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**Reimagining Philippine Private Education:
Advocating Innovation and Sustainability**

HIGHLIGHTS

- Gearing Up for the 90th Year General Assembly
- Blended Learning Best Practices of PACU Member Schools
- PACU Member School Achievements

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The President's Report

By: Dr. Anthony Jose M. Tamayo

This is it! I always say these words to my graduating students whenever I confer their titles and degrees during commencement exercises. These three words always elicit resounding applause or a sigh of relief from the graduates because they have completed their degrees and are about to enter the next phase of their lives.

My term as PACU President and COCOPEA Chair is about to end. Just like my graduates, I also feel great relief because I survived the immense challenges of these disruptive times. I can now go back to my family, my full-time work at the university and other endeavors where I am much needed already. But do not get me wrong because I take much pride for having served as the 49th President of PACU. It was indeed a privilege and an honor to help advance the interests of private education with the support of my fellow members. Despite the enormous difficulties that I had to face while serving PACU, I take utter solace in the fact that I was given the rare opportunity to work with the greatest minds in the private education sector.

Meanwhile, my final report for this newsletter covers the months of February to September 2022. Let us recall all the challenges as well as other opportunities we faced and surpassed as the private education sector takes on the hard work of getting back on its feet stronger. Lifting some words from Suzanne Teer and KarenBurg (2020), "(the) academe has the opportunity now to convert positive lessons learned from the COVID-19 era of leadership into a long-term best practice."

COCOPEA Updates

As regards the Department of Education (DepEd), the COCOPEA Executive Committee met with Vice President and concurrent DepEd Secretary Sara Z. Duterte on July 27, 2022. During the ZOOM meeting, we sought her help and appealed for flexibility in the implementation of learning modalities for the SY 2022-2023 onwards and the concerns of private schools on the implementation of Department Order (DO) 34 s. 2022 or the School Calendar and Activities for the school year. We particularly appealed to VP Sec. Sara to give us the freedom to hold classes using the best combinations of in-person and online instruction. We stressed that we have a strong position to determine what would be the most appropriate modality for our students in consultation with parents, guardians, LGUs and other stakeholders with the safety of our students as a paramount concern while ensuring the continuity of learning.

In response, VP Sec. Sara asked for concrete policy recommendations to be submitted to the DepEd to support blended and online learning modalities to address certain concerns and limitations in the private education sector, even as in-person classes remain a priority. VP Sec Sara also wrote a letter to the Department of Health (DOH) OIC Secretary Maria Rosario Vergeire endorsing COCOPEA to prioritize the rollout of vaccines for children through COCOPEA-member schools in coordination with the regional offices of DOH and the local government units (LGUs). She said the DepEd will meet with the Department of Interior and Local Government (DILG) to ensure that the LGUs align with the ease of administrative restrictions under DO 34, s. 2022 regarding social distancing and capacity in the reopening of private schools.

However, we are hopeful about the outcome of our dialogue with the VP Sec. Sara in ensuring that private schools will be granted a wide degree of autonomy on blended learning approaches, which we think is a more resilient, accessible, sustainable and forward-looking model in delivering quality education to all our learners. We also hope the VP Sec. Sara would push through with her plans of institutionalizing blended learning. Currently, we are following up to seek a meeting to open a constant line of communication on how we can help the DepEd.

As of this writing, we received communication from VP Sec. Sara stating that DepEd is taking into consideration the recommendations of COCOPEA. This request will be coursed through the Curriculum and Instruction Strand which is currently drafting a policy to include the implementation of learning delivery modalities on blended learning. We are very happy that DepEd is looking into the possibility of granting our petition and hopeful for the President's approval on or before September 30, 2022.

On July 11 to 15, 2022, COCOPEA and PACU sent participants to Baguio City to be part of the Curriculum Revision as one of the top priorities of the DepEd. The said workshop aims to identify gaps and issues in the proposed curriculum guides from grades 7 to 10; enhance the proposed draft based on the inputs and suggestions of participants; and determine other considerations to ensure a revitalized Key Stage 3 Curriculum Guides (CGs). In addition, the Private Education Office (PEO) granted the request of COCOPEA to be part of the monitoring team on the progressive expansion of face-to-face classes under DepEd-DOH JMC 001, s. of 2022.

Recently, together with the other associations comprising COCOPEA, we participated in the first virtual Strategic Planning for the academic years 2022 to 2025. The Strategic Planning process has three phases. The first phase is the Pre-Planning Review and Reflection which was conducted by each association where the synthesized outputs were used as a springboard for the plenary. The second phase is the Plenary Discussion held via ZOOM last September 5, 2022. The third phase is Post-Planning Workshop with the association president and advocacy chair. In this phase, proposed activities will be workshopped, calibrated, and paced for 2022-2025. With the active involvement of the participants, the strategic planning activity will help COCOPEA discover the common ideals, identify intermediate result areas, and chart its goals for the next three years.

On the legislative front, COCOPEA participated and lobbied in various committee deliberations in Congress and the Senate pertaining to bills affecting private education such as the EDCOM II which recently lapsed into law. During the 19th Congress, the committees involving education in both houses invited COCOPEA representatives as resource persons during their organizational meetings.

Recently, COCOPEA and PACU appealed to the CHED En Banc to issue a certification required by the National Medical Council (NMC) of India. The Commission on Higher Education (CHED) clarified that the medical education program is consistent with the CHED Memorandum Order (CMO) 18, s. of 2016 or the "Policies, Standards, and Guidelines on Medical Education." It further affirmed that the Doctor of Medicine degree awarded to international students is essentially the same degree offered to Filipino students and can be registered for licensure examination in the Philippines.

In addition, Chairman Prospero De Vera approved the exemption or extension of the period when foreign medical students are required to take the National Medical Admission Test (NMAT) with grade cut-off requirement. The certification and extension paved the way for around ten to twenty thousand current medical students and potential students to pursue medical education in the Philippines.

Meanwhile, with regard to the CHED, we would like to thank the TWG on Flexible Learning led by our experts headed by Dr. Caroline Enriquez, Dr. Ma. Cristina Padolina, Mr. Augusto "Gion" Fabella, and Dr. Edizon Fermin who were instrumental in coming up with the CMO 06 s. 2022 on "Sustaining Flexible Learning in Higher Education," an addendum to CMO 04, s. 2020 or "Guidelines for the implementation of Flexible Learning." The memo gives wide latitude for Higher Education Institutions (HEIs) in determining appropriate teaching and learning approaches while deciding on the conduct of in-person classes or flexible learning modes relative to the achievement of discipline-specific program outcomes suitable to certain conditions. In addition, CMO 05 s. 2022 repeals the previous CHED-DOH JMC 2021-004 and CMO 01 s. 2022 wherein the medical insurance requirement for students taking in-person classes is now removed.

Furthermore, on tuition fee increase applications for SY 2022-2023, as early as the CHED memo on February 11, 2022 on the use of Regional Inflation Rate (RIR) in the determination of tuition fee increase was released, PACU officers have been taking our position to CHED. According to CHED CMO 03 s. 2013, the tuition fee increase is considered reasonable as long as there was consultation. The Policy Committee headed by Pres Vincent Fabella and Pres Michael Alba sent CHED a proposal that can be used as a basis in exchange for the "past-looking" RIR which was too low at 0.1% to 4%. The CHED was willing to consider the Bangko Sentral ng Pilipinas (BSP) forecast which is prospective in nature in exchange for the RIR that will be their guide to determine the reasonableness of tuition fee increases. We had a series of meetings with Chairman De Vera, the Commission En

Banc and Regional Directors to resolve the standing issue. On July 13, Chairman De Vera signed another memo replacing the low RIR to a higher one, based on the Consumer Price Index Report for May 2022, from a low of 4.7% for NCR to 5.5% for outside NCR, by the Philippine Statistics Authority.

Moreover, PACU continues to advocate with CHED to lift moratoriums on specific programs with high demand such as Nursing, HRM, Information Technology, and Teacher Education. Chairman De Vera said he is open to lifting the moratoriums of other programs stated except for teacher education which might be difficult because of the quality improvements which were discussed in the 18th Congress. Thus, on July 12, 2022, the CHED En Banc officially lifted the moratorium on the offering of new nursing programs. The decision to lift the moratorium is a response to the current need for more nursing professionals to serve the country's health care delivery system.

With regard to the May 9 elections, COCOPEA held a series of voter education sessions and individual interviews with presidential candidates entitled "The Education President Interviews with Presidential Aspirants on Philippine Education." The objective of the event was to bring the candidates and their education platforms directly to the students, faculty and other stakeholders of member schools to ask questions directly to the candidates and promote a well-informed electorate from the education sector. We reiterated that COCOPEA is a non-partisan association and it is up to the individual members to choose their candidates.

We are grateful to former Vice President Leni Robredo and Ka Leody De Guzman for accommodating our request despite their busy campaign schedules. Likewise, my sincere appreciation goes to the University of Pangasinan and the Holy Child Catholic School for opening their campuses for these hybrid events. Other presidential candidates were also invited to participate in the interview series, but they officially declined. Four days before the national elections, we officially concluded the interview series.

PEAC Updates

The Private Education Assistance Committee (PEAC) is in the process of revising its by-laws, particularly the penalties for schools that violate PEAC policies. The PEAC Executive Committee is planning to propose offenses and violations to the ESC Program that will be incorporated in the revision. If the Secretariat finds a PACU School on the negative list, the concerned school administration will be notified and stricter penalties will be imposed.

Furthermore, PEAC already approved the CORE program and 1M budget. It has processed all applications and now has 31 eligible schools to be included in this school improvement program. Moreover, the PEAC organized a separate orientation webinar for DepEd Schools Division Superintendents last August 15-17, 2022 to improve the implementation of the GASTPE Programs at the division level. Lastly, PEAC is also undergoing e-recertification of schools for SY 2022-2023 for the period October 3, 2022 to January 20, 2023. Meanwhile, the PEAC paid a courtesy call to VP Sec. Sara last August 4, 2022 and discussed issues involving private education. In the next PEAC regular meeting, she will be represented by Usec. Epimaco Densing III as PEAC Chair.

Apart from this update, we are grateful to Pres Patricia Lagunda and everyone involved in the preparation of the proposal for a bigger ASPIRE grant we received from PEAC. A portion of this grant will help to cover the expenses of our General Assembly and 90th Commemorative Book. The said grant will also help us continue our webinars, Leadership and Management Perspectives in Higher Education (LAMP) summit, Usapang Industriya series, Communities of Practice and other programs this school year.

UNIFAST Updates

The UNIFAST submitted to COCOPEA and PACU five lists for our prompt dissemination to the concerned HEIs. These lists include updates on the Philippine HEIs with (1) TES payments for release, (2) PHEIs awaiting NCAs (Notice of Cash Allotments), (3) ongoing submission of billing statements for SY 2020-2021, (4) no submission of billing statements for SY 2020-2021 and (5) no submission of liquidation reports. The Secretariat will send a copy of these lists to the member schools.

Likewise, the UniFAST posts a 99.67% overall Budget Utilization Rate (BUR) of its continuing Fiscal Year (FY) 2020 allotment for the implementation of programs under RA 10931 (Universal Access to Quality Tertiary Education Act). UniFAST is determined to utilize its PHP 44 billion allotment for FY 2021. By virtue of Republic Act 11640, the House of Representatives and the Senate extended the validity of the FY 2021 budget to December 31, 2022. However, no budget has been allocated for new TES beneficiaries. Only continuing beneficiaries are covered for this school year.

COMMITTEE REPORTS

Policy Committee

The Policy Committee Chair Pres Vincent Fabella and Co-Chair Pres Fred Ayala are actively involved in our initiative to allow blended learning and online learning as modes of delivery in Private Schools in addition to in-person classes this SY 2022-2023. Likewise, we continue to lobby for policies in recognition of the complementary role of private education and its contribution to nation building, such as forging collaborations as well as crafting a coalition roadmap in paving the way for a sustainable and viable future for Philippine private education.

As a big leap towards our future direction, PACU, with the assistance of PEAC and funding of the DepEd, commissioned the Complementarity Study Phase 2 of the original research of Dr. Vicente Paqueo and Dr. Aniceto Orbeta on "Strengthening the Complementarity of Private and Public Education Towards Greater Inclusion, Efficiency, and Freedom of Choice (Phase 2)." In this study, the research experts looked at the qualities of schools and students that could be significantly improved to ramp up the overall learning achievements of both public and private school students. It also reports on the issue of whether the choice of a private school matters in raising overall student learning outcomes.

The study answers the question of whether competition and availability of private schools induce improvements in student learning achievements and the ability of the national education system as a whole to efficiently respond to diverse and changing market demands for quality education. Getting the public and private sectors to work for complementarity forms the recommendation of the study which is a challenge and a huge call to action for the private education sector, specifically PACU.

Additionally, building up on the recommendations of the Strengthening Complementarity Research of Dr. Orbeta, Dr. Paqueo, et. al., and PACU together with selected experts and organizations arranged the first roundtable session with the coalition last September 9, 2022. The multisectoral group recommended: (1) increasing the voucher program budget for basic education by at least PHP 5.6 billion in the short-term and PHP 36 billion in the long-term; (2) expanding the coverage of voucher programs to include primary education and (3) increasing the voucher allocations for the tertiary level under the Tertiary Education Subsidy (TES) Fund or through other programs. We hope to secure the support of our legislators for the worthwhile initiative.

Program Committee

The Programs Committee is all set for the 90th General Assembly (GA) celebration and elections this coming September 17, 2022 either in-person at the Sheraton Manila Hotel or via ZOOM. It will be another hybrid event with the theme "Reimagining Philippine Private Education: Advocating Innovation and Sustainability."

The event will be highlighted by the awarding of the PACU Person of the Year. The award is conferred to an individual who exhibits genuine understanding, integrity and dedicated support for private education, as well as outstanding service to Philippine education. The 2022 PACU Person of the Year Award selection committee is composed of Dr. Dhanna Bautista-Rodas, Dr. Karen Feliciano-De Leon and Dr. Patricia Bustos-Lagunda.

PACU member schools are encouraged to attend in-person and bring at least one companion during the general assembly. In order to stay safe, the minimum health and safety protocols will be strictly implemented. Attendees will also be required to present their vaccination cards and negative antigen test results upon entry.

Membership Committee

We are happy to note that on the occasion of our 90th General Assembly, we have reinvigorated the engagement of our PACU members. Our continuing policy efforts, as well as our monthly events have increased our membership fee collection rate, particularly the number of members who have updated their payments and paid their past arrears. We wish to thank our Committee Chairman Pres. Bernard Villamor and Area Vice Presidents for reaching out to our members to celebrate our 90th General Assembly.

Meanwhile, we visited our conditional/provisional member schools namely Wesleyan University-Philippines, Malayan Colleges Laguna, Far Eastern University -Cavite, and Far Eastern University-Alabang and were recommended as bonafide members.

Industry Academe Linkage Committee

The Usapang Industriya series continued as the Industry Academe Linkage Committee presented its 6th and 7th installments of these webinars. Usapang Industriya Series 6: Teacher Education and Training Specialists in the Hyflex World was held in April in collaboration with the National Teachers College. This webinar articulated the implications of “hyflex” learning education, training and development.

We also launched a two-part Usapang Industriya series webinar on July 27, 2022. The Usapang Industriya Engineering Part 2 on “Strengthening Industry-Academe Linkage in Engineering” was held in the morning. The webinar was co-organized and designed by Cebu Institute of Technology - University and University of Mindanao. In the afternoon, the Usapang Industriya for Criminology was held with the theme “Kinabukasan ng Kriminolohiya sa Makabagong Panahon” organized by the Misamis University and Cagayan de Oro College with the support of Rex Education. Both webinars identified the key developments in policies and curricula; issues and challenges in the education and training of Engineering and Criminology graduates. Further, the committee plans to continue with the series of webinars for the various disciplines to provide an avenue to address the skills gap between academe, industry, and government agencies and to know the latest updates in job outlook, and emerging recruitment trends.

Committee on Institutional Quality and Improvement

The Committee on Institutional Quality Improvement (CIQI) held the 3rd Leadership and Management Perspective (LAMP) Summit last March 30 which focused on Building School Spirit in a Hyflex Environment. We would like to thank the Jose Rizal University, Centro Escolar University, University of the East, Baliuag University, PHINMA and the other member schools that shared their stories. The LAMP Summit will hold two more topics in the next two months.

Legal and Legislative Committee

Atty. Ada Abad updated PACU on the Create Law in the Court of Tax Appeals (CTA) case. She stated that the board had already signed to this strategy by COCOPEA. The law firm of Atty. Benedict Tugonon had received a resolution from the CTA. The said Court has dismissed our appeal questioning BIRs Revenue Regulation 5- 2021 on the ground that it had already found the case moot and academic after the enactment of RA 11635. The interpretation of the law already clarified that the term nonprofit was to be interpreted strictly for hospitals and not proprietary schools. Because of this dismissal, Atty. Benedict raised a motion for reconsideration, intimating to the CTA that there were moves by the BIR to continue with the assessments made previously for the years 2018 to 2019. As regards to the motion for reconsideration, the CTA said that it did not find that the BIR continued its efforts to collect on those tax assessments made prior to 2018. The CTA dismissed the case with finality, leaving COCOPEA and PACU with two options. The first option was to raise it further through a motion for certiorari to the Supreme Court citing grave abuse of discretion on the part of CTA. The second option was to accept the denial or dismissal of our case. After the consultation, it was agreed therefore by Atty. Abad and Atty. Estrada that they will no longer bring it up to the Supreme Court to save on litigation costs and because it is quite difficult to prove grave abuse of discretion on the part of the CTA.

In the 18th Congress, the most recent education-related law passed was RA 11713, known as further Strengthening Teacher Education in the Philippines/Excellence in Teacher Education Act. The gist of the law is that the Teacher Education Council will serve as a responsive coordinating institution for the three major government entities involved in teacher education: the CHED, PRC, and the DepEd. The Teacher Education Council, CHED, and PRC will serve as preservice filters by regulating enrollment and graduation requirements in tertiary education forces and qualifications to enter the teaching profession.

Public Relations Committee

The Public Relations Committee has completed the PACU 90th Commemorative book led by Pres Marco Benitez with the assistance of the committee members and the PACU secretariat. A digital version of the commemorative book including the video messages of our important institutional partners and leaders is uploaded to PACU's official website.

On behalf of the PR Committee, I would like to thank all those who have contributed their reflections, musings, and messages for the commemorative book which will be part of the 90th General Assembly kit. We also thank Clever Catch Inc. for helping us in the lay out of our Commemorative Book as well as Ms. Connie Ladrido, for proofreading, and our contributing writers.

In addition, we would also like to extend our sincere appreciation to the officers of our member schools who have shared articles in the latest issue of our PACU newsletter. We also acknowledge our valued corporate sponsors who have shown their support in PACU's worthwhile endeavors. We thank Ms. Marivic Tirona and Mr. Jesus Sy of PWU for the lay out of our newsletter.

Research Committee

PACU has a proposal for a remote learning survey on funding for the internet connectivity of schools. This research will determine if we are getting the best value for our connectivity. Another purpose of the study will likely be for the PACU modality. We already have a list of schools willing to participate in the proposed connectivity and remote learning study. Our challenge is to source funds for our study.

On the other hand, the committee is working with Centro Escolar University in finalizing a proposal on digitizing the Critical Thinking Test. The goal is to translate the test from a pen and paper test into an online test to assess the critical thinking skills of tertiary level learners of PACU member schools.

In closing, when I started my term as PACU President, I said was taking on the insurmountable challenges with the commitment and humility given the responsibility of steering this storied organization. In a way, I can say my term was filled with daunting tasks in a very disruptive environment, not to mention, the transition challenges during these extraordinary times amidst the pandemic. If it were not for the unwavering support of my family, the members of the Perpetual community and most especially my PACU family, I would not have fulfilled my role as president.

Indeed, I am immensely grateful to the Almighty God, to my Tamayo family, particularly to my father Dr./Brig Gen. Antonio Tamayo and mother Dr. Daisy Tamayo, for their support and guidance on this journey. I would also like to thank the members of the UPHSD community for their "perpetual help." And of course, I would like to express my monumental gratitude to my PACU family- the Board of Trustees, the Execom, the secretariat and especially the members who are the "life force" of PACU, for your dependable support, cooperation and understanding. I will always treasure your friendship. Thank you for always standing by my side, so we could surpass the challenges and take advantage of the opportunities in this new normal as we advocate for private education. In the Chronicles of Higher Education (2021), Dean Charles Deacon of Georgetown University said, "the pandemic is no longer a crisis to be managed, but rather an opportunity to reform the way colleges in the long run."

So, this is it! All good things must come to an end. There are so many lessons that I take away from this meaningful experience which has given me greater resilience, agile focus, and a more reimagined view of life.

May the Lord continue to guide us in our next journey. Since we already started the 'ber' months, let me be the first to greet you advanced Merry Christmas and a Happy New Year. May God abundantly and perpetually bless you.



Obligations and Responsibilities of Institutions Relative to Return to Office and School Arrangements

By: Anna Maria D. Abad, Maya Angelique B. Jajalla, and Joshua Alexander S. Calaguas

The labor force as well as the education sector in the Philippines is finally returning to set-ups that are closer to what it was before the global pandemic brought by Covid-19. When the Philippines was put under a state of public health emergency in 2020, many offices and schools were forced to suspend in-person work and learning arrangements. The challenge then was how quickly could they adapt to a work-from-home and virtual setup to keep their business and students' learnings afloat.

Two years after the declaration of a state of public health emergency, President Ferdinand "Bongbong" Romualdez Marcos Jr., in his first State of the Nation Address as President of the Republic of the Philippines said *"hindi na natin kakayanin ang isa pang lockdown. Wala na tayong gagawing lockdown"* signaling his administration's direction to lead the nation back to pre-pandemic work and learning arrangements.¹

But Covid-19 is still present in the country and there are still a number of cases being reported and new variants being detected. However, a key factor that has changed from 2020 to today is the number of individuals vaccinated in the country. In March of 2022, the Department of Health reported that over 63 million Filipinos have been fully vaccinated, which is about 70% of its target population coverage.² Thus, the government is confident that with a large part of the population fully vaccinated, that it is safe to pursue and push for the full re-opening of the economy and the resumption of face-to-face classes as long as the minimum public health standards and protocols as provided by the Department of Health (DOH) are constantly followed and adhered to. The barest minimum being the wearing of masks, physical distancing, and proper hand hygiene.

With this in the background, employers and school administrators are reminded to exercise due diligence under the circumstances in all matters relative to their obligation and responsibilities. For employers, the foremost of which is to provide for a safe and secure environment conducive to work, while for schools it is to provide for a safe and secure environment conducive for learning. As to what exactly is "due diligence under the circumstances" with the backdrop of a highly contagious virus remains to be seen and tested. Nevertheless, this may generally mean to be strict and consistent compliance with the government-imposed health protocols. The reality is that employers and schools cannot and should not be made to absolutely guarantee that their employees and students will be kept safe from harm or infection from Covid-19. Both the employer and the school can only really mitigate the risks by strictly following, at the minimum, the government-imposed health protocols.³

¹President Ferdinand Marcos Jr., *State of the Nation Address*, (July 2022). Available at: <https://newsinfo.inquirer.net/1634445/full-text-president-marcos-1st-sona>

²Department of Health., *RESBAKUNA TURNS ONE, OVER 63 MILLION FILIPINOS FULLY VACCINATED AGAINST COVID-19* [Press release], (March 2022). Available at: <https://doh.gov.ph/press-release/RESBAKUNA-TURNS-ONE-OVER-63-MILLION-FILIPINOS-FULLY-VACCINATED-AGAINST-COVID-19>

³DOH Adm. Order No. 43 (2021). Available at: https://drive.google.com/file/d/1Wja5xYNWi_nivUDzHFIVXhsMINuXPll/view

The Department of Health is the primary department of the government on top of the guidelines for minimum public health standards and protocols. The DOH has issued Administrative Order Nos. 2020-0015 and 2021-0043, as well as Department Memorandum No. 2022-0013 among others. Furthermore, it has helped the Department of Trade and Industry (DTI) and the Department of Labor and Employment (DOLE) in coming out with their own issuances, specifically DTI-DOLE Joint Memorandum Circular Nos. 20-04 and 20-04-A s. 2020, DOLE Department Order No. 224 s. 2021, and DTI-DOLE Advisory No. 21-01 s. 2021. These issuances provide guidance for different sectors.

Likewise, the Department of Education (DepEd) and the Commission on Higher Education (CHED) have released their own respective issuances detailing the guidelines for the implementation of the safe resumption of face-to-face classes and on-campus activities. DepEd has released Order No. 14 s. 2020 as well as Order No. 34 s. 2022, among others. CHED for its part has released CHED-DOH Joint Memorandum Circular 2021-004, and Memorandum Order No. 1, 5, and 6 s. 2022, among others.

The salient minimum protocols prescribed by these departments revolve around four (4) main objectives: (a) increasing physical and mental resilience, (b) reducing transmission, (c) reducing contact, and (d) reducing the duration of infection. The first objective includes providing employees and students with psychosocial support or at least a referral system to mental health specialists. The second objective covers the observance of wearing of masks, physical distancing, and frequent disinfection by handwashing with soap or the application of alcohol-based disinfectants. This also includes the provision of adequate ventilation; encouraging the opening of windows and doors and the installation of filtration devices with High-Efficiency Particulate Air (HEPA) filters. The third objective makes reference to following the specific limitations in accordance with the risk classification of the workplace locality. We still follow the Alert Level System as determined by the Inter-Agency Task Force for the Management of Emerging Infectious Diseases (IATF). The last objective includes the detection of symptomatic individuals upon entering their workplaces and referring them to the appropriate health system entry points (i.e. primary care facilities, telehealth consultation).

These government issuances from the DOH, DTI, DOLE, DepEd, and CHED provide the institutions the much-needed guidelines as the nation moves towards post-pandemic type of work and learning arrangements.

Aside from constant and consistent following and adherence to minimum health standards, companies and schools in other jurisdictions have explored resorting to the use of Covid-19 liability release waiver forms. It is emphasized, however, that the guidepost when it comes to waivers in our jurisdiction is found in Article 6 of the Civil Code, which provides that rights may be waived, unless the waiver is contrary to law, public order, public policy, morals, or good customs. A valid waiver requires the following: (a) existence of a right; (b) knowledge of the existence of the right and the capacity to make the relinquish thereof; and (c) intention to relinquish such right is made clearly and unequivocally.⁴ Furthermore, there are precedents when waivers were invalidated due to gross negligence on the part of the institution amounting to reckless disregard for safety or persons or property, as well as where the signatory to the waiver did not understand the ramifications of the waiver of their rights. Again, in the context of a highly contagious virus, the validity of Covid-19 liability release waiver forms in our jurisdiction is yet to be tested.

Certainly, the nation moving back to pre-pandemic work and learning arrangements amidst the existence of Covid-19 poses new challenges for everyone. For employers, schools, and other institutions, the new challenge is how to again quickly adapt and take on its obligations and responsibilities to its stakeholders and balancing these with its legitimate business interests. We hope this article has provided insight into what institutions can rely on as the dynamics continue to change.

⁴Castro v Colipano, G.R. No. 209969, September 27, 2017.

FLEXING fUEl

By: *Felipe R. Alcala Jr., Roselle S. Basa,
John Israel U. Cunanan and Melvin A. Vidar*



The University of the East has gone a long way since it first implemented its Blended Learning Program back in 2011. With its course offering which is comprised of purely residential or face-to-face courses, UE jumpstarted an ambitious endeavor of integrating face-to-face modality with online delivery of course materials using a free and open-source learning management system (LMS). Though the program resulted in limited uptake in terms of course development and implementation, the Blended Learning Program back then gave the UE constituents their first exposure to an alternative instructional delivery enabled by educational technologies and tools.

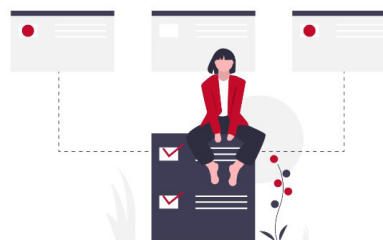
When the pandemic struck and ECQ was declared in March 2020, UE shifted its delivery of instruction to flexible learning, which it later branded as flexible UE learning (fUEl). Though it basically employs online distance learning, it is flexible in the sense that (1) it is compliant with the CHED CMO on flexible learning; (2) faculty members were given the freedom to schedule synchronous and asynchronous classes within the semester, aided by a University-approved policy; and (3) faculty members conducted synchronous sessions either via video-conferencing or by utilizing online modules uploaded to the University-mandated LMS.

The third feature above was made possible because, in 2018, UE partnered with Instructure, Inc. and subscribed to their Canvas LMS. When the pandemic struck, UE increased its subscription to Canvas to cover the entire student population, viz., the senior high school and tertiary levels, and made use of Google classroom for K-10 students. In addition, to capacitate the faculty members, the Office of Curriculum Development and Instruction (OCDI) was tasked by the Academic Council to swiftly provide video-based online capacity-building training. After one-and-a-half months, select faculty were able to conduct fully-online summer classes from June to July 2020. By August 2020, almost 700 faculty members, who underwent the said training, delivered fully online classes under the fUEl learning design framework. The different academic units complemented the abovementioned capacity-building training by instituting instructional materials development projects that provided a modest financial incentive to module developers. In addition, the OCDI also provided helpful webinars to further capacitate the faculty members while they are continuing their online delivery of instruction.

ONLINE COURSE: TEACHER TRAINING FOR ONLINE CLASSES



Teacher Training for Online Classes



Welcome to your Teacher Training for Online Classes Course

This is a self-paced, video-based course that will help you prepare for online classes. It covers two general phases:

- Phase 1: Development of instructional materials
- Phase 2: Implementation of the course

OCDI WEBINARS



Guided by the University Mission and Vision, namely, adhering to progressive instruction and committed to relevant affordable quality education, the **fUEI** Learning Design Framework will be sustained for the Academic Year 2022-2023. This time, **fUEI** re-energizes the instructional delivery through **Online Distance Learning (ODL)** and **Blended Learning (BL)**, as can be seen in Figure 1.

Courses offered via ODL maximize teacher-student engagement through the utilization of instructional technologies such as the Canvas Learning Management System and Google Workspace. Adaptive Digital Solutions will also be utilized for selected courses. Through synchronous and asynchronous interaction strategies, ODL guarantees the effective delivery of the course syllabus and maintains teacher presence at all times.

Courses offered as Blended Learning (**BL**) combine ODL and on-campus interactions. These are courses whose outcomes can only be achieved when the students are exposed to practical applications using the facilities provided by the institution such as computer and science laboratories, kitchen, studio, engineering workshop rooms, and the like. Teachers establish real-world and hands-on experiences as they demonstrate, simulate, and produce the expected course outcomes.

The fUEI Learning Design Framework also complies with the CHED-mandated principle on Outcomes-based Education (OBE) which focuses on the competencies the students are expected to achieve. Guided by the institutional UE OBE Manual, programs offered and the learning modalities adopted are designed to ensure that OBE is being implemented. Furthermore, an essential feature of the ODL and BL modalities is the integration of the constructive alignment of the outcomes, activities, and assessments for a more fueled, meaningful, and OBE-compliant teaching and learning process.

Time-tested Instructional Models such as Bloom's Taxonomy, ADDIE, Merrill's Principles, Gagne's 9 Events of Instructions, and T-PACK, form the bases of the course designs to ensure effective and meaningful learning experiences. Teachers subscribe to these models in the design and delivery of instructional materials to ensure the achievement of instructional goals.

Lastly, the entirety of the fUEI Learning Design Framework, from the UE Mission and Vision and cascading to the Learning Modalities is also suffused with Learner-Centered Principles, giving paramount importance to the student as the pivotal element in the macro-decision-making of the university's administration down to the micro-choices of the teachers in their respective classes, whether physical or virtual. Although the OBE and the Instructional Design Models subscribed to and exhibited through the ODL and BL, are already essentially learner-centered, making explicit the latter is UE's allegiance toward, as stipulated in its Vision Statement, producing morally upright and competent leaders in various professions, imbued with a strong sense of service to their fellowmen and their country.

FRAMEWORK: FLEXIBLE UE LEARNING (fUEI) for TERTIARY AND GRADUATE LEVEL EDUCATION

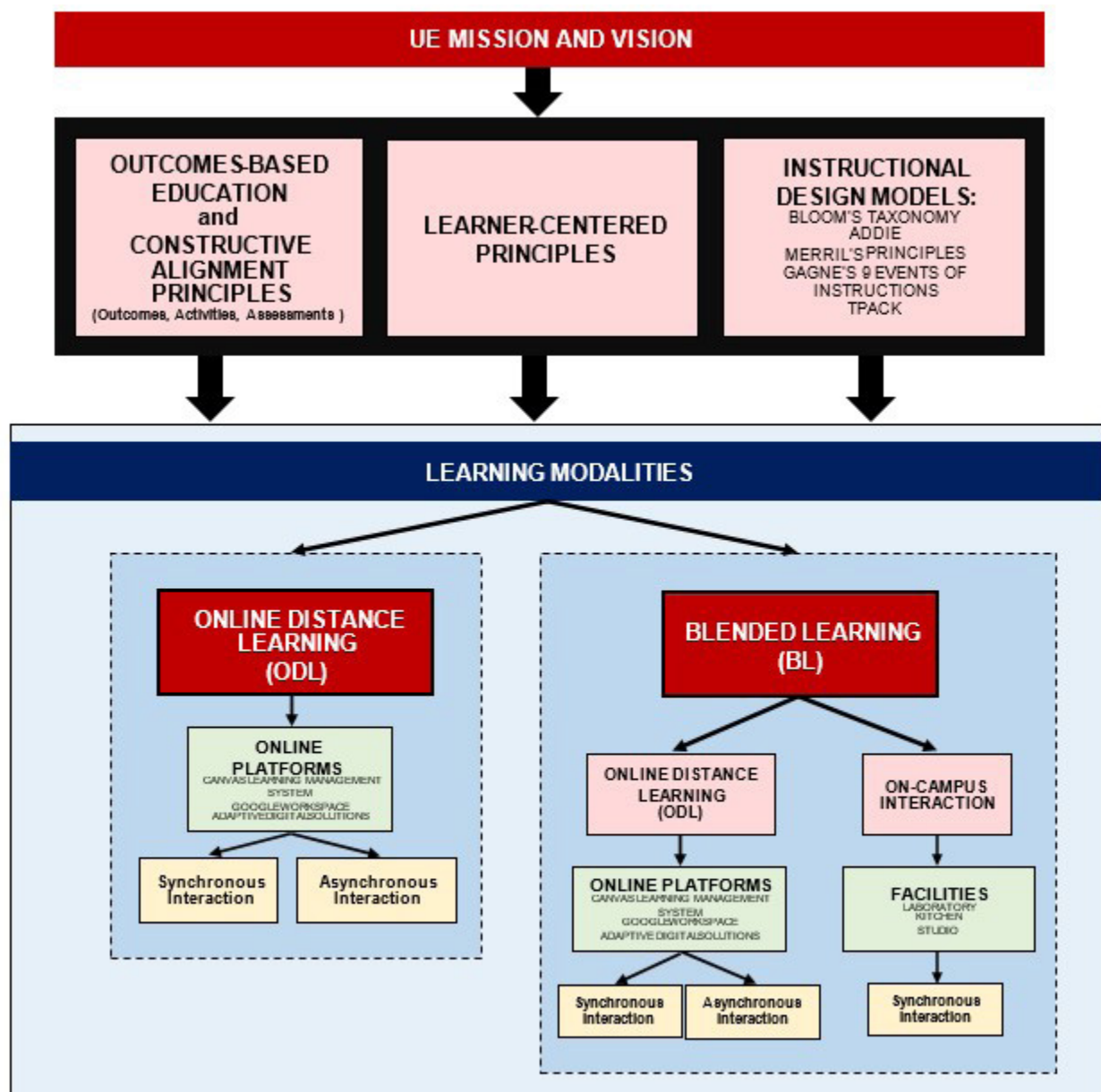


Figure 1: fUEI Learning Design Framework for AY 2022-2023



SAN PABLO COLLEGES GEARED UP FOR THE NEXT NORMAL

By: **Clarice Adrienne D. Verzosa**

The Coronavirus has forced educational institutions to experiment with different learning modalities that will suit the needs of their learners. It prevented the students from being physically present in traditional classrooms, but despite the challenges, San Pablo Colleges (SPC) ensured that learning continued amidst the threats and uncertainties.

For the past two years, SPC continuously delivered quality education through its **A**lternative **H**ybrid **E**ducation and **A**synchronous **D**istance Learning. Curricula were reviewed to make adjustments so that subjects which are heavy on laboratory may be deferred for later semesters. Student services and library services were modified to reach the students despite the restrictions on mobility. Health protocols were instituted for the safety of its students, faculty members, non-teaching personnel, school administrators, and other stakeholders who are going to the campus. Furthermore, mental health programs were strengthened to provide support to the SPC Community for their overall well-being.

By way of arising in the pandemic, the SPC Administration created a detailed plan with clearly defined strategies and extensively prepared its school guidelines and safety protocols as more schools are anticipated to have limited face to face classes this AY 2022-2023. The College will introduce **AHEAD 2.0**, which is the **A**daptive **H**yFlex **E**ducation and **D**istance Learning and will focus on actively reshaping its process by rebuilding its operations and accelerating the adoption of the new set of policies, guidelines, technologies, and innovations that will help navigate the complexities and changing demands for sustaining the high quality of teaching and learning beyond the COVID-19 crisis. While SPC enters into the next normal, it will continue to evolve its ways to meet the learning needs of its students by emerging educational recovery plans, adapting its curricula to the next demands, and boosting teaching and learning continuity while preparing for the next trends in education for the years to come.

As things slowly go back to normal, we cannot expect normal to look the same as it did before, since the gauge of world transformation, particularly in education, will continue to unfold in the following months. As we transition to the next normal, SPC will bring its various experiences which enriched its practices that opened doors that it did not even dare to explore before. SPC is way better now and here it is standing strong as the College builds a robust foundation moving forward.

There is HOPE amidst the Pandemic Crisis: The UST Senior High School's “4Ms” emblem in Health Optimizing Physical Education

By: Dr. Raymond M. Anselmo

Chair, Physical Education and Sports Track, University of Santo Tomas Senior High School

In the latter part of the school year 2019-2020, there was a sudden change in the set-up of conducting Physical Education and Health in the Philippines. The learners and teachers were mostly affected by the drastic changes caused by the COVID-19 pandemic crisis. This was a circumstance learners and teachers were not prepared for due to the enormous shifts of lockdowns and community quarantines.

As a preventive action to decrease the surge of COVID-19 cases and to stop the further spread of variants, the IATF Resolution 130-A, which was released in March 2020, and placed the National Capital Region in Enhanced Community Quarantine with heightened and numerous changes in restrictions up to the present. This resulted in the shift into the Enriched Virtual Mode of instruction.

During the Enriched Virtual Mode of instruction, the Health Optimizing Physical Education (HOPE) Learning area of the UST Senior High School complied and developed to the shift in the delivery of the subject. The UST Blackboard course site was used to deliver instructions and at the same time different modalities of synchronous and asynchronous online teaching were utilized. As part of the continuous preparation and development, teachers underwent institutional trainings, in-service trainings, and other webinars related to the delivery of online classes. They also complied with the guidelines set by the UST Office of the Vice Rector for Academic Affairs (OVRAA), Center for Innovative Teaching and Educational Delivery (CITED), and Educational Technology Center (EdTech) in regularly developing the educational materials.

What did the UST SHS Health Optimizing Physical Education Learning area do to address the sudden change?

With the said sudden change, the conduct of the UST Senior High School's HOPE classes was also re-conceptualized and re-strategized, and the team was able to produce their emblem called **4Ms of HOPE**, which stands for **“Mapatayo, Mapagalaw, Mapasaya at Mapaginhawa”**. The goal of this intervention, implementation and practice was to ensure that the learners are still actively moving during their online Health Optimizing Physical Education classes, considering that students are sitting for hours on their computers in their other subjects, as according to the World Health Organization, continuous Physical Exercise will strengthen our immune system. There was no doubt that it was very essential most especially in a pandemic situation.

There were major developments in the UST Senior High School's PESTrack and Health Optimizing Physical Education Learning area which included faculty development, student development, curriculum and instructional development, community, and extension service through service learning. Faculty development activities which include organizing and attending webinars, institutional webinars conducted by the UST OVRAA, CITED, EdTech, Sustained Teachers' Retooling and Training (STRAT) for all Senior High School academic staff, in-service trainings with distinguished invited guest speakers from the Department of Education, and faculty members' membership in professional organizations directly related to Physical Education and Health were highly encouraged in order for teachers to be updated and continuously adapt with the current trends.

The UST Senior High School survived and continuously managed to deal and maintain the high level of performance of teachers as well as in achieving the optimum level of learner's performance in online or virtual HOPE classes. It was quite challenging but the teachers, motivated and guided by their 4Ms emblem, did not stop getting the interest of their learners and continuously initiated promoted physical exercise among senior high school learners.

The UST Senior High School's 4Ms emblem in HOPE:

1. MAPATAYO - To encourage learners to stand during their Health Optimizing Physical Education classes:

The first M of the 4Ms emblem of UST SHS HOPE classes stands for "Mapatayo" wherein teachers encourage and motivate students to stand up from their computer desks. As we all know, learners are mostly seated for the whole week during their classes whether it be synchronous or asynchronous sessions.

2. MAPAGALAW - To encourage learners to Move during their Health Optimizing Physical Education classes:

The second M of the 4Ms emblem of UST SHS HOPE classes stands for "Mapagalaw." It is not enough that the learners stand during their HOPE classes, they are encouraged to move accordingly based on the discipline of the HOPE classes that they are enrolled in, whether it is Fitness, Sports, Dance or Recreation. SHS HOPE Teachers make sure that in this situation, learners still move continuously while in a different set-up of HOPE virtual classes. It was understood that the pandemic situation was not permanent. Hence, the UST SHS HOPE Teachers still made sure that it would always be a memorable learning experience.

3. MAPASAYA - To make Learners Happy during their Health Optimizing Physical Education classes:

The HOPE Classes of the UST Senior High School was focused on learner's pleasure and participation, which promoted the concept and idea of a feeling of belonging, while making friends and having fun while performing physical exercise. Learners were involved in physical exercise for 30 minutes to an hour a week during their HOPE classes. HOPE Teachers believe that physical exercise makes learners active, happy, and physically fit. It also helps in the development of their social and communication skills. The Latin phrase *mens sana in corpore sano* which is translated as: sound mind in a sound body, clearly connotes that human beings should be physically and mentally healthy. This describes the third M of the UST SHS 4Ms emblem, "Mapasaya". The HOPE teachers are confident enough that they are achieving this primary goal which is enjoyment.

4. MAPAGINHAWA - To make Learners feel healthy and relieved before their Health Optimizing Physical Education classes end:

Finally, the 4th M of the UST SHS 4Ms emblem in HOPE is the "MAPAGINHAWA" phase, this is the time for students to feel healthy and relieved. In a simple set and series of Physical exercises, the learner gets to achieve a healthy body with reduced feeling of stress, anxiety and depression which is necessary in this present situation.

The UST Senior High School Health Optimizing Physical Education learning area team truly believes in the importance of the 4Ms in its HOPE emblem. Indeed, continuously promoting good health through fitness, wellness, leadership, friendship and service through sports and recreational activities is a great intervention. Truly God is so really good that He made us realize that there is HOPE amidst the pandemic crisis.



IN DEFENSE OF BATCH 2022: THE FIRST COHORT OF STUDENTS TO FINISH UNDER THE K-12 PROGRAM

By: **Ricky Rosales**

Program Head and faculty member of CEU Manila's Communication and Media Program

The recent issue about several higher education institutions sending their students to graduation this year had me reflect on my own experiences as Program head and faculty member of the Communication and Media Program of Centro Escolar University in Manila.

The issue was driven by what Professor Randy David calls "grade inflation" in "The phenomenon of grade inflation" (Public Lives, 7/24/22). Somehow, I agree that the overflowing of graduates who were given Latin honors might have been pushed by so many considerations given by teachers and school administrators this school year because of the pandemic. But I also want to believe in the ability of this year's graduates to soar high because they are the first cohort of students who finished under the K-12 program of our basic education. I personally witnessed and compared this batch to the previous batch of graduates who finished under the old system of a 10-year basic education. They are different because they are relatively mature enough to handle the academic life.

Let us also not forget that the accumulation of knowledge, although a bit questionable given how polluted our media ecosystem is today, can be a factor as to why this batch of students were a little more advanced than the previous batches. This can be substantiated by a more empirical investigation though.

Our Communication and Media Program in CEU Manila is very small, and we only had 30 graduates this year. Four of these graduates were under the old curriculum, and the biggest number were products of our newest 2018 curriculum. We were able to revise our curriculum in 2017 as a response to the country's shift to the K-12 program. This revision gave us an opportunity to design a curriculum that is more targeted and relevant to the needs of the communication and media industry.

What I found very interesting and amazing at the same time, is the number of graduates who were already employed even before they set foot on the stage to receive their diploma. Of the 26 graduates we had in Manila, 16 were already employed even before their graduation. That is equivalent to 62 percent of the total number of graduates under our newest curriculum.

Yes, our student population in the Program is small compared to others, but I think that this scenario might lead us to pause for a while, particularly to those who immediately judge

this year's batch of students as products of the benevolence of their teachers and administrators. The general impression is unfair if we look at their employment potentials and not only their Latin honors.

I can think of two reasons for their immediate employability. First, I already mentioned the level of this batch's maturity. Because they were products of the K-12 program, having stayed in their secondary level for another two years, the accumulation and processing of the needed knowledge and skills in their chosen profession became easier for them. They are now able to navigate their campus life and personal life more comfortably. Of course, the challenges confronted by them as youth are still there. I am not saying that these kids have already surpassed the problems brought about by our society's own ills. It's just that, because of their relative maturity, they seem to be more prepared to handle the challenges of college life.

Second is the need to immediately find a job and help their families because they think that they have been in school for so long. Adding two more years in high school means losing two years of opportunity to earn money and immediately help their families. So, aside from their passion to achieve their goals in the profession they choose, there is an urgent need to pay back their parents. Combine these factors: an urgent need to work, passion to achieve their goals, personal maturity, and the appropriate training they received from school, then we can understand why these graduates can easily find jobs.

The negative impression we float to public discourse among the graduates of batch 2022 will not help them build the confidence that we very much need if we expect them to help this nation to move forward. Sociologist Jayeel Cornelio in his book *Rethinking Filipino Millennials: Alternative Perspectives on a Misunderstood Generation*, which won the National Book Award under the Social Sciences Category this year, already warned us about the dangers of putting so many labels among our Filipino youth, including the word "millennial" because that concept was borrowed from the West, and it doesn't describe who they are. We might as well take it easy to judge them in terms of how they earned their diploma and Latin honors. After all, it's not just the students, but all of us, in one way or another, that benefited from the adjustments made by our social institutions to survive and thrive during the pandemic.



STI WEST NEGROS
UNIVERSITY

STIWNU Emergency Response and Intervention during Pandemic

While COVID-19 can infect anyone regardless of wealth, race, or national origin, people in the Philippines face additional risks. Widespread hunger leaves the unfortunate sector more vulnerable to infection, and health systems are already stretched thin. In much of the rural Philippines, specifically in Negros Island, there is essentially little to no health privileges.

STI West Negros University, under the leadership of the people behind the Community Extension Program Core Group Committee, initiated an emergency response and intervention plan during the pandemic as a form of assistance to those gravely affected. At the start of the lockdown period, members of the STIWNU Community shared blessings in cash or kind with the participation of administrators, faculty, non-teaching personnel, student organizations, and student councils.

Furthermore, the Administration implemented the "Dress-down-for-a-Cause Project" every Thursday and Friday through the Community Extension Office (CEO) for sustainability as part of its corporate social responsibility. The proceeds were allocated to purchase goods for food packs, including canned goods, noodles, rice, health essentials, and vegetables. These were distributed to priority recipients such as low-income families in community partners and nearby barangays, out-of-school youth, street children, homeless families, food delivery drivers, security guards, janitors, fast food crews, and trisikad drivers.

At the height of the COVID-19 pandemic, tragic circumstances hit Negros Island with disastrous typhoons, floods, and fires which required the mobilization of resources. Various responses were initiated and innovated through food pack distributions, community pantries, relief operations, cash assistance, housing construction, and livelihood assistance.

This August, the University introduced a Sustainable Livelihood Program to the family recipients in one of the most affected communities to create Spanish style sardines as an alternative source of income to augment their daily needs. The product will use "Barungoy Fish," a raw product abundant in Sipalay, targeting tourists in the thirteen best beach resorts in the area as the primary market. The University will sustainably facilitate the promotion and enhancement of products, a genuinely sustainable project to uplift the standard of living of STIWNU's Partner community!

This endeavor encourages us to embrace another challenge by bringing the recipients on its peak anew as STIWNU becomes the instrument of God's blessings to His creation. STIWNU Community Extension Team is proactively committed and accepts this challenge as a way of working with the University's community partners as they progress towards realizing their dreams and meaningful lives. The University, through its Community Extension Office, is privileged to be a catalyst of change for those with life adversities. With this effort, STIWNU rejoices by saying, "AIM HIGH!"



Food packs distributing for the Out of School Youth and Food Delivery Drivers



Donations from the Faculty and Alumni



Serving God and Saving the Nature: LCUP Propels *Via Crucis sa Ilog Angat* 2022

When the season of Lent commenced, as a Catholic institution united with the Mother Church in commemorating the passion, sufferings, death, and resurrection of the Lord Jesus Christ, La Consolacion University Philippines (LCUP) initiated a series of religious activities inclined with the customs and traditions of *Mahal na Araw* from March 2 to April 14, 2022. One of these is the *Via Crucis sa Ilog Angat* 2022 – a University's flagship community outreach activity that aims to promote maintaining good care of the environment, especially the bodies of water where life depends most, and at the same time, remember Christ's journey to the cross.

A look back at when the boats started to row: Origin of the *Via Crucis sa Ilog Angat*

Since 2006, the university has conducted the *Via Crucis sa Ilog Angat* through its former Saint Augustine International Institute for Justice and Peace. The fluvial prayer activity, which roams the areas of Pulilan, Plaridel, and Calumpit through the Ilog Angat, has become a unique Consolanian tradition every Lenten Season. Aside from its desire to remember the sufferings

of Christ, it also aims to give thanks for the original blessings of the river and its creatures and vegetation and raise awareness of the importance of maintaining its ecosystem.

The University, together with its partner communities, through the fluvial station of the cross, drops seedlings of fish as



Rev. Fr. Jose Roland Colendrino presiding the eucharistic celebration early in the morning prior to the fluvial ceremony



Sr. Mary Sheba O. Principe, OSA, LCUP VP for Spiritual Formation and Extension dropping a bag of tilapia fry/seedlings in an area in Ilog Angat

it traverses the *Ilog Angat*. These seedlings will grow, multiply, and provide a source of income to the fishermen of Pulilan, Plaridel, and Calumpit. Aside from fishing, citizens of Pulilan, Plaridel, and Calumpit residing near the riverbanks also depend on water spinach or kangkong farming as their livelihood.

Sailing the Rivers after the Virus Outbreak: The *Via Crucis sa Ilog Angat* 2022 Since the COVID-19 pandemic halted even religious and spiritual formation activities, the *Via Crucis sa Ilog Angat* reefed its sails. The plan to continue and organize the *Via Crucis sa Ilog Angat* 2020 did not push through due to the implementation of enhanced community quarantine (ECQ) which caused a total community lockdown. Moreover, the gradual recovery influenced by worldwide vaccination drives shone a beam of light, a hope to continue serving God and saving nature.

On April 12, spearheaded by the Office of the Vice President for Spiritual Formation and Extension through the Mother Rita Barcelo Outreach Program (MRBOP), in collaboration with the Municipality of Calumpit, organized a *Via Crucis sa Ilog Angat* 2022. For the multiplication of life in the said body of water, 40,000 Tilapia fingerlings were scattered. These fingerlings were produced and the activity materialized through the collaborative efforts and donations from LCUP administrative offices, teaching and non-teaching personnel, students, alumni from all parts of the world, partner organizations/clubs, government agencies, and religious communities.

Early in the morning, the LCUP Community gathered in the campus grounds. Through the facilitation of the LCUP Crisis Management Team and the Human Resource and Development Office, selected LCUP personnel, administrators,

and community of sisters were able to travel from campus to the Santo Niño Parish, Calumpit, Bulacan by riding shuttle service vehicles provided by the University. The celebration of the Holy Eucharist in Santo Niño Parish, Calumpit, Bulacan, commenced the *Via Crucis sa Ilog Angat* at 6:30 in the morning. The mass was presided by the Parish Priest Rev. Fr. Jose Roland Colendrino.

After the mass, participants proceeded to the boats and started the fluvial Stations of the Cross. To ensure the safety of participants, life vests were provided by the University and strict implementation of COVID-19 protocols were facilitated by the LCUP Health Services Unit throughout the entire ceremony. Moreover, The Integral Evangelization Program Unit and LCUP Community of Sisters led the participants in the prayers of the Stations of the Cross. At the same time, for participants who were not able to join the fluvial ceremony, a Station of the Cross was also conducted in the Diocesan Shrine and Parish of St. John the Baptist in Poblacion, Calumpit Bulacan where the *Via Crucis sa Ilog Angat* was also concluded. The activity was aired live by the LCUP Marketing and Promotions Office through Facebook and YouTube.

The *Via Crucis sa Ilog Angat* 2022 happened through the support of the University President Sr. Editha S. Zerna, OSA, Ph.D. and Municipality of Calumpit Mayor Hon. Jessie P. De Jesus, massive efforts of the Office of the Vice President for Spiritual Formation and Extension headed by Sr. Mary Sheba O. Principe, OSA and its organizing committee including the University Building Maintenance and Services Office (UBMS), Crisis Management Team, Human Resource and Development Office, Health Services Unit, Marketing and Promotions Office, Finance and Administrative Services, Motorpool, and participation of different departments/units in the institution.



A sponsor family in Calumpit set up one of the stations during the *Via Crucis sa Ilog Angat* 2022



Motor boats carrying the LCUP Community who participated in the fluvial station of the cross



HABLONDAWANI: Leaving Beautiful Imprints

By: John Paul R. Felix and Marie Christine B. Abiog

In July 2022, William M. Espejo, Ph.D., the director of Naga College Foundation's Center for Arts and Culture (CAC), decided to commemorate their 19-year partnership with the Hablondawani Center by conducting a community outreach. The word "Hablondawani" is another deep term for Rainbow. Each child at the Hablondawani Center experienced different kinds of abuse, and through the arts, they will hopefully recover from their traumatic past. The Center for Arts and Culture (CAC) is a theater group within the Naga College Foundation. The connection between Hablondawani Center and William M. Espejo, Ph.D. started when Hablon invited him to be part of their summer training back in 2003, and until now they're still cooperating. That is why they are celebrating their 19th year of collaboration this year. Two weeks before the day of their culminating activity, a group of chosen CAC members did some activities like teaching the hablon beneficiaries how to believe in themselves, do paintings, and discuss what play or drama is all about. Sister Ma. Francia Blando, the head and program coordinator, supports the needed materials in conducting different activities as well as the first time they will be doing a mural painting with the help of CAC members.

The Hablon Beneficiaries enjoyed their first week of activities, which concluded with the completion of teaching to the Hablon beneficiaries, practice of the play and activities such as painting, learning how to deliver dialogue well, and so on. The happiness and enjoyment were obvious in the eyes of children, and it was just like they didn't have any problems or traumatic experiences because of the happiness and fulfillment they felt. In the second week, the mural painting started. Three walls were divided to form any number of paintings that were connected to the Hablondawani Center. Chosen CAC members began constructing images that the children could easily determine how to paint based on what color was appropriate for that image. The CAC members guided the Hablon beneficiaries to paint the wall and taught them how to mix colors. The mural painting was done long before the day of their culminating activity. The hablon beneficiaries grew attached to the chosen CAC members, allowing them to cooperate well in the mural painting, listening to them while teaching and practicing the play. Despite their personal struggles, they still worked for it and made it better.

On the morning of Saturday, July 30, 2022, CAC members started to design the hall of the center and made a mini-stage for the performances of the Hablon beneficiaries. They prepared a surprise gift for all the Hablon beneficiaries. At exactly 3pm, the program started, led by a prayer or doxology from the Hablon beneficiaries. After the singing of the Philippine National Anthem, Sister Ma. Francia Blando gave the opening message, followed by the performance of their play, which is entitled "Ano ang Kulay ng Mundo." The play ended well, and the beneficiaries enjoyed and were proud of themselves for what they had accomplished. Afterwards, William M. Espejo, Ph.D., delivered his message saying that he'll continue working and cooperating for Hablon for a reason; that Hablondawani center is a big part of his life and he's willing to help the Hablon beneficiaries recover from their traumatic past through the arts. They could heal, and through the arts they will learn. The arts play a significant role in our lives, he said. To continue the program, the Hablon Beneficiaries perform an intermission number that consisted in taekwondo and a dance they all participated in. It was obvious just by looking at their eyes that they all loved and enjoyed what they were doing.

Later on, Sister Ma. Francia Blando delivered her message to everyone because of this successful event, especially to the CAC volunteers who taught and helped the beneficiaries to learn, accomplish their performance well, and finish the mural painting that symbolized their center. The five CAC members received a Certificate of Appreciation for their successful works, efforts, generosity, and support to the healing and transformation of the residents during their development activities held in Penafrancia, Naga City from July 18-30, 2022. After receiving the Certificates of Appreciation, some of the beneficiaries gave and read their letters to the volunteers who sacrificed and taught them, expressing their pride and happiness. Then there's Thanksgiving, when the Center for Arts and Culture (CAC) surprises each of the hablon beneficiaries with a gift, expressing their pride and happiness. As a form of Thanksgiving, the Center for Arts and Culture (CAC) surprised each of the Hablon beneficiaries with a gift; and it was obvious from their faces how surprised and happy this made them.

For the closing activity, the Hablondawani beneficiaries performed their own composition, song entitled “Tulay sa Pangarap.” This song reflected how they would continue to move on with their lives for the better.

In our lives, we think that we’re so unlucky. However, we need to realize that even people who are experiencing the worst problems in life are still lucky with what they have right now. Art plays a significant role in our daily lives. Art shows uniqueness, conveys different messages and, most importantly, it helps us in the process of healing. Just believe in ourselves and we are going to make it.



The wall painted by the trainers together with the Hablon Beneficiaries; wall of experiences.



Wall of experiences of the kids from HABLONDAWANI



The trainers with the head sister from HABLONDAWANI



Thank you letter prepared by the kids for their Kuyas and Ates during the training

Images and words: Marie Christine B. Abiog

LCUP spearheads “The Doctor is In” – a series of online health forums amid the pandemic

Combatting diseases and nutritional issues have been discussed globally over the years. Colossal challenges arose the moment coronavirus disease struck the world, which shook not just our healthcare systems but the economic structures and social lives as well. Maintaining a healthy lifestyle and boosting the immune system shields the body against viral infection; moreover, we should keep in mind that CoViD-19 is just one among the thousands of diseases we are fighting.

In line with its mission to continue providing health services to its community at the time of the pandemic, La Consolacion University Philippines (LCUP), through its Student Affairs and Services - Health Services Unit (SAS-HSU), in collaboration with the Marketing and Promotions Office, provided discussions on health and wellness amid CoViD-19 through a series of webinars dubbed “The Doctor is In” via Facebook and YouTube live broadcasts.

Two episodes of “The Doctor is In” were conducted; **Episode 1: Preventing the Most Common Acquired Diseases During Rainy Season** on May 24, 2022, and **Episode 2: Lusog Agustino Edition – Nutrition Issues** on July 1, 2022.

Episode 1: Preventing the Most Common Acquired Diseases during Rainy Season

As the Philippine Atmospheric, Geophysical, and Astronomical Services Administration (PAGASA) declared May 18, 2022, as the beginning of La Niña, or the rainy season over parts of Luzon and Visayas, emergencies caused by heavy rainfall such as floods and power interruption are not the only hazards we should watch out for, but sickness as well.

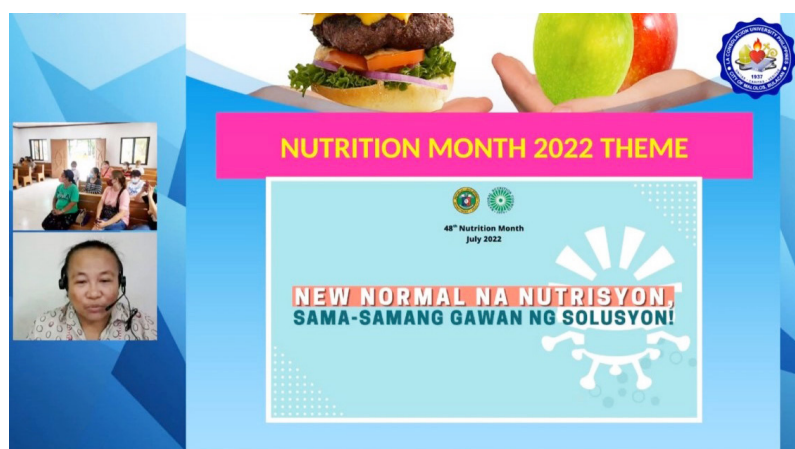
For the first episode of “The Doctor is In,” SAS-HSU discussed Preventing the Most Common Acquired Diseases during Rainy Season. It was hosted by Mr. Ezekiel D. Rodriguez, Director of Marketing and Promotions Office, and at the same time, the Vice-Chairperson for the Crisis Management Committee. He was joined by his co-host, Nurse Joy Ann Celis-Carlos, Officer, Health Services Unit. Guided by the expertise of the guest speaker Dr. Maria Salome Agnes Castillo-Sumodlayon, University Physician of LCUP, the virtual audience from both Facebook and YouTube live were able to ask questions and clarify some misconceptions.

According to Dr. Sumodlayon, common colds and respiratory diseases are the usual illnesses that might be experienced during rainy seasons. These illnesses can be cured by various home remedies such as drinking plenty of water, ginger tea or salabat, lemon, and other citrus-infused tea or drink.

Episode 2: Lusog Agustino Edition – Nutrition Issues

When community quarantine was imposed, the restrictions made by the global pandemic limited access to nutrition and various services, which increased hunger incidence. Even so, from this situation, innovation in service delivery was born, and the urge from every family to produce food at home became a way of nourishment.

Recognizing July as Nutrition Month and following the Department of Health’s (DOH) theme for Nutrition Month 2022,

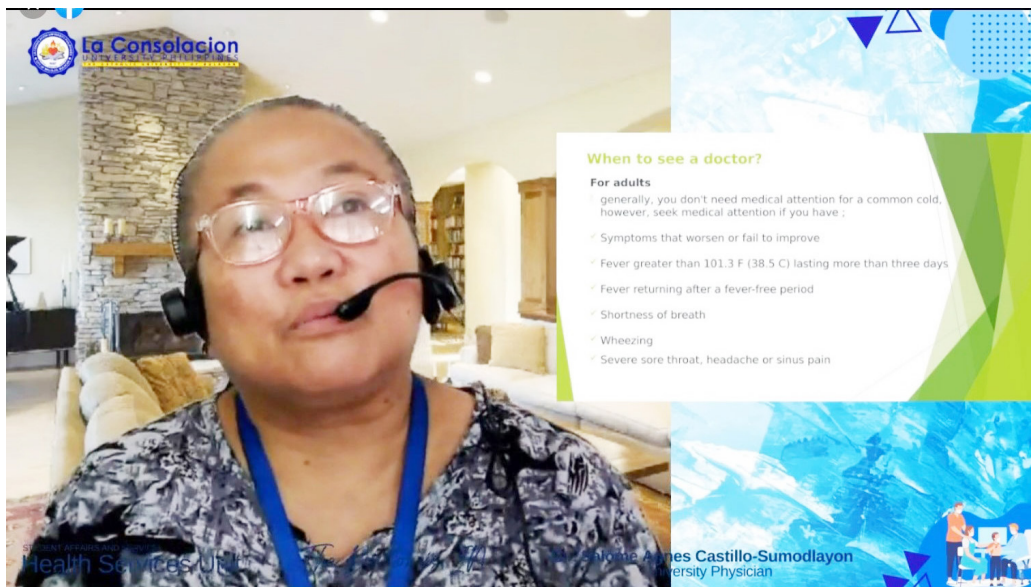


“New Normal na Nutrisyon, Sama-samang Gawan ng Solusyon,” the SAS-HSU, in collaboration with the Mother Rita Barcelo Outreach Program (MRBOP), also known as the LCUP Extension Unit, held “The Doctor is In” Episode 2 - Lusog Agustino Edition – Nutrition Issues. It was hosted by Mr. Ezekiel D. Rodriguez and Nurse Joy Ann Celis-Carlos.

Dr. Maria Salome Agnes Castillo-Sumodlayon again led the health and nutritional issues discussion. With her expertise in pediatrics, Dr. Sumodlayon was able to provide a talk on how to provide an excellent nutritional guide for children to families from barangay San Gabriel and Catmon, City of Malolos – LCUP’s partner communities who were able to participate through a live broadcast set up in Catmon Multi-purpose Hall. She tackled as well the importance of a balanced diet and the seven essential factors for maintaining it, which include Carbohydrates, Protein,

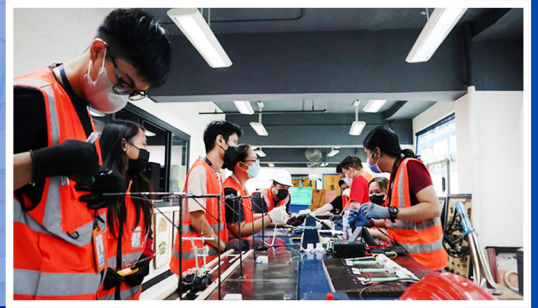
Fat, Fiber, Vitamins, Minerals, and Water. An open forum was facilitated in the latter part of the program to give way to questions from the partner communities and virtual audiences.

Lusog Agustino is LCUP’s flagship program designed to promote good health and wellness among the residents of the partner communities of the institution. The LCUP community, including the administrators, religious community, faculty members, students, and other personnel from the different departments and units, together with the Health Services Officers, are working hand-in-hand to ensure quality health care education and disease prevention activities for the beneficiaries of the partner-communities.





Philippine Railways Institute (PRI) holds **Fundamental Training Course** at **FEATI University**



On June 7,9 & 10, 2022, FEATI University in cooperation with the Philippine Railways Institute (PRI) hosted thirty-six (36) trainees taking the PRI Fundamental Training Course.

The preactical activities were in the areas of Rolling Stock Maintenance, Power Supply Distribution Maintenance. The trainees had technical lectures and took part in tool familiarization, simulation exercises, analog/CCTV systems setup, electrical system construction for railway power supply, and mini laboratory diorama.

FEATI instructors and laboratory technicians assisted the PRI instructors during the activities held in the FEATIU Electrical Engineering and Electronics Engineering Laboratories and in the FEATI Railways Laboratory. The two (2) full-sized and fully equipped train coaches donated by Tokyo Metro Company Ltd. of Japan tp FEATIU located at the Railways Laboratory were the venue of some if the supervised lectures. Tokyo Metro

Company Ltd. representaoves Mr. Masayoshi Nakajima (Senior Manager), Mr. Tajahiro Tanisaka (Senior Manager) and Mr. Daiki Nakamura (Manager) were preset during the activities.

The participants were also given guided tour of the fully equipped laboratories of FEATIU Avionics, aircraft Maintenance Technology and Aeronautical Engineering, which featured complete toolrooms, fully restored engines, and aircraft systems on display and used for lectures.

The practical activities were arranged courtesy of the partnership among FEATI University, the Philippine Railways Institute, and Tokyo Metro Company Ltd. (Japan).

FEATI University offers Civil, Electrical, Electronics, and Mechanical Engineering programs with Railways specializations.



YEAR 2021: LEYTE COLLEGES' DIAMOND YEAR

The Leyte Colleges in Tacloban City had its Diamond Jubilee Celebration (1946-2021) last September 14-18, 2021 with the theme "Towards enduring growth... 75 Years of educational service." Activities centered

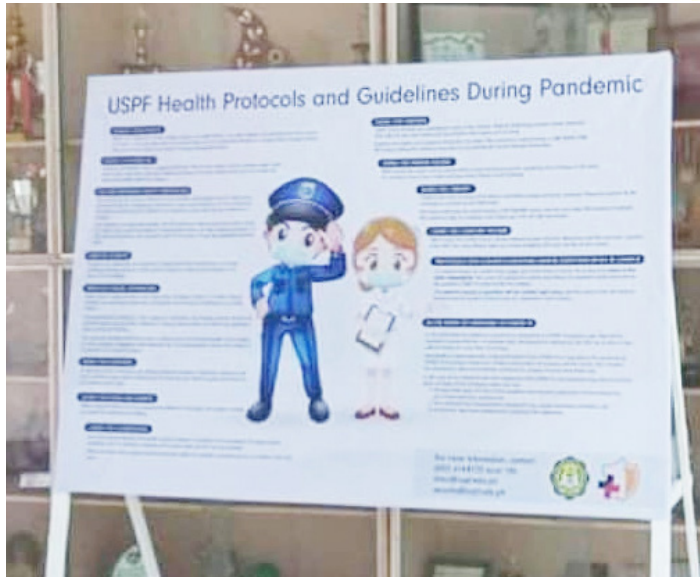


Celebrated during a critical period of the Covid-19 pandemic, activities highlighted the endurance of the institution as portrayed by the natural hardness of the diamond. Seventy five years may be viewed as a short time when compared to

key significant activities during its Diamond Jubilee celebration: Thanksgiving masses; Tribute to the Founder; E-Sports, Tournaments, Contests ; Community service, Community

As a lasting record of the Diamond Jubilee Celebration, a Souvenir Source Book has been printed with messages from Community and Related Agencies as well as documentations of achievements that serve as statements of where Leyte Colleges currently stands and where it plans to be in the following decades





USPF@95: Marching On Building Futures

The University of Southern Philippines Foundation, founded in 1927, celebrates its 95th anniversary as an academic institution and its 73rd anniversary as a university since 1949. Even amidst a pandemic, the University remains grateful for the support of its students, parents, and benefactors that has allowed USPF to continue its operations and the multitudes of opportunities it has been given to move forward and toward that communal goal of a better tomorrow for the Filipino nation.

As a testament to the University's continued commitment to providing learners with top quality education, the University currently has 15 programs accredited by the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA), from Basic Education to College level. For 2022, nine undergraduate programs underwent reaccreditation, including BS Computer Science and BS Information Technology which successfully received Level III Reaccredited Status. By the end of 2022, USPF hopes to pass the accreditation preliminary visits for degree programs under the Graduate School, School of Business and Accountancy, and College of Teacher Education, Arts and Sciences.

Indeed, as an educational institution, USPF continues to take pride in the professionalization of our graduates even in a pandemic or after significantly life-changing events such as a super typhoon. Our "new normal" board and bar passers,

including two exemplary passers, provide concrete proof that our continued pursuit for excellence in the academic setting is not for naught. For SY 2021-2022 alone, USPF produced a total of 309 new professionals and they constitute the priceless contribution of USPF to nation building and the future of this country.

In addition, the USPF community is preparing for face-to-face classes for the new school year, SY 2022-2023, after two years of offering online, modular, and blended learning modes due to the coronavirus pandemic. This, notwithstanding the devastating impact of Typhoon Odette on infrastructure and finances, is in keeping with the University's commitment to continually providing high tech, Leyte Colleges' Diamond Year Celeb. (3), quality education to our learners even amidst the most challenging of times. The University has complied and continues to comply with the IATF, CHED, DepEd, and Cebu City EOC mandates for retrofitting of laboratories, classrooms, and related facilities and enhanced health and safety protocols for limited to full face-to-face classes.

The University of Southern Philippines Foundation marches on and continues to transform lives and build better futures by persistently and consistently providing a high quality of education within the reach of the community – keeping Engr. Agustin Jereza's legacy alive at 95.



CIENCIA Y VIRTUD

CENTRO ESCOLAR UNIVERSITY



Photo shows (from L-R) CEU Manila , CEU Makati Sen. Gil Puyat Ave., CEU Makati Legazpi Village, and CEU Malolos Campuses

CEU Attains International Certifications for Quality Service in Education

**By: Ms. Gelli G. Esguerra
Dr. Ma. Eleanor C. Espinas**

Building a culture of quality assurance is key to creating an ideal place for learning. A conducive learning environment is more than the physical capability to conduct classes. It is an environment that assures quality in all aspects of the teaching and learning process and that which seeks for continuous improvement.

Centro Escolar University has received an array of institutional awards including local and international accreditations that recognize its efforts of periodically reviewing and enhancing its curricular programs, upgrading and making up-to-date its laboratories and facilities, as well as assessing and making its institutional processes and services responsive, that which all contribute to improving the quality of teaching and learning.

After completing the requirements in all criteria, four programs of CEU have been recently certified by the ASEAN University Network (AUN) Quality Assurance under the latest version of the AUN-QA assessment criteria: Expected Learning Outcomes; Program Structure and Content; Teaching and Learning Approach; Student Assessment; Academic Staff; Student Support Services; Facilities and Infrastructure; and Output and Outcomes and supported by evidences and exhibits, site tours and interviews with selected stakeholders including academic and support staff, students, alumni and employers. The prestigious certifications were granted to Bachelor of Science in International Hospitality Management, Bachelor of Science in Business Administration, Bachelor of Science in Medical Technology in its Manila, Makati and Malolos campuses, and Bachelor of Arts in Communication and Media for the Manila and Malolos campuses.

These four programs are now added to the eight AUN-QA certified programs of the University in Biology, Dentistry, International Tourism and Travel Management, Nursing, Nutrition and Dietetics, Optometry, Pharmacy and Psychology for the Manila campus.

Adding to this mark of quality is the 3-star overall rating earned by CEU based on the University Performance Metrics (UPM), a new university rating system initiated and developed by researchers from Vietnam National University, Hanoi, which promotes benchmarking among universities. CEU was among the three universities from the Philippines rated in 2020, out of the overall 40 participating schools from different countries. In this rating system, university performance evaluation is assessed in 54 indicators. The rating received by CEU bespeaks of global competence and exemplary reputation characterized by the ability to facilitate student mobility in ASEAN countries. CEU specifically got 4 stars in strategic performance, education, IT infrastructure, and community services.

CEU also ranked 26th in the overall results of AppliedHE Private University Ranking: ASEAN, a sophisticated higher education ranking system that considers different dimensions of an institutions' performance based on multiple sources of data. The assessment is based on the institution's quality of teaching and learning (40%), employability (15%), research (15%), community engagement (10%), internationalization (10%), and institutional reputation (10%). CEU is the first among the Philippine Schools to participate in this ranking.

Prior to these prestigious ratings at the international level, CEU Manila, Makati and Malolos campuses were given the Institutional Sustainability Assessment (ISA) certification by the Commission on Higher Education (CHED) signifying its capacity to translate policies and strategies into quality programs and quality results. The presence, implementation, outcomes, and effectiveness of the University's Internal Quality Assurance (IQA) systems were evaluated and obtained a rating of 3 in most of the indicators under five key results areas (KRAs): governance and management; quality of teaching and learning; quality of professional exposure, research, and creative work; support for students; and relations with the community.

These international certifications of quality service in education adds to the accreditation from Philippine-based accrediting agencies. CEU received the Highest Level of Accreditation, Level IV, from the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) as certified by the Federation of Accrediting Agencies of the Philippines (FAAP) for its programs on Biology, Dentistry, Education (Elementary and Secondary), Medical Technology, Nutrition and Dietetics, and Pharmacy for the Manila campus; Liberal Arts (Mass Communication and Political Science), Business Administration, and Psychology for the Manila and Malolos campuses. CEU's graduate programs — Master of Arts, Master of Business Administration, and Master of Science for the Manila campus — were also granted this status.

Its Nursing and Social Work programs for the Manila campus have also earned the Highest Level of accreditation, Level III, by the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU).

These highly acknowledged accreditations and certifications of the University affirm the significant transformation of its policies and practices expressing its true commitment to quality management to maintain the desired level of excellence for its students, alumni, employees and other stakeholders. These are the results of the dedication and collaborative efforts of all the members of the CEU community in ensuring delivery of premium education.

From the CEU's founders, Doña Librada Avelino and Doña Carmen De Luna to its current President and Chief Academic Officer, Dr. Ma. Cristina D. Padolina, the vision of the University of helping the youth realize their dreams and contribute to national and global progress continues to be sustained amidst the ever-changing dynamics of a globalized educational system.

CEU Optometry and Dentistry Graduates Consistently Top Board Examinations

**By: Ms. Gelli G. Esguerra
Dr. Ma. Eleanor C. Espinas**



Photo shows (from L-R) Dr. Louie Mallari, Dr. Maraya Myka Vista Acebedo, Dr. Patricia Mae Magboo, Dr. Jesusa Marie Arcega, Dr. Maria Liana Jean Deang, Dr. Aram Joie Paralejas, Dr. Joyce Anjanette Ramos, Dr. Camelle Villa, Dr. Kim Elijah Torio, Dr. Charinell Keith Ong, Dr. Clarissa Jude Padilla, Dr. Reinalie Joy Reyes, Dr. Anne Nicole Miranda, Dr. Daniel Louise Puspos, and Dr. Cenry Santiago

It is the unwavering resolve of Centro Escolar University to continue providing access to premium learning and yielding graduates of character and competence.

Its growing roll of topnotchers is a clear testament that the pandemic and the resulting new and enhanced educational approaches did not just give rise to tough battles but more so, stories of victory.

In the March 2021 Optometrist Licensure Examination, eight graduates from the CEU School of Optometry dominated the topnotchers list, making it the sole Top Performing School with an excellent overall performance passing rate of 96.58% as announced by the Professional Regulation Commission (PRC).

Taking the first six highest ranks are Dr. Louie Mallari with 88.19% passing rate; Dr. Maraya Myka Vista Acebedo with 88.18%; Dr. Patricia Mae Magboo with 87.75 %; Dr. Jesusa Marie Arcega with 87.36%; Dr. Maria Liana Jean Deang with 87.12%; and Dr. Aram Joie Paralejas with 87.04%. The top 9 spots were clinched by Dr. Joyce Anjanette Ramos and Dr. Camelle Villa who both garnered 86.79% passing rate.

A month after, the December 2021 Optometrist Licensure Examination was released with CEU still emerging as the Top Performing School, registering an overall performance rating of 93.60%. Five Escolarian Optometrists grabbed the top spots, namely Dr. Kim Elijah Torio, 1st place, 88.72% rating; Dr. Charinell Keith Ong, 3rd place, 88.02%; Dr. Clarissa Jude Padilla, 6th place, 87.52%; Dr. Reinalie Joy Reyes, 9th place, 87.02%; and Dr. Anne Nicole Miranda, 10th place, 86.95%.

Since 2016, the School of Optometry, presently under the dynamic leadership of Dr. Elena C. Borromeo, remains to be the Top Performing School in the Optometrist Board Examination.

This year is also a good harvest of exemplar Escolarian dentists. CEU graduate Dr. Daniel Louise Puspos ranked 4th place with an 82.64% rating in the January 2022 Dentist Licensure Examination, along with 155 board passers from the Manila, Makati and Malolos campuses.

The reaping of victory continues, as Dr. Cenry Santiago exceptionally landed in the highest rank of the May 2022 Dentist Board Examination, obtaining an 82.77% rating. The School of Dentistry led by the indefatigable Dean, Dr. Pearly P. Lim, also celebrates for the 159 successful passers from the three CEU campuses.

The kind of education the University provides mirrors the kind of graduates it yields. These graduates certainly have the attributes of an empowered and inspired Escolarian. Their recognitions and accomplishments stimulate the University's vigor to continuously deliver excellent tertiary education.

Only premium quality learning like Centro Escolar University's can turn out professionals who stand out among the rest and who can triumph even during the most unprecedented times.

CIT Tops Again - Always, All Ways

CIT University has been known as the home of topnotchers, earning the famous slogan: CIT TOPS AGAIN. Beginning 2018, however, the University has embraced a modified concept of "TOP". TOP in CIT's new vision-mission is "Trusted education provider, Outcomes-based institution of research and learning, People-oriented". The meaning of TOP in the institution's vision-mission has expanded from excellence in intellectual exercises like the board examinations to excellence in creating impact in the local and global communities as a hub for learning, research, and relationship building. Thus, as CIT turns over a new leaf after celebrating 75 lustrous years in 2021, CIT University commits to developing values-driven, competent, innovative Technologists through a holistic student success framework.

While the past 2 years have challenged many institutions economically and socially due to community lockdown imposed in the country and in almost all parts of the world, CIT found gratification in the achievements of Technologists in research and interschool competitions. Recently, CIT University and its students received various recognitions from internationally renowned organizations and events.

Two teams from the Mechanical Engineering Department were recognized as BEST PRESENTER in the International Conference on Research Inclusivity and Sustainability (InCRIS). The event was hosted by De La Salle University-Dasmariñas in partnership with Universitas Katolik Soegijapranata (Semarang, Indonesia), Christ the Teacher Institute for Education/School of Education of Tangaza University College (Nairobi, Kenya), and West Bengal State University (India) and was held last June 6-8, 2022. The teams presented the research study entitled "Design of an Eco-Cooler as Supplement to Power Shortage Crisis: A CFD and Multiple-Parametric Analyses" and "Linear Electromagnetic Induction Integrated with Ram-Air Airfoil for Alternative Electric Power Generation." This award, apart from the international recognition, testifies to the holistic learning that CIT students have been exposed to especially in the aspect of Sustainable Development Goals, making them essential contributors to the industry and community.

The American Concrete Institute of the Philippines (ACIP) - CIT University Student Chapter came in second place in the Concrete Work Competition that was organized by the American Concrete Institute - Philippines. The same organization was hailed as CHAMPION in the recently concluded 2022 Concrete Solutions Competition of the ACI Spring Convention in Orlando, FL, USA. ACIP CIT University bested all other 33 university participants across the globe. With the BUILD, BUILD, BUILD program of the government, CIT University commits to produce students and graduates capable of carrying out the original mission of the founder which is to help the Philippines rebuild itself from the ravage of the war. Even after 75 years, CIT remains to be an institution committed to its mission of rebuilding the nation.

Three teams from the College of Computer Studies bagged awards in the 17th Digital Processing Design Contest held by Southern Taiwan University of Science and Technology in coordination with the Taiwan Ministry of Education. The team

that bagged the first place is from CIT University, besting seven other universities from the Philippines and abroad. To win First Place in an IT-enabled, design, and innovation tilt is a strong testament to the University's institutional outcomes. This proves that the University goes beyond words and propaganda in producing values-driven, competent, and innovative, and technology-proficient graduates.

The culture of excellence is not limited to the success of the students. Our faculty and staff have also been recognized by various national and international award-giving bodies and institutions.

College of Management, Business and Accountancy Dean Dr. Alexander Franco A. Delantar was awarded the "Best Full Paper Award" for his paper "Entrepreneurial Competencies of the Accountancy, Business, and Management Students in a Private Institution." The award was given during the 10th International Conference on Multidisciplinary Research on April 27-29, 2022, sponsored by the Philippine Association of Institutions for Research, Inc. in cooperation with the Association of Scholarly Editors, Inc., an affiliate of the Association for Institutional Research (AIR), USA.

As an institution, our collective effort to strengthen our commitment to being on TOP has been evidenced in various ways for the last two years alone. CIT University has been given the PQA Philippine Quality Award (PQA) Level 1 Recognition for Commitment to Quality Management is one proof of this united effort. The PQA aims to promote organizational performance standards comparable to those of leading businesses abroad, to establish a national system for assessing quality and productivity performance, to provide local organizations of any size, sector, or maturity with self-assessment criteria and guidelines to guide their quality and productivity improvement efforts, and to recognize organizations in achieving these goals. With this, CIT University is on track with its commitment to quality education and quality service provision for its customers and stakeholders. Another testament to the University's pursuit of excellence was the recognition of being one of the three finalists in the Gawad Edukasyon - Excellence in Flexible and Responsive Management. Gawad Edukasyon is a recognition program by REX Education and the Commission on Higher Education (CHED) in partnership with the Philippine Business for Social Progress (PBSP) that aims to recognize outstanding initiatives and resilience of Philippine Higher Education Institutions amid the COVID-19 pandemic.

The last two years may have been bleak for the Philippines and for the rest of the world. But when we have students, faculty, and organizations who continue to pursue worthwhile activities that will not only bring recognition but also contribute to the common good, there will always be hope for our country and for the rest of the world. In the years to come, CIT University commits to putting more effort into creating its brand of quality education that values sound organizational practices and prioritizes excellent teaching content for the service of local and international stakeholders and communities.



CHED Recognizes OLFU as One of Outstanding HEIs for COVID-19 Vaccination Program

The Commission on Higher Education (CHED) recognized Our Lady of Fatima University Valenzuela City and Pampanga Campuses as Outstanding Higher Education Institutions (HEIs) for the COVID-19 Vaccination Program along with 15 other schools from the various parts of the country during the awarding ceremonies held on July 19, 2022 at the Philippine International Convention Center in Pasay City.

The recognition was spearheaded by CHED in appreciation of the hard work, notable contributions, and effort of the different HEIs that mobilized their physical and human resources within their localities to help the National COVID-19 Vaccination Program and Development Plan.

CHED, through the leadership of Chairman J. Prospero E. De Vera III, and the National Task Force Against COVID-19 Chief Implementer and Vaccination Czar, Secretary Carlito G. Galvez, Jr. honored institutions from different regions for exemplifying the Bayanihan spirit by forging unity and cooperation among its stakeholders in expediting the inoculation against COVID-19 of their students, employees, and community members.

Dr. Caroline Marian S. Enriquez, University President, together with Mr. Don August O. Santos, Executive Vice President; Dean Muriel E. Caballero, Pampanga Campus Administrator; and Dr. Raymond M. Ollero, Head of the OLFU-Fatima University Medical Center (FUMC) Vaccination Drive received the award from Chairman De Vera, Secretary Galvez, and CHED Executive Director IV Atty. Cinderella Filipina S. Benitez-Jaro.

In his message, Chairman De Vera recalled that during the middle of 2020 up to December of the same year, the task of the Commission was to prepare for face-to-face classes and thanked the different universities in crafting the guidelines. He lauded OLFU for being the first HEI that volunteered to be visited by CHED and the Inter-Agency Task Force (IATF) for the Management of Emerging Infectious Diseases for the inspection of its retrofitted facilities even before the official guidelines were released. He added that Secretary Galvez remarked that the set-up of the University facilities was already ideal for onsite classes and for possible vaccination and acknowledged that their visit to Fatima led to the idea of using schools as inoculation centers.

On behalf of all the HEIs that were recognized, Dr. Enriquez gave the appreciation message and emphasized that the award was unexpected because the University only wanted to help the government in its effort to curb the COVID-19 pandemic through vaccination. "We couldn't have vaccinated as many people as we could if it were not for the team effort and the Bayanihan spirit that permeated between the various government agencies and the university vaccination teams. Truly, it took a whole of nation approach for the Philippines to fully-vaccinate 71 million Filipinos. Every contribution and every effort count," she said.

True to its vision and mission of *improving man as man*, and fulfilling its two principal virtues *veritas et misericordia* which stand for *truth and compassion*, OLFU immediately heeded the call of the government to support its COVID-19 Vaccination Program by selflessly mobilizing its own resources to respond to the global health emergency.

Dr. Enriquez voluntarily offered the complimentary use of all the six campuses of the University as vaccination sites and the staff to help with the vaccination roll out. The idea was to initially utilize the Valenzuela City Campus as a pilot model then implement the vaccination program in the other campuses. The

plan at no cost to the government included the procurement of vaccines, creation of OLFU-FUMC vaccination teams, collaboration with different government agencies by assigning OLFU-FUMC point persons, provision of safe vaccination sites in all campus sites, provision of trained and licensed staff to man the vaccination sites, information drive and campaign, efficient registration process, efficient vaccination process (timely delivery of vaccines, efficient vaccination processes and teams, and training of personnel) and proper documentation of the process.

Prior to the vaccination roll-out, OLFU already procured, out of pocket, about 5,500 vaccines through the Dose of Hope Program of Go-Negosyo in December 2020. Of this number of vaccines, 2,750 of them were automatically donated by the University to the government while the remaining 2,750 were allocated for the OLFU-FUMC frontliners, interns, clerks, and employees.

When the Philippines' vaccination rollout officially began on March 1, 2021, shortly after the arrival of the first batch of vaccines in the country, OLFU started providing free primary COVID-19 vaccinations. The Campus Administrators coordinated with the Mayor's Offices and the Health Offices of the Local Government Units (LGUs) to ensure that the requirements as vaccination sites are guaranteed as well as the transformation of the school grounds into well-coordinated vaccination centers and the provision of facilities for safe and conducive inoculation process for all citizens.

Together with the partner LGUs and the Department of Health, the entire OLFU-FUMC system administered a total of 103,134 vaccine shots across the six OLFU campuses: Valenzuela City Campus with 6,590 doses, Quezon City Campus with 1,771, Antipolo City Campus with 6,093, Pampanga Campus with 81,716, Cabanatuan Campus with 3,846, and Santa Rosa Campus with 3,116. This data includes both OLFU-procured vaccines and the donations that came from the government. To inoculate the huge number of people from the communities, a total of 495 vaccination sessions in all the six campuses were conducted since 2021.

The University also aided in disseminating accurate information about COVID-19 vaccination through 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 disease.

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





University of the Visayas
AMOR SERVITIUM HUMANITAS

Gawad Edukampyon recognizes University of the Visayas' flexible learning



The University of the Visayas' "InnUVate: Visayanian ACCESS Flexible Learning System" was recognized as one of the top three finalists in the Gawad Edukampyon Awards 2021 under the category "Excellence in Flexible and Innovative Learning" for private Higher Education Institutions (HEIs).

On the same year, the university was also awarded by the Commission on Higher Education (CHED) Region 7 as the Best Presenter for its Flexible Learning System during the webinar on "Preparation of all Higher Education Institutions (HEIs) and Sharing Best Practices and Developmental Plans for the New Normal/Flexible Learning Environment, Concerning Services for Student Welfare Development: P.E./Sports Services".

The "InnUVate" flexible learning system was designed to be a student-centered learning program during the pandemic and beyond. Three flexible learning modalities were made available to students, namely: Offline Mode, Hybrid Mode, and Online Mode.

Under the Offline Mode of Learning, teachers crafted learning modules that were printed and distributed to students without internet access.

On the other hand, the Hybrid Mode allowed students with limited internet connection to access recorded online lectures and learning materials asynchronously.

Meanwhile, the Full Online Mode was offered to students with full internet access so they could continue their studies by attending synchronous class sessions using video conferencing platforms.

In addition to the flexible learning strategies, the University of the Visayas has scheduled its academic year in a way that students are not overloaded or burdened. Instead of taking all classes at once, a monthly schedule is put in place wherein learners take only 2 or 3 classes at a time per month.

The university has also subscribed to learning platforms such as NEO Learning Management System by Cypher Learning, Inc., and Office 365 applications by Microsoft Corporation for effective and secure access to learning materials.

Moreover, the Center for Innovative Education (CIE) was established to provide continuous transformational and innovative education through a technologically driven learning environment for the University of the Visayas community.

University President, Dr. Conrado E. Iñigo, Jr., attributed the Gawad Edukampyon recognition to the positive synergy of the senior leaders, teachers, students, and parents.

The Gawad Edukampyon Awards was launched by REX Education and the CHED Central Office in January 2021 to recognize outstanding initiatives and the resilience of Philippine tertiary educational institutions during the COVID-19 pandemic. A total of 124 entries from 54 Higher Education Institutions (HEIs) nationwide were submitted.

Gawad Edukampyon honored public and private HEIs' COVID-19 pandemic programs in four categories, namely: Excellence in Flexible and Responsive Management, Excellence in Flexible and Innovative Learning, Excellence in Responsive Research and Development, and Excellence in Public Service and Community Engagement.



LICEO DE CAGAYAN
UNIVERSITY

congratulates

DR. EDZEN A. ESPINA, RRT, LPT

for being awarded as

**2022 OUTSTANDING PROFESSIONAL
IN THE FIELD OF RADIOLOGIC TECHNOLOGY**

by the **Professional Regulation Commission**

Adelante Liceo!

PRC AWARDS DR. ESPINA 2022 OUTSTANDING PROFESSIONAL

By: Liceo Communications and Promotions

The Liceo community congratulates Dr. Edzen A. Espina for having been awarded as 2022 Outstanding Professional in the field of Radiology by the Professional Regulation Commission. The conferment of awards will held on July 29, 2022, under the new normal arrangement.

Every year, only one out of three shortlisted nominated professionals in every field is bestowed with the award in recognition of his or her sterling achievement and excellent service that significantly contribute to the advancement of the profession.

Dr. Espina teaches in the College of Radiologic Technology and concurrently serves as the academic chair of the master's programs of the School of Business, Management, and Accountancy. In 2021, he served as member of the PRC's National Committee for Radiologic Technology.

Southville College student wins in International English Speech Competition

Southville International School and Colleges (SISC) Bs Psychology student Khryzelle Grace Lorilla won 2nd runner up in the recent 6th International Student English Speech Competition organized by the Association of Universities of Asia and the Pacific (AUAP) in partnership with Siam University in Thailand.

Two other Monarchs made it to the Top 15 namely Jomari Villacruz of BS Nursing and Kiel Martin Gutierrez of BS Tourism. Around three hundred students joined the annual competition that showcased the talents of students from Asia and the Pacific in organizing their thoughts, preparing their speech, and delivering it based on a given topic.

In the final round of the event, Khryzelle Lorilla talked on the topic "Viewpoint of Negative Obsession with Artificial Intelligence," Jomari Villacruz on "Using Animals for Entertainment Should Be Banned," and Kiel Gutierrez on "Necessity of Bridging Cultural Differences and Exploring Different Perspectives."

"We try to minimize the possibility of error, but data incorporated in Artificial Intelligence is only as good when it is properly trained. Without proper time



& effort spent on training data, then this becomes increasingly problematic especially when one becomes too reliant on unchecked data utilized in Artificial Intelligence," said Lorilla in her award-winning speech.

Robert Ignacio, a Southville International School affiliated with Foreign Universities student, also made it to the semi-finals.

Southville inks partnership with Korean University

Southville International School and Colleges (SISC) and Southville International School affiliated with Foreign Universities (SISFU) partner with Kangwon National University (KNU) to open new opportunities for their students in the fields of research, technology, and innovation.

"It is a great privilege to be partnering with successful and inspirational centers of learning who share our passion to make students aspire more and believe there is a better future for them. We believe that in these times, cooperative partnerships with other institutions of academic excellence around the world is not an option, but a necessity," said SISC President Jocelyn Tizon during the event.

The ceremony is an important milestone for SISC and SISFU in their quest to produce new synergies and add academic value to their stakeholders.



The partnership aims to strengthen the institutions' commitment to offering their students and faculties a truly unique view of the increasingly interconnected world.

KNU is a leading higher-education research institution and top-ranked Korean university in Gangwon-do Province, South Korea, with its world-class education, research, and industry-academy cooperation.

Southville Maintains ISO 9001:2015 Recertification Amid a Pandemic

Despite the challenges posed by the COVID-19 pandemic, Southville International School and Colleges (SISC) received its International Organization for Standardization (ISO 9001:2015) recertification from global standards inspection leader TÜV Rheinland recently with zero non-conformities. The audit was a combination of a remote audit and an on-site inspection to assure SISC's quality management systems are efficient, productive, and globally competitive.

The recertification covers all relevant areas of school quality including school management, curriculum, teaching processes, safety, and security, among others, to ensure that SISC delivers value to its students and other stakeholders. The successful recertification attests to the school's ability to adapt to challenges and the demands for innovation as all its operations and processes continue to run smoothly even with the disruptions brought by the pandemic.

"Southville has a long association with the ISO and we are strong supporters of the work of the world's leading developer of international standards. Our ISO Quality Management System entails all the attributes of a management system dedicated to enabling our school to attain its set objectives. ISO 9001:2015 recertification is a "stamp of approval" that Southville offers quality education programs, teaching excellence, and documented program/learning outcomes," said Dr. Jocelyn Tizon, SISC President.



She added, "The independent and impartial audit information and feedback we received help us maintain our academic integrity, financial credibility, and long-term viability. Over the years, we have developed a detailed risk management framework to identify where the key risks lie, and how they can be managed."

Southville's recertification is yet another milestone for the institution during the first quarter of 2022 with no non-conformity findings for the last eight years. It seals the school's testament to delivering quality despite the challenging times.

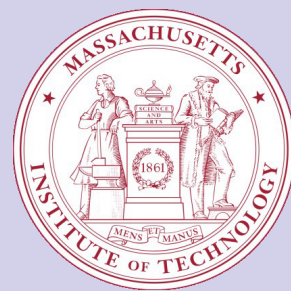
Southville's Gwyn Tangog makes it to MIT



Many Filipino students dream of getting into the number one university in the world but only **Gwyneth Margaux "Gwyn" Tangog** will be living the dream when she walks through the gates of the **Massachusetts Institute of Technology (MIT)**. She is the first Southville International School and Colleges (SISC) student accepted into one of the most selective schools in the world. MIT has a total acceptance rate of 4% and an acceptance rate of 1%

for international students.

Gwyn plans to major in Mathematics this coming September. Since the first grade, Gwyn has been joining math competitions from school contests to international olympiads. She has excelled in local and global tournaments, ranking 1st in the National Capital Region in the Metrobank-MTAP-DepEd Math Challenge (MMC) and earning a silver medal in the China Girls' Mathematical Olympiad as a member of the Philippine team.



Getting into MIT is the fruit of all her learning experiences and hard work. Her curiosity and hunger to learn new things paved the way for her to earn a spot in one of the most prestigious higher education institutions in the United States. She also attributed SISC's focus on internationalism and community service to helping her gain entry into the leading technical school in the world.

"The school's international environment taught me how to be professional and more mindful of my decisions and the effects they have on the people around me. Opportunities for activities in school such as the Go the Extra Mile project also made me more well-rounded and developed my leadership skills and extraversion. Going through the international-recognized IB Diploma programme also developed my writing and research skills, which I am sure gave me an edge during my application."



BU Welcomes German Partners for Nursing Program

Baliuag University recently hosted representatives from Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, Universitäts Klinikumbonn (UKB), and Bertelsmann Stiftung, last April 8 to 11, 2022, in line with the university's global partnership to provide students top quality training.

The German delegation was led by Bjorn Gruber, Head of International Services, GIZ-Germany, with Margarete Post and Malte Bosse also from GIZ-Germany, Maria Hesterberg and Dirk Roggendorf from Universitäts Klinikumbonn (UKB), and Najim Azahaf from Bertelsmann's Stiftung. Joining the team were Raymond Pascubillo, Jolita Atienza and Mara De Guzman from GIZ-Philippines.

Gruber expressed his appreciation to the BU administration for their support for the Global Skills Partnership project, a product of a series of discussions between the Philippines and Germany on how to better integrate best practices sharing as well as offering insights on elements of the German nursing practice and technology in the Philippine nursing curriculum to augment the training received by Filipino nurses for future practice in Germany.

The delegation visited the Bulacan Medical Center, which, since 1974, has had an established affiliation with BU for nursing students to complete their Related Learning Experiences. They also paid a visit to Emmaus House of Apostolate, a shelter for homeless, elderly, and sickly people under the jurisdiction of the Roman Catholic Diocese of Malolos, where BSN students provide care for older patients and improve their skills in Geriatric Nursing.

The GIZ-UKB visitors recognized the efforts and dedication of the nurses in both institutions for providing the

needed health care to their patients despite the pandemic. According to Post, it was a clear indication of BU's desire to produce caring and globally competitive nurses.

The main highlight of the visit was the Ceremonial Soft Opening and Turn-Over of Nursing Laboratory 3. The laboratory features the high-fidelity mannequin, "Anne," a modular platform with a variety of accessories and interchangeable parts that facilitates patient simulations and provides unique training opportunities.

Various dignitaries and personalities graced the event, including then Department of Labor and Employment Secretary Silvestre Bello III, German Embassy Secretary for Cultural Affairs Kai Tomzig, Labor Attache of the Philippine Overseas Labor Office in Germany Delmer Cruz, Philippine Regulation Commission's Carmelita C. Divinagracia, Atty. Rosemarie Duquez-Director from POEA, and CHED's Office of Programs and Standards Development Chief Dr. Buenaventura Macatangay.

Post talked about the significance of the building up of the Nursing Skills Lab as one of the central building blocks of the GSP project with the assistance of the experts from the UKB. Implemented on behalf of Bertelsmann Stiftung and the Ministry of Health, the funding institutions, the GSP project's main objective is closely linked with the integration of training content that is relevant and necessary for the early professional recognition process of Filipino nurses in Germany.

BU president, Dr. Patricia B. Lagunda, reiterated that the collaboration contributed to the globalization strategy of Baliuag University and expressed her appreciation to the German partners for choosing the university as one of the two Philippine nursing schools to participate in the program.

PANPACIFIC WAVES THROUGH THE BARRICADES

PACU EDITION

2020



Soundwaves
August 2020



PH-CH
Research Institute
September 2020



Online Webinars
September 2020



1st Online
Commencement
November 2020

2021



3 QS Stars
March 26, 2021



Padyak Panpacific
(CHED)
April 1, 2021



1st Interscholar
Competition
(Online)
April 1, 2021



UJEL Joint Lectures
May 6, 2021



Tanging Guro Awards
August 9, 2021



Graduate Studies
Summit
August 19, 2021



P2A Virtual
Mobility
September 9, 2021



PU & Seaverity
Partnership
September 9, 2021

2022



GMDSS
Launching
January 7, 2022



QS Stars Marker
February 22, 2022



Blood Drives
March 12, 2022



1st SILAW
May 6, 2022



CBEE Unveiling
May 6, 2022



Pioneer
Lecture Series
May 2022



Project
UPGRADE
June 9, 2022



17th NAKEM
Conferences
June 16, 2022



First Holy
Communion
July 1, 2022



34th Capping
Flowering & Candle Lighting
July 9, 2022



CIBHS
Launching
July 26, 2022



Round Table
Discussion (PH/CH)
August 9, 2022

Barriers can never prevent ocean waves from touching the seashore. It will always find its way no matter what. True to Panpacific University that even amidst the pandemic, remains steadfast in providing stakeholders affirmation that learning cannot be compromised. That even with the shift of tides, Panpacific University will move forward through its **"Panpacific Waves."**

"Panpacific Waves" is anchored to the University's core values; **Pioneer** in learning, teaching and research, showing **Compassion** towards the environment and fellowmen, **Service**-oriented in its processes, and pursue **Truth** for the benefit of humanity.

Aiming to develop a culture of excellence reflecting a holistic approach to its educational pursuits and curriculars.

Through this pandemic, quality education remained the top priority of PanpacificU. Delivery of online learning continued even beyond the panpacific rim through a variety of online tools and platforms.

Thus, sit back and travel with us, as we showcase the **"Panpacific Waves"** causing ripples of successive achievements shattering the let-downs brought about by the pandemic.

QS STARS



Panpacific University is ISO 9001:2015 certified and recently received a **QS rating of 3 stars**, among 27 Universities in the Philippines, making it the only private university in Northern Luzon. Since its operation, the University's flagship programs have been Maritime, Criminology, and Education. Additionally, Panpacific University is the sole university within the area duly authorized to offer a Bachelor of Science in Nursing.

Indeed, Panpacific University is honored of its well deserved phenomenal milestone of becoming the "Total University in the panpacific rim."

Romeo Padilla School of Education and Arts (RPSEA) Online Student Publication

RPSEA initiated the creation of an official school student publication, **The Pioneer**. Students are empowered to express themselves with news and feature articles. The maiden issue was released in an e-copy in December 2021 wherein the 2022 issue is already available.



Another highlight of RP-SEA is its **1st SILAW (Student Interns Learning Actual Work)** for pre-service teachers and psychology interns exposed to several learning opportunities with partner institutions, such as the PanpacificU School of Basic Education, CupOfEnglish Philippines, and Region 1 Medical Center.



Perpetual Wins CHED 2022 ASEAN ICONS IZN Awards

By: Rowena G. Morta

The University of Perpetual Help System DALTA (UPHSD) Las Pinas Campus recently bagged one of the major awards in the CHED 2022 Asean Icons (International Champions of Nation-Building and Sustainability) Internationalization Awards under the category "Outstanding Contribution to Equality, Diversity and Inclusion" recently at the Hilton Hotel in Pasay City. This award was given to UPHSD for its Bilibid Extension School inside the Bureau of Corrections program. It is one of the best social engagement activities of UPHSD which aims to advance quality higher education by reaching out to the community and inspiring social responsibility among its stakeholders.

The UPHSD Bilibid Extension School or "Rehabilitation through Education" is a comprehensive program of rehabilitating deserving medium security risk Persons Deprived of Liberty (PDL), through education and livelihood skills training and development. Currently, it offers free Bachelor of Science in Entrepreneurship program. Since 1984, it has already produced 558 college graduates. It also started offering a vocational course in Computer Hardware Servicing in 2008 with 187 PDLs who received their certificate. In 2017, it opened the Senior High School Program which now has 74 graduates. This initiative responds to the outstanding contribution of the UPHSD-Bilibid Extension School in the equality, diversity and inclusion of the marginalized sectors, particularly the persons deprived of liberty. The program has created a system of helping the persons deprived of liberty to meet their basic human needs through education where they earned their academic degree giving them the opportunity to enjoy quality life after serving their sentence and opportunity to become self-reliant, value-laden, and productive citizens.

UPHSD President, Dr. Anthony M. Tamayo and School Director, Dr. Arnaldo De Guzman, received the award on behalf of the university. They also received the award for UPHSD as it placed in the Quacquarelli Symonds Stars Rating. UPHSD was one of the universities in the Philippines that received three-star overall rating by the QS ranking systems, the world's leading provider of services, analytics, and insights on the global higher education sector.

"I am earnestly grateful for the recognition of our work in the private education sector. These recognitions will serve as inspiration for us to continue our stewardship of the University of Perpetual Help and its mission of training the youth of today, the future of our country, as Helpers of God who contribute to nation-building," Dr. Tamayo said.

Dr./Bgen Antonio L. Tamayo, Founder, Chairman of the Board and CEO of UPHSD was also one of the finalists of the 2022 Asean Icons Internationalization Awards under the Leadership Award category for his transformative and exemplary leadership in pushing forward the internationalization of Philippine Higher Education.

The ASEAN ICONS IZN Awards was spearheaded by CHED, in commemoration of the 55th Anniversary of the ASEAN. It recognizes HEIs which championed the global reputation of the Philippine higher education through their commendable performance in recognized international rankings and ratings, trailblazing efforts to advance internationalization of HEIs, and innovative initiatives to contribute to the country's economic and societal goals.

Usapang Industriya

CIT-U & UM JOIN HANDS IN PACU USAPANG INDUSTRIYA: ENGINEERING 2

Strengthening Industry-Academe Linkage in Engineering

On July 27, 2022, Cebu Institute of Technology-University (CIT-U) collaborated with the University of Mindanao to conduct a roundtable discussion for the member institutions of the Philippine Association of Colleges and Universities (PACU). The event was held online via Zoom and was streamed live on Facebook. The forum was designed to tackle issues confronting the engineering industries during the post-pandemic period, provide an avenue to bridge the qualification gap between academe, industry, and government agencies, and lastly, update members on the latest developments in engineering education, job outlook, and emerging recruitment trends. PACU envisions nation-building through private education in a deregulated environment for the global Filipino (Philippine Association of Colleges and Universities, 2017).

The program officially started at 9:30 am with a video presentation on the celebration of PACU's 90th anniversary, which was followed by a brief introduction of the two universities (CIT-U and UM). It was then followed by the Philippine National Anthem. Around 10:05 am, Engr. Bernard Nicolas E. Villamor, University President of CIT-U gave his welcome remarks.

By 10:20 am, the first speaker, Dr. Bonifacio T. Doma, Jr., Ph.D., was introduced.

Dr. Doma is currently the Partnership Executive Director who managed the partnership of Mapua University, Mapua Malayan Colleges Laguna, Mapua Malayan Colleges Mindanao with Cintana, and an alliance of universities around the world, including Arizona State University. He was the former Executive Vice President for Academic Affairs of Mapua University from 2006 to April 2022. He finished his BS in Chemical Engineering from Mapua University. Then he received his Master's degree and Ph.D. in Chemical Engineering from the University of the Philippines—Diliman. He did his doctoral dissertation in biochemical engineering at Ohio State University in Columbus, Ohio, USA.

Dr. Doma helped the Philippine Commission on Higher Education (CHED) in training schools, academic administrations, and faculty in implementing Outcomes-Based Education (OBE) in the Philippines. He is currently a member of the CHED's Technical Committee (CHED) on Chemical Engineering, a member of the National Research Council of the Philippines (Division VII), and a former president of the Philippine Association of Engineering Schools (PAES) from 2012 to 2016. He published papers in the fields of Chemical Engineering Thermodynamics, Environmental Engineering, Membrane Technology, and Applications of

Machine Learning in Chemical Engineering. He has a good h-index of 13. In 2021, the Philippine Institute of Chemical Engineers (PICHE) conferred on him the Outstanding Chemical Engineer Award for his contributions to Chemical Engineering Education. Lastly, in IPeople, he is the group champion for Key Competency 4 (KC4) on OBE 2.0.

Dr. Doma tackled the topic of ***“Future-Proofing: The Engineering Education Program”***. He emphasized the need to interrogate Industry 4.0 in the Philippine Engineering Curricula to future-proof the graduates. Universities are encouraged to interrogate ***Innovation Accelerators*** as part of the curricula. He reminded that Industry 4.0 is all about Smart Factory, Smart Product and Smart Supply. He introduced a list of integration methods and techniques identified in Industry 4.0, design principles of 4.0, and simulation strategies.

Dr. Doma also has mentioned the current resistance from some of the faculty members who do not want to code, who are preoccupied with teaching and assessments, and who are not using computational tools, which is no longer an excuse today. He stresses that there is no need to produce graduates who are trained in digitalization: *Data Science, Machine Learning, Process Data Analytics, and Computational Science*; this includes a strong background in *Design Principles and Additive Manufacturing*. Lastly, he points out that the engineering graduates today must have *Fundamental Leadership Skills* to make them all **future-ready**.

At 10:30 am, the second speaker, Engr. Ralph P. Laviste, was introduced. Engr. Laviste finished his BS in Computer Engineering degree at the Cebu Institute of Technology-University. Before and after earning a master's degree in information technology at the University of New South Wales, Newcastle, Australia, he was a professor at the University of the Philippines Cebu teaching computer science. He also initiated the establishment of the UP Cebu Technology Business Incubator, also known now as UPInIT. He again joined CIT University in 2009 as a professor at the College of Computer Studies. Now he is the head of the Wildcat Innovation Labs, a Technology Business Incubator of the Cebu Institute of Technology University.

Engr. Laviste talked about, ***“Addressing Real-World Scenarios Through Technopreneurship: The Wildcat Innovation Labs' Experience”***. He shared about the *Technology Business Incubator(TBI) facility* available at CIT University. This facility supported students and researchers in commercializing

their projects and R&D outputs through the *SPOT Incubation Program*, which had three stages: (1) Spring Stage, (2) Outstand Stage, & (3) Transcend Stage-

As explained by Engr. Laviste, Stage (1) Spring Stage generates ideas and opportunities that emerge from real-world problems. Scouting and spotting for brilliant ideas starts early in the Technopreneurship course, which is one of the feeders of the SPOT Incubation Program. On the other hand, stage (2) Outstand Stage is the part where incubatees are expected to outperform and outlast competition through their unique value proposition, business model, and financial plans. Finally, Stage (3) Transcend Stage is the part wherein the goal of incubation is to rise and transcend. The Wildcat Innovation Labs contribute to the design of the Technopreneurship Course by incorporating events and a series of activities geared toward students. Wild Fest activities include: (1) Wild Quest, which includes Reverse Pitching with industry partners and collaborators; (2) Wild Chase, which includes an idea pitching competition of innovations conceived during Wild Quest; and (3) Wild Roar, which is the final activity of the Technopreneurship Course. Students are required to create a 5-minute investor pitch during this event. Aside from Wild Fest, the WIL is also hosting an annual university-wide event called *Wild Fest League and Pitch Perfect*. Code Chum is a pioneering success story of a start-up which started as a thesis project of a student. The next four projects are under the incubation stage, while the rest are outcomes of the Technopreneurship course—winners of the Wild Roar event. Lastly, Engr. Laviste emphasized the necessity of setting up functional programs and innovation laboratory facilities to support students and researchers in commercializing their projects and R&D outputs.

Around 10:40 am, the third speaker, Engr. Edward Paul H. Apigo, was introduced.

Engr. Apigo is a licensed chemical engineer who graduated from Cebu Institute of Technology University and earned his Masters' degree in Innovation and Business at the Asian Institute of Management. He is currently the Senior Science Research Specialist at the Technology Transfer Division of the Philippine Council for Industry, Energy, and Emerging Technology Research and Development (PCIEERD) of the Department of Science and Technology (DOST). He is the Program Manager of the Startup Research Grant Program of DOST PCIEERD, the Regional Startup Enabler for Ecosystem Development (ReSEED) Program, and the Alternate Program Manager of the Funding Assistance for Spin-off and Translation of Research in Advancing Commercialization (FASTRAC) Program of PCIEERD. He is recognized as the 2021 Outstanding Senior Project Manager of DOST PCIEERD, an award he also received in 2019 and 2020, which made him a part of the *Hall of Fame*.

Engr. Apigo's speech is titled, **"From Ideation to Commercialization: The Road to Becoming a Startup"**. He first introduced DOST PCIEERD – a research funding agency waiting for researchers to submit proposals with commercial value. He mentioned that ideation is a process that starts with a "real world problem", which will lead to a proof-of-concept that requires validation. With this, it will be determined whether a product,

together with its value proposition, fits the target market. Once it is studied and approved, the commercialization of a product begins. He also added that DOST could help innovators. The success of a start-up depends on the team and the partners. "We have to understand that commercialization is a journey," he said. Thus, there is no doubt that issues are expected to be encountered. It is a must to always validate opportunities and to specifically target market needs. Lastly, he added that the number one reason why start-ups fail is not always because of the lack of funding or because the opportunity is unclear, but because the team is not solid. It is important to always have a solid team of people, especially when the idea is workable.

By 10:50 am, the fourth speaker, Dr. Danilo C. Lachica, was introduced.

Dr. Lachica is the President of Semiconductor and Electronics Industries in the Philippines Foundation, Inc. (SEIPI), the association representing the electronics industry, which accounted for \$45.92 billion (US dollars), or 61.5% of total Philippine commodity exports in 2021, and employs over 3 million direct and indirect workers. He has over 40 years of senior management experience in semiconductors, electronics, and consumer goods manufacturing, 16 of which have been in front-end semiconductor wafer manufacturing in Silicon Valley. Prior to his early retirement from the Lopez Group of companies, he was a SVP with First Philippine Holdings Corp. and concurrent President of the group's electronics and solar manufacturing companies. He returned to the Philippines in 1996 as the expatriate Managing Director of Iomega Corporation of Utah. He held leadership positions at Hewlett Packard in California, Motorola in Arizona, American Microsystems Inc. in Idaho, and Procter & Gamble in the Philippines, among others. He is an expert in world-class initiatives such as Six Sigma (Black Belt & U.S. IQPC Judge), Balanced Scorecard, and Total Productive Maintenance. He is a licensed electrical engineer for which he has received several awards, including the Dr. Joseph Juran National Medal from the Philippine Society for Quality, and Outstanding Electrical Engineer from the University of the Philippines (U.P.). He has a BSEE from U.P. Diliman, an MBA from San Jose State University in California, and a DBA (With Distinction) from De La Salle University. He is a Philippine Science High School (PSHS) alumnus and currently sits in the Board of the Philippine Science High School System (PSHSS). He is also a member of the Advisory Councils of DOST-SEI (Science Education Institute), DOST-PCIEERD, and DOST-AmCen (Advanced Manufacturing Center). Finally, he serves on the Export Development Council as an Executive Committee member and co-chairs the Export Marketing Bureau (EMB), the Export Development Council-Networking Committee on Trade Policies and Procedures Simplification (EDC-NCTPPS), and the Electronics-Technical Working Group (TWG) for the Department of Trade and Industry (DTI).

Dr. Lachica discussed, **"How Industry Works with Engineering Education to Respond to its Global Human Capital in the Semiconductor and Electronics Industry"**. He started his talk about the profile of the Electronics Industry in the country. He also mentioned about SEIPI (Semiconductor and Electronics Industries in the Philippines Foundation, Inc.)

- an organization of semiconductor firms, suppliers, including academe. This organization facilitates linkages between the regular SEIPI's members (manufacturing firms) and affiliate members (academe). SEIPI has conducted numerous activities with the academe which include technical seminars, career talks, On-The-Job-Training (OJT), and also facilitates several forms of partnerships. Lastly, he mentioned Creation of Product and Technology Holistic Strategy which is a comprehensive industry strategy roadmap funded by the DTI - administered by the DOST, and implemented by SEIPI. And also, SEIPI's SCIENCE AND TECHNOLOGY CENTER.

By 11:00 am, the last speaker, Engr. Ireneo Mildred Tangalin, was introduced. A mechanical engineer, Engr. Tangalin finished his BS in Mechanical Engineering at the University of San Carlos. He has been with Cebu Mitsumi, Inc. for the past 32 years and has handled different production divisions, including quality, environment, and divisions. Currently, he is the Human Resource Administration Division Manager.

Engr. Tangalin's speech is titled, **"Industry-Academe Linkages: Meeting the Challenges of Human and Technological Needs through Collaboration and Upgraded Education"**. He mentioned the collaborative efforts they have with several universities in Cebu. They set up robotics and mold and die laboratories in some universities. Aside from the On-the-Job Training program, MinebeaMitsumi also offers a Faculty Immersion program on a regular basis, which includes not

only faculty exposure in the manufacturing industry but also collaborative research project opportunities. MinebeaMitsumi is also actively involved in the curriculum review of engineering programs. The said company is also conducting learning sessions facilitated by their subject matter experts.

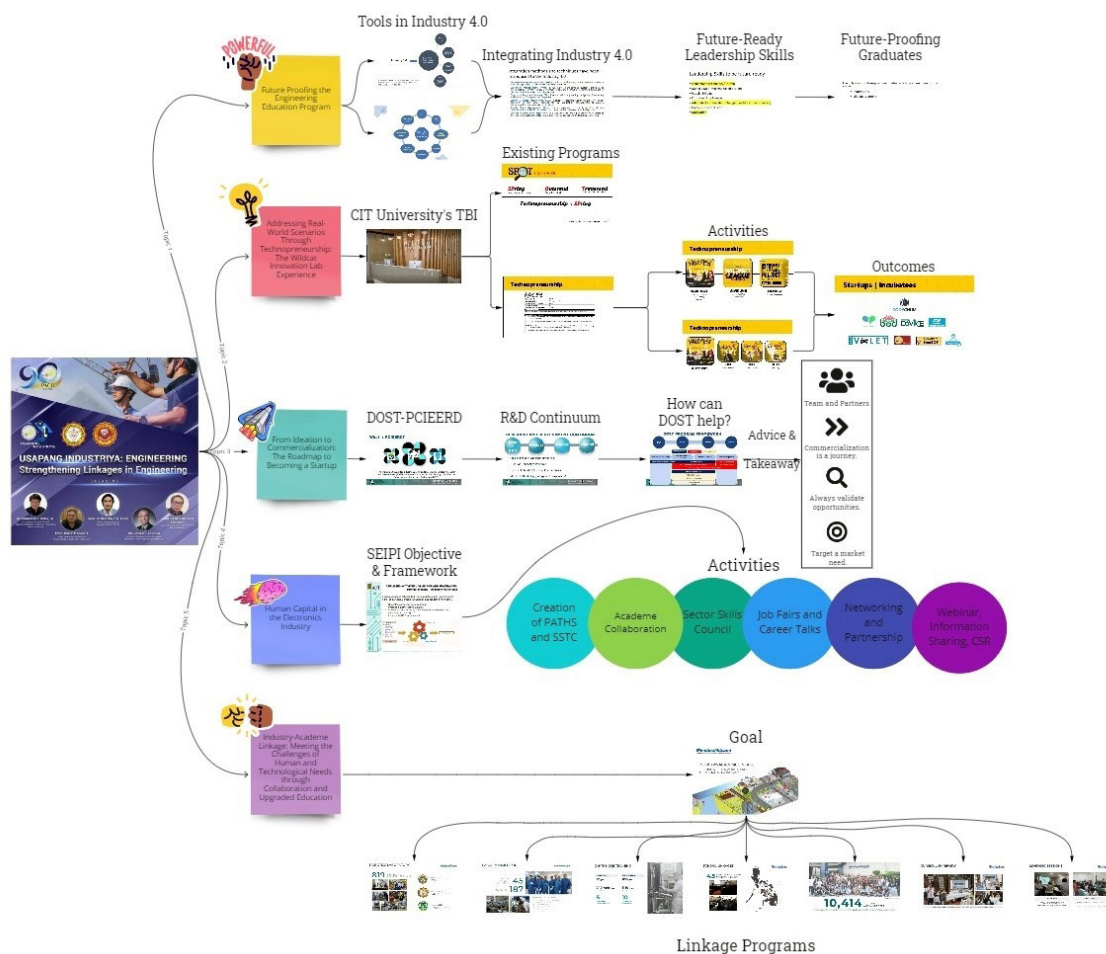
At around 11:10 am, there was a panel discussion wherein the speakers were given a chance to exchange thoughts on certain questions presented by the moderator, Ms. Arianne L. Calingo, Senior Educational Consultant and Video Producer at Leap Finance and the Head of Memberships at Georgetown Club of the Philippines.

At 11:45 am, Engr. Roberto P. Base, Jr., Assistant Dean, College of Engineering and Architecture of Cebu Institute of Technology - University, provided a synthesis map during the presentation and gave the closing remarks.

Mr. Reynaldo P. Sahagun, Jr. Laboratory Custodian and Faculty of the Civil Engineering Department at the University of Mindanao was the Master of Ceremonies of the entire event.

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Usapang Industriya for Criminology

“Kinabukasan ng Krimonolohiya sa Makabagong Panahon”

hosted by Misamis University and Cagayan de Oro College

SYNTHESIS/CLOSING REMARKS

Magandang hapon. Maayong hapon. Good afternoon to all. We have been gathered for this webinar to discuss the Criminology program as one of the undergraduate courses offered in tertiary education. The activity has centered on the Theme: **Kinabukasan ng Krimonolohiya sa Makabagong Panahon**, with the main goal of shedding light on the status, development, and prescriptions, as well as issues and challenges that the Criminology program needs to deal with, especially in this period of new normal. This afternoon's undertaking has the following key objectives: 1) identify the key developments in policies and curricula; issues and challenges in the education and training of Criminology students; 2) describe current trends affecting the employability of Criminology graduates; 3) discuss the different job opportunities and recruitment procedures, and 4) redefine the graduate attributes in the new normal.

We are privileged to have three distinguished resource speakers who made possible the attainment of the webinar's objectives. With us are Dr. Gerry J. Cano (Dean, College of Criminology, PHINMA Cagayan de Oro College), Atty. Ramil G. Gabao (the Chairman, Board of Criminology, Professional Regulation Commission), and Atty. Col. Maria Leonora C. Camarao (the Head, PNP Recruitment and Selection Service Unit). The very engaging discussion by the guests, as moderated by Ms. Arienne L. Calingo (Senior Educational Consultant and Video Producer, Leap Finance Head of Memberships, Georgetown Club of the Philippines), has provided us with several insightful inputs and feedback pertaining to the Criminology program.

To begin with, academic institutions offering the BS Criminology program anchor their institutional requirements on the policies, standards, and guidelines prescribed by the Commission on Higher Education and specific Republic Acts of the Philippines. Academes are then tasked to ensure that requirements are duly met so that future graduates attain the same baseline requirements as a ticket to employment after graduation and after passing the licensure examination. The Board of Criminology has identified the competencies for the graduates to exhibit satisfactory performance to pass the board examination.

However, there have been observable low passing rates of institutions offering BS Criminology, based on their performances in the Licensure Examination for Criminologists in recent years. In this vein, takers of the incoming board examination are informed of the new requirements and competencies to be measured for the graduates to be fully prepared to take the examination. The results can be crucial indicators of the essential skills the graduates possess and the quality of services they may offer should they be integrated into the roster of law enforcement. Though the graduates can

be the products of the same curriculum, the level of knowledge pertaining to criminology may differ, and the demonstration of salient skills may vary. Hence, academic institutions offering the program are responsible for developing the students to the best of their abilities, according to the standards prescribed by the CHED and other regulatory bodies.

On the other hand, with the new normal experienced globally, the Philippine education system has made a paradigm shift in delivering education. Nevertheless, CHED continues to upgrade and revisit the standards and policies for the Criminology program to ensure that the curriculum is responsive to the current needs of society and that the quality of education and training is sustained. With the outcomes-based education in place, students are expected to be independent learners. However, academic institutions offering BS Criminology face the challenge of producing graduates who are equipped not only with the basic tenets of the law but are also ingrained with the other required competencies. The changes in the learning modalities due to the pandemic make the time-bound competencies challenging to attain for educators and students as well. In the case of the on-the-job training for the Criminology program, certain mechanisms need to be adopted to provide the students with relevant experience to develop their skills. Also, the conduct of OJT has to be anchored on a Memorandum of Understanding (MOU) to safeguard the rights and ensure safety of the trainees.

Furthermore, amid the new normal education, the students continue to be ushered in doing research and other independent learning activities. Educators face the challenge of redesigning their pedagogical practices to ensure that the distant means of the teaching-learning process become innovative and engaging to become at par with face-to-face instruction. Academic institutions face the challenge of equipping the students with the necessary competencies to increase the passing rate of the board examination.

While knowledge and expertise in Criminology hold major implications for their future profession, the academic institutions must focus on developing and enhancing the students' communication skills. In this regard, Dr. Cano emphasized the need to develop the culture of reading among students to enhance the latter's overall English language proficiency. Academic institutions and the PNP Recruitment and Selection Service Unit have observed that Criminology graduates fall short in this area. In addition, Atty. Gabao asserted the need to enhance the students' critical thinking skills, as deemed necessary for the Criminology profession, with selected graduates becoming future law enforcers.

With regard to the employability of Criminology graduates, the discussion with the resource speakers highlighted that apart from passing the board examination, they also need to ensure that they achieve beyond the minimum requirements. They need to exhibit technical, physical, technological, and communication skills to be selected among the many aspirants. Whether in the public or private sectors, the selection process can be stringent in identifying the most knowledgeable, prepared, and qualified applicants. Atty. Camarao stressed that academic institutions need to develop in the students sound values, effective communications skills, and pleasing personalities to provide applicants with better chances for employment with the PNP and other related agencies.

Pertaining to the different job opportunities and recruitment procedures, graduates of BS Criminology have various options for employment, especially for those who already are board passers. Aside from applying to law enforcement agencies, they may also opt to join the Forensic Group and other related fields. In the case of those who aspire to become members of the Philippine National Police, the PNP Recruitment and Selection Service Unit is tasked to identify the best aspirants according to the standards prescribed by Republic Act 6975 and other pertinent provisions, as well as NAPOLCOM Memorandum Circular. The Recruitment and Screening Process expects applicants to comply with the requirements and demonstrate outstanding abilities in various selection processes. Thus, passing the Licensure Examination for Criminologists can be a stepping stone for the graduates to become employed, but there are other requisites to be chosen from among the many competitors. Also, applicants must be mindful of the do's and don'ts of the application. The PNP has an annual quota, and only those who have met the requirements satisfactorily are given the privilege to join the law enforcement agencies. In addition, PNP personnel are assured of high compensation and benefits according to the ranks they hold and the promotions they avail.

The webinar also highlighted the attributes of Criminology graduates. The resource speakers have implicitly and explicitly pointed out that Criminology graduates have to be competitive, critical thinkers, and proficient communicators, apart from demonstrating physical fitness and agility, especially since the PNP adopts the competency-based selection process for the applicants. In this vein, academic institutions offering a Criminology program are responsible for ensuring that graduates are developed holistically to gain better chances for employment.

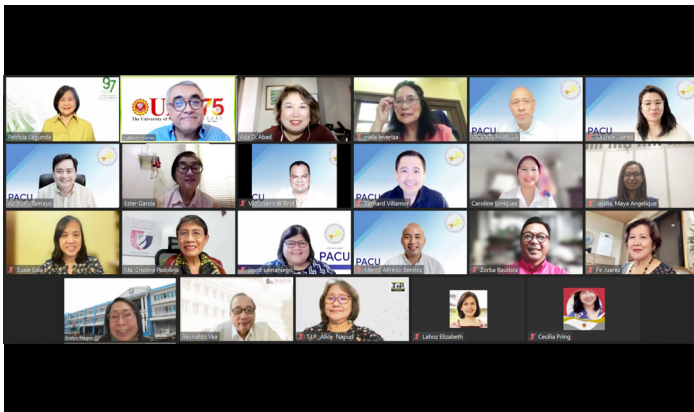
On this note, let me extend my appreciation to PACU for conceptualizing and realizing this webinar, together with the concerted efforts of the partner higher education institutions, the Misamis University and PHINMA Cagayan de Oro College, for providing a valuable venue for the Criminology program to be given due importance as one of the courses offered in college. Similar recognition is accorded to the sponsor of this undertaking, Rex Education, for providing the necessary logistics to make this activity possible and accessible. Most importantly, let me reiterate our gratitude to the resource speakers and moderator for sharing their valuable time to make the webinar a venue for reorientation in advancing the field of Criminology. Finally, I thank the other attendees of this virtual gathering, whether inside or outside the country, for sparing their time to participate in this milestone. It is hoped that the undertaking has fostered a better understanding of the essence of Criminology as a college program and offers each of us a sense of pride and fulfillment for the various roles each of us may have played for the sustainability and success of the program.

Times may change, but society's need for uniformed personnel and their equivalents with a high level of competence and keen sense of integrity shall continue throughout generations. Once again, good afternoon, and may God bless us all. Thank you.

Through the Eye of the LENS

REGULAR BOARD MEETINGS

February 18, 2022



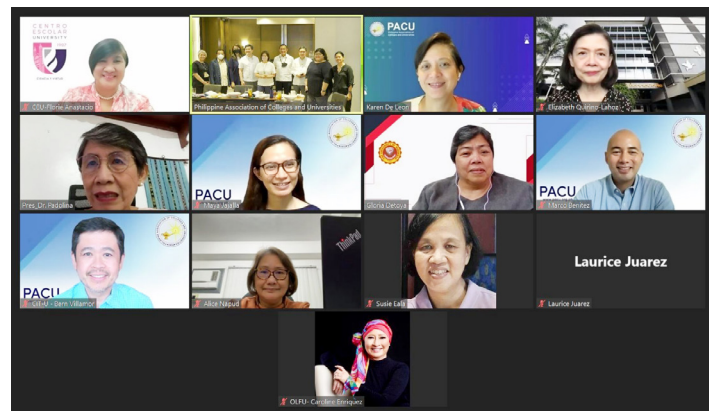
March 18, 2022



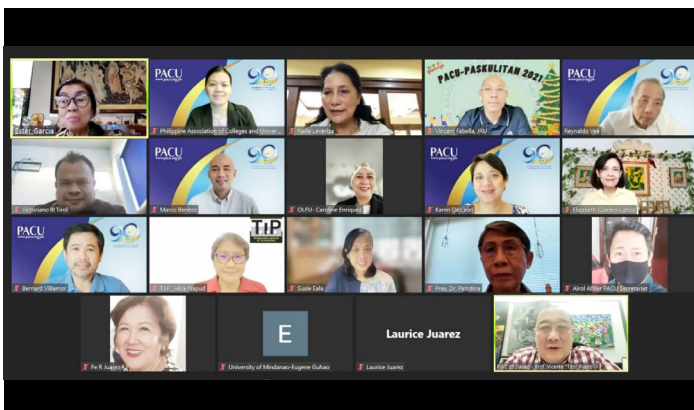
April 22, 2022



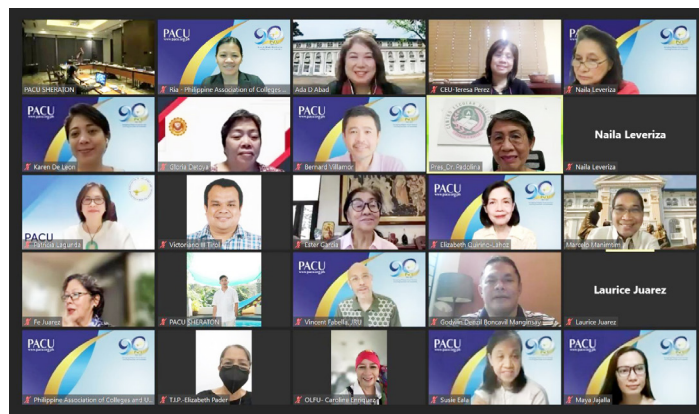
May 20, 2022



July 15, 2022



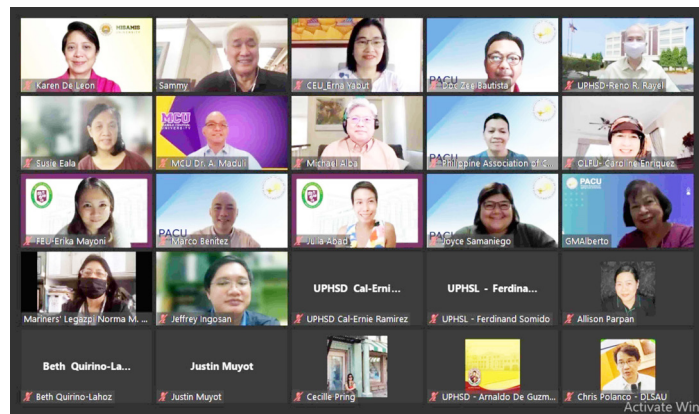
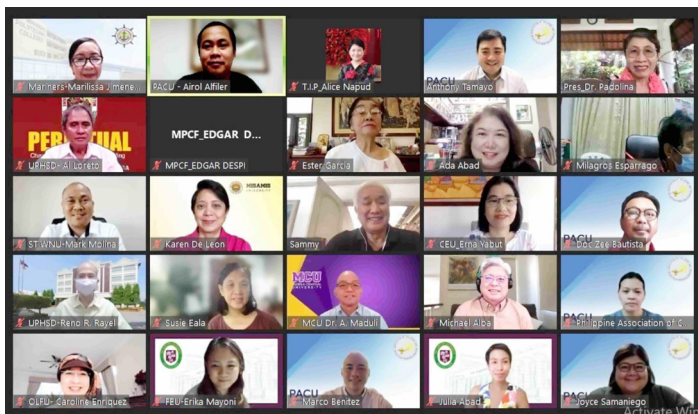
cont... REGULAR BOARD MEETINGS - August 19, 2022



Expanded Board Meeting - National Capital Region - June 17, 2022



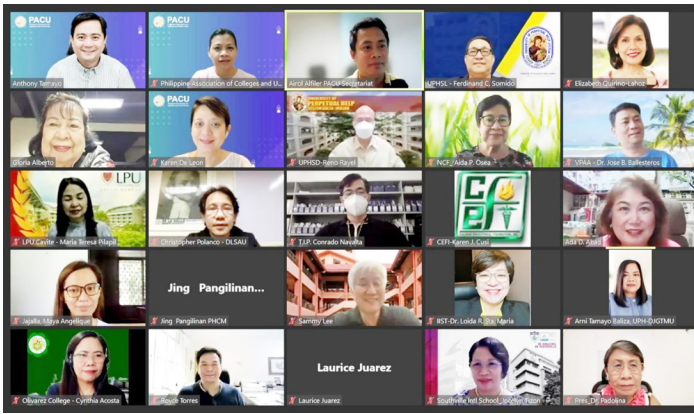
PACUMUSTAHAN - January 5, 2022



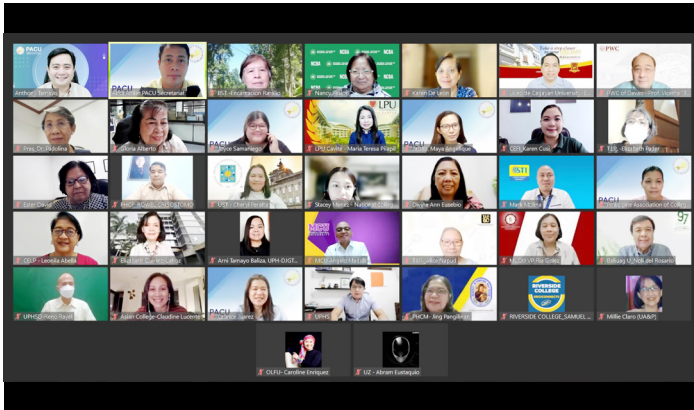
March 16, 2022



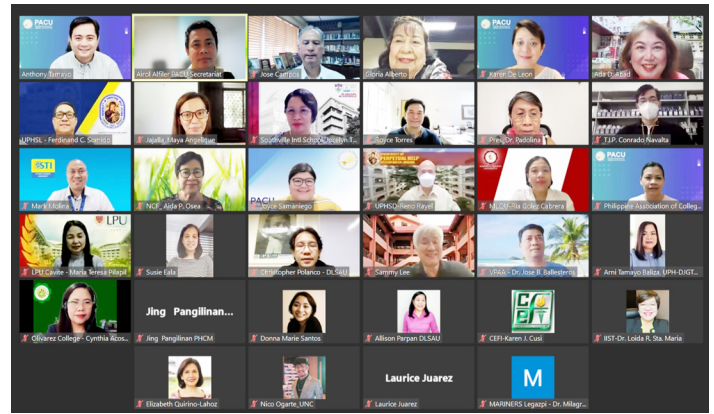
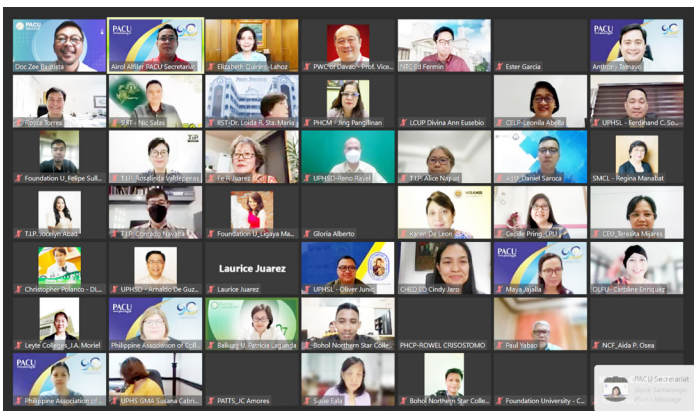
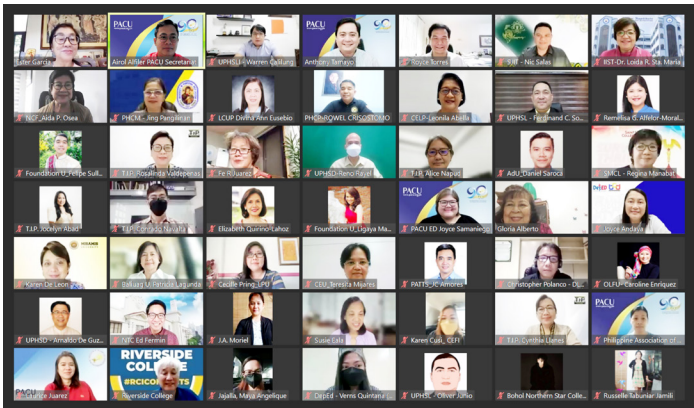
cont... PACUMUSTAHAN - April 20, 2022



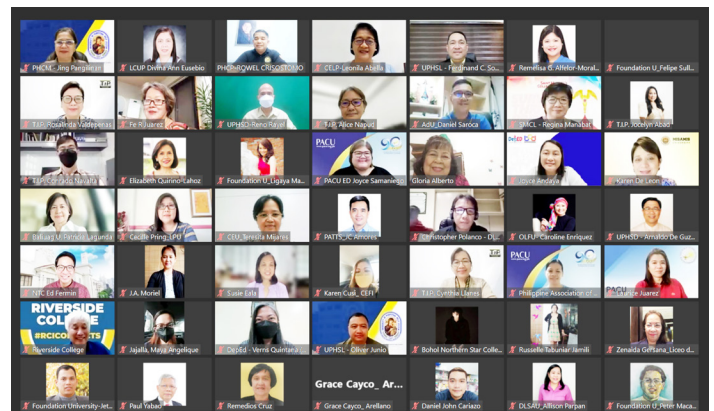
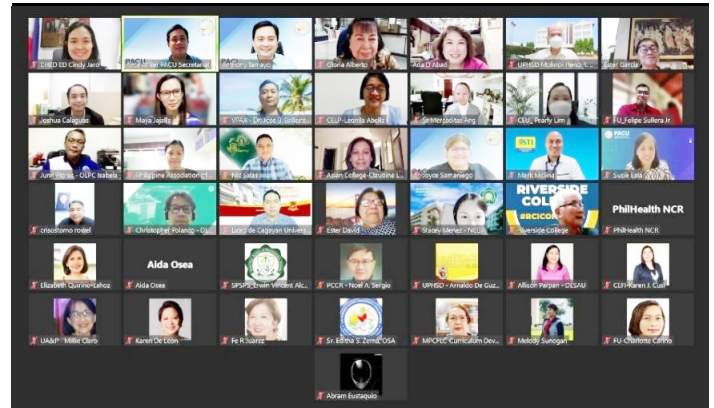
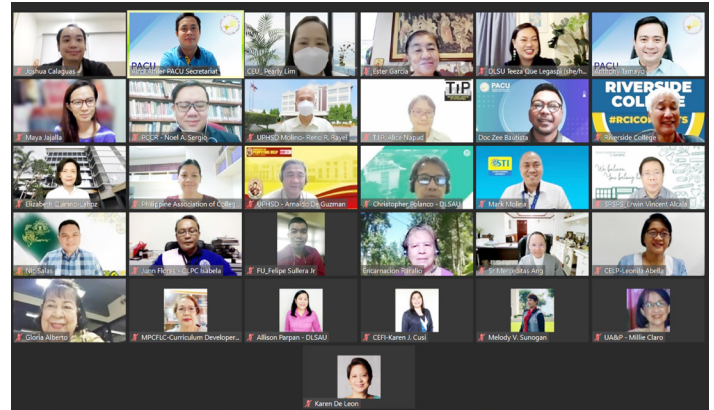
May 18, 2022



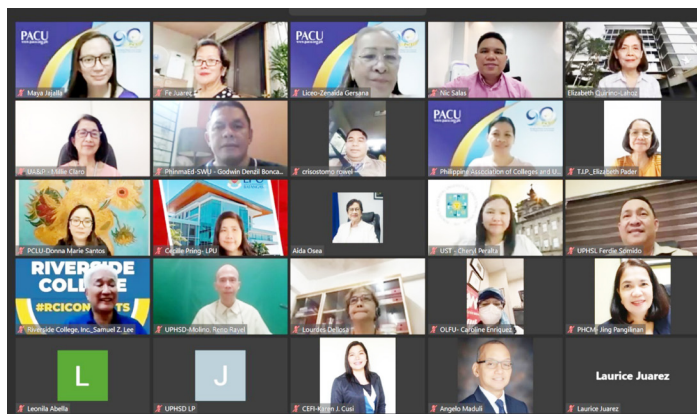
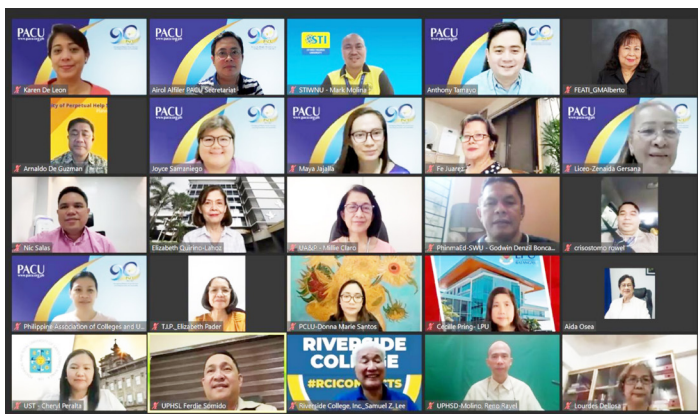
July 13, 2022



June 15, 2022



cont... PACUMUSTAHAN - August 17, 2022



COMMITTEE MEETINGS - Executive Committee

March 11, 2022



April 11, 2022



June 14, 2022



July 8, 2022



August 11, 2022



Committee on Institutional Quality Improvement Meeting

February 28, 2022



August 5, 2022



Joint Programs and Commemorative Publication Committee Meeting

March 03, 2022



Joint Committee

May 26, 2022

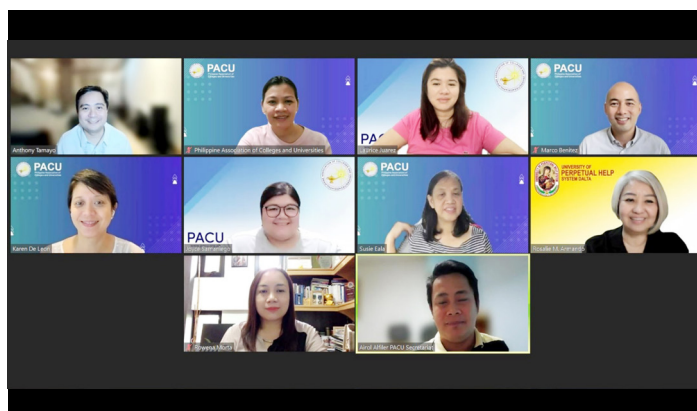


Public Relations Committee & Commemorative Publication Committee Meeting

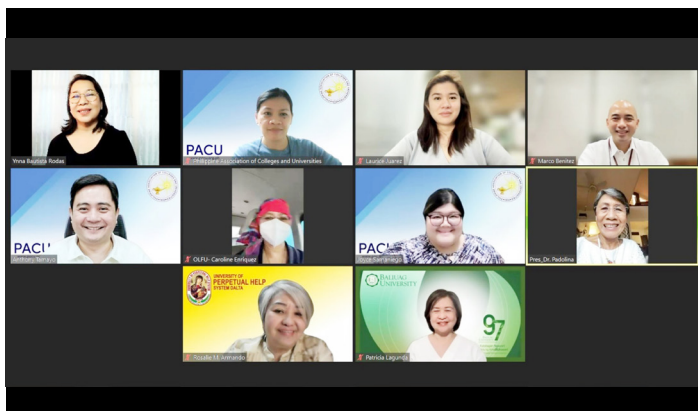
March 25, 2022



April 20, 2022



May 4, 2022



June 22, 2022



cont... Public Relations Committee & Commemorative Publication Committee Meeting

July 6, 2022



August 5, 2022



August 17, 2022

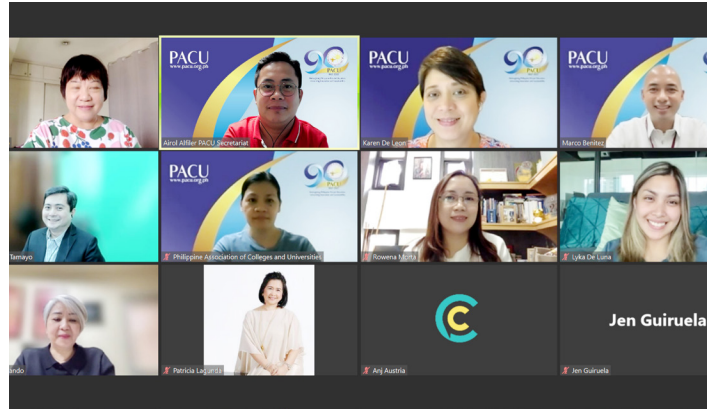


Programs Committee

July 21, 2022



July 13, 2022



August 12, 2022



Research Committee - March 15, 2022



August 17, 2022



Industry Linkage Committee

March 14, 2022



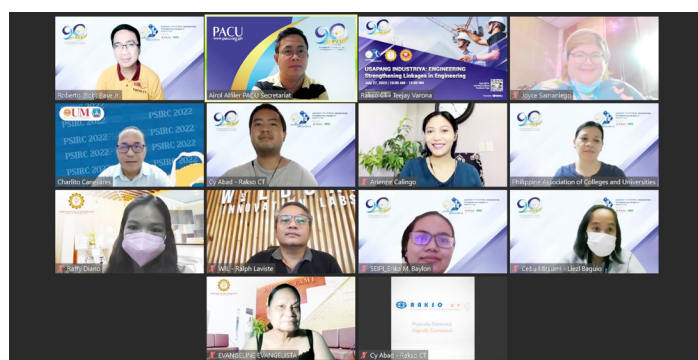
Cebu Institute of Technology - University - August 15, 2022



Cebu Institute of Technology - University and University of Mindanao

June 28, 2022

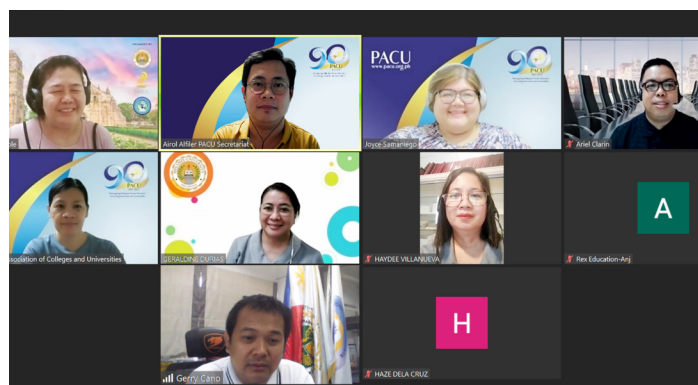
July 20, 2022



Misamis University and Cagayan de Oro College

June 24, 2022

June 28, 2022



cont... Misamis University and Cagayan de Oro College

July 5, 2022



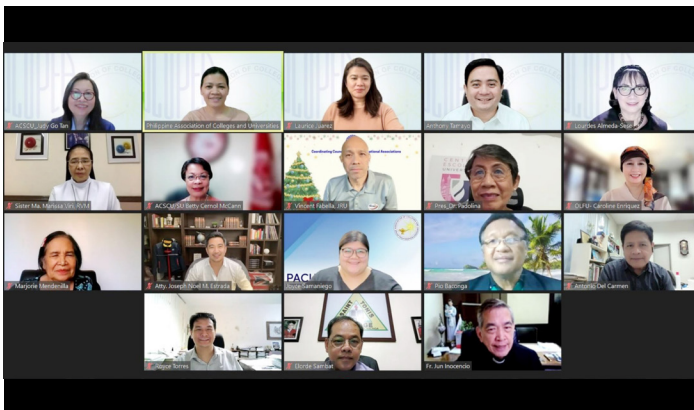
Membership Committee Meeting

June 07, 2022

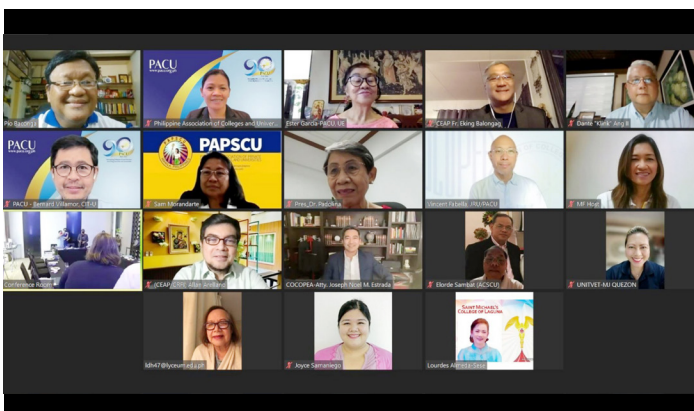


COCOPEA Meetings

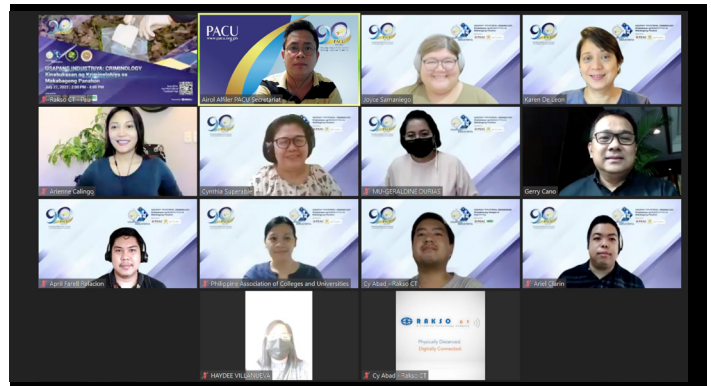
Regular Board Meeting - March 22, 2022



Executive Committee - February 23, 2022



July 20, 2022

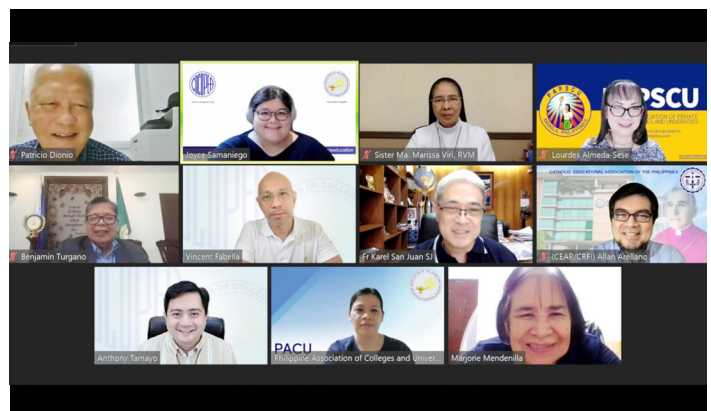


Policy Committee

February 16, 2022

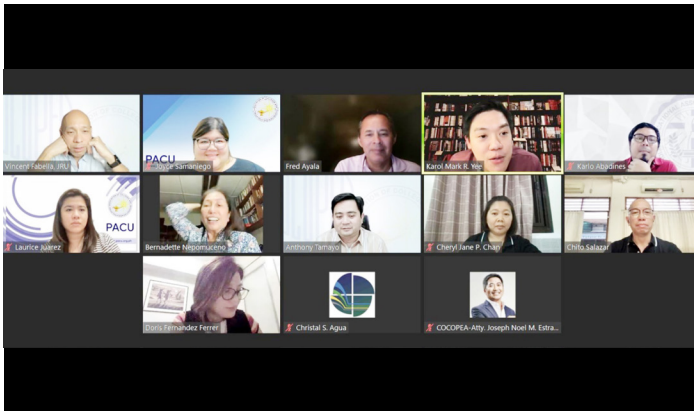


June 23, 2022

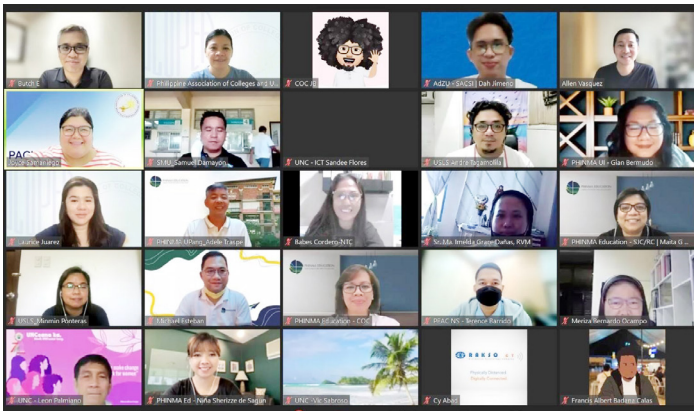


cont... COCOPEA Meetings

March 21, 2022



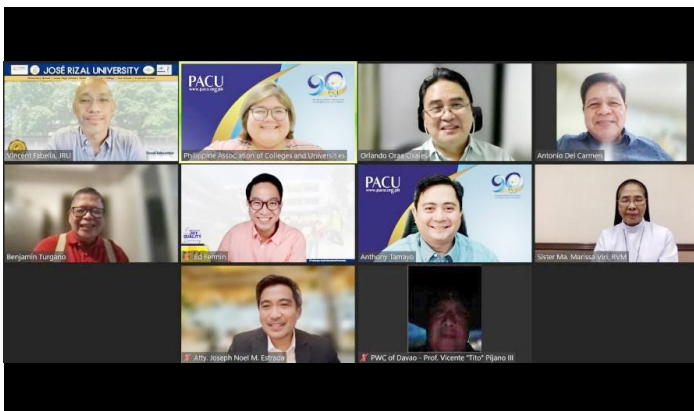
March 31, 2022



April 11, 2022



July 25, 2022



March 24, 2022



April 4, 2022



April 13, 2022

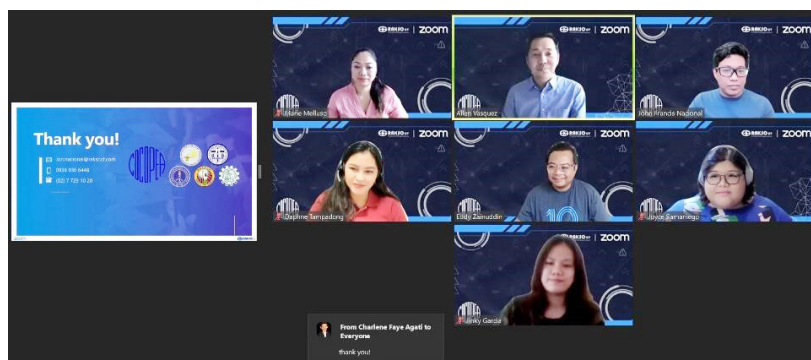


August 04, 2022



cont... COCOPEA Meetings

COCOPEA Cybersecurity Forum: "Securing your Zoom Virtual Classroom and Meeting Rooms" - February 17, 2022



COCOPEA Strategic Planning Plenary Workshop - September 5, 2022

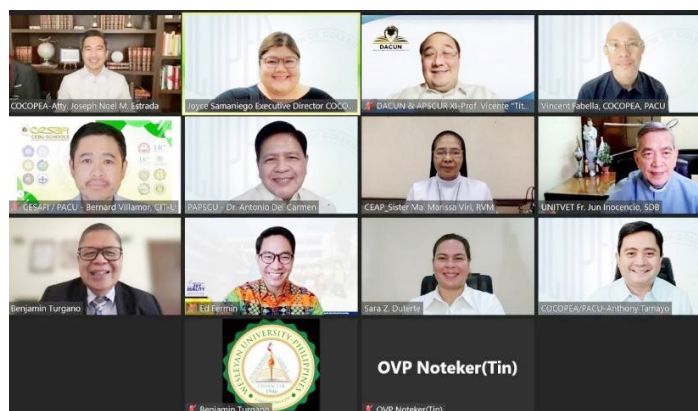


Meeting with DepEd

July 4, 2022



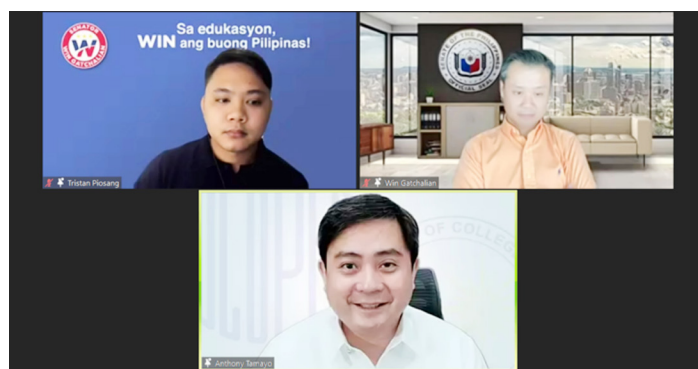
July 27, 2022



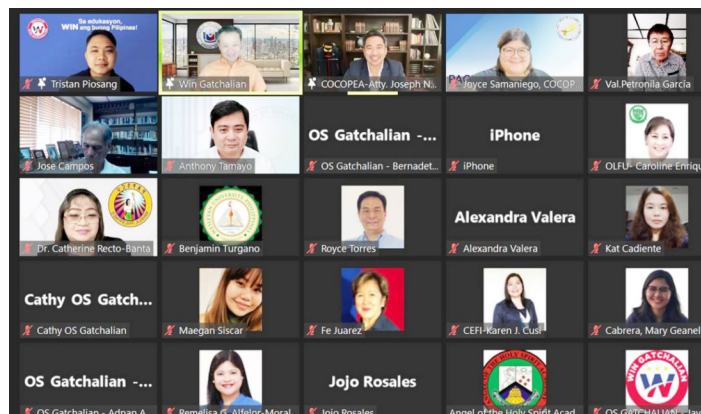
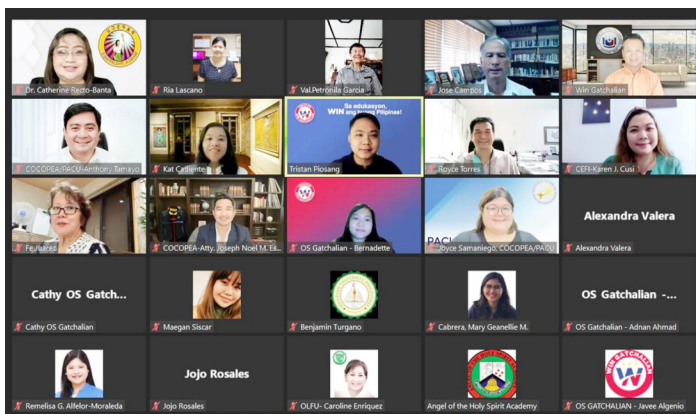
Meeting with CHED - May 17, 2022



WIN SA EDUKASYON: Ugnayan kay Senator Win Gatchalian - March 4, 2022



cont... WIN SA EDUKASYON: Ugnayan kay Senator Win Gatchalian - March 4, 2022



Meeting with Partners

Prosple - February 21, 2022



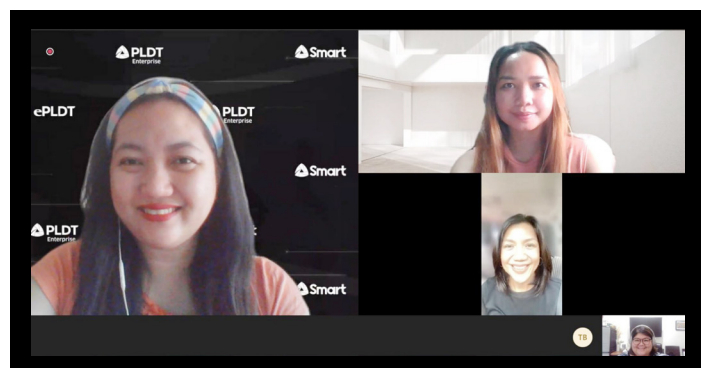
Globe - March 21, 2022



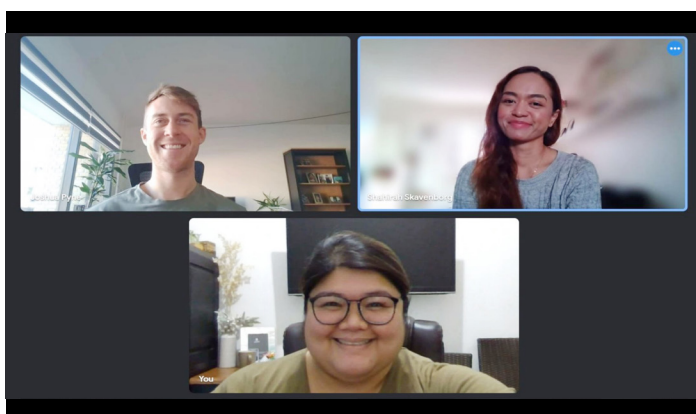
Chemonix International Inc. - March 24, 2022



PLDT - April 1, 2022



Labster - March 31, 2022



July 22, 2022



cont... Meeting with Partners

Eclat - May 6, 2022



Asia Foundation - June 2, 2022



Quipper - June 13, 2022



CCAP - July 11, 2022



US Embassy - May 12, 2022



immap - June 13, 2022

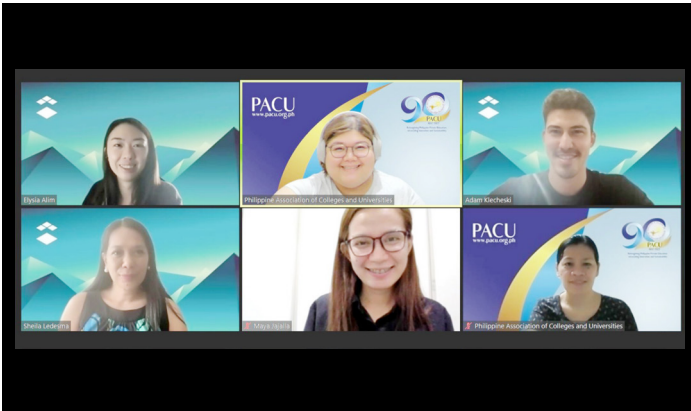


SEBI-Tech - June 20, 2022

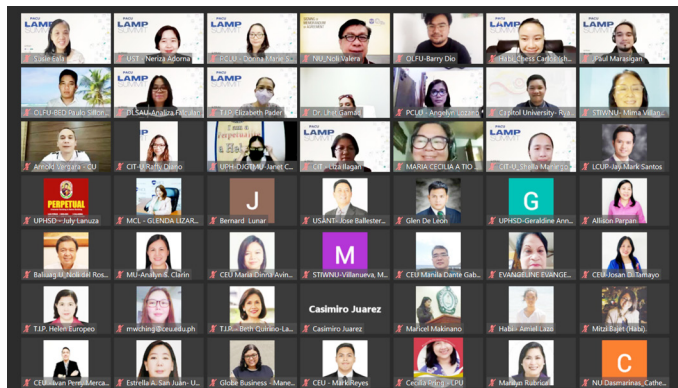
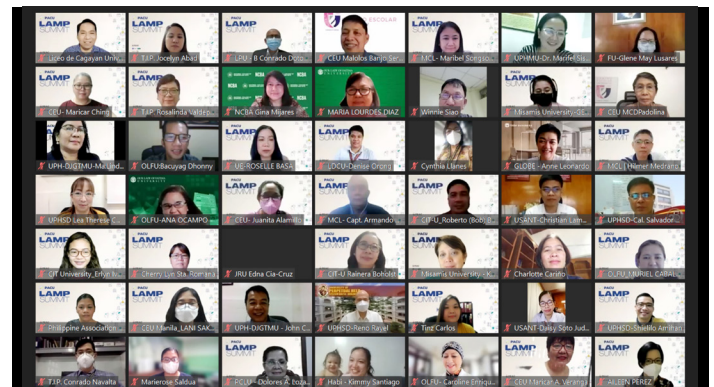


Turnitin - July 26, 2022



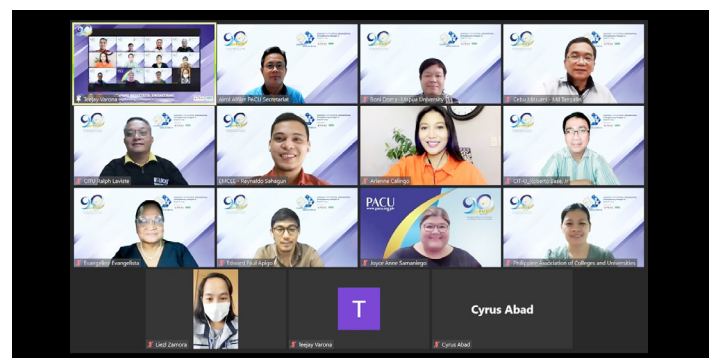


PACU LAMP Summit Part 3: Building School Spirit in a Hyflex World - March 30, 2022

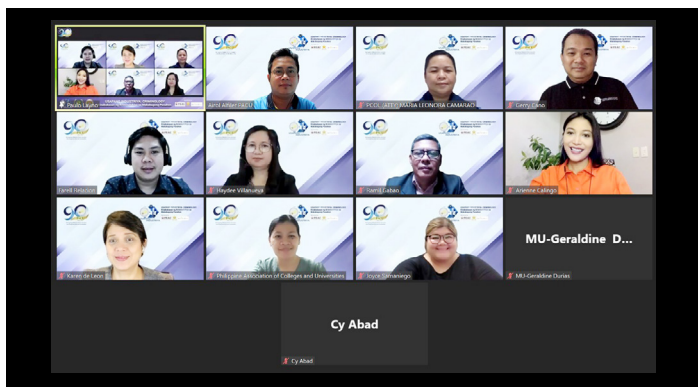


Usapang Industriya Series 6: "Teacher Education and Training Specialists in the Hyflex Learning World." - April 6, 2022

Usapang Industriya for Engineering: Strengthening Industry-Academe Linkage in Engineering - July 27, 2022



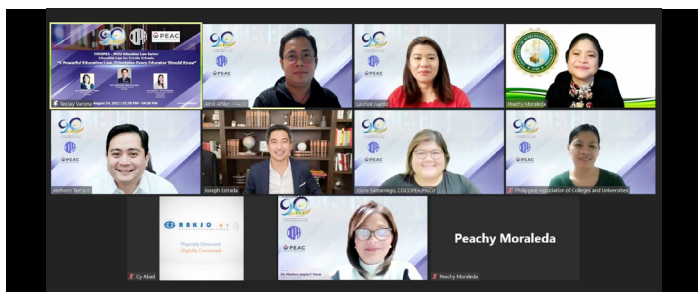
Usapang Industriya for Criminology: Kinabukasan ng Kriminolohiya sa Makabagong Panahon - July 27, 2022



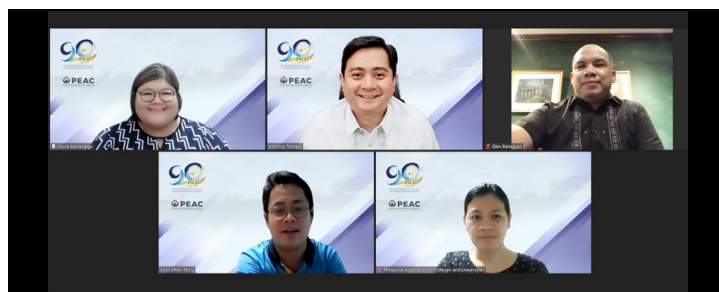
Labster Webinar - August 3, 2022



PACU Education Law Series: 5 Powerful Education Law Principles Every Educator Should Know - August 24, 2022



Webinar on Climate Change: Climate Smart Philippines: Science for Service "Making Academe Resilient" - August 30, 2022



Ocular Visit to Wesleyan University Philippines - August 18, 2022



Ocular visit to Malayan Colleges Laguna - September 7, 2022



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PACU on its 90th Anniversary

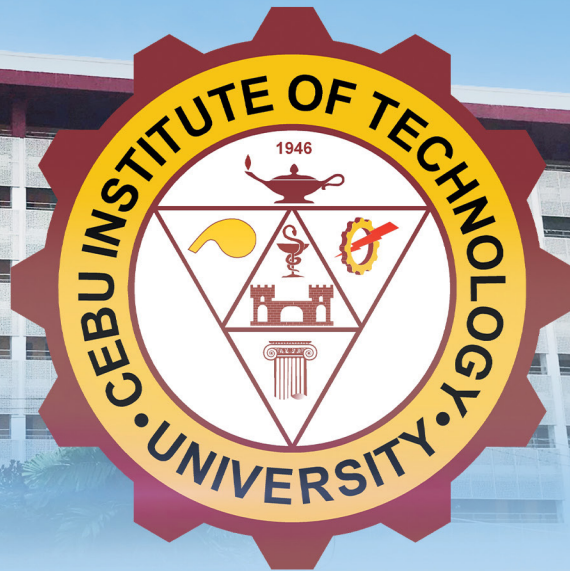


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- BS Nursing
- BS Nutrition and Dietetics
- BS Pharmacy

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- BS Respiratory Therapy
- Senior High School
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on the OCCASION of its 90th ANNIVERSARY!

Margarita Cecilda B. Rillera

MARGARITA CECILDA B. RILLERA, MBA
University President and Chairman Board of Trustees

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Bachelor of Arts in Political Science



It is with immense pleasure that the University of Cagayan Valley extends its warmest congratulations to PACU for reaching 90 successful years in building the nation through quality service.

As a member and partner of PACU, the University of Cagayan of Valley always commits itself to its Philosophy that "Every man, irrespective of creed and economic status, has the inherent right and access quality education." This has been manifested in many of its achievements among which being known as the largest Private Non-Sectarian Institution in Region 2 and the institution with the highest number of accredited programs for 2020 and 2021 by PACUCOA.

Operating under a Quality Management System based on ISO 9001:2015 and DNVGL Standard 0029, UCV offers various curricular programs relevant to the needs of industries and consistently produces competent professionals as shown by its excellent performance in board and bar examinations.

The University keeps pace with rapid societal changes brought about by the pandemic, new technologies and social media by continuously strengthening its research, upgrading its instruction and expanding its community extension in response to PACU's Advocacies on Innovation and Sustainability.

The University of Cagayan Valley is optimistic that the University will maintain its global compatibility in consonance with its Philosophy, Vision, and Mission and in partnership with PACU.

Congratulations to PACU and with gratitude for the 90 years of excellent service!

ESTHER SUSAN N. PEREZ -MARI, MSc-FM, MD, Ph.D.

University President and Chairman of the University of Cagayan Valley

STI West Negros University

**congratulates PACU on its
90th Anniversary with the theme:**

"Reimagining Philippine Private Education:
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Cacharelle Mae Rapirap
TOP 2 - Licensure Examination for Teachers 2016

Francine Cruz
TOP 2 - Nursing Licensure Exam 2021

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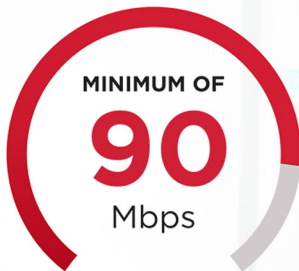


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Ateneo de Manila University

From “Free” to Flourishing With Canvas LMS

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The higher education landscape is more complex than ever, requiring institutions to acquire systems that can support mobile, online, and blended learning, a personalized student experience, a technology-driven and data-friendly culture, and a scalable and secure infrastructure—to name a few needs. At Ateneo de Manila University, it had become common practice for faculty to acquire many different tools to meet these needs, many of them relying on free versions of tools that resisted meaningful adoption and couldn't sustain LTI integrations for a more connected learning experience. Learn why the Ateneo team upgraded to Canvas LMS to expand online learning and support its teaching and learning community.

The Challenge

When in-person learning was disrupted by the COVID-19 pandemic, Ateneo de Manila University, like many other institutions around the world, needed instructional support. The learning landscape at Ateneo was varied, as faculty members used many different technology tools to manage everyday instruction. However, even with the many tools used, Ateneo lacked administrator analytics and insights needed to evaluate student engagement, the technical support needed to drive a meaningful adoption process, the integrations needed to expand their learning ecosystem in a centralized way, and the course design capabilities needed to enhance learning activities.

Although many of these needs had existed for years, the pandemic pushed them to make a decision. To maintain its democratic decision-making process and gauge faculty interest, Ateneo introduced Canvas Free-For-Teacher (FFT), a basic version of Canvas LMS, to faculty during the summer semester of 2020. After evaluating feedback the decision was clear: Ateneo purchased Canvas in September 2020 and invested in faculty training to ensure that beyond the tools, the right instructional practices were acquired to support students through this uncertain time.



Key Insights

01

Ateneo de Manila University introduced faculty to Canvas Free-For-Teacher through a systematic professional certificate program before adopting the premium version.

02

Ateneo centers its approach to teaching and learning around the three Cs: community, content, and coaching.

03

Faculty members at Ateneo are not required to use the same learning management systems, but Canvas has helped many educators collaborate and connect.

The Solution

Upgrading to the premium version of Canvas had three main benefits for the Ateneo team.

#1 Implementation Support

Having access to a Canvas implementation specialist every step of the way enabled the Ateneo team to create guided training paths for faculty to follow. With the core belief that educators are the experts in their field, Ateneo created a design rubric to assist with quality control of courses while still providing the flexibility for faculty members to interpret and apply the guidelines to their courses.

“We wanted to get everyone on the same page and have meaningful conversations with one another about what online learning is and what it could be with Canvas.”

-Johnny Go,
Director of the Science and Art of Learning and Teaching (SALT) Institute

“Without proper adoption, you run the risk of teachers not using what the institution is paying for. In my many years in edtech, this has been an issue with many learning management systems. Hands-on implementation support is one of the things we considered to be a big plus of Canvas.”

-Galvin Ngo, Assistant Director and Coordinator for Education Technology and Innovation, Ateneo SALT Institute

#2 Teacher Collaboration

To promote further collaboration throughout the transition, faculty were required to take an interactive Canvas course as a team, which pushed them to explore Canvas capabilities together and lean on one another for support. With a long history of Ateneo faculty creating their learning ecosystems with the tools of their choice, Canvas Commons was a game-changer because it allowed educators to find common ground in course creation. Instructors were given a course template as a starting point, allowing them to be more creative where it counts—with content and curriculum.

“We wanted to get everyone on the same page and have meaningful conversations with one another about what online learning is and what it could be with Canvas.”

-Johnny Go, Director of the Science and Art of Learning and Teaching (SALT) Institute

The teacher teams that were formed throughout the adoption process enabled Ateneo to efficiently expand asynchronous learning in response to the COVID-19 pandemic.

#3 Student Engagement

The new Canvas course design guidelines helped faculty be more intentional about communicating with their students. Best practices for student engagement were created to include a personalized course introduction, Discussions were used to create more opportunities for interaction, and Modules organized content into intuitive paths for students to follow.

With the core belief that students become people under Ateneo's care once they're enrolled in a course, the university feels it's of great importance that students have the tools they need to succeed and

learn at their own pace. The Ateneo team agreed that the user-friendly interface of Canvas made the transition easier for students, especially during the rapid shift to online learning. The team uses Gradebook to monitor individual student engagement and participation, which contributes to a more personalized learning experience.

The Results

“Before we started using Canvas teachers rarely worked together.

The culture here, as in most educational institutions, was not collaborative before. This was a breakthrough for us.”

-Johnny Go, Director of the Science and Art of Learning and Teaching (SALT) Institute

With the belief that training should not end after implementation, Ateneo has invested in ongoing Canvas support to ensure each team has on-demand training as needed. These efforts have led to the formation of professional learning communities (PLCs) in which educators regularly share resources, tips, and strategies to expand Canvas use and improve courses.

The emphasis on interactive online course design has led to higher student participation than ever before, allowing students more time and space to organize their thoughts, engage with course content, and collaborate with one another via Canvas Messages.

Above all, upgrading to Canvas LMS has provided the Ateneo team with a chance to design the learning experience they want to deliver without compromising reliability, scalability, and support as they plan for the future of higher education.

About Ateneo de Manila University

Since 1859, Ateneo de Manila has been preparing young people for the future, offering education and holistic formation that prepares students for life beyond work. Ateneo stays true to its mission of alleviating poverty by helping capacitate and empower marginalized communities and sectors of Philippine society. Aside from instilling academic excellence in its students, the University aims to mold future leaders to be at the forefront of nation-building.



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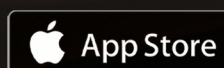
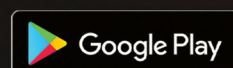
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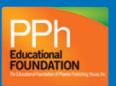
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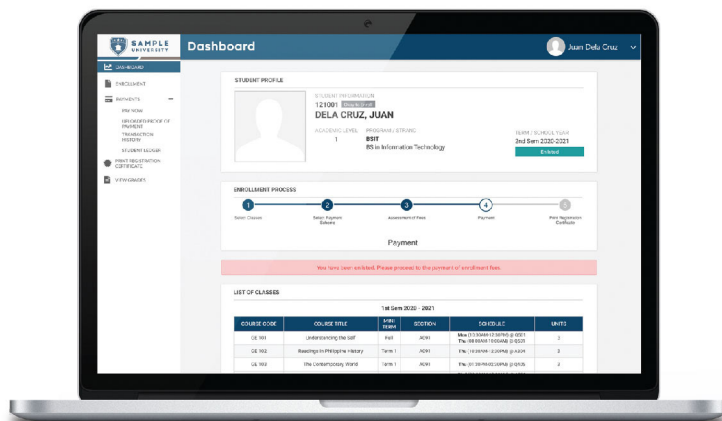


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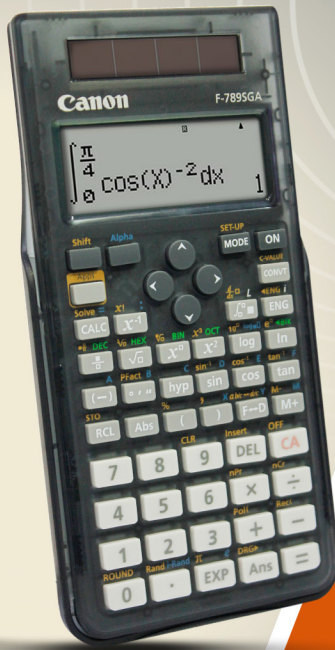
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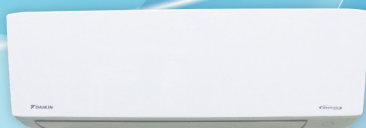
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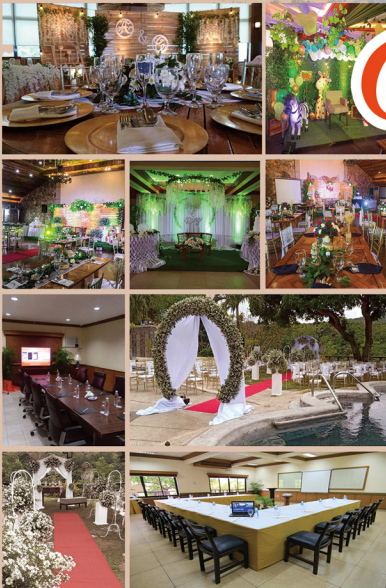
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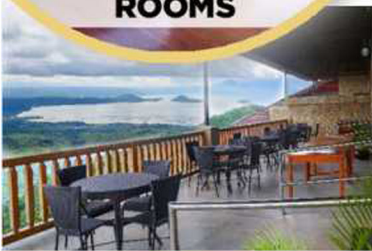
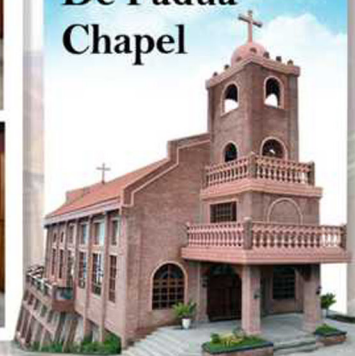
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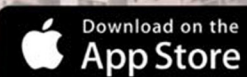
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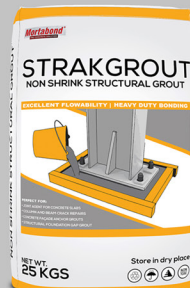
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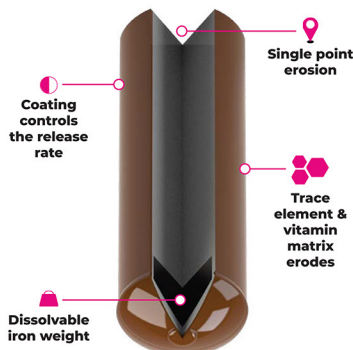
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