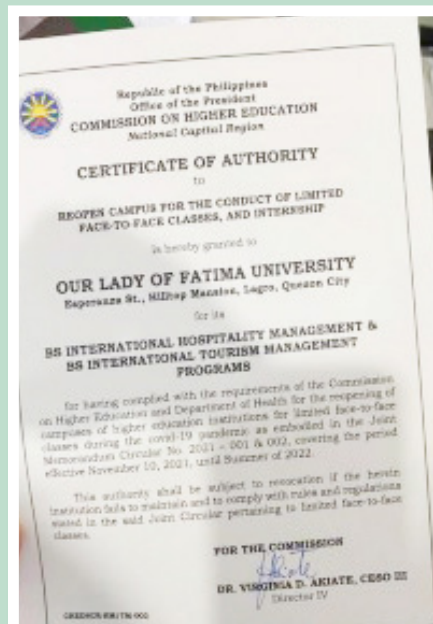
Onsite Practicum: Redefining Ways to Bridge the Gap between Classroom Learning and Industry Practice

One of the challenging tasks of Our Lady of Fatima University's Supervised Work Experience Program in Hospitality, Tourism, and Business-related programs is to make industry-academe partnership for competency development of students remain relevant in context and key deliverables. OLFU-College of Hospitality and Institutional Management is the first educational institution to receive the CHED Certificate of Authority to reopen its campuses to conduct limited face-to-face classes and internships.

While the ongoing pandemic continues to baffle us, many of its initiatives in the past inspired the college to become ready not just for the conduct of limited face-to-face classes but also on how to engage with the Department of Tourism accredited hotels, foodservice enterprises, and lodging properties in developing a set of mutually agreed guidelines

for onsite practicum of student-interns for their practicum course. Through collaboration, our international partners have supported us with online learning certifications, virtual laboratory activities, online content, and a dual diploma for professional competencies.

Locally, our regular virtual meeting with practicum hosts, parents' consent and industry surveys, and the observance of focus group discussion with the partners enabled the college to re-calibrate its Flexible Industry Practicum Framework and curriculum for its Supervised Work Experience Program (SWEP) where flexibility, inclusiveness, and collaborative-works give meaningful outcomes in fulfilling the desired Most Essential Learning Outcomes (MELOS) for Hospitality, Tourism, and Business Internship.



Our Lady of Fatima University- College of Medicine: Answering the Call of Duty

By

Dr Wallace Medina

Chair Department of Surgery

Dr Arnel Herrera

Clerkship Coordinator

Introduction

In a world that is increasingly interconnected, so do the benefits and risks of societal interdependence expand. The COVID-19 pandemic notwithstanding its deleterious consequences has also spiraled beyond national borders. As such COVID-19 has affected people regardless of nationality, level of education, income and gender.

Its ramifications on education are no exception as it is one of the most affected sectors by the pandemic. Both educators and learners are currently experiencing the adverse consequences of the temporary physical closure of schools for health and safety reasons. However, learning simply cannot stop but rather rise to the challenge of the COVID-19 pandemic. To remain relevant, HEIs will need to reinvent their learning environments. In response to CHED Memo No. 04 Series 2020 that states "HEIs are mandated to implement flexible learning and teaching options, approaches, systems, pedagogies, and modalities" and the January 21, 2021 CHED Joint Memorandum Circular – "Guidelines on the Gradual Reopening of Campus of Higher Education Institutions for Limited Face-to-Face", the OLFU- College of Medicine embarked on paving the way to bring back its medical clerks on campus and in the hospital setting.

OLFU – COM Limited Face to Face Clerkship

The clerkship program with limited face-to-face started in 2021 right after the issuance of the first Certificate of Authority to Operate Limited Face-to-Face for the College of Medicine.

The goal of on-site learning is to provide the clinical clerks hands-on experience on actual patient care or through simulations. Limited as the case may be, the rotating clinical clerks will have an opportunity to gain the necessary knowledge, attitudes, and skills in aspects of medical care and proper patient interaction.

A comprehensive plan that involved collaboration with the local government agencies, retrofitting bubble areas, recalibration of the curriculum, enhancing health protocols,

proper cyclical scheduling, and continuous dialogue with stakeholders was key in the implementation of the program. Some of the concerns raised by the students included the provision of PPEs, RT-PCR testing, health insurance, and other safety protocols. Through open dialogue, we were able to establish which requirements could be provided by the university, which items could be shouldered by the students.

In addition, the university provided a list of several boarding facilities to the local government which were initially inspected and evaluated to ensure that the operators of the dormitories and apartments were indeed compliant with the minimum IATF requirements.

At the onset, a clinical clerk will only be allowed to physically attend his/her F2F rotation after submitting the following requirements:

1. STUDENT UPDATED INFORMATION FORM
2. STUDENT CONSENT FORM
3. REGISTRATION FORM
4. HEALTH ASSESSMENT FORM
5. PHILHEALTH ID NO. or a medical insurance
6. CASE INVESTIGATION FORM
7. NEGATIVE RT-PCR TEST RESULT
8. recent requirement: full vaccination

Utilizing Technology in Surgery during Limited Face to Face:

The restrictions brought about by the pandemic especially in medical education provided the impetus for the Academic Section of the Department of Surgery to innovate and continue the education of the medical clerks and interns who sorely lack the operative experience required of them. The department adopted the existing information and communication technology (ICT) infrastructure to deliver surgical education via Telemedicine. Telemedicine, which literally means "healing at a distance", signifies the use of ICT to improve patient outcomes by increasing access to care and medical information.

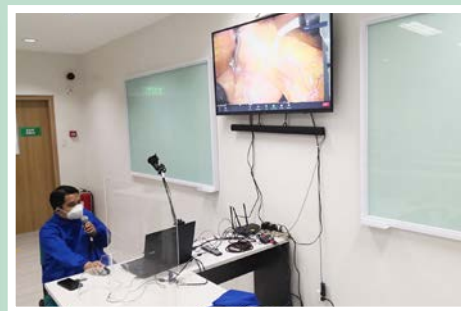
A specific subcategory of telemedicine is tele-surgical mentoring or tele-mentoring. As applied to surgery, tele-mentoring is achieved when an experienced surgeon assists or directs another less experienced surgeon who is operating at a distance. The images viewed by the operating surgeon are transmitted to a central "tele-surgical mentor" and permit an intraoperative interaction. The goal of this application of telemedicine is to improve surgical education and training, expand patient care and improve health care delivery by allowing access to surgical specialists. In the OLFU setting, all of these goals are met in the presence of surgical interns who are immersed in real-time surgical procedures that are facilitated and annotated by faculty/surgeons.

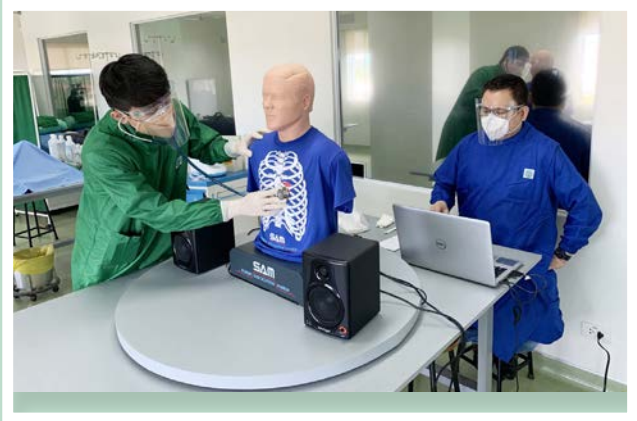
The tele-mentoring program was launched on June 8, 2021. The VMC Operating Room provided with a high-definition camera system served as the venue while the smart classroom

of the RISE tower served as the hub where the faculty and students stay during the duration of the surgical procedure and interact with senior surgical residents who perform select general surgical procedures. The smart classroom and the adjoining rooms are provided with widescreen TV monitors, LCD projectors, lapel microphones, and a computer system using broadband internet broadcasting and receiving where the operations are live-streamed. Through tele-surgery, the students were given the opportunity to experience up close the operative field and at the same time, both offsite and onsite surgeons can engage with each other while explaining the procedures to the students. At the end of the sessions, the interns are required to submit feedback forms that are used to improve the learning system. Since its launching, some of the operations that were

demonstrated are the following: laparoscopic and open cholecystectomy, hernia repair, mastectomy for cancer, and thyroidectomy. The department is proud to be one of the first among medical schools to have successfully adopted tele-surgery in bridging the gap in educational delivery during the pandemic.

Below are some of the pictures of the medical clerks doing their clerkship rotations on campus, in the hospital setting and in the RISE simulation laboratories:





Parents and Students' Disposition Towards the Conduct of Limited F2F Classes at San Pablo Colleges

By Dr. Bernardo C. Lunar

As the Department of Education (DepEd) expressed optimism that schools in the country would eventually transition to limited face-to-face classes in the school year 2022-2023, with a good percentage of vaccinated teachers, staff, parents, and students, the San Pablo Colleges deemed it necessary that the willingness of parents and students be ascertained. An online survey that ran from December 2021 to early January 2022 was participated in by a total of 598 parents from the elementary and high school departments. A parallel online survey was participated in by 878 high school and college students. The majority of the parent-respondents (74%) and student-respondents (72%) are residing within San Pablo City, and most of the students get to school by public transport.

The survey revealed that the majority of the parent respondents (68%) are willing to allow their children to attend the limited face-to-face classes. In the same way, when students were asked about their willingness, a majority (54%) of them answered affirmatively. When participants were asked as to how they would like limited face-to-face classes to be conducted as they or their children go back to school, they manifested that the school should implement strict compliance to health protocols and that it should lessen the number of school day reporting and shorten each class period.

As regards the preferred frequency of in-school classes, both parent and student-respondents favored 3 times a week attendance. There were some who chose 2 times a week sessions. A small percentage of respondents even favored an in-school session once a week or only during major examinations. When student-respondents were asked as to which subjects they prefer to attend in-school for a limited face-to-face, the top-most answer was all major subjects followed by on-the-job training/ practicum/ practice teaching only.

A student even said:

*"For me, yeah I totally agree about that *limited* f2f because I want to learn more from school na."*

Another student claimed:

"My concern is about our OJT, may we at least experience limited f2f training. Also, I suggest to have a limited f2f graduation ceremony".

Suggestions as to how to implement the limited face-to-face class were also solicited from the participants. The parents, as they still expressed their apprehension and hesitancy towards the in-school classes, are one in saying that health protocols should be observed and that AITF guidelines are followed. They also manifested their request that the in-school classes be implemented starting the next school year 2022-2023.

One parent said:

"For me next school year na lang mag F2F classes because a lot of students are not ready or they are not ready to adjust and also not all students are fully vaccinated. As a parent I am concerned about this thing kung ang f2f classes ay matutuloy, please take care of the students."

This is supported by one student, saying:

"With the new covid variants emerging, I don't think that it is safe for face to face classes this school year. This should not be compulsory. Maybe next school year. Thanks."

With limited face-to-face classes being near line-of-sight, the San Pablo Colleges is committed to finding innovative ways of promoting safe and inclusive learning. It is ready to pivot its AHEAD Learning Platform to suit the demands of the new normal. It will carry on its mission and will live up to its Diamond Jubilee tagline--Challenging the NOW, Perfecting the FUTURE!

www.sanpablocolleges.edu.ph



Transforming Criminal Justice Education Through Technology: PCCR's New Normal

With the whole world facing the COVID-19 health crisis, the phrase “New Normal” has been added to everyone’s collective vocabulary. As challenges piled on, The Philippine College of Criminology (PCCR) introduced a number of innovations that will revolutionize and transform the concept of education as we know it.

The Transformational Education campaign began in January 2021 with the appointment of a new set of executive officers and with PCCR’s 6th President at the helm elected in June 2021, Ms. Ma. Angelica Lei G. Bautista. With a strong background in Sales, Marketing and the Information Technology industry both here and abroad, President Lei led the charge to bring PCCR back to its glory days as the pioneer and leader in Criminal Justice Education.

Ushering in PCCR’s version of the New Normal, focus shifted to emphasize Growth, an improved Student Experience, an innovative Employee Experience, and overall Productivity and Efficiency of administrative processes. With the help of an education technology company, Abakada Studios, PCCR made this dream a reality through the digital transformation of the school in 2021.

First, the new and improved PCCR website was made more modern and user-friendly with a minimalistic design. Potential enrollees, current students, parents and visitors all have access to relevant information at their fingertips; and with an aggressive social media strategy, the entire school achieved historic enrollment growth of 118% even in the midst of the pandemic.

Its Enterprise Resource Planning (ERP) platform has seen an improvement in processes of finance and procurement through automation. The new HRIS also automated all HR-related processes such as the employee database, attendance tracking, payroll and benefits computations, leave balances, loan deductions, training and development and many other employee-related transactions. Lastly, a new Enrollment and Admissions System (EAS) was set in place to enhance the overall registration process and journey of the incoming students. This includes online payment gateways to complete the online journey.

Once enrolled, students would be able to access a wide selection of digital and online resources to enhance their overall learning and student experience through PCCR’s own Learning Management System (LMS) that serves as an online collaboration tool that provides a platform for students and teachers to communicate and exchange information regardless of physical location. Whether onsite or online, synchronous or asynchronous, PCCR’s brand of Criminal Justice education has been revolutionized for the upliftment of the next generation of law enforcers and public servants

Among the most cutting edge approaches that the all-new PCCR has to offer is the utilization of gamification principles in education. With the current generation of learners into online and mobile gaming, PCCR decided to infuse the learning experience with something fun and engaging.

In one of its gaming applications, students are grouped by their professors into small teams of Crime Scene Investigators, processing random cases in an online virtual world. Applying the proper methodologies and processes of an actual investigation, the students would then be randomly assigned a scenario to analyze and assess. These virtual simulators also help the students apply the concepts taught in class without exposing themselves to the hazards and risks of the current crisis due to the Covid virus.

As we all face this pandemic going on its 3rd year, the situation has only ignited the spark in PCCR toward transformational education. PCCR sees the silver lining, and the golden opportunity, ushering in a new day in Philippine Criminal Justice Education. “Pro Bono Publico et Patria – For the good of the public and country”.

www.pccr.edu.ph

Baliuag University: Rising Amidst Covid-19

The last two years have seen the most massive changes in teaching and learning among higher education institutions. Never in our recent history have we ever experienced a drastic shift in education than when the COVID-19 pandemic struck, Baliuag University (BU) included. In an instant, E-learning became the norm, an education delivery mode that most had little experience with.

In Baliuag University, the use of a learning management system (LMS) is not a novel educational technology-based innovation. Prior to the pandemic, BU had introduced its LMS platform to both faculty and students. For the most part, the shift to online learning did not make the BU teachers and students indifferent to the technology. However, the continuous use of technology during the pandemic revealed various challenges such as poor ICT connectivity, the absence of computer or mobile gadgets, and even technology handicaps. Initially, students were apprehensive about academic work, for instance, not being able to meet deadlines for submission of academic requirements, and even how to cope with the lack of technology tools and resources at home. On the other hand, faculty needed support in converting learning resources into teaching modules on Canvas, including effective planning for synchronous and asynchronous classes. Meanwhile, parents in most instances had to juggle working at home while navigating the LMS alongside their children. For some parents, learning alongside their children proved to be a success, although, for some, it may have been an exercise in frustration.

An unfortunate outcome of the pandemic also led to class closures and a decline in enrollment in the university. But as they say, it is not all gloom and doom. Even more, the circumstances prompted the university to rethink and recalibrate initiatives towards online learning. With sheer commitment and desire to retain our students and maintain their access to learning, BU dauntingly sailed across and faced the challenges squarely. Thus, the University administration embraced the “new normal” in education across all its plans and initiatives – particularly in its three-fold mission.

The first was in instruction. BU moved all its programs online from basic education to the graduate level despite its many initial challenges. With an LMS already in place, faculty reorientation and re-tooling activities were recognized as priorities. Despite the weight of the demand to adapt to technology, students began to accept the learning platform while teachers responded to the need to continue to learn new perspectives and discover new knowledge.

Given the rapid adoption of the learning management system, BU was able to see how students engage with learning content in new and creative ways. For example, e-learning tools help students with learning difficulties learn at their own pace as well as enhance their cognitive skills, such as problem-solving and critical thinking. Using real-time events, games, and interactive lessons, student engagement has evolved. At present, HEIs have become more adept at adopting web-based resources, and not just printed books or material that often become outdated.

The second was in research. BU adopted sustainable data gathering techniques to conduct its research activities, such as non-physical travel to communities and remote meetings or interviews via Zoom or using Google apps. Even more, the COVID-19 pandemic has influenced the research agenda of the University. BU has taken interest in evaluating how the pandemic has impacted the social, economic, mental, and psychological wellbeing of people and communities. Issues such as the outcomes of online learning relative to the gaps between the resource-rich and the resource-poor, and how higher education must adjust to technology changes to provide accessibility to students.

The third was in Outreach and Extension. BU was also forced to calibrate its conduct of outreach and extension. Students, faculty, and staff from various departments



**Katatagan Ngayon!
Bigkis ng KinaBUkasan!**

Resilient today! Stronger tomorrow!

are currently involved through creative approaches to the COVID-19 pandemic (for example, virtual meetings or the so-called zoomustahan) in assessing clients' situations and thereby, providing assistance and support, when necessary.

Lastly, recalibrated initiatives in the University were also evident in its internal operations. Enrollment, payment, and academic assistance were undertaken virtually. Counseling and consultation services, for instance, were pursued via CANVAS, Campus cloud, and official FB messenger. Webinars and infographic posts became the platforms for information dissemination to students, faculty, and general stakeholders.

It seems that remote operations may remain for a while as the new normal for higher education institutions. Given the erratic and volatile nature of this pandemic, higher education campuses may long be required to shift to remote-only instruction with limited access to facilities and services beyond a set time duration. The COVID-19 pandemic has certainly forced HEI administrators to think outside the box. Similarly, the pandemic has shown that students can learn independently without falling behind. Even more so, the pandemic and its widespread reach may just have become the catalyst for the adoption of technology-based education in the decades to come.

The higher education sector has withstood turbulent economic times in the past, and it will withstand them again. It is perhaps fortunate that in this digital age, universities and colleges are better positioned to provide access to and continuity of learning for all.



Crucible of Tests for CIT University Resilience

A story of resilience: the Double Whammy of COVID and ODETTE and how CIT University was badly hurt, stood up, and worked for community recovery even as the university was hurting...

Resilience is one trait of a Filipino that has been associated with the bamboos whose long stems do not break against but rather dance with the winds. The strength of resilience is also illustrated in the poem "Like the Molave" by Zulueta da Costa who dreamed for young Filipinos to be like the Molave,

Until our people, seeing, are become like the Molave,
Firm, resilient, staunch, rising on the hillside, unafraid,
Strong in its own fiber, yes, like the Molave!

Resilience During the Pandemic

COVID19 caused community lockdowns all over the globe, with the World Health Organization declaring a pandemic in 2020. While fear pervaded in many institutions, it was at the same time a test of resilience, especially for Philippine Education. In the case of the Cebu Institute of Technology, the fear did not close doors; instead, it opened avenues for innovation and collaboration. The university created a synergistic response through Multiple Approaches in Delivering Education (MADE4Learners), transforming the traditional education platform to distance learning. This enabled not only teacher-student engagements in online classes, but it also paved the way for schools to creatively adopt the digital platform in the conduct of extra-curricular activities such as university recognition ceremonies and tributes, as well as quiz bees, oratorical competitions, and other co-curricular activities.

While the physical school was closed to students, it has opened more avenues for more CIT stakeholders including alumni and higher education institution collaborators to meet, evaluate, and plan amid the community lockdown. Being able to sustain the university operations and educational activities during the pandemic inspired many Technologists to be more resilient and better able to withstand the threat of COVID 19.

Resilience in Facing Massive Destruction of Typhoon Odette



A typhoon so powerful, it toppled hundreds of electrical and telco posts



Odette's aftermath: a scared dog on the morning of December 17



A devastated middle income family lost a house, shut off from the rest of the world, no cash in hand, no food, no water...

As if the pandemic was not enough, Typhoon Rai (Odette), an atrocious and catastrophic tropical cyclone, was the Philippines' first taste of a Category 5-equivalent super typhoon. Rai entered the Philippine Area of Responsibility (PAR) by the night of December 15 (RP time), unexpectedly and rapidly intensifying into a Category 5 super typhoon. As Odette pummeled the southern Philippines with heavy rainfall and strong, gusty winds. Lost roofs of buildings were a common sight. Some houses were lifted and blown away. Most areas across the Visayas and Mindanao lost electricity with several provinces and areas being deprived further of communication services. Felled trees and electrical posts obstructed transportation and flooding was a major problem. A state of calamity was declared in Cebu and other areas, with 24.5 billion worth of damages and the death toll at 407 (Inquirer.Net, 01/13/2022).

Meanwhile, the Cebu community was paralyzed with practically no power, no communication, limited transportation, banks and basic services closed, limited food, and no potable water. Some opportunists capitalized on the miseries of others and prices of commodities skyrocketed. All these while the hospitals braced for a new surge with a more transmissible COVID variant.

Key people of CIT University converged at the university campus the following Monday to reorganize, consolidate efforts, and marshal resources to support community rehabilitation. Notwithstanding the decapitation of communication lines, the university was able to issue a series of urgent and guiding announcements immediately after the typhoon using an innovative combination of communication patchworks. Calamity aid, groceries, and essentials were given by the university to its employees. The university campus opened its doors to employees who were previously on Work-from-Home arrangements. Water, an essential daily-use commodity, was provided. Over 200 free sim cards were distributed to employees who lost their connectivity. Gradually, but consistently, the administrators and employees reconnected with each other. No less than the University President ASEAN Eng. Bernard Nicolas Villamor conducted coordination meetings with all levels of university management.



Post-Odette mixed virtual and in-person meeting of key personnel with President Bernard Nicolas Villamor (Photo: CIT University. All Rights Reserved)



You can't stop Christmas.



Water for a thirsty community (Note: social distancing regulation was observed to prevent overcrowding)

[Photos by Alexander Franco A. Delantar. All rights reserved.]

Continuity of academic activities was assured by consultation with the academic frontliners, the students, and all other stakeholders. Without compromising on quality assessment, final examinations were canceled and students were graded on recorded performance and output. Submission deadline dates on learning output were eased. Delays on payment of school fees were tolerated. Second Semester enrollment and other activities were rescheduled. The Community Extension Services spearheaded activities to help the students and the community. The Supreme Student Government also launched various projects for the students.

CIT University addressed the most pressing shortage for indigent communities: clean water for drinking and daily use. Three water-purification devices, two facilitated by PACU and one donated by the United Architects of the Philippines (UAP), were immediately made operational. Relief goods were given to those most in need. A charging station for devices was set up for nearby residents and walk-ins.

CIT University was not alone in grappling with the stark devastation wrought by Odette. In a heart-warming and empathetic move of solidarity, PACU-affiliated schools pledged their support. University of Perpetual Help System Dalta, by the kindness of President Dr. Anthony Tamayo, dispatched desperately needed goods during the direst moments following the typhoon.

It will be a long time before the Province of Cebu and its component cities, together with other areas in the Visayas and Mindanao, can fully recover from the devastation. Nevertheless, hope remains ever-present.

CIT University itself was down but not out, battered but braving, and now, poised to confront an uncertain future, the men and women behind her are scarred but not scared and seasoned for the worst of weathers. When resilience is built into the organization as a vital essence of its culture, a double whammy is not enough to deter its drive to Excite her stakeholders, Exceed their Expectations, and Expand her services.

Short of being snuffed out of existence, CIT University has gained an even stronger resolve to shout louder its battle cry: CIT TOPS AGAIN!!

www.cit.edu

Updates on Member Schools' Vaccination Programs



LCUP In Collaboration with City Government of Malolos Administered A 3-Day Vaccination Drive in the City of Malolos, Bulacan

Following the Department of Health's (DOH) implementation of the National Vaccination Days in the Philippines, the City Government of Malolos and La Consolacion University Philippines (LCUP) conducted a 3-day Vaccination Drive in the City of Malolos, Bulacan from November 29 to December 1, 2021.

By administering the National Vaccination Days, DOH aimed at vaccinating 15 million Filipinos simultaneously all over the country against the COVID-19 variants. In coordination with the local government units, the vaccination program catered to Filipino citizens ages 18 and above, and the pedia population (12 to 17 years old).

Before the vaccination dates, Maloleños were encouraged to register online and wait for their vaccination schedule. Through the extended efforts of the City of Malolos local government unit in conducting house-to-house visits, citizens with no internet access were able to register.

The University lent its facilities in the Barasoain and Catmon campuses as vaccination sites to the City Government of Malolos. Doctors, nurses, and clinical clerks from the Malolos Rural Health Unit, LCUP Health Services Unit, and LCUP College of Medicine volunteered and rendered medical services during the vaccination drive. The Philippine National Police of the City of Malolos and the LCUP Crisis Management Team facilitated safety and security measures throughout the program. The vaccination drive followed a step-by-step procedure such as registration, consultation, vaccination, and observation. There were designated stations organized for each step, maintaining social distancing and sanitation.

Inoculated during the 3-day Vaccination Drive were approximately 1,200 to 1,500 from the pedia population. The University, known to be a local vaccination site before the National Vaccination Days, accommodated 3,000 persons in its Catmon Campus since it started last November 19, 2021, and 8,000 persons in its Barasoain Campus since July 2021.

The vaccination carries on even after the third day of the National Vaccination Days. The University continuously cooperates with the City of Malolos Government Office to provide help and assistance in protecting the citizens of Malolos against the pandemic.



NU, SM Volunteer in National Vaccination Drive 2021

National University (NU) and SM Supermalls joined as partners in the first National Vaccination Drive or “Bayanihan, Bakunahan” from November 29 to December 1, 2021.

More than 500 NU employees and students volunteered and supported the Local Government Units (LGUs) on registration, checking vitals, ushering, encoding, and implementation of mass vaccination, while SM Supermalls served as the vaccination centers.

The volunteers from NU Manila were deployed at SM North Edsa, SM Manila, and SM San Lazaro. Nationalians from other NU campuses were assigned to SM Supermall branches nearest them.

One of the volunteers, Donna Orbase – a 2nd year Bachelor of Science in Medical Technology student, expressed her gratitude to the university for the experience and trust. She said, “I feel so happy that we were given a chance to experience this. This is very memorable for me.”

On the other hand, Izhar Daniel Dantes – the adviser of NU National Service Reserve Corps, shared his joy about the existence of volunteerism among the youth. “As the adviser of NSRC whose primary mission is to promote volunteerism, it is a privilege and a fulfillment to see students who have a heart for volunteerism. My heart is overwhelmed seeing that there are still a lot of youths who have the initiative to help other people in their own little ways.”

He also pointed out that he could feel the presence of Bayanihan among the people where everyone is trying their best to help each other amidst the pandemic. Moreover, he looks forward to more events like this to encourage more Filipinos to get vaccinated.

Bayanihan, Bakunahan is a three-day national vaccination drive under Proclamation 1253 signed by Philippine President Rodrigo Duterte. It targets a complete inoculation for millions of Filipinos against COVID-19.

National University has been very active in promoting the COVID-19 Vaccination program especially to their employees. The administration has been assisting the employees in getting vaccinated and boosted in the best and fastest way possible.

national-u.edu.ph





STIWNNU Opened Grounds for Vaccination Activities

By: Anthony C. Pineda
Faculty, Senior High School



COVID-19 is still in our midst, and vaccination is currently our leading public health strategy to end COVID-19 Pandemic. STI West Negros University, in partnership with the Bacolod City LGU through its City Health Office (CHO), led the Vaccination Drive held in its Student Activity Center.

The Institution offered its grounds to serve as a vaccination site for its employees, students, and stakeholders in addition to several acknowledged sites around the city. Subsequently, the University and its partners have successfully led 6 Vaccination Activities to date, with a total of 1,247 inoculated individuals.

The University now has a ninety-eight percent (98%) vaccination rate among its employees. The remaining two percent (2%) are waiting for their clearance from their doctors. Seventy-five percent (75%) of the students have also been vaccinated.

This project was also made possible through the help of the 5052nd Technical and Administrative Service Unit, 505th Technical and Administrative Service Group (Negros) Reserve, 5th Technical Administrative Service Brigade, AFPRESCOM, the ROTC Unit of STI West Negros University,

Student volunteers from medical institutions in Bacolod City, and Negros Occidental Private Schools Sports Cultural Educational Association (NOPSSCEA). The University and its partners, stakeholders and frontliners continue to offer vaccination drives in support of the government's efforts to combat COVID-19.



www.sti.edu



OLFU Partners with LGUs in vaccination rollout



Vaccination in OLFU Valenzuela City Campus

To further embody its vision and mission of Improving Man as Man by developing individuals with a strong sense of social awareness and concern, and to aid the national government in the rollout of the COVID-19 vaccination in the communities where its campuses are located, Our Lady of Fatima University (OLFU) collaborated with different local government units (LGUs) and administered a total of 87,247 doses of vaccines as of February 1, 2022.

The OLFU Pampanga Campus is one of the first higher education institutions (HEIs) in the City of San Fernando that heeded the call for public and private partnership in supporting the government's vaccination program. A total of 69,171 doses of vaccines were administered on campus from June 10, 2021 to January 21, 2022 for the community members including the students in preparation for their limited face-to-face classes.

In addition, the Cabanatuan Campus in Nueva Ecija is also among the first institutions to partner with the LGU for the vaccination rollout. The campus administered 3,917 doses of vaccines to the citizens from May 12 to July 2, 2021. On the other hand, the Santa Rosa Campus in Laguna assisted

in injecting 3,116 doses of vaccines from August 23 to September 24, 2021.

Vaccinations are also being held in the other OLFU Campuses in Valenzuela City, Quezon City, and Antipolo City with the Fatima University Medical Center and in coordination with the LGUs since last year.

OLFU, under the leadership of its University President Dr. Caroline Marian S. Enriquez, voluntarily offered the complimentary use of the campuses to become vaccination sites. The Campus Administrators coordinated with the Mayor's Offices and the Health Offices of the LGUs to ensure the transformation of the school grounds into well-coordinated vaccination centers and the provision of facilities for a safe and conducive inoculation process for all citizens.

To ramp up the COVID-19 vaccination rollout of the different LGUs, the campuses underwent a thorough inspection by the City Health Offices. In adherence to the requirements of the Department of Health (DOH), the City Health Officers and LGU representatives together with the



“Padyak para sa Flexible Learning, Sama-Samang Vaccination Program”

Campus Crisis Management Committee members of OLFU worked hand-in-hand in the modification of the facilities of the campuses to become efficient vaccination centers in the areas where they are operating.

Currently, the San Fernando Campus is welcoming walk-in clients ages 12 years old and above for vaccination even if they are non-residents of the city.

Meanwhile, OLFU San Fernando Campus hosted the ceremonial vaccination of college students dubbed as “Padyak! Para sa Flexible Learning, Sama-Samang Vaccination Program” last October 13, 2021, as part of the promotion and advocacy initiatives of the Commission on Higher Education (CHED) as it pushed for the reopening of limited face-to-face classes of other degree programs in selected HEIs. Dr. J. Prospero De Vera, CHED Chairman, together with the Commission and LGU officials and representatives from other government agencies attended the event.

It has also mobilized its employees for the vaccination of the Basic Education Department students in the Junior

High School and the Senior High School programs for children ages 12 years old and above. Currently, the San Fernando Campus is welcoming walk-in students ages 12 years old and above for vaccination even if they are non-residents of the city.

In addition to the utilization of its campuses as vaccination centers, OLFU participated in the National Vaccination Days from November 29 to December 1, 2021, by sending some of its vaccination teams to the national program. The University also aided in disseminating accurate information about COVID-19 vaccination through a series of webinars entitled “Resbakuna para sa Buhay” to encourage the public to get vaccinated by emphasizing that the vaccines can prevent the severe form of the disease.

In solidarity with the entire nation and the government in the battle against COVID-19, OLFU is committed to supporting national initiatives and advocating credible solutions that will help the country rise from the challenges of the pandemic.

www.fatima.edu.ph



University of Baguio: Battling COVID Through Vaccines

It has been at least two years now since all of us were hit with a global pandemic that took more out of us than expected. Even now, in 2022, the whole world is still recovering and dealing with COVID-19, with many barely able to catch their breath before having to face a new variant or another outbreak.

If there is a positive aspect to this, it is that we are at least now able to better fight back against this seemingly insatiable virus. With vaccines being developed and distributed worldwide, more and more of the population are getting their jabs in, helping tip the scale in this war. A recent report from OurWorldInData.org shows that approximately 4.16 billion people worldwide are fully vaccinated, that's around 53.3% of the total population fully vaccinated.

Vaccines are a huge help in preventing COVID-19 from being more deadly than it is and also help lessen infection rates drastically decreasing it to a controllable level. The Center for Disease Control and Prevention (CDC) states that vaccines reduce the risks that COVID can cause. Data shows that being vaccinated helps shield people from infection. Vaccines, which have been approved for use, greatly help in making sure that those infected are protected against hospitalization, severe illness, and death.

As early as March 15, 2021, the University of Baguio became one of the primary vaccination sites in the city. Its convenient location made it easy for residents to know exactly where to go for the vaccine. Baguio City Mayor Benjamin Magalong and his team of doctors headed this along with some of UB's own management, staff, and healthcare professionals.

UB has always valued safety and ensured that its employees and students remained as far from COVID-19's grasp as much as possible. UB immediately recognized the dangers of the virus and initiated moves to mitigate it. The university adopted online learning and a work-from-home setting early on, continuously improving its tools to ensure that the quality of education didn't drop during this shift. In addition, the university had already prepared itself to receive people as it had implemented protocols to ensure a safe work environment for its employees well before becoming a vaccination center. Also, the university has promoted vaccine education and information through its various social media platforms.

Mayor Benjamin Magalong reports that COVID-19 cases are on a downward trend and this is expected to continue. As of writing, at least 72,000 residents in Baguio have already received their booster shots.

UB also placed policies and restrictions that allowed employees to continue working on-site while lowering the risks of infection. The latest reports from the University's team show that 213 of its non-teaching staff, 35 from management, and 417 teaching staff are fully vaccinated. The report also shows that only 5 teaching staff remain unvaccinated and 2 have had their first dose. That's around 98% of its employees fully vaccinated. The university is more than ready should face-to-face learning fully resume.

UB remains a vaccination center for Baguio and is currently giving out booster shots for eligible residents.

<https://ubaguio.edu>



Member Schools' Milestones and Achievements



NWU Celebrates 90th Foundation Anniversary, Counts Down to 100

"Northwestern University stands stronger than ever before. And we are grateful because much of this strength comes from the legacy handed down to us by our predecessors."

The words of NWU University President Atty. Ferdinand S. Nicolas resounded with much fervor during his speech at the launch of the 90th Foundation Day Celebrations, with the theme: "Standing Strong at 90 - Countdown to the First 100 Years." The message was part of the Opening Video that premiered online on January 27, 2022.

It was in 1932 when Angel Albano, Cresencio Barangan, Maximo Caday, Manuela Castisimo, Marcelino Ligot, Rufina Mariano, Nicolas Nicolas, Manuel Pintado, Encarnacion Ruiz, and Marcelo Tajon, established Northwestern Academy in Laoag City - the first private, non-sectarian, educational institution in Ilocos Norte. It first offered secondary education but then expanded to offer primary education as well.

The fledgling school was not spared the ravages of World War II as Japanese bombs flattened the buildings of Laoag City. Nevertheless, the faculty of Northwestern Academy continued to teach the school children in outlying towns under the mango trees with the hope of rebuilding the country during peacetime.

In 1946, the school applied to offer Liberal Arts, Education, and Commerce and, in light of the approval thereof, was renamed Northwestern College in 1949. In 1948, the college also opened the first College of Law of the province and produced its first bar topper in the 1952 Bar Examinations in the person of Judge Zoilo C. Aguinaldo. The college attained university status in 1992.

In the 1990s, NWU pursued the accreditation of its program with the Philippine Association of Colleges and Universities - Commission on Accreditation (PACUCOA) at one point having the third most number of accredited programs in the country. Today, its MA Education program enjoys Level IV accredited status, while its Liberal Arts, Commerce, Education, Criminology, MBA, and MAPA are Level III accredited programs. NWU has also been granted Derogated Status by the Commission on Higher Education since 2003 and ISO 9001 Certification since 2000.

Northwestern University has produced its share of topnotchers in various licensure examinations, in various programs. In recent years, the topnotchers were Jobelle Agmata, 3rd place in Nursing; Lucky Mercado, 9th place in Architecture; Precious Ballesteros, 7th in Medical Technology; Mark Dave Camarao, 6th place in the Bar Examinations; Allan Francisco and Christian Peralta in the MARINA Board Examinations; and just this year, Daniel Sarabia, 9th place in Criminology.

President Nicolas announced that there would be "90 days of celebration for 90 years of Northwestern University." A day-long opening program kicked off with a motorcade/diana around town at 5 AM, participated in by the NWU Marching Band and Tamboreros, followed by the NWU Riders - a group of Northwesternian motorcycle enthusiasts. An opening video aired at 9 in the morning via Facebook Live, and the Wreath-Laying Ceremony followed at 10 AM at the Nicolas N. Nicolas Building to ceremoniously honor the founders of the institution.

An unveiling ceremony was held at 5:45 pm for the Countdown to 100 Years billboard mounted on top of the Science Building, which was streamed on Facebook Live. The NWU community waved flaglets with the university colors and cheered, "Standing strong at 90!" as the 3D billboard was unveiled. It bore the words "10 years to 100" beside a giant cartoon of the university owl, "Enyong Kwago." The NWU Tamboreros pounded on their drums with their signature beats to celebrate the historic moment, while the After 6 band played some tunes as fireworks lit the sky.

Many more activities are lined up for the 90-day 90th celebrations. This includes the Educational Forum, Students' Day, Employees' Day and Awarding Ceremony, the Northern Philippines Business Research Conference, E-Kamustahan, a Birding Expedition, a culinary and bartending exhibition, and the Search for Mr. and Ms. Northwestern University.

Fiat Lux is the rallying cry of Northwestern University. Indeed, its light has shone brightly as it has emerged as a leading and progressive institution of learning in the country, shining its light to the world.

www.nwu.edu.ph

SPC @75: Challenging the Now, Perfecting the Future

By

Mrs. Clarice Adrianne D.R. Verzosa

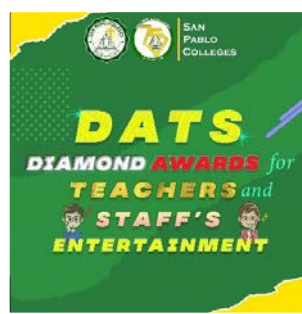


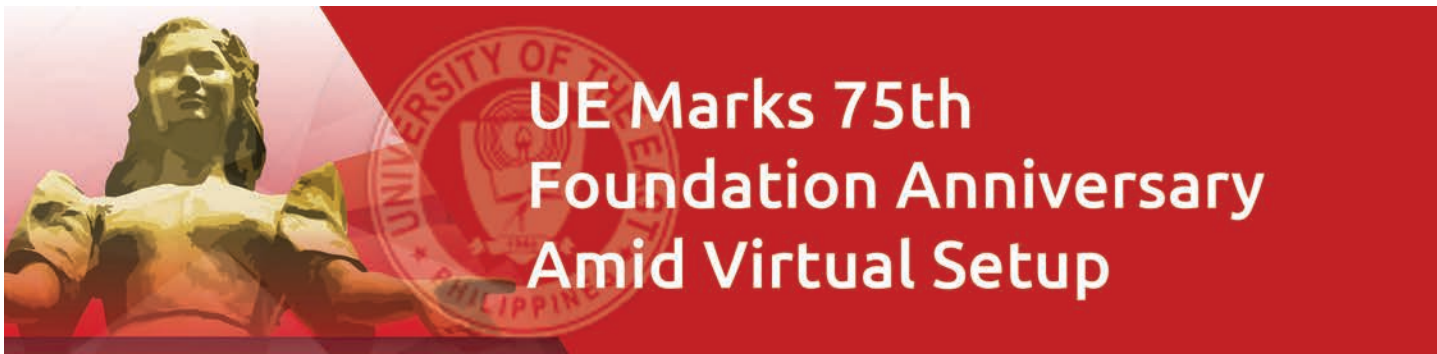
It is indeed a significant milestone in the history of our beloved San Pablo Colleges as we celebrate its 75th founding anniversary this February 11, 2022 with the theme "SPC A Timeless Gem: Challenging the Now, Perfecting the Future". Amidst all the challenges and uncertainties brought about by this pandemic, we still have so many things to be grateful for and much to look forward to. But unlike its previous grand celebrations, the College will have virtual events and limited gatherings due to the continuing threat of the Covid-19. From a half year-long celebration, this year's series of activities were divided into monthly celebrations of different SPC stakeholders such as teachers, staff, stockholders, students, alumni, parents, and partners.

In the SPC's 75th Virtual Kick-Off Ceremony last August 31, 2021, Prof. Carmela Maria Cielito M. Eala the Vice President for Administrative Affairs highlighted in her speech that "SPC is indeed a timeless gem. Precious and rare and over the years it has become polished to become priceless to those who have been part of it. Celebrating anniversaries allows us to reminisce both the achievements and failures endured over time. It allows us to realize just how difficult it was to reach the present and those who have are gearing up for what lies ahead."

Part of the Diamond Celebration activities that were successfully conducted last 2021 were research colloquium, Diamond Awards for Teachers and Staff's entertainment, webinar series, Basketlist for a Cause, Garbage to Gem, Birit Talentadong SPCian and launch of SPC Alumni Card. As for February 7-11, 2022, line up of activities are academic contests, pageants, dance contests, novenas, masses, wreath laying and launching of the 75th marker.

After more than seven decades of providing quality education, SPC will continue to fulfill its vision to be a leading educational institution that nurtures relevant responsive and value-laden lifelong learning and its mission to uphold the holistic development of learners making them globally competitive through outcomes-based and technology-driven instruction, quality research and proactive community engagement, thereby creating sustainability for all. This quest for excellence will still be the very goal of the current management and its successors. As everyone knows, education is ever growing and there is no end to its progress. SPC will be here to stay and now is the time to embrace the rhythm of change as SPC keeps on getting better. A school that is truly unstoppable and second to none.





UE Marks 75th Foundation Anniversary Amid Virtual Setup

The University of the East marked a major milestone in its living history with its recent, multi-event celebration of its 75th Foundation Anniversary. The celebration, in effect UE's second diamond jubilee, had the overall theme of "UE Forever".

While the celebration culminated in a weeklong series of online activities held around September 25, 2021, UE's 75th Foundation Day, the momentous commemoration was launched as early two and a half months earlier, through daily historical posts about a total of 75 milestones in the University's more than seven-decade journey—from its humble beginnings via two rented rooms for CPA review classes along Dasmariñas Street in Manila into the sprawling University that it is today, covering a campus each in two Metro Manila cities. Specifically, it was on September 25, 1946, when the Securities and Exchange Commission (SEC) registered the would-be Philippine College of Commerce and Business Administration (PCCBA), UE's institutional predecessor, as a corporation existing under Philippine laws.

The online festivities for UE's 75th Foundation Anniversary were filled with webinars about various topics of broad or specific interest to UE students of various degree programs and age levels, along with research conferences and symposia, informative exhibits, tournaments and career fairs, and creative or entertainment presentations.

Major highlights include the launch of the UE Alumni Scholarship Fund Drive, the inauguration of UE Caloocan's Chua King Ha Galleries for UE College of Fine Arts, Architecture and Design constituents then and now, the launching of the UE-Soka University Friendship Clock, the Ceremonial Turnover of UE Manila's soon-to-be-completed Lualhati Building, and the Awarding of the 75 Most Outstanding UE Alumni along with Gems and Pillars of UE.

Despite past and present challenges, UE has demonstrated the ability to bounce back stronger—and through this resilience towards adversity, UE continues to thrive, not wavering in its mission of producing, through relevant and affordable quality education, morally upright and competent leaders in various professions. Indeed, UE Forever!



UE CFAD Grad Wins First Prize in 13th Florence Biennale Art Exhibition

The University of the East congratulates UE College of Fine Arts, Architecture and Design (UE CFAD) alumnus Michael Garcia Villagante for winning the First Place—a.k.a. Premio Posto or the Lorenzo il Magnifico Award—in the Painting Category of the 13th Florence Biennale of International Contemporary Art!

The awarding ceremony was held last October 31, 2021, at Fortezza da Basso in Florence, Italy.

Mr. Villagante, a 2001 graduate of Bachelor of Fine Arts, major in Advertising Arts, of the then UE College of Fine Arts, was awarded for his work "Pagtahan (Cessation of Crying)."

Per the Florence Biennale's description, Mr. Villagante's painting is "lush with detail and symbolism, a sweeping view of human history against the flourishing forms of the Earth."

'Pagtahan' is a hypnotic epic that presents a utopic possibility, in which wars are extinguished, nature is replenished, and all of creation exists in harmony." His First-Place winning entry can be seen here: https://www.florencebiennale.org/en/-/awarded-artists-and-designers-%7C-xiii-florence-biennale-2021?redirect=%2Fen%2F&fbclid=IwAR0x0FzbN7inn8C_05ecad1PqSbQaXeNqLAuGL6jyytdDKI_unwF3Y6vqLE

This is the latest in a long line of awards in the career to date of Mr. Villagante, who is known for his thought-provoking pieces and use of muted colors. While he was a UE student, he won Third Honorable Mention in the watercolor category of the 30th Shell National Students Art Competition in 1997. He was the Grand Prize Winner in the oil-based medium category of the 2012 Metrobank Art and Design Excellence, for his work "Sagad Hanggang Buto," in September 2012. More recently, he was declared First Honorable Mention at

the 2nd Alveo National Painting Competition in 2018.

Mr. Villagante was the Exemplary Performance in Visual Art awardee in UE's Recognition Day in 1997 and was a recipient of UE's Outstanding Alumni Award in 2012.

Held every two years in Florence, Italy, the Florence Biennale is an art exhibition that selects artworks and works in design by individuals and organizations from around the world.

The 13th Florence Biennale ran from October 23 to 31, 2021, at Fortezza da Basso. Artists and designers from 78 countries around the world participated in the event, which saw more than a thousand works of art, ranging from painting; installation art; design; jewellery art; video art; drawing, calligraphy and printmaking; performance art; sculpture; new media; and photography—all exhibited under the competition theme of "Eternal Feminine/Eternal Change".

Mr. Villagante is the second UE CFAD alumnus to receive the Lorenzo il Magnifico Award from the Florence Biennale. In 2009, Mr. Maximino O. Balatbat won Second Prize for his work "Avenida Manila" in the 7th Florence Biennale.



(Photo by Mrs. Anne Villagante)

[Visual: Mr. Villagante carrying his trophy, with his large, winning artwork behind him or the photo of him with the panel of judges behind him]

UE Alumnus is 2021 Most Outstanding Electronics Engineer

Engr. Nazario "Junry" Concepcion Terrado II, PECE, a December 1998 graduate of the Bachelor of Science in Electronics and Communications Engineering (BS ECE) of the UE College of Engineering-Caloocan, has been awarded as the Most Outstanding Electronics Engineer by the Institute of Electronics Engineers of the Philippines Inc. (IECEP)!

The recognition was formally conferred by the IECEP upon Engr. Terrado at its Annual General Membership and Convention on December 4, 2021.

Engr. Terrado had earned his ECE license from the Professional Regulation Commission (PRC) in April 2001 and his Professional ECE (PECE) in May 2017. He has been with NCS-SingTel (NCS being short for National Computer Systems), the market leader in IT services in Singapore and the Association of Southeast Asian Nations—having served as its Senior Solutions Consultant for SaaS Cloud Division from 2015 to 2019. As such, he has been providing end-to-end technical, commercial and managerial solutions and design to various Microsoft-related multi-platform, multi-location, and multi-million dollar government and enterprise projects.

From 2011 to 2015, Engr. Terrado worked as the ASEAN Regional Business Development Manager of Tecnomix Processors Pte Ltd, with headquarters in One Raffles Tower in Singapore. He led and formed a regional business process outsourcing (BPO) team from the ground up, forming the best-in-class technical, sales, and operations team to manage projects, requests for proposals (RFPs), and proofs of concept (POCs). He has likewise been a subject matter expert (SME) for various unified communication and contact center requirements of contact center, BPO, government, finance, and telecommunication industries in the ASEAN.

In the Philippines, Engr. Terrado was part of Accela Communications (a tier-1 US voice over Internet Protocol or VoIP carrier) from 2007 to 2011 as a Business Development Manager for IP Telecommunications. As such, he helped provide VoIP and/or Cloud services using top-of-the-line, carrier-grade setup, and reliable global telecommunication services to BPOs and enterprise companies in his home country.

Engr. Terrado had received several awards and citations. These include being one of the UE Most Outstanding Alumni in 2019, the first Huwarang OFW Award 2015 (as an Outstanding Overseas Filipino Worker) by CBN Asia, iRemit and the Department of Labor and Employment (DOLE), the 2014 COL Financial Brand Ambassador by COL Financial Group (reputed to be the number one online stockbroker in the Philippines), and the ASEAN Significant Win Award 2004 by Neptune Intelligence Computer Engineering

(NICE) Ltd of Israel.

The IECEP awards the honor of Most Outstanding Electronics Engineer to ECEs who have demonstrated high professional competence, exhibited integrity in the practice, and contributed significantly to the advancement of the profession.

Among the recent UE College of Engineering graduates recognized by the IECEP are Engr. Mario A. Balboa (UE BS ECE 1992); Engr. Teodoro D. Buenavista Jr. (UE BS ECE 1987) as Most Outstanding ECE of 2012; then UE College of Engineering-Caloocan Associate Dean Miriam R. Borja (UE BS ECE 1984) as Outstanding ECE in the field of Education of 2010; and Engr. George P. Tardio (UE BS ECE 1995), Outstanding ECE in the field of Communications of 2010.

The Bachelor of Science in Electronics and Communications Engineering degree program continues to be offered by the UE College of Engineering-Caloocan, along with the BS Civil, Computer, Electrical and Mechanical Engineering degree programs, along with the BS in Computer Science, Information Systems, and Information Technology degree programs.



UE CEng'g Manila Grad Is One of Top 40 Under 40 Champions of Construction

The University of the East congratulates Engr. Christine Joy Tagle Asiatico, MSCM, a UE College of Engineering-Manila graduate, for being recognized as one of Autodesk Construction Cloud's Top 40 Under 40 Champions of Construction!

The list was published in Autodesk's international blog on construction titled Digital Builder on November 2, 2021.

Engr. Asiatico, the only Filipino in the said list, earned her Bachelor of Science in Civil Engineering degree from UE CEng'g Manila during the University's 65th Yearend Commencement Rites on April 18, 2013, at the Philippine International Convention Center Plenary Hall.

As a UE student, Engr. Asiatico was a College Scholar, a University Scholar, and a Dean's Lister at various school years, and was recognized as an Academic Excellence Awardee in the 2012 Recognition Day Program.

She served as a Committee Member of the UE CEng'g Manila Student Council in SY 2009-2010 and was the 5th-Year Representative of the College's branch of the Association of Civil Engineering Students-Philippine Institute of Civil Engineers (ACES-PICE) in SY 2012-2013.

Currently, Engr. Asiatico is a Group Supervisor-Advanced Work Packaging Champion at EEI Corporation. She has led project teams in the development and implementation of digital collaboration workflows, thus helping EEI Corporation digitize its paper-based and manual processes. She had spent the majority of her career in EEI's field operations and intimately understood the challenges of construction teams



and the pain around manual and paper-based workflows.

Per Digital Builder, "Engr. Asiatico's impact has been widely felt across a very broad set of stakeholders in the organization (EEI Corporation). Her passion to see project teams succeed, and her effectiveness in developing implementation plans, have enabled her and her team to deploy digital collaboration workflows to five ongoing projects."

Autodesk's list of Top 40 under 40 celebrates individuals who have greatly contributed to the field of Architecture, Engineering and Construction (AEC) this past year. Per Autodesk, these are the people that continue to see an opportunity where others see a challenge. They have received numerous nominations in the fields of Architecture, Engineering and Construction from across the globe and have narrowed down the list to the 40 whom it believes demonstrated their ability to inspire, educate and advance the industry in ways worth admiring.

The blog's 40 Under 40 2021 feature can be seen here: <https://constructionblog.autodesk.com/40-under-40-construction-champions-of-2021/>

While there is no ranking among the 40 individuals recognized, Engr. Asiatico is eighth on the non-alphabetical list that includes professionals based in various US states, as well as Europe, Asia, the Middle East, and Canada.

UE Team Declared Champion of National Huawei ICT Competition

A team representing the University of the East College of Engineering-Caloocan was declared the Champion of the Cloud Track category of the recently concluded Philippine round of the Huawei ICT Competition for Asia Pacific 2021-2022!

UE's winning Cloud Track team was composed of three UE CEng'g Caloocan students—Bachelor of Science in Computer Engineering (BSCpE) seniors Jerwin Samala and Mark Jayson Gutierrez, and Bachelor of Science in Computer Science (BSCS) senior Jio Vince Chua—together with two UE CEng'g Caloocan professors who were their coach and assistant coach: Dr. Alexis John M. Rubio and Dr. Nelson C. Rodelas, PCpE, respectively.

The virtual, quiz bee-like competition was held last September 10, 2021, while the online awarding ceremony was held on September 17.

UE's winning Cloud Track team bested the participant-representatives of Mapua University, STI College, Southville International School and Colleges, Cebu Institute of the Technology University, Southern Luzon State University, Angeles University Foundation, and STI College Angeles.

The competition consisted of two tracks: the Network Track and the Cloud Track. The topics under the Network Track were Data Communication and Routing and Switching, while the Cloud Track had Cloud Computing, Artificial Intelligence, Big Data and Storage.

The University was represented in the competition's Network track by three other UE CEng'g Caloocan students: BSCS senior Jan Nicole Catacutan, BSCpE senior Waquil Faisal Carim, and Bachelor of Science in Information Technology senior Alyssa Thea Besana Network Track. Their coaches were two other UE CEng'g professors: Dr. Froilan De Guzman and Prof. Kathleen Dimaano.

There were nine UE students in all who joined and registered for the preliminary examination taken last August 31, 2021. However, only the top three students for each track were qualified to join the national competition.

UE's Champion Cloud Track team will next take part in the regional round of the Huawei ICT Competition for Asia Pacific 2021-2022, which will be held within the first half of 2022. Participating along with the Philippine representatives are reps from Singapore, Thailand, Malaysia, India, Hong Kong, and Indonesia.



www.ue.edu.ph



The University of Nueva Caceres Sets the Stage and Creates the Cornerstone for Diamond Jubilee

By Faye Tablizo-Natividad
Head, UNC Strategic Communications Office

The University of Nueva Caceres is the first university in Bicol and Southern Luzon, founded in 1948 in Naga City by an exceptional Bicolano visionary, Dr. Jaime Hernandez. UNC's 74th Foundation Anniversary shall set the stage and create the cornerstone for the Diamond Jubilee. Ushering us into our 75th milestone come 2023 is our Captain and Commander, our beloved University President, Dr. Fay Lea Patria M. Lauraya.

Becoming Bicolano's Top University of Choice

This vision is UNC's guiding light: "To be the top university of choice for Bicolanos everywhere. We will nurture our students through empowering outcome-based education to help them become purposeful, productive, and future-ready human beings who will contribute to the sustainable development of Bicol and better tomorrows for all."

Assisting Dr. Lauraya is UNC's powerhouse of Leadership Team: Vice President for Academic Affairs, Dr. Romeo M. Sumayo Jr.; Vice President for Research, Extension, and Linkages, Dr. Nora Elizabeth F. Maniquiz; Vice President for Administration and Auxiliary Services, Engr. Leon B. Palmiano IV; Assistant Vice President for Finance, Mr. Joseph Mendoza; University Registrar, Dr. Felisa L. Sabaupan; Talent Management Director, Prof. Divinagracia L. David; and Admissions, Marketing and Strategic Communications Office Director, Prof. Ruby L. Bandola. As we welcome our Diamond Jubilee, more meaningful victories are in the foresight, more delightful experiences are in the offing, and greater possibilities are in the pipeline!

The Rising University of the Future

Drumbeating our Diamond Jubilee is UNC's Academic Affairs pioneering academic innovations towards becoming the university of the future. To ensure continuity of learning and prioritize everyone's safety, UNC offers Flexible Learning Solutions to suit the students' learning needs and study situations in the new normal. Flexi Tech is for those with internet connectivity and uses a powerful online Learning Management System (LMS) or virtual classroom, and Flexi Kit for those with zero internet connectivity and uses printed modules delivered to students. With these options, students can still experience UNC's nurturing education through flexible remote learning deliveries, right at the comfort of their homes.

After the successful piloting by the UNC School of Graduate Studies, select colleges now embrace the instructional design model called Problem-Research-Outcome-Based-Education (PROBE), similar to the practice of internationally renowned academic institutions. With PROBE, our academic expertise, experiences, and the knowledge we generate through research are directed toward understanding and addressing the needs of organizations and the broader society through innovation.

The Academic Affairs Unit has also launched the work-based modality for our Master in Business Administration (MBA) and Master of Arts in Education (MAED) programs, collaborating with industry partners. More courses will be offered through Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP), while new curricula are being explored to provide educational opportunities for more individuals who are already contributing in their respective industries.

The development of the infrastructure requirements and imperatives for the Hybrid Classrooms is now in full swing. Hybrid learning is a teaching style and learning that incorporates in-person and virtual learning and integrates remote and in-person students in a singular environment. This is done by utilizing learning management systems, video conferencing, and asynchronous (self-paced) learning. This learning offers flexibility, safety, accessibility, and cost-efficiency, without compromising the quality of the learning experience while improving learners learning satisfaction.

With the Professional Regulation Commission (PRC) and the National Educators Academy of the Philippines (NEAP) granting the University of Nueva Caceres the authorization and accreditation to deliver continuing

professional development services, UNC continues to lead in teaching education excellence, outcome-based and professional education in Bicol. Underway is an innovative course design, Data Analytics for Education, which will equip the next generation of teachers and administrators to strategically use data to improve academic institutions' operations and functions.

Gradually propelling UNC toward being an online university is our IT facilities that have improved by leaps and bounds. Now that face-to-face education is placed in extreme limits, online is alright, and virtual is the new normal. To ensure that In UNC, Everybody Makes It, whatever the educational landscape is, UNC shifted online, in stride and in style. We are quick to advance the Online Enrollment System (OES) that is fully capable of managing remote or off-site enrollment. OES comes with dedicated systems assistance across different platforms, coupled with available payment methods and options for the students' convenience. We successfully developed other functional Applications like UNC Web Portal and Student Inventory, Automated Resource Center, Ordering Machine and the U-SHOP, RF-ID security features, Online Verification Machine and online payment services, Library Management Systems, services and online resources, and website content and navigation. On top of these, we employed an internationally recognized Learning Management System (LMS) that students can navigate and explore with ease.

As a nurturing university, UNC blazes the trail in partnering with parents through the University Parent Engagement Center (UPEC), an initiative dedicated to engaging the parents and guardians in our students' successful academic journey and meaningful milestones. We recognize the parents as our partners in nurturing future-ready and work-ready students. Surrounding the students with a circle of a constructive community will bring out the best in our students.

Setting Up Students for Employment

Among the most powerful aspirations of the University of Nueva Caceres is to produce future-ready graduates. We are committed to cultivating these UNCEan graduate attributes: (1) excellent communicator, (2) creative leader, (3) ethical citizen, and (4) lifelong learner. UNCEans (ExCEL)! Today's competitive market dictates that building a professional portfolio and showcasing multi-qualification career credentials are supremely relevant. The core academic programs are being re-engineered through the UNC Multi-qualification Program (MQUAP) to integrate certifications of skills needed by the industries and employers.

Today's labor market presents the pressing and perpetuating problems of unemployment, underemployment, skills mismatch, and deficiency across industries - against the backdrop of poverty. UNC responds by enhancing our core curriculum to develop a highly competent workforce and address the changing demands of the industries. Contextualized outcomes and relevant academic programs provide UNC students and graduates with theoretical knowledge, practical skills, and experiences certified and recognized by industries. These certifications further enhance UNCEans' competitive advantage and edge to get ahead toward being employers' top choice. In the reality that the skills required by the employers are not fully developed and polished within the school, MQUAP positively influences the employability outcomes of our graduates.

UNC, Built To Last

UNC is inspired by the visions and foresight of our visionaries: Dr. Jaime Hernandez, the UNC Founder, Mr. Jaime Augusto Zobel De Ayala, Chairman / CEO of Ayala Corporation, and Dr. Reynaldo Vea, President of iPeople Inc., with the guidance of our former President, now Chairperson of UNC Board of Trustees Mr. Fred Ayala. Our sister schools – the APEC Schools, Malayan Colleges Laguna, Malayan Colleges Mindanao, Malayan High School of Science, Mapúa University, and National Teachers College join the University of Nueva Caceres in celebrating its 74th Founding Anniversary this February. Hand-in-hand, we welcome UNC's Diamond Jubilee in 2023, with pride in what it was, what it is, and what it can be.

Challenging as the circumstances are, there is no better time to give the students a delightful student experience than now. Precarious as the situations are, there is no better time to nurture the students to be future-ready than today. Approaching UNC's Diamond Jubilee, we are even more raring and ready to demonstrate our Core Values: champion excellence, nurture dreams, do the right things right, be dynamic and creative, respect each other and work as a team. We are earnest and eager to reflect our Motto – Not of School, But of Life. We are excited and enthusiastic to deliver our brand promise – In UNC, Everybody Makes It. We are persistent and precise to prove that – In UNC, We Are Future-Ready. We are poised and primed to be the top university of choice for Bicolanos everywhere. Heralding our Diamond Jubilee, President Fay says this with fire, fluency, and finesse: UNC is built to last.

Dean's List: A Law School Leader in the Philippines Picks Berkeley for Her Own LL.M. Degree By Andrew Cohen

As president of the University of Northeastern Philippines and its law school dean, Remelisa Moraleda had bountiful options to advance her own legal education.

"I chose Berkeley Law for my LL.M. degree because it's the only top-ranked law school that offered a program convenient for foreign practicing lawyers," she says. "I had scoured the top 10 law schools every year since 2012 for a similar program, but couldn't find one that worked for my situation being a mother to very young kids. I also find the curricular offerings to be more diverse and relevant in these times."

Now finishing Berkeley Law's executive track LL.M., Moraleda spent last summer on campus sandwiched between the spring and current fall semester studying remotely. Designed to be compatible with a busy work schedule or personal commitments, the online semesters each take about 15 hours of work each week or less while the summer semester is full-time onsite.

Moraleda (middle, black coat/black pants) at a summer meet and greet event organized by Berkeley Law's Advanced Degree Programs Office.

"Aside from the discussions with professors who truly are experts in their fields, I found the opportunities for cultural and social exchange between students from all parts of the globe to be a great bonus," Moraleda says. "And Berkeley is the best place to be because there's so much to see just in and around campus — Tilden Park, food from all over the world, warm and welcoming locals. Berkeley people are courteous and respectful and I really appreciate them."

Moraleda comes from a family of lawyers and educators. She worked in law firms for three years before entering academia, and still practices in a reduced capacity while juggling her ample university responsibilities. Currently, she manages a small office that handles general practice and legal counseling.

Appointed the University of Northeastern Philippines' law school dean in 2010, Moraleda takes "delight in seeing law students understand a difficult concept of law and apply it in real-world scenarios."

She had long dreamed of studying for her law master's degree in the United States, but the Philippines' Legal Education Board pushed her into action when it recently required lawyers to have an LL.M. degree before becoming a law professor or a law dean.

"There's an exception for those who were law professors for at least 10 years before the requirement took effect, and I actually fall into the exception. However, I believe in having an advanced degree if one wants a career in the academy, and I felt that I owe it to my students to have this degree to be an effective professor and law dean," Moraleda says. "It's that desire to learn more, to be able to teach more, that finally prompted me to pursue an LL.M. degree."

Longtime leader

President of her university for 17 years, Moraleda has had five-year terms renewed three times. Established in 1948 by her grandparents, the school offers preschool, elementary, junior high, high school, undergraduate, and graduate school advanced degrees.

Starting in 2016, Moraleda navigated a challenging transition from the Philippines' K-10 system to its current K-12 model. But COVID-19 presented an even tougher hurdle.

Moraleda became the president of her university in 2004 and its law school dean in 2010.

"We were able to continue with our services despite the limitations we faced," she says. "Unlike in the United States, the Philippines is still struggling with connectivity — more so in our region where only the urban areas are digitally connected — and even so the connection is still unreliable."

Her school provided printed modules that students picked up, and held weekly online follow-up sessions with them in low bandwidth modalities on social media sites like Facebook, which is available via free data in the Philippines.

"Despite all these challenges, we were able to maintain and progress in our accreditation status with quality assurance agencies," Moraleda says.

Because the Philippines is a civil law country with only one judicial hierarchy, Moraleda finds legal practice there more simple than in the U.S., which is built from a common law foundation and features multiple jurisdictions.

As for legal education, her summer in Berkeley presented more opportunities for classroom discussion and debate, which she says makes learning more engaging and enriching. While students in the U.S. simply need to "apply critical thinking and analytical skills," Moraleda says that's not the case in the Philippines, where they must conduct their own time-consuming research on legal concepts.

"This is understandable since most of the legal concepts and procedures are conceived in the U.S., which has a longer legal history than the Philippines," she says. "Berkeley Law's instructors make sure that the materials we're asked to read are already pared down to the essentials. Casebooks are well-written and assigned articles are relevant and on point."

Combined with the personal friendships, professional connections, and meaningful memories she made in Berkeley Law's LL.M. program, Moraleda says, "It was the most enriching and enjoyable summer I've experienced in a long time."

www.law.berkeley.edu

UA&P paper wins first prize at PACUCOA's 32nd General Assembly



The Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) awarded the paper submitted by UA&P first prize during PACUCOA's 32nd General Assembly held virtually last December 6-7. Entitled "Extension Programs in IT Education: Lessons and Best Practices amidst the COVID-19 Pandemic by the University of Asia and the Pacific," (<https://drive.google.com/file/d/1yhE6igDP1WGz1MQHQ6oENNHCRIIt9oUF/view>) the paper was chosen in the search for Best Practices in Community Outreach Program

The paper was written by a team from the Department of Information Science and Technology (DIST) of the School of Sciences and Engineering (SSE) composed of Cyrus Paolo

Buenafe, Rommel Deocaris, Giuseppe Ng, Anthony Saul and Shirley Tolentino. Mr. Buenafe, chair of the department, shared a video presentation (<https://drive.google.com/file/d/1Y1AB11V4rtMULAGfQVomBx6H35MhRNdt/view>) on the highlights of the prize-winning paper just before the awarding ceremony. The award was presented online to University President Dr. Winston Conrad B. Padojinog.

Over the past years, the University has consistently been in the winning list of PACUCOA's search for Best Research Paper, but this is the first time that UA&P made it to the search for Best Practices in Community Outreach Program.

Project UNESCO Creative Cities: CRCFI launches research on Stakeholder Cooperation



Underscoring social organization including firm centrality in effecting key changes in Philippine society, Center for Research and Communications Foundation, Inc. (CRCFI), the research arm of UA&P, recently launched its latest research on stakeholder cooperation. Shifting value from "shareholder" to "stakeholder"—that is, greater attention expended to "social stakeholders" has been advanced especially by business ethics literature. CRCFI research pushes this idea further by examining the firm's stakeholder network of inter-organizational cooperation in the context of the UNESCO Creative Cities.

Here in the Philippines, Baguio City is UNESCO Creative City of Crafts and Folk Art, and Cebu City is UNESCO Creative City of Design. Asked to comment on the research focus, Dr. Elizabeth Urgel, research manager, explains: “We are a research team of six representing disciplinary perspectives from political science, political economy, arts, history and anthropology. We first explore furniture and weaving in Cebu and Baguio, respectively, to describe and thus begin to understand creative industry organization in so far as cooperative relations for urban development are concerned, and our interest is education and skills training. We also want to discover the stakeholder(s) whose cooperation figures significantly in sustaining an artist’s interest and an enterprise’s staying power in the furniture industry.”



Indeed, cooperative relations much more in education and training occupy central importance especially in creative industry organization. Dr. Philip Paje, research team member, comments: “Human capital takes center stage in developing creative industries. What is the system of stakeholder cooperation? And when this development unfolds in a city, what happens? Surely, local government role becomes premium. Our research offers to broaden perspective as the empirical situation calls for it—meaning, we are examining industry organization in its social context and even our society’s larger issues like poverty and inequality, environmental degradation, globalization, jobs and the pandemic, among others, loom in the background. We have to input these as factors, too.”

And to this, Dr. Laya Boquiren-Gonzales, another research team member, adds: “I examine the arts and culture angle. Our research examines the point where our culture and economy meet. What are the tensions and hopefully, some resolutions?”

Dr. Carmita Icasiano, the anthropologist in the team, shows more concern on the humanistic dimension of the creative enterprise, that is, whether the enterprise is more than just a business or profit-seeking entity as it empowers the workers. Moreover, she believes that the groundwork for cooperation within the industry “needs to start on the level of defining concepts” in order “to encourage participation from serious and competent practitioners.”

CRCFI advances interdisciplinary research to unpack this puzzle of stakeholder cooperation in creative industries at the UNESCO Creative Cities. And recognition for this research is growing as more business firms, government institutions and civil society organizations and associations participate including: Castilex, Obra Cebuana, Mehitabel, Stonesets International, Cebu Fil Veneer, Cebu Furniture Industry Foundation, Cebu Design Week, DTI, DOST, Cooperative Development Authority, Topskill Handicrafts, Narda’s Handwoven Crafts, Aveline’s Cordilleran Handloom, HABI and Creative Baguio City Council, among others.



For funding and other inquiries, email Dr. May Zuleika Salao at may.salao@uap.asia or Dr. Elizabeth T. Urgel at elizabeth.urgel@uap.asia.

The Center for Research and Communication Foundation Inc. (CRCFI) is a research and consultancy group that partners with the University of Asia and the Pacific (UA&P), drawing upon UA&P’s considerable human and knowledge resources to meet the research needs of businesses and development agencies across the globe. Find out more about the CRCFI Research Fund (<https://crc.uap.asia/2018/08/15/the-crcfi-research-fund-fostering-the-culture-of-research-in-uap/>)

<https://uap.asia/>



LICEO NEWS

LICEO U'S FOUNDATION AWARDED BY DSWD AND DOLE



LICEO U'S Foundation awaded by DSWD, DOLE

By: Liceo Communications and Promotions

Liceo U's Safer River, Life Saver Foundation Incorporated (SRLSFI) was awarded a Certificate of Appreciation and a Plaque of Recognition from the Department of Social Welfare and Development (DSWD) Region 10 and the Department of Labor and Employment (DOLE) Region 10, respectively, for its active role as partner agency in the implementation of their programs.

Ms. Jingle Ugay, program coordinator, received the award from the DSWD on December 20, 2021, at Chali Beach Resort, Gusa Cagayan de Oro City. For years, the SRLSFI has been involved with the civil society organizations in the region in a partnership themed Gabay, Bantay, Kaagapay, at Tulay to support the effective implementation of the Department's program Pantawid Pamilya.

Accepting the DOLE's award at Pearlmont Hotel in Cagayan de Oro City on December 6, 2021, was the foundation's executive director Dr. Rosalina S. Huerbana. The award was in recognition of the foundation's notable contribution to the implementation of the Department's Integrated Livelihood Program in the barangays. The foundation has helped the program beneficiaries to establish their own business such as a consumer retail store in Barangay Macabalan and Barangay Carmen, bigasan in Barangay 10, and catering service in Barangay Macabalan, among others.

Established in 1997, the foundation carries the University's social responsibility by forging partnership with government agencies, private organizations, and NGOs to advance social, economic, and environmental development of communities to improve quality of life.

www.liceo.edu.ph



Southville Wins Global Performance Excellence Award as only Philippine-based Institution Honored



Southville International School and Colleges (SISC) celebrates another global milestone as the only institution from the Philippines to receive the **Quest for Excellence** Award from the 2021 Global Performance and Excellence Award (GPEA). SISC was especially commended for two of its best practices namely the **Virtual Online Learning and Teaching (VOLT)** Program for e-learning, and the Southville Innovation and Risk Management Framework.



In its congratulatory letter, GPEA wrote, ***"We are pleased to announce that Southville International School and Colleges is one of thirteen role model organizations from six countries that are being recognized for achieving significant milestones on their business excellence journey. They have demonstrated commendable world class performance required of the three categories of the Global Performance Excellence Awards for managing organizational success."***

SISC went through the various phases of the award namely (1) Key Performance Indicator review of results for latest 3 years reported (2018, 2019, and 2020) covering Products or Processes, Technology/4th Industrial Revolution, customers/market/service, workforce, governance, financial results; (2) Market and Competitive Position; (3,4) Awards Accorded in the Last 3 Years; and (5) Two Best Practices. To achieve the performance excellence award, SISC consistently increased its students' General Weighted Average even during the pandemic through its VOLT Program, and provided a framework to balance risk and performance while embracing changes and discovering opportunities with its Innovation and Risk Management Model. Excellence was clearly demonstrated in the institution's continuous operations, quality academic and administrative services, and heightened performance amidst the COVID-19 pandemic.

Southville VOLT Receives Platinum Recognition from Asia Pacific Quality Organization for International Best Practice



Following the Quest for Excellence given by the Global Performance Excellence Program (GPEA), Southville's Virtual Online Learning and Teaching (VOLT) program has been awarded platinum by the APQO International Best Practice (AIBP) during its conference in Australia in 2021. The New Zealand-based international award-giving body recognized VOLT as an international best practice in using innovative new technology to support teaching and learning in the new normal having met the Platinum Award requirements for outstanding relevance, high-performance standards, and positive business impact during the pandemic.

As Southville's official mode of instruction amid the pandemic, VOLT employs both synchronous and asynchronous learning strategies which were recognized by the international panel of assessors for distance learning excellence. The school seamlessly shifted at the start of the enhanced community quarantine to online learning through VOLT that combines faculty expertise with cutting-edge educational technologies.

Southville parents, students, and partners likewise commended the VOLT program for being teacher-led, activity-based, and age/developmentally anchored that goes beyond simple sharing of information based on stakeholders' surveys. With its strong foundation in digital learning, SISC stays ahead of the curve in providing continuous high-quality education in the preschool, grade school, high school, college and graduate levels in a pandemic.

www.southville.edu.ph



Eumir Marcial, Nesthy Petecio, UBaguio President Engr. Javier Herminio D. Bautista, Carlo Paalam, Irish Magno



UB Director Christian Anthony Bautista, UB VP-Finance Johann Ben Bautista, Nesthy Petecio, Carlo Paalam, Irish Magno, Eumir Marcial, UB Director Louie John Bautista, UB VP-Administration Atty. Rommel Ayson

Boxing Olympians Come Home to the University of Baguio

It is the University of Baguio's turn to roll out the red carpet.

The four boxers who represented the Philippines in the recently concluded Tokyo Olympic Games came home to the UNIVERSITY OF BAGUIO, their alma mater. Nesthy Petecio, women's featherweight, Silver medalist was a student at the School of International Hospitality and Tourism Management (SIHTM). Carlo Paalam, men's flyweight, Silver medalist was from the UB Senior High School program. Eumir Marcial, men's middleweight, Bronze medalist was also with SIHTM while Irish Magno, women's flyweight, who reached the Round of 16, was studying Criminology at the School of Criminal Justice and Public Safety. They were welcomed by the University of Baguio administration, faculty members, staff, alumni representatives, and Baguio City local executives and media personnel on November 22, 2021, at the UB Centennial Hall. The boxers had contributed three out of the country's four medals—the country's most wins in a single staging of the Olympic Games since its inception. The University of Baguio had been their training ground for the Olympics and some other competitions in years past.

Engr. Javier Herminio D. Bautista, President of the University of Baguio, led the homecoming tribute and also gave welcoming remarks. President Bautista also awarded full scholarship opportunities to each of the four Olympians to pursue any degree they wish to take. This includes post-graduate studies that they may aspire for in the future. The University also awarded scholarships to two other beneficiaries they may each wish to nominate.

Baguio City Mayor Benjamin Magalong graced the event and shared an inspirational message. "Despite the odds, *hindi sila nawalan ng pag-asa* (they did not lose hope)," Mayor Magalong said of the Olympians whom he had met and observed. "That is something that we want our youth to develop: that grit—*tapang*."

In conjunction with this homecoming, a tribute was held for Coach Allan Elegado, one of the instrumental figures in the training of UB athletes including the four Olympians during their tenure at the University. He succumbed to liver cancer last November 1st.

The Olympians have a lot more in store for them after the 2020 Tokyo Summer Olympics. Nesthy Petecio shared that they are currently preparing for the SEA Games in Vietnam, the 2022 Asian Games in China, as well as other invitational competitions.

Eumir Marcial shared that their Olympic successes opened many doors for them, including sponsorships and rewards from corporations as gratitude for the honor they brought to the country.

"*Ang gusto naming gawin ngayon ay magbigay ng magandang impluwensiya sa ibang tao, lalo na po sa kabataan, para balang araw, sila din po ang magbigay ng karangalan sa bansa natin*," Marcial said. (What we want to do now is to be a good influence to other people, especially to the youth, who in the future may also bestow honor to our country.)

<https://ubaguio.edu>



FEATIU Grad Tops Aeronautical Engineering Board Exam Amid Pandemic



Jharie Mae T. Soriano topped the November 2021 Aeronautical Engineering Licensure Examination given by the Professional Regulation Commission (PRC) Board of Aeronautical Engineering. With a rating of 86.85 percent, the 2020 BS Aeronautical Engineering graduate of FEATI University clinched the first spot along with Don Mc Lyn A. Camus of University of Perpetual Help System Dalta - Las Pinas. Only 108 out of 241 examinees (44.81%) successfully hurdled the board exam.

The Covid-19 pandemic may have disrupted everyone's lives but this did not deter Jharie Mae from achieving her goals in life. The strict lockdown regulations restricting mobility affected board exam schedules in 2020. The postponement of board exams was a test for anyone's motivation but Jharie Mae resolved not to be daunted by the situation. She took advantage of the extended opportunity to focus on self-directed learning as well as enrolling in an online review center.

Her diligence, grit, and determination eventually paid off. Her exemplary performance and singular achievement at the time of the pandemic are definitely one for the books.

This 22-year-old young achiever was a consistent academic scholar and a recipient of The FEATInean Association of Toronto (TFAT) scholarship grant during her senior year. She was also an active member and officer in various student organizations while in college. She completed the mandatory internship at Cebu Pacific Air in their Line Maintenance Engineering and Deferred Defects Engineering Department for five (5) months.

As a student, Jharie Mae claims to have a passion for solving complex problems and will not give up until she finds the solution. She encourages future board-takers not to be caught

up decoding the mantra for success and just "stick to the basics", a key takeaway that FEATI University has equipped her with. Sticking to the basic principles of preparation and having a certain level of mastery of any discipline's fundamental principles are crucial success factors. Enrolling in a review center also helps a great deal; think of it as investing in oneself. She also added these pointers: "Learning is a skill. The ability to learn can be improved over time with the right techniques. So, if you are having a hard time learning a particular lesson, there are various techniques that you may try. In the board exam, it is a common impression that only the brightest can compete to become topnotchers. This wrong notion prevented a lot of takers from trying because of the thought that they do not have a chance, being average students, or they are not at the top of their class. They give up even before the board exam. Board exams are like battles to be fought so you have to gear up and prepare hard. The more you prepare, the higher your chances of passing or better yet, topping the board exam. Develop a healthy study habit and daily routine early on. Reviewing will feel more natural to you as it will become an automatic response."

Jharie Mae joins the roster of board topnotchers giving pride and honor to FEATI University in the last 75 years. For the past decades, FEATI has continually produced topnotchers and placers in the Aeronautical Engineering Board Examination. In 2013, the University was recognized as the Top Performing School in Aeronautical Engineering for its exemplary passing performance by PRC.

FEATIU is not wanting for notable alumni who have excelled in their respective careers as many made their marks in the industry, both in the public and private sectors. Undoubtedly, Jharie Mae will continue to be a trailblazer like those before her. She is intent on taking up a Master's degree while searching for a challenging career in a progressive company that enables her to capitalize on her technical skills in the field of aviation.

After much delay, Jharie is now a full-fledged aeronautical engineer and more than ready to soar to greater heights.

The FEATI Community extends its felicitations to Jharie Mae and all FEATINIANS who passed the board exams conducted in 2021 including Geodetic Engineering, Electrical Engineering, Customs Administration, among others. The tradition of excellence lives on even in the wake of the COVID-19 pandemic.

www.featiu.edu.ph



Perpetual Alumni Clinch Top 1 and Top 2 in 2021 Aeronautical Engineering Board Exam

By Dr. Arnaldo De Guzman



Engr. Don Mc Lyn Camus

Two new aspiring Aeronautical Engineers, who graduated Bachelor of Science in Aeronautical Engineering from the University of Perpetual Help System DALTA-Las Piñas, topped the 2021 Aeronautical Engineering Board Examinations held on November 20, 2021 in Manila, Cebu, Davao, and San Fernando.

New Perpetualite Engineers Don Mc Lyn Camus (86.85% passing rate) along with Jharie Mae T. Soriano of FEATIU and Jeshier Abello Garde (85.95% passing rate) grab the top 1 and top 2 posts respectively out of the 108 passers (241 examinees) as announced by the Professional Regulation Commission (PRC).

When asked about their initial expectations, both said that they were sure to have done their best in preparing for the examination and were ready to take it. Engr. Camus even said that he was rather surprised at how difficult the examination was. *"My mindset was just if I will give my best during the preparation period, I can also give my best during the exam,"* he added.

According to the topnotchers, time management and especially discipline are the most crucial aspects of board exam preparation. Engr. Jeshier recommended working with a mentor who will serve as a guide as one attends the



Engr. Jeshier Garde

review center. He also suggested having extra time for self-review so that one can determine what areas to improve on.

In recognition of the new engineers' good performance, the University of Perpetual Help System DALTA management has awarded them a considerable amount of cash incentives and a plaque of commendation last December 10, 2021. A Thanksgiving Mass was also offered by the College of Engineering for both of them, the faculty members, and the administration.

"I would give credit to all the people who helped me during my preparation. I would also give credit to myself for studying hard, sacrificing most of my time and leisure, not giving up to stress and pressure, and also giving my best," Engr. Cumus added. He also shared this piece of advice to the aspiring board passers: *"Know what your passion really is. This will make your studying and reviewing for the board exam more fun and exciting. Studying to pass the board exam and studying to gain knowledge and wisdom about the topic are very different. Trying to learn things about a certain topic that you really love is just like getting addicted to a certain video game."*

<https://perpetualdelta.edu.ph>



Turning Adversity into Opportunity: The Case of the Criminology Licensure Examinations in the University of Mindanao

The Covid-19 crisis came and brought so much disruption in society as we all know it. The pandemic has been causing grave impediments to the students' and teachers' learning continuity as well as to the schools' operational sustainability. Due to the health and economic difficulties, the students' learning capacity is seriously hampered. Not much can be expected in terms of achieving learners' competencies and students' learning outcomes. In fact, many feared of the graduates' plunging performance in licensure examinations. For the educational sector, the Covid virus is not just a health crisis; it is also an education crisis.

The Criminal Justice Education programs in the University of Mindanao (UM) surprised the country in the recent results of the Criminology Licensure Examinations (CLE). Despite lowered expectations amidst the Covid crisis, UM graduates of the Bachelor of Science in Criminology demonstrated the unexpected and turned the pandemic adversity into an opportunity – the opportunity of seriously reviewing for the CLE while at home, or taking appraisals and mock boards earnestly despite limitations in mobility, even taking the designated CLE schedules despite the risk of Covid infection.

The outcome – UM did not just surpass the recent national passing average; the university even produced, in fact, dominated, the topnotchers' list!

4 of the 10 topnotchers came from the University of Mindanao. The prestigious Top 1 was secured by Brenyl Doning Abilla from the UM Tagum College. Ranked Top 3 and Top 7 respectively were Rodman Villanueva Medequiso and Reymert Galendez Mellomida from the UM Main (Davao) and UM Digos.

In the latest CLE conducted in December 2021 and whose results came out in January, 2022, all the UM (Davao, Tagum, Digos, Bansalan) likewise performed par excellence against the national average of 34.16%. UM Davao registered 77.38% passing average; UM Tagum 62.17%; UM Digos 69.66%; and UM Bansalan 65%. All performed way, way on top of the national passing threshold.

Could this be a pure luck or a systematic endeavor for excellent performance through quality assurance mechanisms put in place?

A cursory look of CLE performance results of UM Davao, UM Tagum, UM Digos and UM Bansalan speak for themselves (Table 1 and Table 2):

Passing Rates	April 2015	October 2015	April 2016	October 2016	June 2017	December 2017	June 2018	December 2018	June 2019	November 2019	December 2021
National	29.51%	32.68%	23.90%	31.35%	24.99%	35.67%	33.37%	34.65%	38.46%	44.11%	34.16%
UM Davao	90.84%	85%	87.38%	71.54%	79.49%	87.38%	89.01%	85.56%	91.49%	99.40%	77.38%
UM Tagum	49.28%	64.38%	70.69%	70.25%	69.92%	85.44%	78.65%	93.90%	91.54%	81.82%	62.17%
UM Digos	60%	58.82%	0	83.33%	52.63%	61.67%	75%	87.27%	91.30%	86.11%	69.66%
UM Bansalan	66.67%	35.48%	33.33%	38.78%	50%	50%	33.33%	57.78%	50%	84.85%	65%

Table 1 shows that over time, since 2015 up to 2021, all the UM units fared excellently in all 11 CLEs as compared to the national passing averages. Interestingly, the Professional Regulation Commission (PRC) skipped three regular CLEs in June 2020, December 2020, and June 2021, adding to the burden of piling up of examinees. Nevertheless, the university has surmounted the burden. Shown in Figure 1 is the upward trending pattern of all UM units against the national rates in the same period.

Figure 1: Comparative Performance Trending, 2015-2021 (11 CLEs); 1st Takers only



Looking at the number of topnotchers produced since 2015, Table 2 shows that UM contributed placers in the qualifying level. For the past 6 years from the period 2015-2021 covering 11 CLEs, UM produced a total of 26 topnotchers, averaging 2 topnotchers per month in an annual cycle. UM Tagum produced the most number in the period. Both UM Davao and UM Main likewise produced topnotchers even before 2015. Interestingly, five Top-1 placers came out in 2015, 2016, 2017, 2018 and 2021.

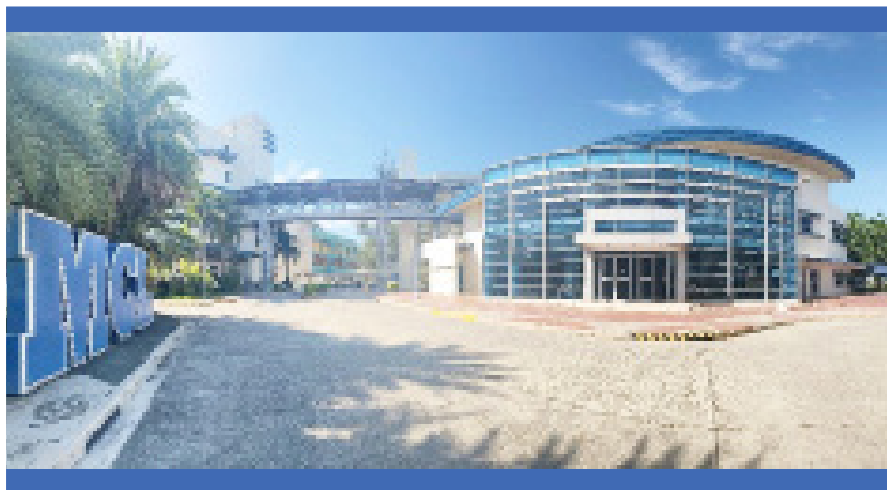
Table 2: Annual Topnotchers, 2015-2021 (11 CLEs); Grand Total: 26 Topnotchers

Passing Rates	April 2015	October 2015	April 2016	October 2016	June 2017	December 2017	June 2018	December 2018	June 2019	November 2019	December 2021	Total
UM Davao	Top 1			Top 8		Top 5		Top 3 Top 7	Top 7		Top 3 Top 7	8
UM Tagum		Top 2 Top 8	Top 1 Top 5 Top 10	Top 7	Top 4	Top 5	Top 2	Top 6	Top 5 Top 6	Top 6	Top 1	14
UM Digos					Top 1		Top 1				Top 7	3
UM Bansalan								Top 4				1
Total	1	2	3	2	2	2	2	4	3	1	4	26

The pandemic certainly burdened the schools. But UM is surprised and credits its quality assurance mechanisms that have been put in place starting in 2000 and continues to endeavor to sustain and implement more quality assurance programs. The accumulation of those efforts has provided UM the necessary cushion to surmount the necessary disruptions brought by the Covid pandemic. This offers a fresh hope to UM as well as to other schools. As Benjamin Franklin would say, out of adversity comes opportunity!



MALAYAN COLLEGES LAGUNA, INC. (A MAPÚA SCHOOL)



Located in Cabuyao, Laguna, Malayan Colleges Laguna (MCL) was established to extend the brand of Mapúa University to the south by offering programs in engineering and architecture, accountancy, business, communication, computer science, information technology, multimedia arts, psychology, and tourism management. It has 21 baccalaureate programs, of which two (2) are also offered as fully online degree programs. It has five colleges and one institute: the Mapúa Institute of Technology at Laguna, the E.T. Yuchengco College of Business, the College of Computer and Information Science, the College of Arts and Science, the Mapúa-PTC College of Maritime Education, and the Institute for Excellence in Continuing Education and Lifelong Learning.

The institution's community started with 860 students in 2007. Today, there are 5,665 students in both college and Senior High School (SHS). In 2016, MCL adapted Mapúa's design for its SHS curricula and embedded Internet of Things ("IoT") which gave MCL a unique advantage in the secondary education sector, ensuring that the students and curricula remain globally competitive.

As part of its pledge to provide quality education to its students, MCL's seven engineering programs, B.S. Chemical Engineering (CHE), B.S. Civil Engineering (CE), B.S. Computer Engineering (CPE), B.S. Electronics Engineering (ECE), B.S. Electrical Engineering (EE), B.S. Industrial Engineering (IE), and B.S. Mechanical Engineering (ME), are all PTC-ACBET accredited. In addition, its B.S. Marine Engineering (MarE) and B.S. Marine Transportation (MT) programs were also awarded re-certification for five (5) years (A.Y. 2019-2020 to 2023-2024) by the Belgian Maritime Inspectorate (BMI) in December 2019 and passed its periodic audit in January 2021.

Driven by a passion for knowledge and with its excellent facilities and IT-integrated curricula, MCL is envisioned as a Center of Excellence for education in Southern Luzon. MCL has successfully produced globally competitive graduates with consistently excellent performance in licensure and certification exams (100% passing rates in EE, ECE, and IE Licensure Exams), and local and national competitions. MCL obtained a 95.65% passing rate in the August 2019 ME Licensure Examination and ranked as the no. 2 Top Performing School with 10 to 49 Examinees. The licensure exam results for ME consistently ranks MCL as the no. 1 Top Performing School among private higher education institutions and no. 4 in the Philippines with its 95.05% weighted passing rate in 2014 to 2018.

MCL was granted Autonomous Status, as per CHED Memorandum Order No. 12, Series of 2019. CHED has extended its validity period until 2023, as per CHED Memorandum Order No. 7 series of 2021. Given this, MCL has offered two new programs, B.S. Business Administration and B.S. Psychology, starting Academic Year 2020-2021. As a result of its quest to continually improve 21st-century education, MCL has been awarded the Blackboard Catalyst Award for Leading Change in 2017 and Blackboard Award for Professional Development in recognition of its Opportunities for Lifelong (#SamaOLL) Project in 2020. In 2021, MCL took home the Blackboard Award for Optimizing Student Experience.

MCL also obtained a three-star overall rating from the Quacquarelli Symonds (QS) Star Rating System from the United Kingdom in 2020. It also received a five-star rating for Employability; a four-star rating for Facilities; and a three-star rating for Social Responsibility and Inclusiveness. Last January 2022, MCL was also declared as the 1st ISO 21001:2018 certified institution by Det Norske Veritas (DNV) in CALABARZON.

In 2021, MCL was awarded the most outstanding school in the Laguna Excellence Awards and in January 2022, MCL was granted membership in the Philippine Association of Colleges and Universities (PACU). Through this, the institution has leveled up its national stature, assuring students and stakeholders of its dedication to its vision.

www.mcl.edu.ph

PACU's Contribution to the Success of AECON 2022

by Levi M. Espinosa, Strategic Partnerships Manager, Rex Education

When the virtual doors to the Annual Educators' Congress (or AECON) 2022 opened on the morning of January 27, all slots had been taken. This included the two thousand slots for the higher education concurrent breakout session. All that was needed, and the most crucial at that, was for the event itself, the collaborating partners, and the speakers to deliver. And deliver they did.

Themed 'Institutionalizing Evidence-Based Practices for a Learner-Centered School', AECON 2022 aimed to encourage introspection and analysis of the things we do as education managers and practitioners and their effects on learning. The design hinged on world-renowned education thinkers sharing their insights and Philippine discipline experts presenting discussions and examples on real specific issues. A lot depended on AECON's partner organizers.

The success of AECON 2022 was by no means small, partly due to the organizers of the concurrent breakout sessions:

- the Early Childhood Care and Development Council for the Early Childhood and Early Grades session;
- the Philippine Social Science Council, the Philippine National Historical Society, the Philippines Communication Society, the Linguistic Society of the Philippines, the Philippine Association of Physics and Science Instructors, and First Eduspec, Inc. for the three sessions for Basic Education; and
- the Philippine Association of Colleges and Universities for the session for Higher Education.

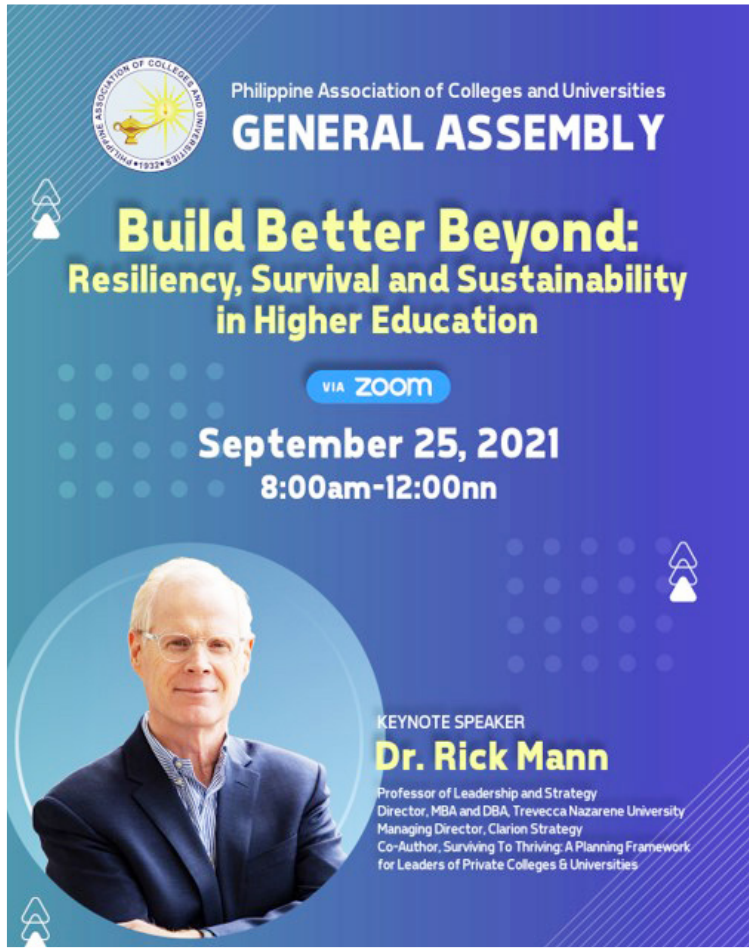
The PACU-organized session with Prof. Vicente Antonio V. Pijano III, Chancellor of the Philippine Women's College of Davao, and Dr. Teresa R. Perez, Vice-President for Academic Affairs of the Centro Escolar University as speakers on the topic 'Evidence-Based Practices on Non-Face-to-Face Teaching and Learning in Higher Education' provided a very natural and seamless continuation to the prior sessions by the international speakers.

Asked what they liked most about the session, participants indicated the following in their evaluation forms:

- *The presenter was really concerned with the welfare of the teachers. He can relate to us.*
- *I liked how the current situations in different universities were exposed and they shared how they adapted to the new normal in education.*
- *What I liked MOST are the examples made by different students; through these examples, we can learn different activities that we can ask our students.*
- *The PWC Davao experience was very helpful because it is a non-Manila-based school like where I am and they did the transition to online learning very well.*
- *How to become a great teacher and stay relevant keeping the students engaged in all teaching and learning activities especially in the hybrid teaching or blended learning modality in this challenging time of the pandemic.*
- *The breakout session with Dr. Pijano and Dr. Perez was very informative of the practices they're doing to make learning engaging in their respective college and university. I do appreciate their expertise.*
- *The sharing of expertise and experiences about their different institutions. Maybe some of the higher education institutions in the Philippines will also use it and serve as the guide to make learning better.*

The 2022 AECON however, was not the only partnership collaboration between PACU and Rex Education, nor was it the first in recent years. REX was also a willing and grateful collaborator to PACU and the Jose Rizal University during the August 2021 *Usapang Industriya* episode on Business, Management, and Accountancy. Likewise, REX supported the February 2022 *Usapang Industriya* episode on Hospitality and Tourism Management co-organized by the University of Perpetual Help System, the Lyceum of the Philippines, and PATTS College of Aeronautics. Definitely, these will not be the last.

REX's *Edukampyon* agenda for higher education aims to contribute to the empowerment and capability-building of fellow education duty-bearers towards the development of the 'Whole Person' and industry-relevant knowledge, attitude, values, and skills among higher education learners. REX is grateful to PACU and its member schools to have been given the opportunity to collaborate on meaningful undertakings. In the same manner that it has found in PACU a willing and capable partner, REX will always endeavor to be a worthwhile partner in undertakings *para sa bata, para sa Mamamayan, para sa bayan*.



Philippine Association of Colleges and Universities
GENERAL ASSEMBLY

**Build Better Beyond:
Resiliency, Survival and Sustainability
in Higher Education**

VIA ZOOM

September 25, 2021
8:00am-12:00nn

Dr. Rick Mann
KEYNOTE SPEAKER
Professor of Leadership and Strategy
Director, MBA and DBA, Trevecca Nazarene University
Managing Director, Clarion Strategy
Co-Author, Surviving To Thriving: A Planning Framework
for Leaders of Private Colleges & Universities

**PACU General Assembly & National
Conference**
**Theme: Build Better Beyond:
Resiliency, Survival and Sustainability
in Higher Education**

September 25, 2021
990+ views via FB Live



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Via Zoom Platform: 600+ participants
(with Php 500 registration fee)



LAMP SUMMIT DOCUMENTATION

*Prepared by: Habi Education Lab
November 2021*

OVERVIEW

The Philippine Association of Colleges and Universities (PACU) conducted its second Leadership and Management Perspectives in Higher Education (LAMP) Summit last November 11, 2021, at 2PM-5PM via Zoom. This documentation report includes the detailed summit proceeding.

The PACU-organized session with Prof. Vicente Antonio V. Pijano III, Chancellor of the Philippine Women's College of Davao, and Dr. Teresa R. Perez, Vice-President for Academic Affairs of the Centro Escolar University as speakers on the topic 'Evidence-Based Practices on Non-Face-to-Face Teaching and Learning in Higher Education' provided a very natural and seamless continuation to the prior sessions by the international speakers.

Executive Summary

On November 11, 2021, the Philippine Association of Colleges and Universities (PACU) conducted its second Leadership and Management Perspectives in Higher Education (LAMP) Summit. The summit is designed as a space for higher education leaders and practitioners to come together to surface challenges, connections, and collaborations among private higher education leaders in the country.

With the theme **"Going HyFlex in Higher Education"**, the second summit was opened by Dr. Ma. Cristina D. Padolina of Centro Escolar University, highlighting that the future is starting to show glimmers of light - the COVID-19 pandemic is becoming manageable, hence, higher education leaders and practitioners are given the opportunity to redesign, iterate and improve their higher education system where learning is "hybrid" or "hyflex."

The summit featured three (3) stories from distinguished leaders in Philippine higher education. These stories include "Schemes for Delivering Instruction in Higher Education" shared by Prof. Vicente Antonio V. Pijano III of Philippine Women's College of Davao; "Preparing the Learning and Working Spaces on Campus" shared by Dr. Reynaldo B. Vea of Mapua University; and "Adjusting to School Reopening, Organizational Transition, Employee Policies and Practices on Work from Home/Work on Campus" shared by Dr. Fay Lea Patrica M. Lauraya of the University of Nueva Caceres.

To encourage discussions and intellectual dialogues, the summit had open forums right after every storytelling session. The open forum was masterfully facilitated by Dr. Edizon Fermin of the National Teachers College.

After all the storytelling and dialogues, Gerson Abesamis, Executive Director of Habi Education Lab, and also the summit's emcee, gave a synthesis through a visual board. This board contains key insights from the storytelling sessions as well as the dialogues.

To close the summit, Dr. Patricia B. Lagunda of Baliuag University, thanked all the summit participants for joining and actively participating in the event, ensuring that the higher education landscape remains informed, connected, and engaged as a community forging multiple futures and possibilities for higher education in the Philippines.

The succeeding sections present the detailed proceedings of the summit.

Opening Remarks

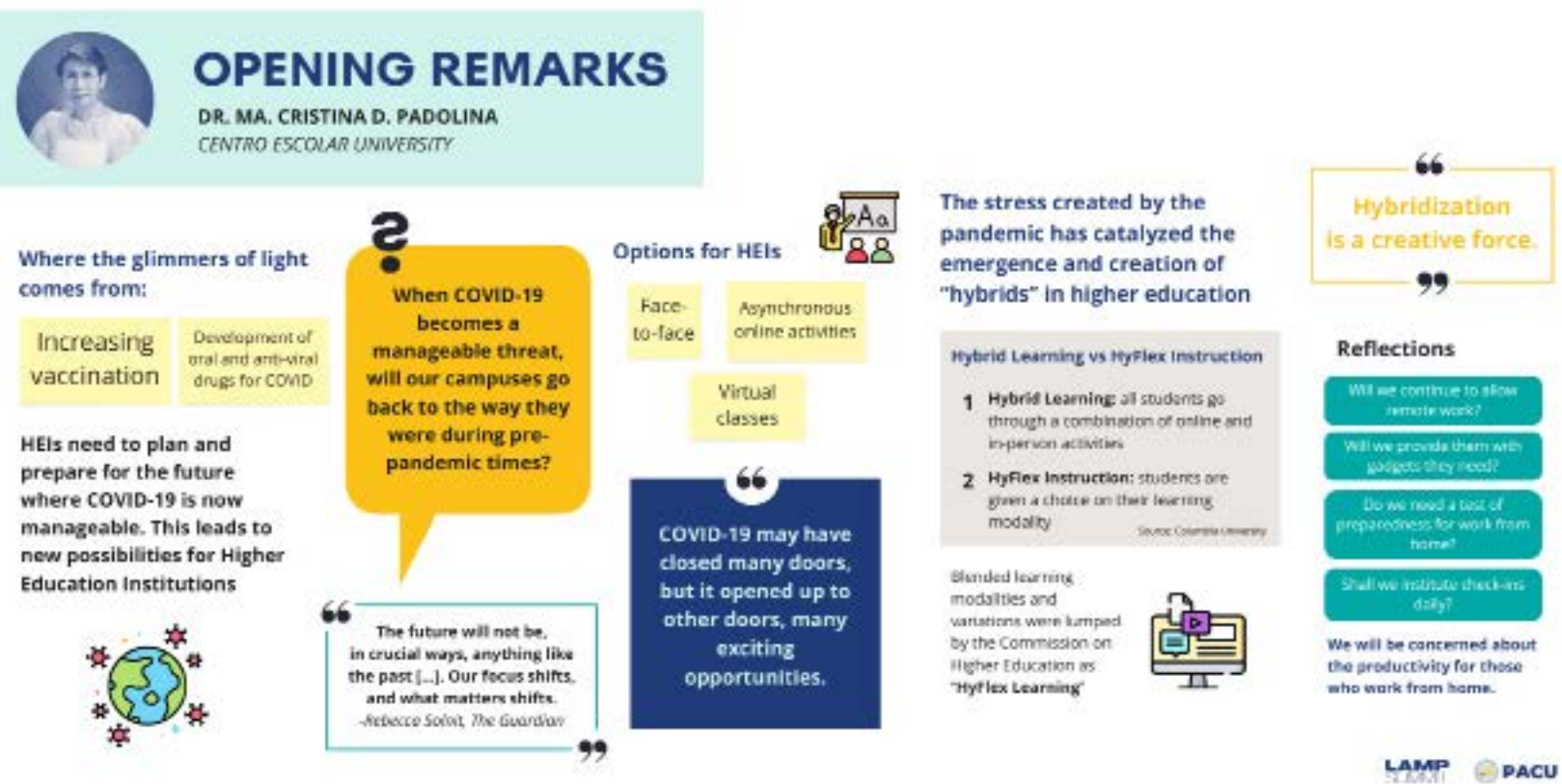
Dr. Ma. Cristina D. Padolina, Centro Escolar University

Overview: The second LAMP Summit opened with an opening remark given by Dr. Ma. Cristina D. Padolina, the current president of Centro Escolar University. Dr. Padolina welcomed the summit participants with a tone of hope, that we are now seeing “glimmers of light” at the end of the tunnel. Dr. Padolina encouraged the participants to listen and engage during the presentations and stories of three distinguished higher education leaders, who in themselves, are “hybrid” leaders, given their extensive experience in higher education as well as in corporate settings.

About the Speaker: Dr. Ma. Cristina D. Padolina is the current university president and chief academic officer of Centro Escolar University - Manila.

A stalwart in Philippine higher education, Dr. Tina served as a Commissioner of the Commission on Higher Education (CHED). Decades ahead of the massive shift to online and distance learning, Dr. Padolina has been working on distance education as early as the '90s. She was on the executive board of the Asian Association of Open Universities from 1998 to 2001 as well as the former chancellor of the University of the Philippines Open University from 1995 to 2001. Among her board memberships are in Centro Escolar University Hospital and the University of the Philippines Los Banos. She is also a member of the Advisory Group of the National Health Promotion Committee.

Dr. Padolina earned her undergraduate degree in Chemical Engineering from the University of the Philippines, an MS degree in Chemistry from the Ateneo de Manila University, and a doctorate in Inorganic Chemistry from the University of Texas at Austin.



Key Points

“The end of the tunnel is not so far away,” Dr. Padolina starts her address with this optimistic idea. Referring to the COVID-19 pandemic, she believes that the possibility of it being endemic is on the horizon.

This belief is backed by data on increasing vaccination, news that oral and antiviral drugs for COVID-19 are in advanced stages of development, and the like. As these developments are making their way around us, educators, specifically, need to plan our journey and forge our way out of the dark. This is not to say that schools have not been doing it yet. In fact, she stresses that although the pandemic took us away from other comfort zones, many rose to the occasion of leveraging on the many exciting possibilities and opportunities this has opened.

Dr. Padolina, through these collaborations and meetings of the mind, surfaces the key question that most probably have on their minds: **When COVID becomes a manageable threat, will our campuses go back to the way they were?**

To answer this, she starts by borrowing the words of Rebecca Solnit: “The future will not be, in crucial ways, anything like the past.” The past year or so has proven the need to be adaptive. As the world changes around us, it is important to constantly reassess where we shift our focus.

The movement towards hybrid education, in this case, was merely catalyzed by COVID. She states that the stress created by the pandemic has catalyzed this emergence and creation of “hybrids” in higher education. In particular, different options have become possible and available to higher education institutions. These are participation through (1) face-to-face, (2) virtual classes, and (3) asynchronous online activities. The combinations of these different options paved the way for Hybrid Learning and HyFlex instruction. Dr. Padolina uses the definitions of Columbia University and the Commission on Higher Education to clarify these terms:

- Hybrid Course: all students go through a combination of online and in-person activities
- HyFlex: students are given a choice on their learning modality

Blended learning modalities and variations were lumped by the Commission on Higher Education as “HyFlex Learning.”

She stressed though that in both cases, educators ensure that all students will achieve the same learning objectives in a hybrid environment, regardless of a difference in the pace of instruction and instructional materials. She also offers the insight that these definitions are guides, and that designing our own hybrid education should ultimately consider the context of our country.

Dr. Padolina shared the case of Centro Escolar University (CEU) where these are just some of the questions they had: Will we provide them with gadgets? Will we develop a test of preparedness? What practices should we institute? Will there be check-ins? Daily? As a group? Through video chat or SMS?

As answers to these fundamental questions were laid, she can confidently say that “our people working remotely have become more creative and have upped their learning curve.” This reflects the statistic that said that 94% of 800 employees said that productivity was the same, or even higher, after the pandemic, even while working from home.

Hybridization, she adds, is a creative force. Hybrid learning can lead to better graduates, more adapted and suited for the new world of work. She also introduces the speakers as hybrids, emerging from different fields, whose vigor arises from their mix of experiences in varied institutions.

Dr. Padolina invites the participants to listen to stories of creating, adapting, and leading, and ends her welcome address relaying the words of theologian and mystic, Thomas Merton:

“You do not need to know what precisely is happening or exactly where it is all going. What you need is to recognize the possibilities and challenges offered by the present moment, and to embrace them with courage, faith, and hope.”

Presentation #1: Schemes for Delivering Instruction in Higher Education

Prof. Vicente Antonio V. Pijano III, Philippine Women's College of Davao

Overview: The first presentation was on “Schemes for Delivering Instruction in Higher Education”, given by Prof. Vicente Antonio V. Pijano III of Philippine Women's College (PWCs) of Davao. Professor Pijano shared three stories: (1) How they conducted HyFlex during the pandemic; (2) How they implemented a virtual internship program; and (3) How they redesigned the field study and practice teaching component for their teacher education programs.

About the storyteller: Prof. Vicente Antonio Vallejo Pijano III is the current Chancellor, Chief Operations Officer, and Chief Academic Officer of the Philippine Women's College of Davao.

Throughout his career, Prof. Pijano has led with innovation in both local and international higher education institutions. He was the founding Executive Director of the Department of Information Technology and Institute of Emerging Technologies of St. Scholastica's College - Manila; the Dean of the College of Computer Studies of Lyceum of the Philippines University; and the former Director of Computing and Information Services of Bank Street College of Education in New York City.

Prof. Vicente Antonio Vallejo Pijano III was educated in the United States with undergraduate degrees in Computer Science and Psychology-Human Relations Major and graduated magna cum laude. He earned his terminal degree in Telecommunications from Pace University in a joint program with IBM, Yale University, and NYU-Courant Institute of Mathematical Sciences.

Visual Summary



What is HyFlex Education?



HyFlex is an instructional approach that combines modular and online learning.

It is designed to champion student agency where students can decide on how they can participate best.

HyFlex demonstrates a commitment to student success

What PWC has learned during year 1 of the pandemic

1 Online Modality had good outcomes

Receiving positive feedback from students and faculty

Academic performance of students were similar to their pre-pandemic during P2P modality.



2 Challenge in online modality

balancing the use of synchronous and asynchronous activities for class contact hours



3 Modular Education was problematic

very slow submission of students' performance tasks

weak quality of student outputs



mixed student feedback on modular education

"We will not go back to the old way of doing education. In fact the world has learned that online education, if handled properly, has the same value as face-to-face education. Therefore we must train our teachers for this set-up."

What PWC did to improve for year 2 of HyFlex Education?

1 Improve Online Model

Changed term schedule 6 weeks → 9 weeks

New model to designate the minimum synchronous and asynchronous meetings

1st class lecture + discussion	2nd class async activity + performance task	3rd class evaluation + feedback + discussion
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2 Improve Modular Model

Synchronous activities were mandated

Consultations and discussions were made available

Strengthened monitoring of student progress and created interventions as needed

Processing of weekly output submission to mitigate cramming

HyFlex Model in Student Internships:

VIP Virtual Internship Program

Clarity in parameters of engagement	Use of portfolios as assessment	Close coordination with industry partner
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Q&A

Q: Which types of learners thrived and struggled in modular learning?

A: Thrived: Adult learners who are mostly working students. They take it seriously.

Struggled: Younger students who are less serious. Those who don't do performance task.

Q: Why was the modular approach not effective?

A: Young students tend to cram

They are not yet fully equipped with time and effort

Solution: development of appropriate assessments for modular learning

Q: How did you maintain integrity of online assessments against online cheating?

A: Camera is on to monitor movements

Monitoring the screens of students' laptops

Revisit the type of exams and questions

Students record themselves performing the task

Shift from traditional to practical exams

Q: How did you choose what courses to make modular?

A: "Hindi namin pinili"

All have to be converted to modular

All courses had an online mode and modular mode

Key Points

What is Hyflex?

Professor Pijano started his storytelling and presentation with a definition of HyFlex. He emphasized that (1) HyFlex is an instructional approach that combines modular and online learning and that (2) each class session and learning activity is offered synchronously online and asynchronously online. The modality is designed so students can decide how to participate.

According to Professor Pijano, "the flexibility of the Hyflex model demonstrates a commitment to student success and that the flexibility can also enable us to maintain educational and research/performance activities during this pandemic disruption."

Hyflex in the PWC Context

He then proceeded to contextualize Hyflex in PWC's experience. In PWC, HyFlex started with revamping and reformulation of syllabus using a system called the "Global Set-up Plan" and revising our Flexible Learning Plans. They had the entire faculty review their class content and re-calibrated to implement using the Most Essential Learning Methodology. In particular, the most essential learning methodology took six (6) months to develop.

As for assessments, learning activities were divided into performance tasks and normative tasks. An evaluation system was used to evaluate student learning and outcomes.

First Year of the Pandemic (Academic Year 2020)

Professor Pijano then shared their key insights and learning from implementing HyFlex for AY 2020-2021.

In a nutshell:

What PWC did:

1. Fully online using synchronous and asynchronous model with MS Teams; and
2. Modular Education using Coursepacks and examinations

What PWC learned:

- Online modality had good outcomes receiving positive feedback from students and teachers
- Balancing synchronous and asynchronous activities was a challenge in terms of contact hours
- Modular Education was problematic

Professor Pijano narrated that PWC students and teachers gave generally good and positive feedback on the online modality or delivery of lessons. It was also noted that the academic performance of students was similar to their face-to-face performance.

However, for the teachers, it was a challenge to balance the use of synchronous and asynchronous learning activities. They “were worried that there wasn’t enough contact hours” (Pijano, 2021) for their students.

As per Modular Education, Professor Pijano described it as “problematic.” The pressing challenges in modular education experienced by PWC are as follows:

- Submission of performance tasks was very slow. PWC noticed that students tend to submit performance tasks very near the deadline. This behavior led to the late submission of grades by the faculty as well.
- Quality of student outputs was mixed on the weak side. PWC noted that performance tasks are designed to measure a student’s mastery of a competency. Cramming of performance tasks may yield low-quality outputs.
- Students had mixed feedback on modular education.

What PWC did to improve their implementation of HyFlex Model for Ay 2021-2022

To address the challenge of contact hours, PWC changed the term schedule from six (6) weeks to (9) weeks. Classes per week were shortened to two (2) hours per day and with three meetings a week.

A new model was recommended to designate the minimum synchronous and asynchronous meetings:

- The 1st class meeting is designated for lecture and discussion;
- The 2nd class meeting per week was designed as an asynchronous activity to do performance tasks; and
- The 3rd class meeting is for evaluation, feedback, and discussion.

For the challenges experienced on the Modular Education, PWC placed stringent requirements for those engaging and choosing Modular Education such as this option is only available for students who have problems with internet connectivity.

The design for Modular Education was also adjusted. Synchronous activities and sessions were mandated for Modular Learning especially for the initial or first class meeting for the subject. The second synchronous session is designated for consultation with the faculty and learners. Consultations were identified as opportunities to support student learning, giving students the space to discuss difficult concepts and topics with their teachers.

For the challenge of slow submission of outputs and performance tasks, PWC built in a process of submitting updates on a weekly basis. This is done to mitigate the cramming of the submission of requirements.

PWC also strengthened the monitoring of student progress and created interventions as needed.

HyFlex Model in Student Internships

For the second part of his sharing, Professor Pijano discussed how they addressed the challenge of doing internships during the pandemic. Similar to their teaching and instruction, PWC shifted their internship to an online modality.

PWC started with industry partners who were willing to work with them on developing an online internship program.

The industry partner: WFTO Asia (based in Thailand) is a regional network of organizations that represent the Fair Trade supply chain

from producer to exporters, wholesalers, and shops. WTO Asia enables dedicated producers, cooperatives, and organizations in 20 Asian countries to seek greater equity in international trade.

The program: VIP Knowledge Enrichment Exchange Program (VIP-KEEP) gives aspiring volunteers and interns the chance to work with Fair Trade enterprises in Asia. WTO-Asia values these collaborations enormously and makes sure that they provide creative ways to help companies meet their corporate social responsibility goals with mutual benefits for the promotion of Fair Trade.

So far, PWC's virtual internship program (VIP) is doing well. For Business Education interns who are currently doing their internship with WTO-Asia, they have been working in different capacities under the role "Business Communication Intern." Since 2020, at the start of the pandemic, twenty-four (24) Tourism and ten (10) Fashion and Design Students joined the Volunteer and Internship Program (VIP). For AY 2021-2022, 1st Sem, 1 Fashion and Design student and seventeen (17) Business Education (BE) students participated in the WTO Internship Program.

HyFlex Model for Field Study and Practice Teaching in Education Programs

For the third part of his sharing, Professor Pijano narrated how PWC was able to conduct the field study and practice teaching component for students taking education degrees. PWC found a way to do their field study and practice teaching completely online.

Here are some of the key experiences and decisions made by PWC regarding this:

- Preparation for Field Study and Practice Teaching: Each pre-internship student is required to prepare an electronic portfolio and hard-bound copy using the learning task assigned to the course. A rubric for authentic assessment of the portfolios will be used in assessing the student's output. The student must attach pieces of evidence as required in the learning task.
- Class observation: Internship students did their class observations online and required them to upload attendance using MS Teams. Observing classes assigned to them with attendance uploaded from MS teams. Students were tasked to view selected teaching demonstration videos from Youtube and other online sources. Students were also asked to attend online pre-observation and post-observation conferences with the course instructor and cooperating teacher
- Class Routines: For the field study and practice teaching routines, internship students did the following routines: (1) attending orientation sessions, (2) making of weekly reflection of observed classes, (3) submitting/documenting webinar attended with reflection, (4) assisting the cooperating teacher in preparing class activities, and (5) helping the cooperating teacher in using the learning modality used by the cooperating school
- Preparation of Instructional Materials: Students were also given the opportunity to assist the cooperating teachers in the preparation of instructional materials needed for the lessons provided by the cooperating school as well as developing online instructional materials for use during teaching demonstrations assisted by the cooperating teacher.
- Assessment Practices: Internship students were also immersed in assessment practices as they assisted the cooperating teacher in checking the assessment materials provided by the learning modality used by the cooperating schools.
- Demonstration Teaching: To gain firsthand knowledge and experience of teaching, students continued the required demonstration teaching component. They prepared learning plans in connection with the learning plan provided by the cooperating school and use appropriate instructional materials for the learning modality used by the cooperating school as well as conducting the online teaching demonstration six (6) times - two (2) during prelims, two (2) during midterms, and another two (2) for finals after receiving training/coaching from the cooperating teacher.
- School Forms: Students were also exposed to assisting the cooperating teacher in accomplishing school forms
- Networking and Linkages: Also part of the PPST domains, students were given the opportunity to assist learners with special needs in lessons/subjects as part of service in the cooperating school; as well as participating in educational webinars provided by the school or online with the course instructor

To document the entire learning experience of their internship, students prepared an electronic portfolio of their various teaching-learning experiences and processes.

Learnings from Hyflex

To synthesize his sharing, Professor Pijano emphasized that higher education institutions need to: (1) Constantly evaluate everything we; (2) adapt to changes quickly and (3) Get constant feedback from learners and teachers while staying anchored on the institution's unwavering commitment to student outcomes and success.

Professor Pijano showed how Hyflex institutions and leaders thrive through iteration - trying out different forms and versions of HyFlex education and improving it through feedback.

Question and Answer Portion

On Survey Fatigue

Question: How do you manage the phenomenon of survey fatigue?

Response: PWC tries creating simple yet purposeful surveys. For students, we ask how they are feeling in their classes using only 3 to 4 questions. We do this twice or thrice a month. This serves as formative feedback for the faculty on how their classes are going. At the end of term, we have a more definitive evaluation through the student evaluation of teachers.

On Professional Development

Question: What one fun skill did you learn in this transition?

Response: Using the group chats. I needed to find out how our people were feeling in our institution. Being part of many group chats with different units helped in getting a quick pulse of the institution. It also allowed me to keep in touch with our stakeholders.

On Student Feedback on Modular Learning

Question: What types of learners thrived and what type of learners struggled with modular learning?

Response: Adult learners did well with modular learning. Our evening programs are for students who are working. These learners were taking their online modular education seriously. Those who were struggling were the students who weren't able to do much of their performance tasks. Trying to find out how to support these struggling learners, I observed that we did not have enough feedback mechanisms for our students doing modular learning. We noticed that the actual contact hours were less than three hours a week. This was a challenge for our Finance Team but also, our main concern was - are the students learning? And our survey and monitoring showed us that our students were not learning much with modular learning. We had to redesign it during our second year of implementation.

On Challenges to Modular Learning

Question: What was not as effective in the modular learning set-up?

Response: Modular Learning is highly output driven and outputs require certain time and effort. We've noticed that student behavior leaned towards cramming the outputs near the deadline. We noted that students would need to receive early feedback on their outputs to make sure that the quality of their outputs meets the target competencies and assessment criteria. After the first year of modular learning, we were back on the drawing board trying to find a system that would support our students better.

On academic integrity

Question: How did you deal with "Google" and "Wikipedia" students? Students who turn to clicking search engines rather than reading their prescribed resources?

Response: We included the rules on academic honesty and integrity. It's part of the course packs. Teachers are also required to check the work of students.

Other questions raised by the community:

- "There is a way of circumventing a software that locks the screen of a learner's gadget, by using another gadget. In this case, don't you think two gadgets with cameras will be required - one in front and one at the back of the learner?"
- How did you choose what courses to make modular? Dr. Rey: How did you manage skills-based courses during the lockdowns?

Curiosities

Recommendations for further dialogue and conversations

- How can institutions foster a collaborative approach in the development of modular learning materials in higher education?
- How can stakeholders, such as students and faculty, be tapped in the improvement of modular learning?
- How can institutions redesign assessments to address concerns on intellectual integrity amongst students?

Presentation #2: Preparing the Learning and Working Spaces on Campus

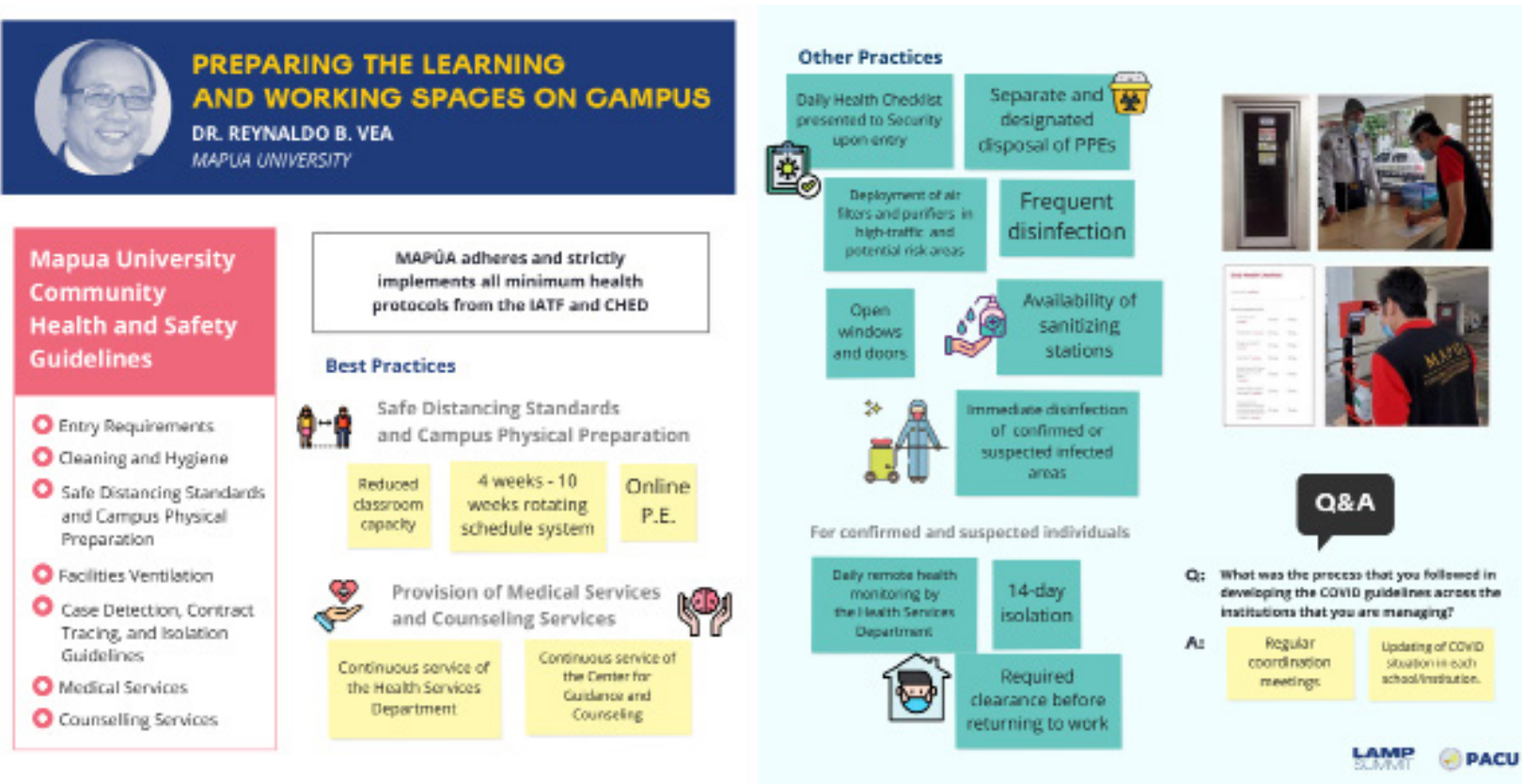
Dr. Reynaldo B. Veja, Mapua University

Overview: The second presentation was given by Dr. Reynaldo B. Veja, the current president and CEO of Mapua University. Dr. Veja shared Mapua's experience in preparing the learning and working spaces on campus. Dr. Veja shared their protocols on (1) entry requirements, (2) cleaning and hygiene practices, (3) safe distancing standards and campus physical preparation, (4) facilities ventilation, (5) Appropriate Case Detection, Contact Tracing, and Isolation Guidelines, (6) Medical Services, and (7) Counseling Services.

About the Storyteller: Dr. Reynaldo B. Veja is the current President and CEO of Mapua University. As a leader in engineering and higher education, Dr. Veja also chairs the Engineering Sciences and Technology Division of the National Academy of Science and Technology (NAST) of the Philippines. He was also the former Chair of the Science and Technology Committee of the UNESCO National Commission for the Philippines and former Dean of the College of Engineering of the University of the Philippines.

Dr. Veja has a PhD in Engineering from the University of California at Berkeley, an SM in Naval Architecture and Marine Engineering from the Massachusetts Institute of Technology, and a BS in Mechanical Engineering, magna cum laude, from the University of the Philippines.

Visual Summary



Key Points

Dr. Veja started his sharing with how the onset of COVID affected MAPUA and its sister schools. One of his key points highlighted that moving to an online learning environment was something that they have been preparing for as they have started experimenting with learning management systems back in 2012.

Dr. Veja then proceeded to share their key policies on "Community Health and Safety Guidelines for COVID-19 Prevention."

On Entry Requirements:

- Wearing of face masks and face shields inside the campus is mandatory
- MAPUA IDs must be tapped on the ID reader for proper identification

- An accomplished Daily Health Checklist (through online or physical form) must be presented to security
- All entrants must undergo body temperature scanning. Anyone with a temperature of 37.5o C and above will be denied entry
- Entrants with vehicles must undergo the screening process at the entrance gate before proceeding to the parking area
- All visitors must present a valid ID, submit to temperature scanning, and accomplish the Daily Health Checklist for the purpose of contract tracing
- All visitors with transactions with the Admissions Office, Registrar's Office, and Treasury will be allowed to proceed to the intended office after the screening protocols. Office hours are only from 8AM to 5PM

Cleaning and Hygiene Practices

- Trash bins designated for the disposal of personal protective equipment (PPEs) are put up around the school premises
- Sanitizing stations are available in offices, corridors, stairways, and other publicly accessible areas. Hand sanitation is required upon entry to classrooms, laboratories, and offices.
- Frequent disinfection is required upon entry to classrooms, laboratories, and offices
- Frequent disinfection of school facilities (laboratories, classrooms, lobbies, etc) are conducted by the school utility personnel
- Classrooms and laboratories will be sanitized after every use.
- Clean water and soap are readily available in restrooms
- Restrooms are cleaned and disinfected at least once every two (2) hours
- All frequently touched objects/areas such as handrails, stairwells, and walls along hallways will be sanitized continuously during office hours
- All tables and chairs in offices and common areas are also cleaned and disinfected before the start of the day and at the end of the day.

Safe Distancing Standards and Campus Physical Preparation

- To implement physical distancing protocols, signs and spaces demarcations are placed along hallways, the canteen, inside the classrooms, and laboratory rooms
- Physical distancing of 1.5 meters between individuals is strictly implemented
- On-campus class session capacity is reduced to accommodate a minimum of 1.5-meter physical distancing in classrooms and laboratories
- MAPUA will adopt a 4-10 rotating schedule system. Students and teachers attend face-face classes for a maximum of four (4) consecutive days and study from home for the next 10 consecutive days, on a rotating or by batch basis
- Physical Education classes will be conducted online. No contact sports or physical activities will be conducted in the gymnasium. Students take a video of them doing the drills and upload it online. This was done even before the pandemic, done by the teacher recording him or herself
- Only 25% of elevator capacity will be allowed
- Priority will be given to PWDs, Senior Citizens, and pregnant Women
- Only a maximum of two persons will be allowed to use common restrooms at a time
- Plastic or acrylic board shields will be installed in student services offices to reduce aerosol transmission
- The canteen will be open for eating but physical distancing of at least 1.5 meters will be strictly observed.
- Tables and chairs for occupancy are properly marked and are equipped with sneeze guards.

Facilities Ventilation

- Windows and doors will be open during class and office hours
- Air filters/purifiers will be deployed in high-traffic (registrar's office and treasury) and potential risk (clinic) areas.

Appropriate Case Detection, Contract Tracing, and Isolation Guidelines

- The Health Services Department will do daily health monitoring (remotely) of individuals confirmed or suspected of having COVID-19
- Individuals who will develop signs and symptoms of any flu-like illness will be isolated in designation isolation areas and evaluated by authorized medical personnel from the Health Services Department
- Faculty and office/department heads must report immediately to the Health Services Department if they have observed students and employees who are not feeling well or exhibiting one of the symptoms of COVID-10
- Immediate family members will then be informed for proper transport to a health facility or the patient's home
- Suspected cases must isolate for 14 days. Clearance from the Health Services Department must be secured prior to returning to work
- Contract tracing will be initiated based on currently implemented policies on infection control inside the campus

- Those identified in the contract tracing must also isolate for 14 days. Clearance from the Health Services Department must be secured prior to returning to face-to-face class and work
- There will be immediate disinfection of all areas inside the campus where the monitored individuals have been
- All confirmed COVID-19 cases must be reported to the Health Services Department
- Students and employees who have recovered from COVID-19 infection must present a medical certificate and/or official results of the RT-PCR test to the Health Services Department

Medical Services

- For on-campus medical services, the Health Services Department of MAPUA is open from 7AM to 5PM, Mondays to Fridays. To ensure proper management of patients, minimum health protocols will be strictly implemented, such as physical distancing, reduced in-clinic consultation capacity, and the wearing of face masks and face shields.

Counseling Services

- The Center for Guidance and Counseling (CGC) is available to provide counseling services from Monday to Friday, 8AM to 5PM. Counseling sessions shall be by appointment only. Clients may message the Facebook page of CGC for their counseling schedule. As part of the University's COVID-19 preventive measures and safety protocols, clients are highly encouraged to avail of the online counseling service.

To end his sharing, Dr. Veja emphasized that MAPUA adheres and strictly implements all minimum health protocols from the IATF and CHED (e.g. physical distancing, reduced in-person capacity, and the wearing of face masks and face shields) and encouraged his colleagues in higher education to prepare for the safe return of stakeholders in the campus.

Question and Answer Portion

On the process of developing guidelines

Question: What was the process that you followed in developing the COVID guidelines across the institutions that you are managing?

Response: We started with regular coordination meetings. Each school, institution, unit, and department gave their COVID-19 situation. We also based it on the guidelines set forth by the government (IATF, DOH, CHED, and DOLE).

Curiosities

Recommendations for further dialogue and conversations

- How can institutions leverage the power of design in creating intuitive processes and services for on-site and face-to-face transactions?
- How can institutions maximize their underutilized campus spaces?
- How can institutions move from a reactionary stance to a more proactive stance in preparing safety protocols on campus?

Presentation #3: Adjusting to School Reopening, Organizational Transition, Employee Policies and Practices on Work from Home/Work on Campus

Dr. Fay Lea Patricia M. Lauraya, University of Nueva Caceres

Overview: For the third and last presentation, Dr. Fay Lea Patricia M. Lauraya, the President of the University of Nueva Caceres (UNC) shared their organizational experience on preparing and adjusting to school reopening. Dr. Lauraya gave a passionate testimony on leadership during a crisis. Dr. Lauraya also generously shared their use of the Rockefeller Habits which has helped UNC in responding to COVID. These habits include (1) "People First", (2) "Dynamic Strategy", (3) "Execution, and "Cash is King."

About the storyteller: Dr. Fay Lea Patricia M. Lauraya is the fourth and current President of the University of Nueva Caceres (UNC), the first private university in Bicolandia.

With her participatory leadership style, Dr. Lauraya aims to lead UNC in becoming a future-ready and outcome-based higher education institution in the region. Prior to UNC, she served as the 7th President of Bicol University from 2007 to 2015. Dr. Lauraya also served under the Commission on Higher Education (CHED) as Lead for the Institutional Development and Innovation Grants of the

CHED K-12 Transition Program Management Unit from 2016-2018. She earned her Doctoral Degree in Development Management and Masters in Management from Bicol University.

Visual Summary



**ADJUSTING TO SCHOOL REOPENING:
ORGANIZATIONAL TRANSITION,
EMPLOYEE POLICIES AND PRACTICES ON
WORK FROM HOME/WORK ON CAMPUS**

DR. FAY LEA PATRIA M. LAURAYA
UNIVERSITY OF NUEVA CACERES

Crisis leadership

As an excellent driver, passengers should hardly feel you are driving over a hump.

Characteristics

- Personal will
- "Yes I can" mindset
- Focus
- Foresight
- Early Preparation

3 People-first indicators for measuring our success at UNC

- 1 Employment Engagement Score**
How employees, from rank and file to executive leadership feel **motivated and engaged** in the Institution's productivity
- 2 NPS (Net Promoter Score)**
How **delightful** the experience of your students are, that they will refer the institution to other people
- 3 Percentage of enrolled due to word of mouth referral**
How **satisfied** the parents of your students are, that they will refer the institution to other parents

4 Fundamentals for a whole university approach to COVID transition:

- 1 People First**
 - Health and wellness benefits
 - Wellness Program
 - Capacity building and faculty support
 - Guidelines on faculty Attendance Monitoring in Work from home/online delivery setting
- 2 Dynamic Strategy**
 - Clarity of vision and goals at all levels
 - Future-ready outcomes-based
 - Flexible learning solutions
- 3 Execution**
 - Executive team is healthy and aligned
 - Emaculable paperless system
 - Communication is established
 - Process inventory on and off campus
- 4 Cash is King**
 - Collection rate a major KPI, and managing refunds

Q&A

Q: What are your strategies for Mental Health Crisis Management Protocol

A: Teaching modules to students, Interventions programs, Bullying: empowering our students to flourish ON THEIR OWN

Q: What is your experience on integrity of faculty and employees this past COVID year?

A: Submitting Google form to the HR also serves as an action research. If they don't submit, they're marked absent. It is appalling, leveling up the productivity of teaching and non-teaching personnel

“You don't learn crisis management by the book. You learn it by experience.”

LAMP SUMMIT PACU

Key Points

Dr. Lauraya started with the premise that the University of Nueva Caceres (UNC) has long been on the move to becoming a future-ready school, and that the COVID-19 pandemic “fast-tracked” these plans. She shared how they made this happen - discussing the approaches she took describing a “whole university approach” and crisis management and leadership.

She shared a realization that living in disaster-prone areas, such as Bicol, gives leaders strength and endurance to handle crisis situations. This is a result of practically having a volcano in your backyard and being affected by 19-22 typhoons annually. She shared that ultimately, she learned crisis management through experience.

To describe what crisis leadership is, Dr. Lauraya compared it to the objective of an excellent driver: “passengers should hardly feel you are driving over a hump.” To detail characteristics of a crisis leader, she enumerated the following: (1) has a personal will to do what needs to be done, (2) has a “Yes, I can” mindset, (3) focus, (4) foresight, and (5) early preparation.

UNC’s Journey to Resilience Education Delivery

In application of these characteristics, she describes UNC’s change plan. This plan includes the responses, vision, and changes they hope to operationalize from 2020-2022. They call this overall response Resilient Education Delivery (RED). Evolving Educational Delivery Design, which are planned in semesters. Details of which are as follows:

Final Examination Period of the Second Semester, SY 2019-2020: March-May 2020

In the first semester disrupted by the pandemic, the overall response was focused on coping. Emergency Remote Learning was put into effect immediately (RED Ways 1.0). The priority during this time was to deliver learning effectively and efficiently in order to properly conclude the semester.

Summer 2020: June-July 2020

The summer paved the way for the school to further strategize for the coming school year and served as an experimental and training period. The school developed RED Ways 2.0. During this time, the imminent switch to purely online learning with the use of Learning Management Systems (LMS) was immediately implemented.

First Semester, SY 2020-2021: August 2020-January 2021

By the first semester of 2020-2021, implementations of the previously planned strategies were in place. As changes around the school were happening and as challenges surfaced after the initial implementation, the strategic response of the school had to be evolving. RED Ways 3.0 or Flexible Learning Modalities was brought about. This includes flex-tech and flexi-kit.

Second Semester, SY 2020-2021: January-June 2021

By the second semester of 2020-2021, and after RED Ways 3.0 has been implemented, the school's focus shifted. By this time, challenges and responses to them should already be out of the way and the school's response should be on innovation. This includes ensuring that flexible learning methods are safe and efficient.

Summer 2021: June-July 2021

By the summer of 2021, these innovations are implemented and enhanced.

First Semester, SY 2021-2022: August 2021-January 2022

At the current semester, the school's focus is already on making these systems delightful and efficient.

Adopting the 4 Rockefeller Habits for a Whole University Approach

In the entirety of these transitions and implementations, Dr. Lauraya stressed the importance of applying a whole university approach in order to ensure that everyone and everything is accounted for. For this approach, Dr. Lauraya and the UNC adopt the Rockefeller Habits, as relayed in the book written by Verne Harnish. Dr. Lauraya enumerates these using the following words:

1. People First

UNC ensured that employees are aided with health and wellness benefits, capacity building, and faculty support. As COVID is primarily a health crisis, UNC made sure that employees are healthy and safe. This includes paying attention to both physical and emotional wellness. Online wellness programs are likewise developed for the benefit of all employees.

Guidelines on faculty attendance monitoring were made relevant and robust through online means. Seeing that physical biometrics scans were not possible anymore, attendance monitoring has fully become online. In this case, UNC maximized the use of the online tool, Google Forms, not only for mere attendance monitoring but includes responding to questions, such as

- What is your instructional plan?
- What are the changes you need to implement because of the situation of your students today?

There is also weekly monitoring which allows faculty to schedule tasks weekly and record outputs weekly as well.

2. Strategy

One of UNC's priorities is also on making sure that the school's vision and goals are future-ready, outcomes-based, and flexible in terms of learning solutions. The school also found it important that the vision and goals are clear at all levels. This helps all employees in carrying out the same vision of the school in its entirety. This vision is also made clear by setting clear goals against a timetable.

Their strategy is also clear in their desired outcome - a future-ready school that is student-centered, driven by technology, responsive to 21st-century competencies, and reflects outcomes-based delivery. This is done by the previously discussed RED (Resilience Education Delivery).

An example of their strategy involves learning delivery systems. Through a survey, the school was able to determine students' access and capacity to engage in remote modalities. It was found that the students have varying levels of access, 35% of them have no connectivity at all. This information helped in the development of different kits, such as flexi-tech and flexi-kit. Flexi-tech mostly offers the online modality of learning, while flexi-kit involves printing modules and having the learning kits delivered through the Local Government Unit (with which the school has an MOA) or courier services for farther students.

3. Execution

In accounting for execution, this means that it is imperative that the executive team is healthy and aligned to be able to execute their vision and their goals. This is alongside established and proper communication systems. During this time, Dr. Lauraya notes that the objectives and KRAs constantly have to be realigned because of the volatility of the situation.

She stated that "during the start of the pandemic, we were meeting every day to make sure our plans were aligned and that the needs of our students were addressed." Those meetings were then transformed into a rhythm.

This rhythm transcends from employee meetings to school systems as well. This helped in the polishing of their paperless system, making almost 100% of their processes digital. Because of this, she is confident that they can carry on with online transitions school-wide even as the pandemic continues to ease and face-to-face classes are made possible.

“We are not going back to the pre-pandemic; we already have efficient online processes in place,” she explains.

4. **Cash is King**

In order to keep systems running, [the tuition] collection rate and management of funds are major Key Performance Indicators (KPIs) for UNC. As a baseline for being financially prepared, Dr. Lauraya follows a rule of thumb in crises preparedness and management. She shared that households in their area are trained to always have provisions that would last them for 3 days. They were instructed to assume that rescue would not reach them until after 48 hours. Adopting this and applying this to the education system, she lays down the rule that UNC should always have provisions that can last for 3 months. This includes keeping the salary of the employees and payments to suppliers ready and intact for 3 months.

As a KPI, the collection rate of UNC is at 98%. A strategy they employed is a no-refund policy. These are, however, credited to future balances.

In the application of these 4 habits, Dr. Lauraya proudly concludes that the University of Nueva Caceres is a future-ready, COVID-resilient university, and this was made possible by a whole university approach.

Question and Answer Portion

On Mental Health Crisis Management Protocols

Question: Can you share a few strategies for Mental Health Crisis Management Protocol?

Response: For students, we created and offered programs that teach meditation and mindfulness for students. Our mindset is to empower students to flourish and thrive on their own even in times of crisis. For the faculty, we have the “SHINE” program which emphasizes that faculty need to take care of themselves first especially in times of exigency.

When it comes to Disaster Risk Reduction and Management, we have all sorts of protocols in place. We also need to have protocols for mental health emergencies.

On Accomplishing Faculty Surveys

Question: In the event that a faculty will not be able to pass the form, do they get a deduction?

Response: Our policy is, if a faculty is not able to submit the form to the HR department, they are considered absent. For us, it's not just a form but it also functions as action research. It matches the practices of a Community of Practice (COP). It also allows for upskilling, as stakeholders reflect on their day's work which levels up the productivity of teaching and non-teaching personnel.

Curiosities

Recommendations for further dialogue and conversations

- How can higher education leaders create an enabling environment that supports stakeholders to thrive and flourish even during times of crisis?
- How can higher education institutions strengthen their monitoring and feedback systems across their multiple stakeholders?
- How can higher education leaders sustain the fire and passion to serve amidst tremendous challenges and difficulties in leading during a global pandemic?

Bridging the gap: Mapúa, partners discuss future of IT industry in fourth Usapang Industriya webinar



Mapúa University co-hosted the Philippine Association of Colleges and Universities (PACU)'s Usapang Industriya Series 4: The Future of IT Industry webinar with Globe Telecom last November 26, 2021. The dialogue was organized to discuss among academe and industry partners the future of information technology industry with a focus on job outlooks and recruitment trends.

"The division of labor among men, machine, and algorithm has radically and will continue to be radically changed. Therefore, new job roles will emerge even as others fade. And with new job roles, come new skills to be learned," said Dr. Reynaldo B. Veal, president and chief executive officer of Mapúa.

Representatives from Huawei Technologies Philippines, Inc., IBM Philippines, SAP Philippines, Infosys, IT & Business Process Association of the Philippines, Accenture Philippines, Stratpoint Technologies, Inc., and University of Science and Technology of Southern Philippines were among the panelists of the webinar. In the Q&A, the panelists shared the changes implemented in their recruitment processes during the pandemic and the future plans of their companies for post-pandemic hiring. They also tackled the new job skills requirements and the emerging careers and recruitment trends the academe should be aware of.

"The future of education is not just about online, learning management platforms, and new delivery technologies but is more about what we teach and not just how we teach it. Hence, the industry's involvement in our curriculum design plays a vital

role in the way we deliver education," said Engr. Rosette Eira E. Camus, director of Mapúa's Office of International Career and Exchange Programs and lead organizer of the webinar from the university.

Among the topics discussed, digital means and the importance of IT expertise and related skills were said to be invaluable for companies to flourish and for graduates to remain relevant to the workforce. It was also emphasized that the academe and industry must be in sync in bridging the gap between graduate qualifications and employee requirements.

"Schools and industry come together and talk about these changes and determine what gaps exist between what Universities provide in terms of the capabilities of their graduates and what the industry needs in terms of the job roles that they have," said Dr. Veal.

As the leading engineering and technological university in the Philippines, Mapúa is known not only for its successes in digitally transforming its instructions but also for its industry aligned curricula and trainings, which are major requirements of its outcomes-based education approach.

"It is just right that we continue this dialogue in the specific field of information technology, which will be the most affected because it is digital skills and the nature of digital skills that are needed and are fast changing. Graduates must reskill, upskill, and learn throughout their life if they were to remain relevant to the workforce," he added.

PACU's Usapang Industriya Series 5: Preparing Tourism and Hospitality Graduates for an Industry Focused on Sustainable and Inclusive Growth

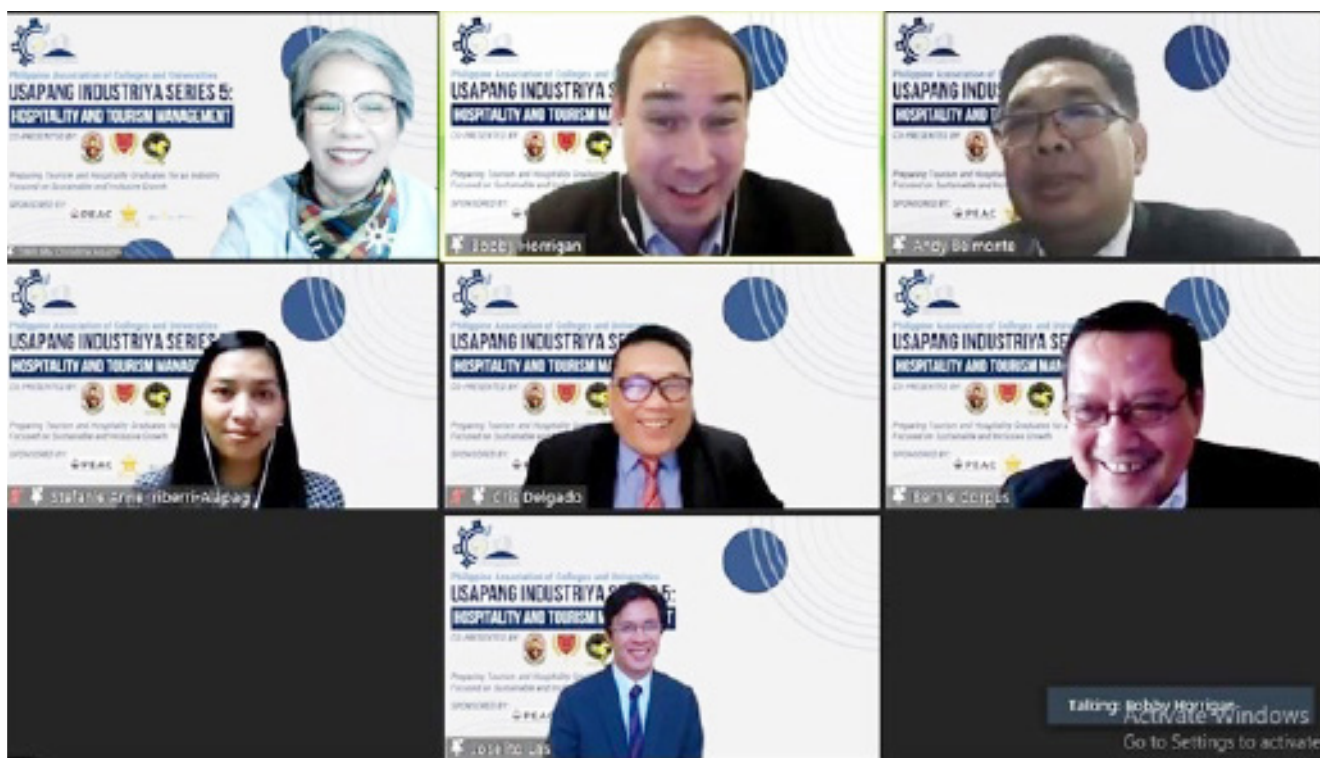
February 9, 2022

By: Dr. Lilibeth Aragon

*Dean, College of International Tourism and Hospitality Management
Lyceum of the Philippine University - Manila*

Putting into context the theme of our Usapang Industriya Series 5 with the theme: Preparing Tourism and Hospitality Graduates for an Industry focused on sustainable and inclusive growth, the vision of developing a highly competitive and environmentally sustainable tourism industry that is focused on creating inclusive growth was emphasized and adopted to provide a long-term implementation framework consistent with the declaration of policy set forth in the Tourism Act and National Tourism Development Plan.

As affirmed by our panelists, the tourism and hospitality industry have many characteristics that made it especially valuable as an agent for our nations development. As a cross cutting sector, it stimulates productive capacities from trade and the provision of jobs linked to the tourism and hospitality value chain.



In retrospect, stakeholders should not be considered in isolation and the relationships between them should be clearly understood. A key requirement to achieve sustainable and inclusive growth is for tourism enterprises to be responsible in their actions towards the environment, employees and the local community.

A fundamental requirement for sustainable and inclusive tourism is for the various stakeholders to converge and work effectively together in the planning and management and implementation of projects and activities. This should be based on the development of effective partnerships and convergence structures especially between the academia and industries.

The Philippine Tourism Human Capital Development Plan of 2021-2025, address the jobs challenge using three key areas that require the human capital program intervention namely (1) the Critical Skills Development (pre-employment)(2) the Capability

Development of Existing Tourism Professionals, including retooling and upskilling; and (3) the Entrepreneurship Proficiencies Development.

In Critical Skills Development, it must address that the programs must no longer be based on supply of workforce, but rather, a long-term workforce plan to address the misalignment of requirements from education to actual labor force requirement that leads to enhanced employability of jobseekers as they transition to work.

In Capability Development of Existing Tourism Professionals, the program must expand the pool of leaders, managers and professionals who will most likely be able to contribute in recognizing opportunities and solving problems in their organizations and accordingly, provide further employment generation and higher economic productivity.

In Entrepreneurship Proficiencies Development, recognizing that there are numerous Micro, Small, and Medium Enterprises in the tourism industry, that best practices may be disseminated and that the culture of human capital development be encouraged as these are critical in the success of any enterprise, the industry and ultimately the country

It clearly resonates that strategies must be organized around multi layers for skilling, upskilling and re-skilling for sustainable and inclusive tourism and hospitality industry to include:

- Training teachers in the latest sustainable tourism and hospitality trends and in pedagogical practices, such as project-based learning, that promotes the development of technical and transferable skills
- Developing learning content and materials aligned with industry standards
- Providing students with work-based learning opportunities.
- Utilizing powerful and adaptive technologies applied in various industries
- Strengthening and balancing acquisition of hard and soft skills for students through a robust curricula where various stakeholders are involved in the development and monitoring
- Building students confidence, customer orientation and communication through experiential practices
- Improving the tourism and hospitality curricula as there are emerging competencies that the school leavers should be able to develop. Capacitating the workforce with enabling skills based on data, enhanced through critical thinking, problem solving skills and leadership
- Exposing students in operationalization of entrepreneurship aside from mere inclusion in the tourism and hospitality curricula. This can be done with implementable start-ups and creation of stronger networks for support.
- Preparing students for leadership positions arming them with the most significant competencies for the future of work
- Communicate, collaborate, connect and converge... this is for all the stakeholders
- Promoting the Filipino Brand of Service infused with our own values of professionalism and a culture of care for our guests.

Th vision of Harnessing Competent World-Class Filipino Tourism Professionals for an Industry focused on sustainable and inclusive growth will be accomplished through a harmonized education system and strong tourism industry linkages and collaboration. A structural transformation is needed to build a responsible, sustainable, and resilient tourism ecosystem.

The coronavirus pandemic will remain in our collective memory for generations to come due to its devastating impact at different levels on the global economy. But we must force ourselves to look ahead and get ready to confront the new environment that is emerging. It won't be easy nor swift, but the industry has often shown its resilience and capacity to rebound from unexpected scenarios and is blessed with a solid backbone...As the industry slowly re-opens, the question that arises now is how to adapt to the factors that are shaping the future of the hospitality industry.

On a bigger and more positive side.. This is the time to talk about pivoting, recouping, resiliency, recovery and rebuilding

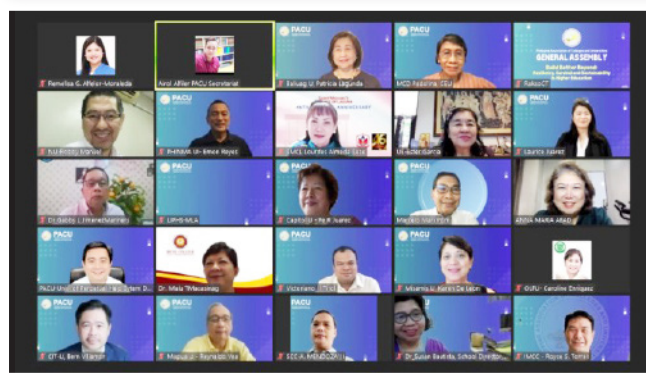
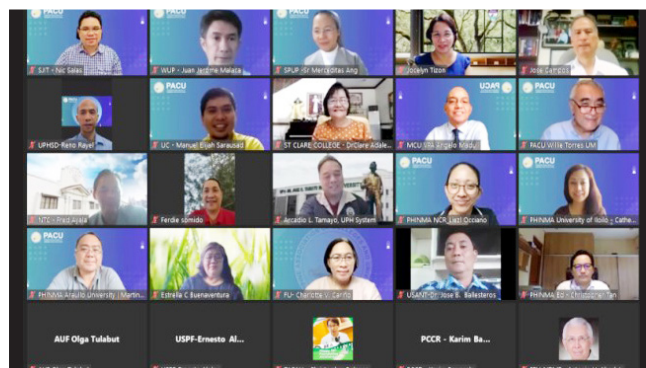
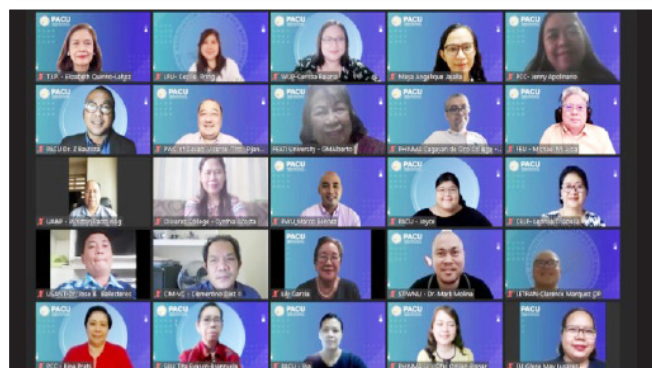
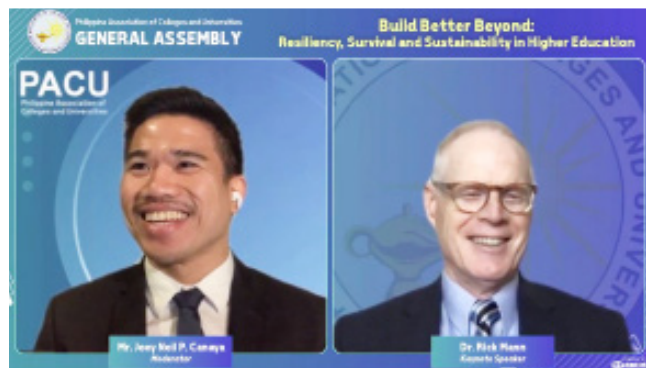
Our panelists shared a lot of exciting possibilities for the industry... promising figures in terms of re-opening...

As Charles Darwin stated once: *"It is not the strongest of the species that survives, nor the most intelligent. It is the one that is most adaptable to change."*

The Usapang Industriya of PACU is an exemplar of series of dialogues and high-level sectoral convergence to galvanize the alliances needed for positive transformation. May this continue on as we gear towards the realization of our vision of Harnessing Competent World-Class Filipino Tourism Professionals.

Through the Eye of the LENS

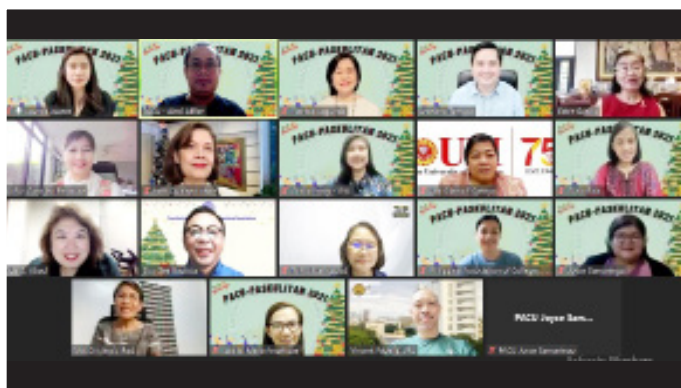
PACU General Assembly and National Conference Build Better Beyond: Resiliency, Survival and Sustainability in Higher Education September 25, 2021



Regular Board Meeting - October 22, 2021



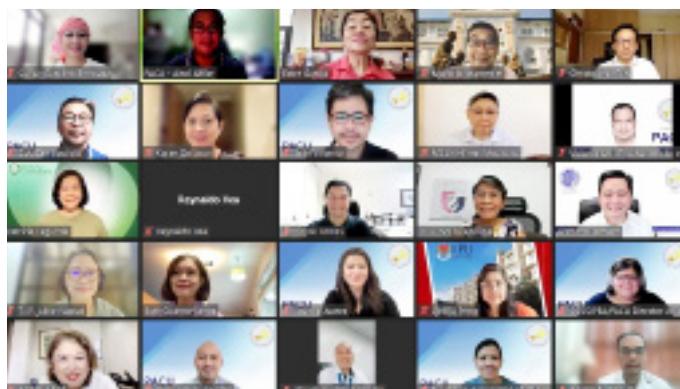
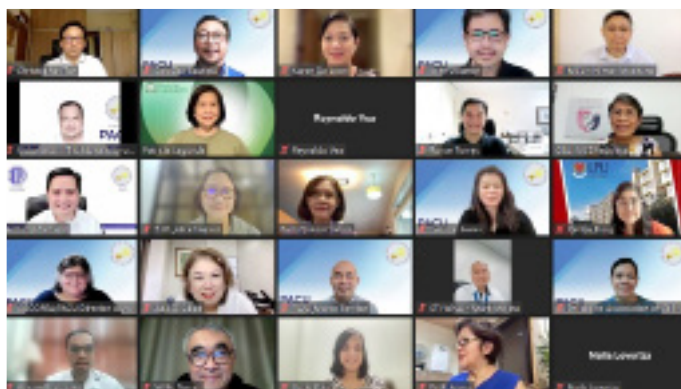
Regular Board Meeting & Christmas Fellowship - December 17, 2021



Expanded Board Meeting (Luzon) - November 19, 2021



Expanded Board Meeting - Visayas and Mindanao - January 21, 2022



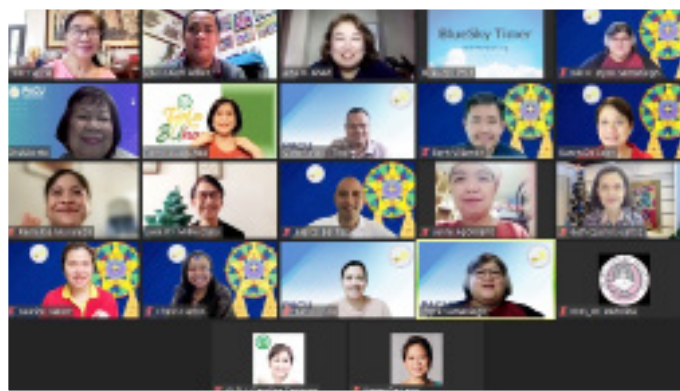
PACUmustahan - October 20, 2021



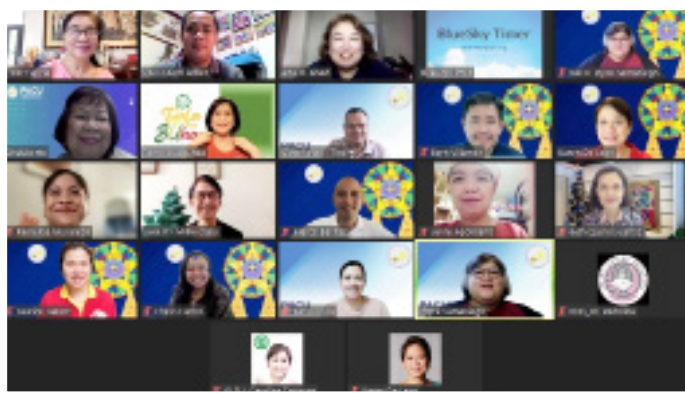
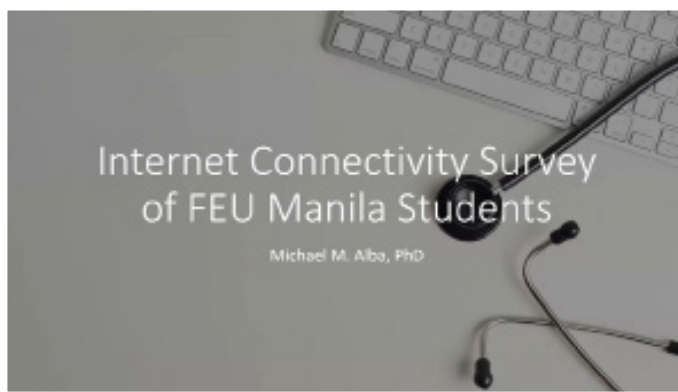
PACUmustahan - November 17, 2021



December 8, 2021



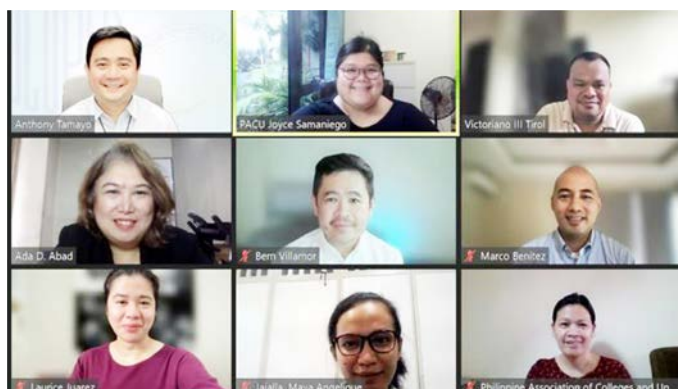
January 5, 2022



COMMITTEE MEETINGS: Executive Committee September 17, 2021



October 14, 2021



November 17, 2021



January 17, 2022



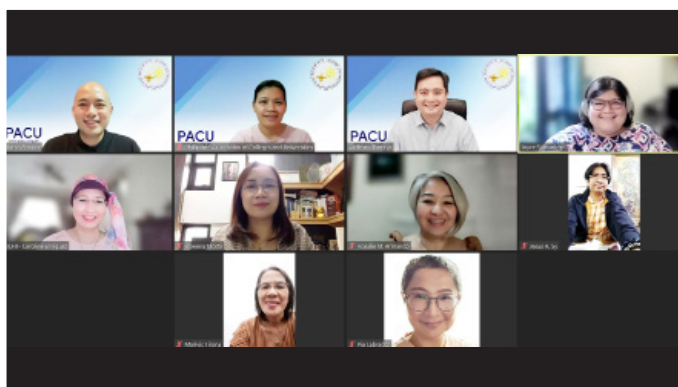
February 11, 2022



PR Committee January 5, 2022



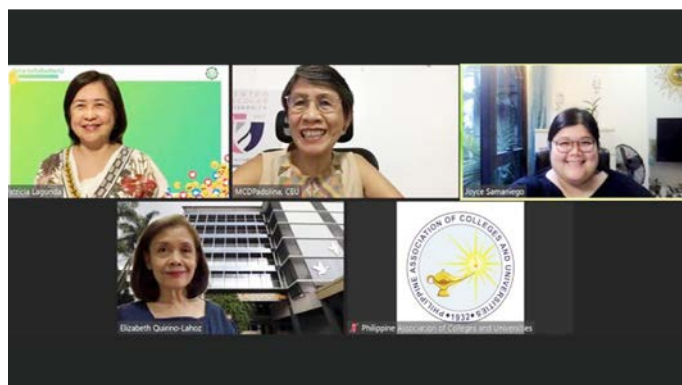
February 2, 2022



Programs Committee - January 13, 2022



Committee on Institutional Quality Improvement October 8, 2021



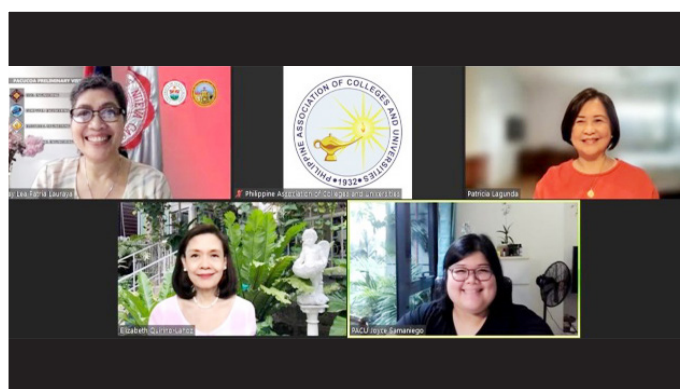
October 13, 2021



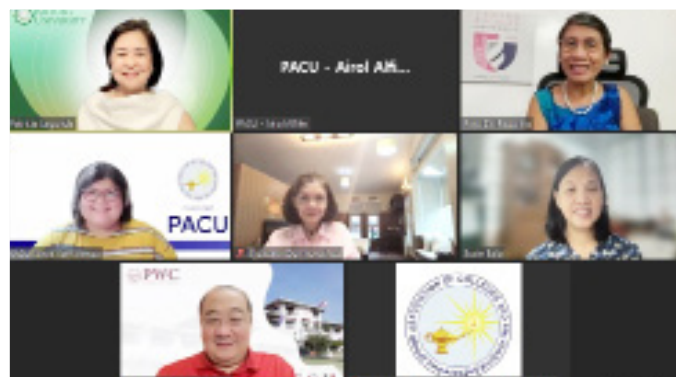
October 15, 2021



October 19, 2021



January 19, 2022



Membership Committee - October 19, 2021



Membership Committee with Malayan Colleges Laguna - November 10, 2021



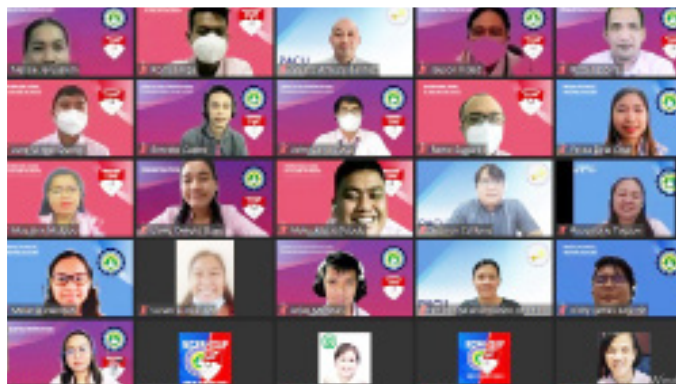
Membership Committee - February 8, 2022



Membership Committee with MCNP and ISAP - February 8, 2022



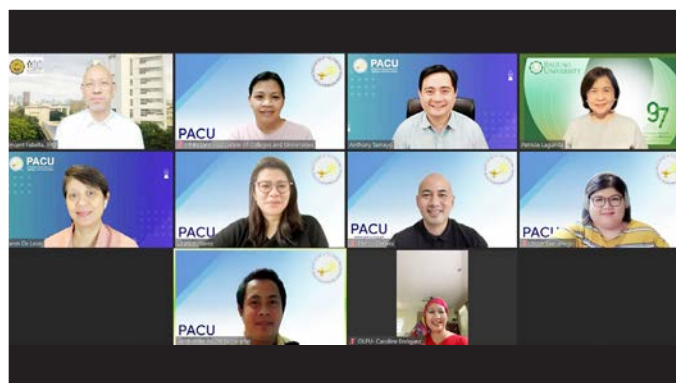
cont...Membership Committee with MCNP and ISAP - February 8, 2022



Policy Committee - November 10, 2021



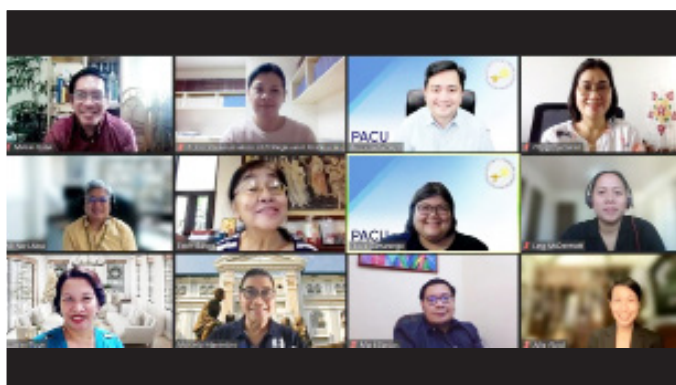
February 16, 2022



Research Committee with FEU Public Policy Center - October 14, 2021



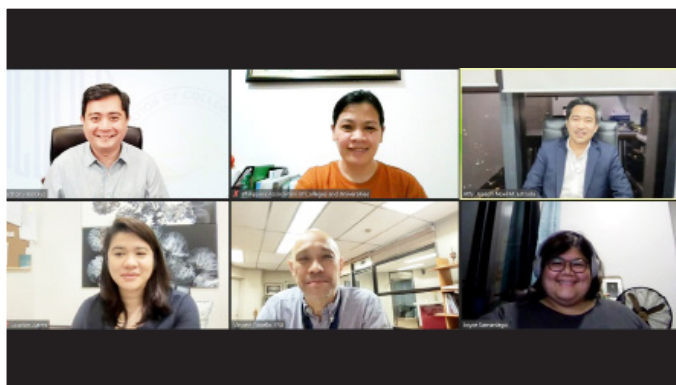
December 20, 2021



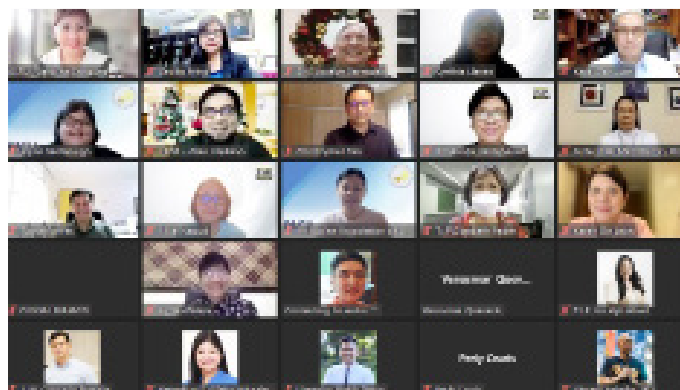
COCOPEA EXECOM Meeting
November 18, 2021



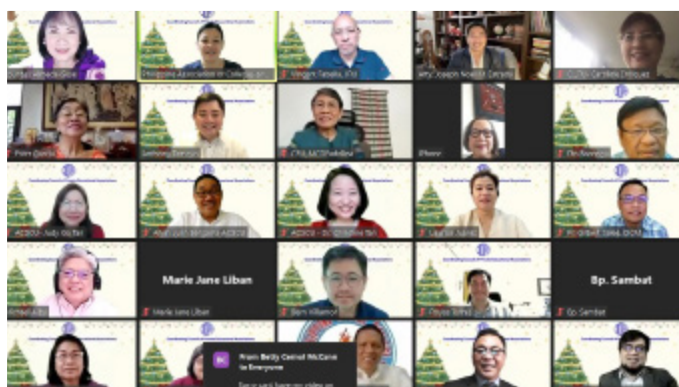
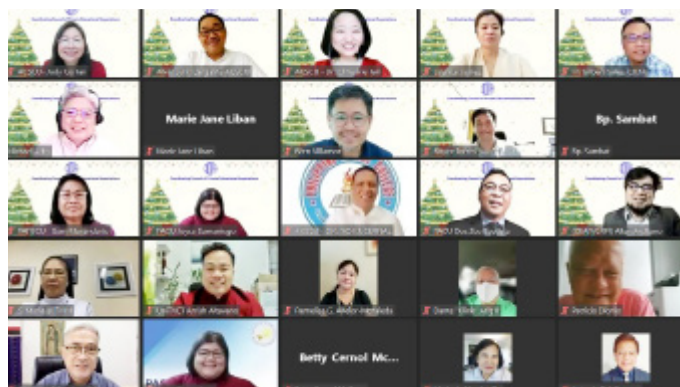
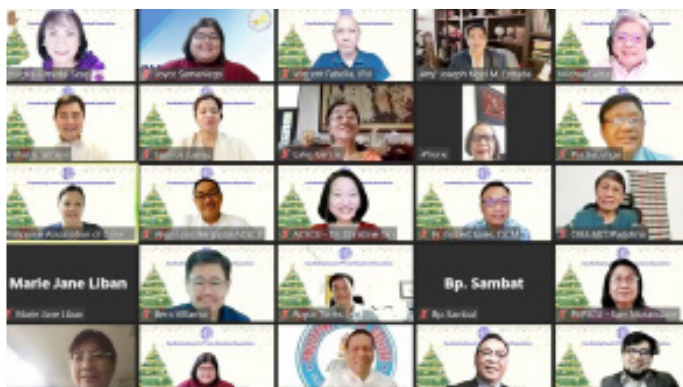
February 4, 2022



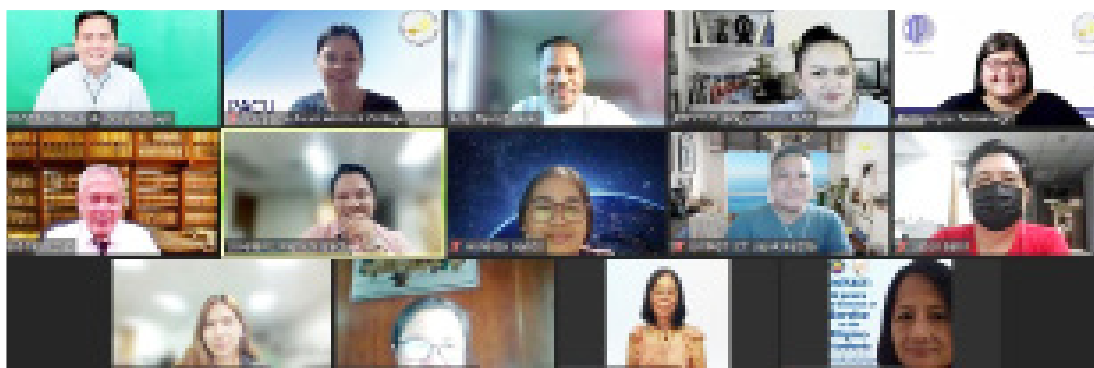
COCOPEA Meeting with CHED Chair Popoy De Vera - December 1, 2021



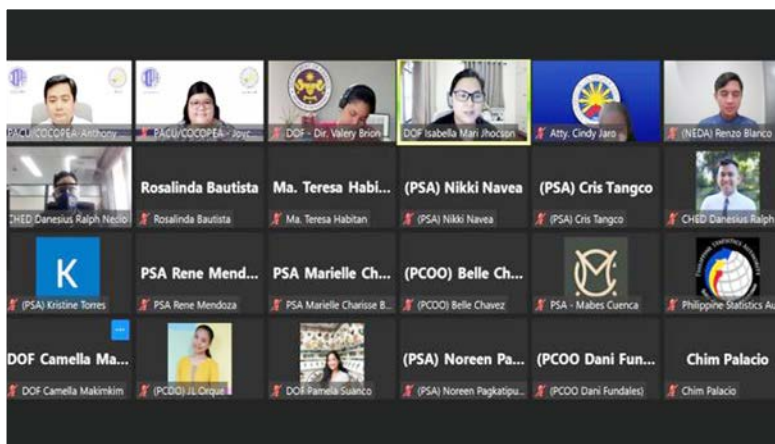
COCOPEA General Membership Meeting - December 15, 2021



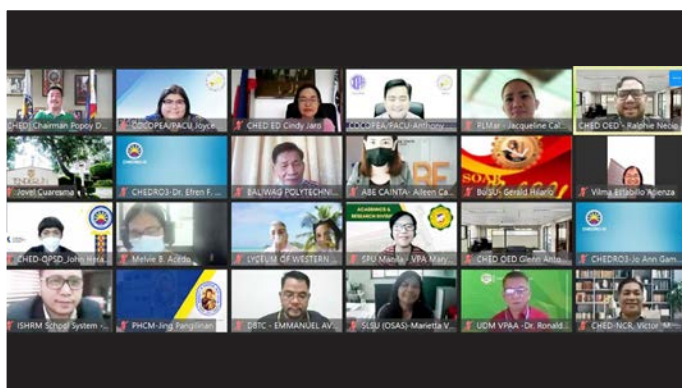
Meeting with UniFAST - December 12, 2021



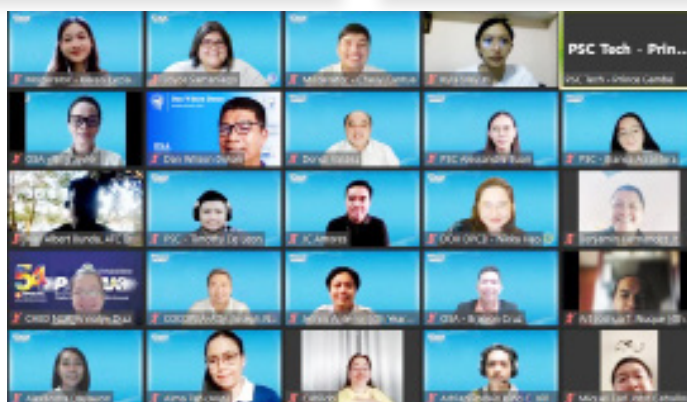
Meeting on Joint CHED-DEPED Memo No. 1 & Update on Operational Guidelines on the Conduct of Pilot Study on F2F Learning Modality - September 30, 2021



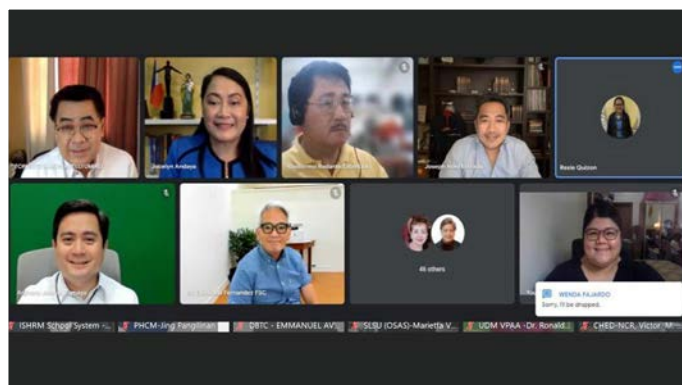
CHED Town Hall Meeting on LF2F - November 16, 2021



November 27, 2021



Meeting with DEPED - October 1, 2021



October 26, 2021



Meeting with Partners

Meeting with FEU Public Policy Center September 30, 2021



UPHS and PATTS - December 3, 2021



LPU and UPHS - November 4, 2021



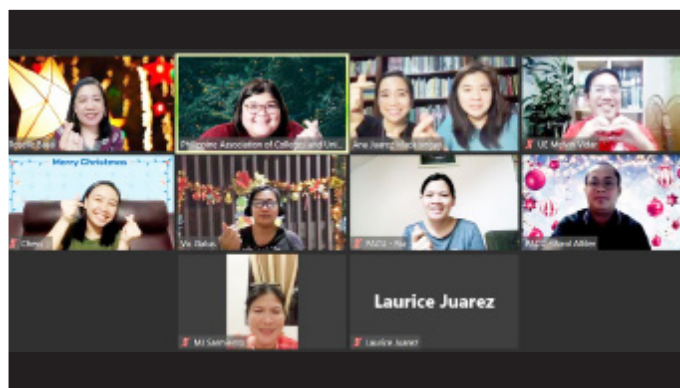
UM and CIT-U - Nov. 8, 2021



HABI COP – September 3, 2021



December 3, 2021



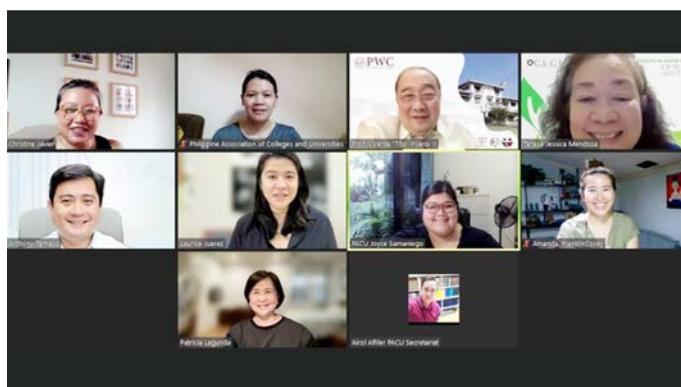
January 26, 2022



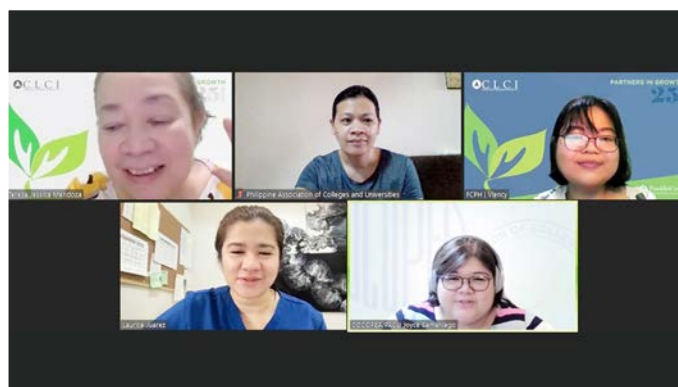
AWS – September 17, 2021



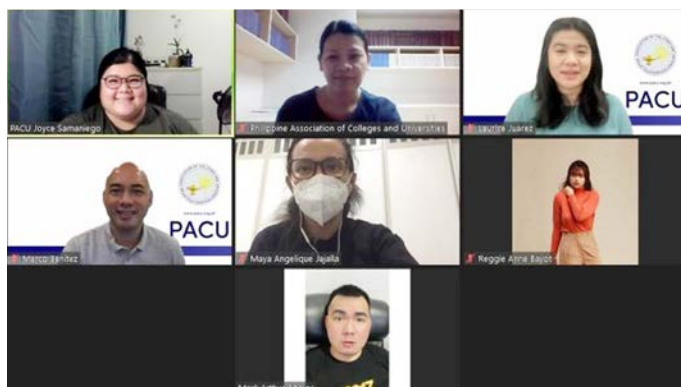
Franklin Covey - October 15, 2021



November 12, 2021



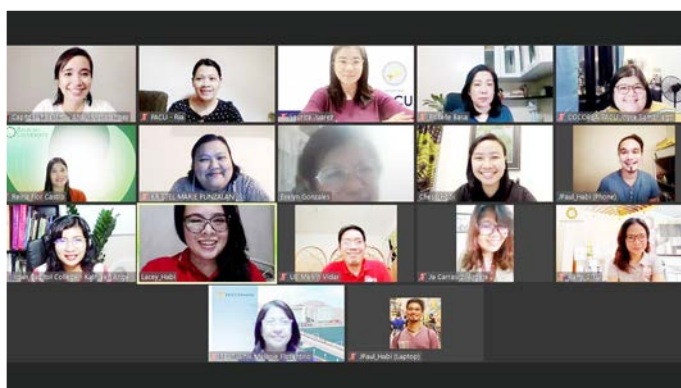
Globe - October 25, 2021



October 30, 2021



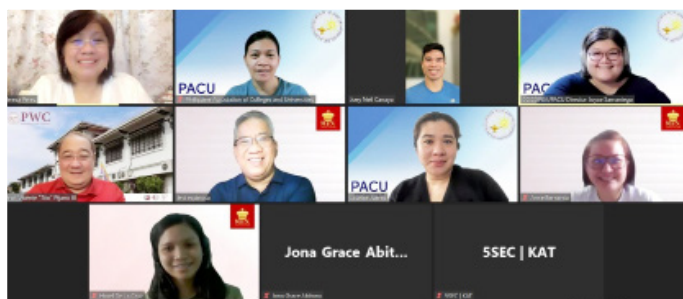
COP Managers' Workshop - November 4, 2021



SEBI-TECH - November 29, 2021



REX Education - January 21, 2022



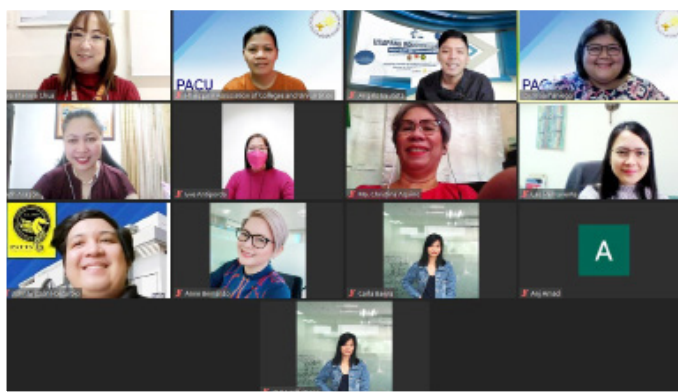
EduTech - January 25, 2022



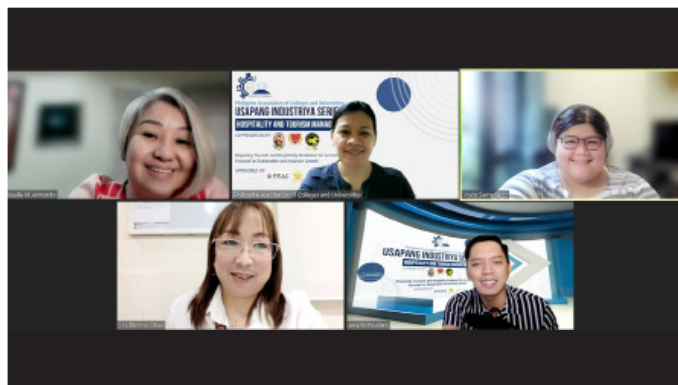
Google Education February 3, 2022



UPHS, LPU, PATTS and REX Education February 4, 2022



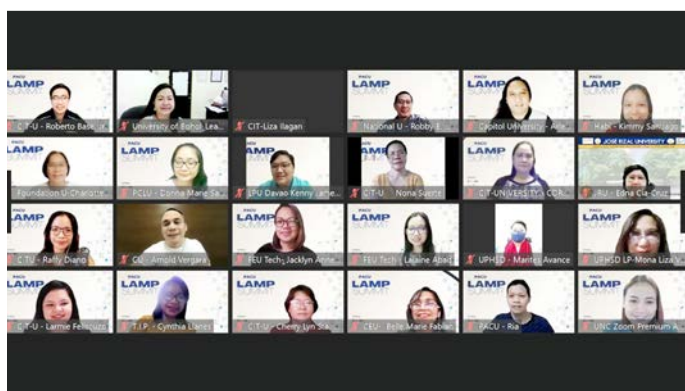
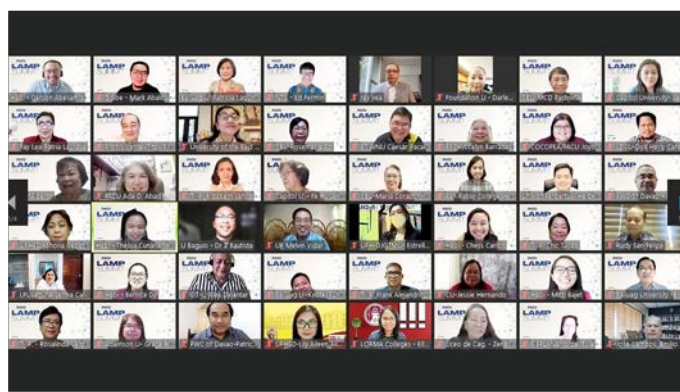
UPHS and PATTS - February 7, 2022



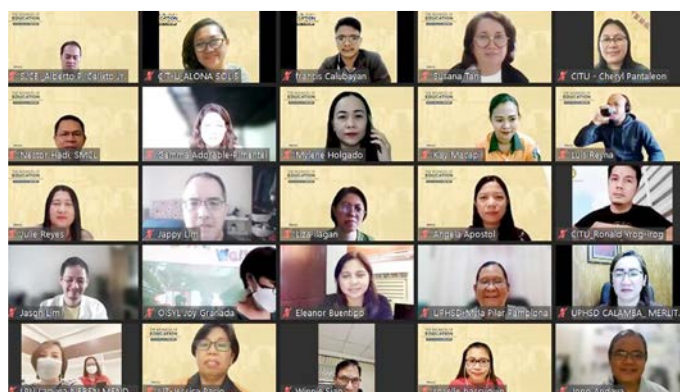
PACU LAMP Summit Part 2: Going HyFlex in Higher Education - November 11, 2021



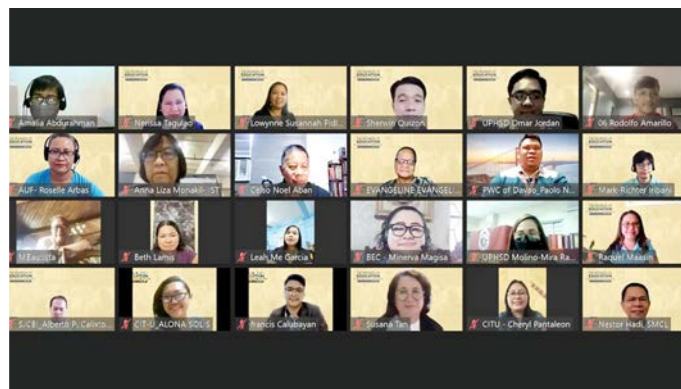
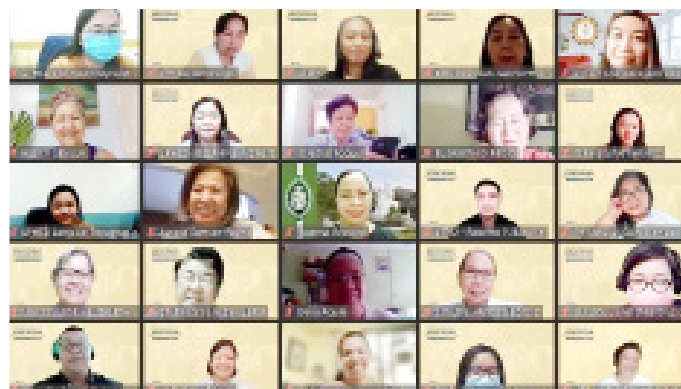
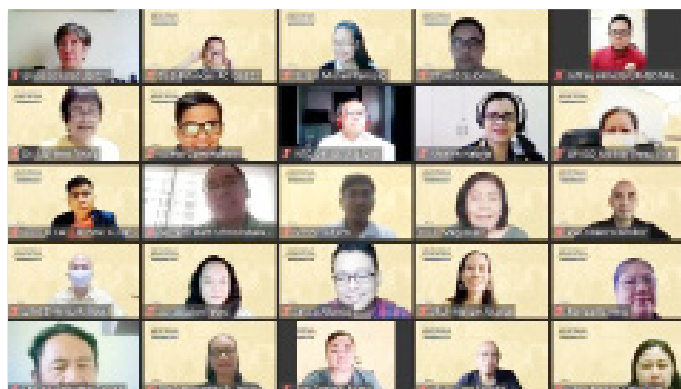
cont..PACU LAMP Summit Part 2: Going HyFlex in Higher Education - November 11, 2021



PACU-Franklin Covey Leadership Summit: The Business of Education: Preparing Students for A Changing World - November 24, 2021



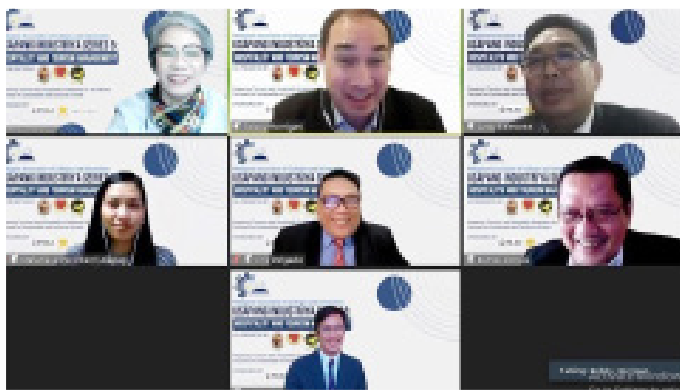
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Preparing Students for A Changing World - November 24, 2021



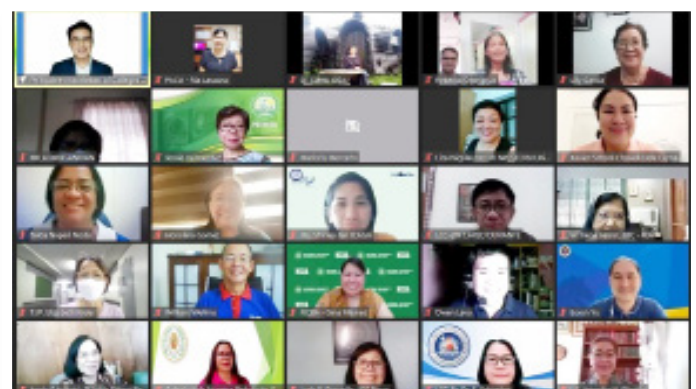
Usapang Industriya Series 4: The Future of IT Industry – Job Outlook and Emerging Recruitment Trends - November 26, 2021



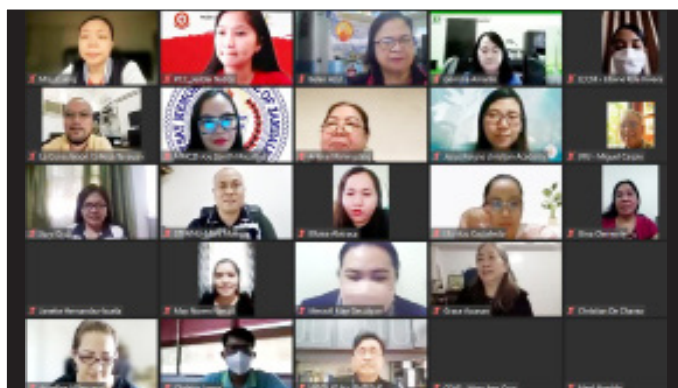
Usapang Industriya 5 - Preparing Tourism and Hospitality Graduates for an Industry Focused on Sustainable and Inclusive Growth - February 9, 2022



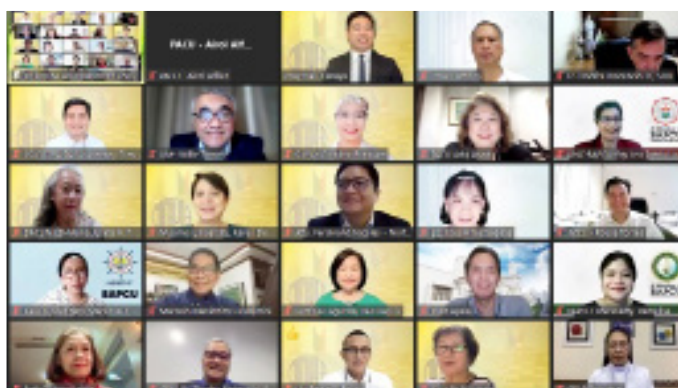
COCOPEA-Globe RTD on HyFlex Learning: Owning Filipino Education - November 29, 2021



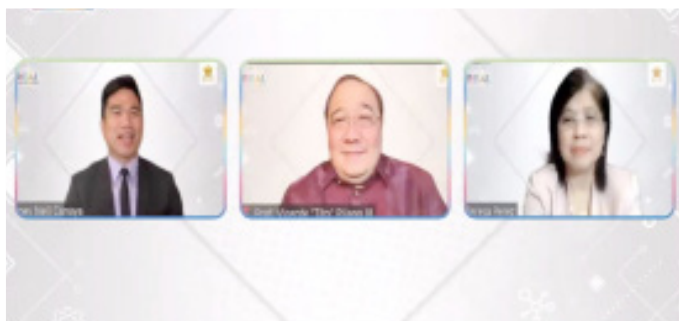
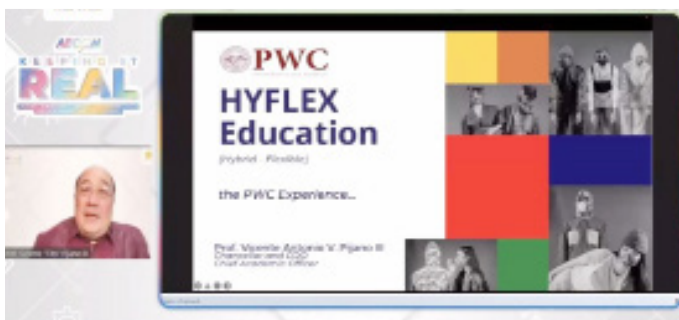
cont...COCOPEA-Globe RTD on HyFlex Learning: Owning Filipino Education - November 29, 2021



COCOPEA Thanksgiving Tribute to the Authors, Representatives and Senators of the 18th Congress for the Passage of RA 11635 - January 20, 2022



PACU-REX AECON Session: Keeping it Real: Institutionalizing Evidence-based Practice for a Learner-Centered School - January 28, 2022





Tribute to Pres. Chito Calingo of HAU

Holy Angel University will forever be grateful to its ninth President, Dr. Luis Maria R. Calingo, who passed away last year on the eve of the feast of the University's titular patron saint, the Holy Guardian Angels.

Dr. Calingo joined the University in 2015 after leading various Catholic educational institutions in the United States for more than 20 years. He took to another level the University's quest for excellence started by S. Josefina Nepomuceno in the late 1980s and sustained by his two predecessors, Bernadette Nepomuceno and Dr. Arlyn Villanueva.

Under Dr. Calingo's guidance, HAU achieved the Philippine Quality Award, which is the government's gold standard for efficiency, and an ISO certification which is the gold standard for quality management. Holy Angel also got PAASCU Level 3 reaccredited status for 11 programs and attained various accredited levels for 97% of all its accreditable programs from either PAASCU or PACUCOA.

The school's business programs renewed their international accreditation with the International Assembly for Collegiate Business Education (IACBE), while its hospitality and tourism program became the first in the country to achieve international accreditation by the Accreditation Commission on Programs in Hospitality Administration (ACPHA). The University's psychology, criminology, engineering, architecture, IT, elementary education and English major in secondary education also received certificates from the ASEAN University Network-Quality Assurance (AUN-QA). The the communication arts program has likewise taken the initial steps towards international accreditation by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC).

The University started offering innovative programs like Big History and Masters in Cybersecurity which are the first in the country, and Green MBA which is the first in Southeast Asia.

Dr. Calingo's pro-employee efforts have led to the successful signing of the collective bargaining agreement with the teachers and employees' union after only one-day negotiation with a no-lockout, no-strike provision that will ensure campus peace. He introduced the new concept of catastrophic leaves where employees donate their unused leaves to someone who needs more leave credits. He introduced a forgivable loan program to enable faculty to complete their doctorate studies. He made sure no instructors would be laid off as a result of the transition to K-to-12 and he initiated the monthly birthday parties for all employees. He also introduced the ModernThink employee satisfaction survey and student engagement survey, both of which have shown sustained high ratings. For all of these, Holy Angel was recognized as the Employer of the Year for Luzon by the People Management Association of the Philippines.

While HAU has already established its Catholic character since its foundation in 1933, and further strengthened it during the time of Sister Josefina, Dr. Calingo added a new dimension by getting the recognition of two international agencies—the Cardinal Newman Society which included HAU in the Newman Guide to Recommended Catholic Colleges in the World, and the Character.Org which declared HAU as a School of Character, which is a seal of approval for the University's character formation program for its students. Holy Angel also maintained its unique charism of being a lay Catholic school when Dr. Calingo was elected to the Association of Catholic Universities of the Philippines, making HAU as the only Catholic school run by laypersons represented in the board.



THE GREATEST LEGACY OF DR. VICTOR "TOTOY" V. PEREZ

(April 20, 1931 – August 4, 2021)

Dr. VICTOR "TOTOY" V. PEREZ might have left the world, but his legacy that is the **UNIVERSITY OF CAGAYAN VALLEY** shall always remain as the *"UCV flag floats from shore to shore and her loyal sons and daughters love her evermore"*, to cite the refrain of the UCV Hymn.

DR. PEREZ began to live up to his name **VICTOR** when he was born on April 20, 1931, for he was destined to take charge of the Cagayan Teachers College, a college founded by his parents Dr. Mathias Ponce Perez, Sr. and Dona Caridad Ventura Perez in 1948. He was the Registrar from 1962 to 1976 and Vice President from 1976 to 1979, and from **1979 to 2019 spanning 40 years, he was the President.**

Under his leadership, Cagayan Teachers College became Cagayan Colleges Tuguegarao because of the new courses offered and the growing number of enrollees. The college had also begun to expand and improve its physical grounds in two campuses: the College Avenue Campus and the 8-hectare Balzain Campus now called Victor V. Perez (VVP) Campus in his honor.

DR. PEREZ was the brain behind the transformation of Cagayan Colleges Tuguegarao into the University of Cagayan Valley, granted on July 14, 2010 by the Commission on Higher Education (CHED), considered to be his greatest legacy. He started the PACUCOA accreditation of the University in 1995 with only three programs known as LACOMED (Liberal Arts, Commerce and Education) and through the years, 14 programs have been added.

He was also responsible for the Det Norske Veritas (DNV) Certification of the College of Maritime Education (CME) and the ISO Certification of the whole university by the British Standards International (BSI) with Quality Management System, both of which are being maintained up to the present.

Indeed, **DR. PEREZ** had fulfilled his oath when he swore to discharge to the best of his ability his duties and responsibilities as the President, moreso, during his installation as the first University President on September 15, 2010, after being President of the college since 1979.

Significantly, when **DR. PEREZ** died on August 4, 2021, he continued to live up to his name VICTOR since he passed away as Chairman of the UCV Board of Directors.

As a politician, he spent more than three decades in public service, being a Councilor (1976-1988) and Vice Mayor (1988-1998) of Tuguegarao City, and Board Member of the Third District of Cagayan (2001-2010). He was an incumbent Councilor of the 8th City Council of Tuguegarao City when he passed away.

DR. PEREZ finished the following degrees: Bachelor of Science in Agriculture major in Farm Management at the University of the Philippines - Los Baños, Master in Business Administration at the University of Cagayan Valley and Doctor of Humanities major in Public Service (Honoris Causa) conferred by Lyceum Northwestern University, Dagupan City, Pangasinan. He completed his Elementary Education at Tuguegarao West Central School and Secondary Education at the University of the Philippines – Diliman.

Active in various organizations, he was an officer of local and national organizations such as Rotary Club, Cagayan National Red Cross, Gonzaga Lodge No. 66, Upsilon Sigma Phi Fraternity, Cagayan Valley Young Men's Christian Association (YMCA)-National President 2007, Cagayan Valley Private Schools Athletic Association, Boy Scouts Council, Private Schools Athletic Association RO2 and National PRISAA (National President).

DR. PEREZ was a National Finalist in the 2013 Ernst & Young Entrepreneur from among the 176 nominees and one of the 2019 Outstanding Alumni of the University of the Philippines. He was a recipient of various awards from notable organizations such as Boy Scouts of the Philippines (BSP), YMCA of the Philippines, Rotary Club, Supreme Council Order of Demolay, and Japan YMCA Taspony Association among others.

He left behind his wife, Mrs. Esther Susan Baird Niguidula Perez, children, Leilani Perez-Mallin, Dr. Esther Susan N. Perez-Mari, now University of Cagayan Valley President, and Erwin Perez, and a number of grandchildren and great-grandchildren.

Truly, **DR. VICTOR "TOTOY" V. PEREZ** was a **VICTOR** in his lifetime and in the memory of everyone for leaving a legacy, that is the **UNIVERSITY OF CAGAYAN VALLEY**.

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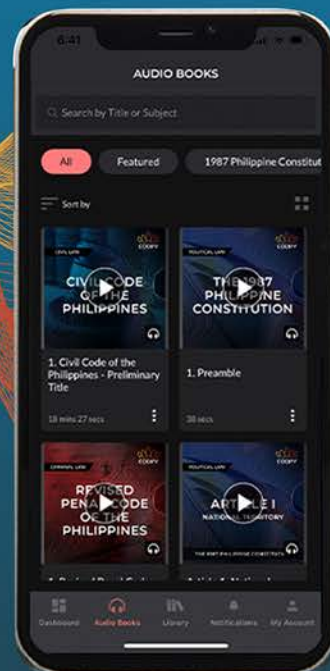
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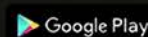
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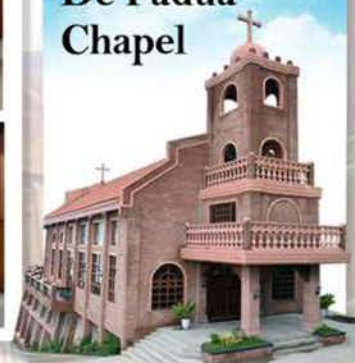
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