



CHED grants 41 PACU Member Schools Autonomous, Deregulated Status

The Commission on Higher Education (CHED), in a Memorandum Order issued last April 13, 2016 (CMO No. 20, series 2016), granted 75 Private Higher Education Institutions (PHEI's) Autonomous and Deregulated Status. Fifty-nine (59) of these PHEI's were conferred Autonomous Status while 16 received Deregulated Status. Forty-one (41) of them are members of the Philippine Association of Colleges and Universities (PACU), and they represent 54.6% of the total number of PHEI's in the list.

Leading the pack is the University of Santo Tomas, which was granted Autonomous Status for a period of five years. Twenty-eight (28) other member schools were granted Autonomous Status for a period of three years, namely:

Colegio de Dagupan
University of Luzon
St. Paul University Philippines
Angeles University Foundation
Holy Angel University
La Consolacion University Philippines
Lyceum of the Philippines University
Manuel S. Enverga University Foundation
Saint Michael's College of Laguna
University of Perpetual Help System of Laguna
University of Batangas
Cebu Institute of Technology University



Presidents and administrators of different Higher Education Institutions in the Philippines join Dr. Patricia B. Licuanan (seated, fourth from left), Chairperson of the Commission on Higher Education during the awarding of Autonomous and Deregulated Status.

University of the Visayas
Liceo de Cagayan University
University of Mindanao
Saint Louis University
University of Baguio
University of the Cordilleras
Adamson University
Centro Escolar University

Far Eastern University
Jose Rizal University
Lyceum of the Philippines University
Mapua Institute of Technology
Our Lady of Fatima University - Valenzuela City
Technological Institute of the Philippines Manila
Technological University of the Philippines Q.C.
University of the East

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PACU Member Schools among PHEI's designated Centers of Excellence, Development

The Commission on Higher Education (CHED), in accordance with a series of en Banc Resolutions, established new Centers of Excellence (COE) and Centers of Development (COD) for various disciplines. Accordingly, CHED issued Memorandum Order No. 38, series of 2015 and its amendments; Memorandum Order No. 15, series of 2016; and Memorandum Order No. 17, series of 2016, designating

a total of 138 public and private Higher Education Institutions (HEI's) as COE's and COD's in several programs. Thirty-eight (38) of them are member institutions of PACU and they represent 27.5% of the total number of HEI's in the list, namely:

ADAMSON UNIVERSITY

- COD in Chemical, Computer, Civil, Electrical, Electronics, and Industrial Engineering, Teacher Education

ANGELES UNIVERSITY FOUNDATION

- COE in Criminology, Information Technology, Teacher Education

- COD in Computer Engineering, Nursing

ASIAN DEVELOPMENT FOUNDATION

- COD in Information Technology

BALIUAG UNIVERSITY

- COD in Information Technology

CAGAYAN DE ORO COLLEGE

- COE in Criminology

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President's Report

Dr. Karen Belina F. De Leon

As I end my two-year term as the President of the Philippine Association of Colleges and Universities (PACU), I would like to thank my colleagues and friends, presidents and administrators of PACU member schools for all their support and assistance.

This school year, we are witnessing the transition of our respective Higher Educational Institutions during the historic K-12 reform in the Philippine education landscape.

To help mitigate the potential economic impact of the full implementation of K-12 in our educational institutions, the Commission on Higher Education (CHED) lobbied the Congress to allot funds to finance a program of assistance for our affected teaching and non-teaching personnel. The use of the fund will be spread out during the five-year transition period beginning academic year 2016-17 and ending in academic year 2021-22 when implementation has been fully achieved. Initially, CHED pressed Congress to include the fund as a line item in the 2016 General Appropriations Act to jumpstart the program. After which, it hopes to institutionalize the process through a law passed by both Houses of Congress.

On December 10, 2015, the President signed Republic Act No. 10717 or the General Appropriations Act of Fiscal Year 2016. Immediately, CHED, on January 12, 2016, issued Memorandum Order No. 3, series 2016 and Memorandum Order No. 4, series of 2016 to carry out its mitigation program during the K-12 transition. The former contains Guidelines on Graduate Education Scholarships for Faculty and Staff Development during the K-12 Transition Period, while the latter contains the Guidelines for Graduate Education Delivery for Faculty and Staff Development.

The goals of the Graduate Education Scholarship Program are two-fold. First, it mitigates the impact on labour of our educational institutions. Second, it gives our faculty the opportunity to upgrade their qualifications, thus, effectively leveraging the transition to invest in the future of higher education¹. The Graduate Education Delivery Program allows our institutions to offer graduate programs to affected faculty and staff during the transition. This is another way of mitigating the impact of the transition on the private higher education sector.

I am privileged to be part of the Technical Working Group of the K-12 Transition Team which is co-chaired by our Trustee, Dr. Ester Garcia.

During my term, we saw the passage of Republic Act No. 10687 otherwise known as the Unified Student Financial



Assistance System for Tertiary Education (UniFAST). The law seeks to provide adequate funding and such other mechanisms to increase the participation rate among all socio-economic classes in tertiary education². This should enable them to successfully pursue and complete their tertiary education programs in quality institutions, thereby promoting equitable and rationalized access to quality tertiary education³.

We have also been active partners with the Department of Education (DepEd) in the implementation of the K-12 program. DepEd issued two policy guidelines for the implementation of the Senior High School Voucher program. DepEd Order No. 11, series 2015 or Policy Guidelines on the Implementation of the Senior High School Voucher Program Under the Government Assistance to Students and Teachers (GASTPE) Program contains a Senior High School Voucher Policy Brief that outlines the policy guidelines on the implementation of the said program to inform and motivate

all stakeholders, including students, parents, and non-DepEd Senior High School providers, to prepare and mobilize for the full implementation of Senior High School in academic year 2016-17⁴.

Further, DepEd Order No. 46, series 2015 or the Detailed Guidelines on the Implementation of the Senior High School Voucher Program provides details on the conditions, requirements and processes with regard to the implementation of the Senior High School Voucher Program, such as Student Eligibility and Voucher Value, Voucher Validity and Redemption, Conditions for Voucher Program Beneficiaries, Provider Eligibility and Requirements, Voucher Tiers, Processing of Vouchers and Payment to Schools, and Monitoring and Program Compliance⁵.

Through the Senior High School voucher, DepEd engages the non-DepEd Senior High School providers to enroll qualified voucher recipients from both public and private Junior High Schools⁶. Once qualified, voucher recipients are enrolled in non-DepEd Senior High School providers, DepEd will provide assistance to these students through a voucher subsidy paid to the non-DepEd Senior High School providers.

We commissioned a study that projected the demand or level of migration of Grade 10 students from public schools to the private education sector. The study, conducted by a private

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¹ CMO No. 3, s. 2016

² Republic Act No. 10687 or the UniFAST Act

³ Ibid

⁴ DepEd Order No. 11, series 2015

⁵ DepEd Order No. 46, series 2015

⁶ Ibid

Academic Management Seminar Series 2015-2016 held

The Philippine Association of Colleges and Universities (PACU) completed the second and third series of seminars under the Academic Management Seminar Series for 2015-2016 which attracted a good number of participants mostly composed of school executives like vice-presidents for administration and academics, school principals, and faculty members.

The seminar dubbed as “Managing Administrative Concerns on Senior High School” was attended by a total of 118 participants from 60 different schools nationwide on November 26 and 27, 2015 at the University of Perpetual Help DALTA in Las Piñas City. Highpoints of the two-day seminar included discussions about investing in the future of higher education and the transition to K-12, the experiences of the University of Makati and the Asia Pacific College about their respective Senior High School modelling program, Don Bosco’s experience in its Technical-Vocational Education and Training program, the K-12 voucher system, industry expectations, and legal concerns on K-12 and ASEAN integration.

On the other hand, the University of Mindanao in Davao City served as the venue of the “Philippine Qualifications Framework and ASEAN Qualifications Framework” seminar, a two-day event which was attended by 61 academics from 31 different member schools on January 21 and 22, 2016. The globalization of education and cross-border movement of students were the underlying principles for conducting this seminar. Furthermore, it also emphasized that across the region, governments are developing common and transparent regional standards to enhance student mobility and the ASEAN Qualifications Reference Framework and should function as a device to enable comparisons of qualifications



The seminar on Managing Administrative Concerns on Senior High School which was held on November 26 and 27, 2015 at the University of Perpetual Help in Las Piñas was attended by 60 different schools nationwide.



Participants of the Seminar on Philippine Qualifications Framework and ASEAN Qualifications Reference Framework held on January 21 and 22, 2016 at the University of Mindanao in Davao City.

across all member states. At the local level, the Philippine Qualifications Framework was developed, as a national policy, to harmonise these standards. It will describe the levels of educational qualifications and set standards for qualification outcomes. Accordingly, the objective is to support the establishment

and development of national standards and levels for outcomes of education and training, skills, and competencies that will align with regional and international qualifications to support national, regional, and international mobility of workers.

6th COCOPEA National Congress held

The Coordinating Council of Private Educational Associations (COCOPEA) held its 6th National Congress last February 18 and 19, 2016 at the Novotel Hotel in Araneta Center, Cubao, Quezon City. With the theme, "Roadmap for Philippine Education: Pursuing Inclusive and Equitable Quality Education, Lifelong Human Flourishing and Sustainable Development", the event drew a close to 720 participants from the private education sector nationwide. The highlight of the two-day event was a round-table discussion with the 2016 presidential candidates.

The Congress consisted of two plenary sessions and six concurrent sessions split into two clusters. Delivering their respective keynote addresses at the plenary sessions were Sec. Armin Luistro of the Department of Education, Dr. Tereso Tullao, Jr. of the De La Salle University - Angelo King Institute for Economic and Business in Education, and Dr. Darin Fahrney, Principal of the Singapore American School. Sec. Luistro spoke on "Shaping Public Policy and Legislative Agenda Towards Inclusive and Equitable Quality Education, Lifelong Human Flourishing and Sustainable Development" while Dr. Tullao explained the topic on "Financing the Philippine

Education System: Public-Private Partnerships -- Good Practice in Cost Studies Sharing and Financing Philippine Education". Dr. Fahrney, on the other hand, spoke about "Transforming the Learning Environment through Professional Learning Communities".

The concurrent sessions were evenly divided between the topics "On Promoting Effective School Leadership and Governance" and "On Promoting Effective and Professional Facilitators of Learning for the 21st Century Learners". In turn, these topics were divided into three sub-topics, respectively. The first consisted of the sub-topics "Leading Change: Effective Leadership at the Time of the K to 12 Reform," "Teacher Evaluation: A Catalyst for Dynamic Instructional Leadership and Learning," and "Financial Management Quotient for School Leaders, Educators and Academicians". The second consisted of the sub-topics "Developing Effective Facilitators of Learning for the 21st Century Learners: The Dynamic Learning Program," "A Lexicon for Educating the Whole Child and Preparing the Whole Adult: From School to Workplace," and "Crisis Intervention for Children and

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Participants of the 6th COCOPEA (Coordinating Council of Private Educational Associations) National Congress with Sec. Armin Luistro (seated, right) of the Department of Education.

DepEd grants 179 PACU Member Schools Permit to offer SHS

The Department of Education (DepEd) recently announced on its website that 5,990 public schools will begin offering Senior High School (SHS) for school year 2016-2017. Aside from this, DepEd also gave 5,046 private high schools, private and public universities and colleges, technical-vocational schools, and Philippine schools overseas, permission to offer SHS as well. Included in the list are 43 Senior High Schools offering Maritime Specialization.

Close to 96% of the total number of PACU member institutions are in the list of HEI's that were given permission to operate SHS. Of the total number, 50 of these schools are located in the National Capital Region (NCR) while 83 are in Luzon, 21 are in the Visayas, and 25 are in Mindanao. PACU schools are indeed valuable partners in supporting government's roll-out of the Senior High School program.

Senior High School covers the last two years of the K-12 program and includes Grades 11 and 12. In Senior High School, students will go through a core curriculum and subjects under a track of their choice and these are the Academic Track, Technical-Vocational Livelihood Track, Sports Track, and Arts and Design Track. There are four strands under the Academic Track and these are Accountancy, Business, and Management or ABM; Humanities and Social Sciences or HUMSS; Science, Technology, Engineering, and Mathematics or STEM; and General Academic Stand or GAS.

Board convenes for Regional Expanded Meetings

On top of the Regular Board Meetings, the Philippine Association of Colleges and Universities (PACU) held on the second term of fiscal year 2015-2016 two more Expanded Board Meetings in the campuses of its member institutions in Mindanao and the National Capital Region (NCR).

On January 22, 2016, the University of Mindanao Campus in Davao City hosted the Expanded Board Meeting for Visayas and Mindanao. Dr. Guillermo P. Torres, Jr., President of the University of Mindanao warmly welcomed all 22 attendees from the different PACU member institutions nationwide.

On May 20, 2016, it was the turn of Centro Escolar University (CEU) in Mendiola, Manila to host the Expanded Board Meeting for NCR. There was a large contingent of 37 attendees from different PACU member institutions across the regions. They were warmly welcomed as well by Dr. Ma. Cristina D. Padolina, President of CEU.

The Officers and Board of Trustees would like to extend their heartfelt gratitude to Dr. Torres and Dr. Padolina for graciously hosting the Expanded Board Meetings of PACU in the Visayas and Mindanao regions and in the NCR.



The Expanded Board Meeting for Visayas and Mindanao was held on January 22, 2016 at the University of Mindanao Campus, Davao City.



Centro Escolar University (CEU) in Mendiola, Manila hosted the Expanded Board Meeting for the National Capital Region on May 20, 2016.

Executive Director Pascua retires

The Board of Trustees and Officers of the Philippine Association of Colleges and Universities (PACU) congratulates Mr. Gregorio M. Pascua on his retirement last March 9, 2016. During the ceremonies at the Oakwood Premiere Joy - Nostalgy Center Manila last March 18, 2016, the Board of Trustees awarded Mr. Pascua a plaque/certificate of recognition for his exemplary work as PACU Executive Director for close to three decades.

While PACU is saddened to see him go, it is confident that Mr. Pascua will be as successful and happy in retirement, just as he was during his time in PACU. The Association wishes Mr. Pascua the best in his future endeavors. Retirement will surely offer him many new opportunities, which he will surely embrace wholeheartedly, just as he did in PACU.



Mr. Gregorio M. Pascua, (fourth from left) Former PACU Executive Director, is joined by (from left) Atty. Anna Maria D. Abad, PACU Legal Counsel; Dr. Peter P. Laurel, President, Lyceum of the Philippines University – Batangas & Laguna; Prof. Dhanna Kerina B. Rodas, President, University of Baguio; Mr. Anthony Jose M. Tamayo, President, University of Perpetual Help System-DALTA; Dr. Patricia Bustos-Lagunda, President, Baliuag University; and Dr. Vicente K. Fabella, President, Jose Rizal University during the awarding of the plaque of recognition.

6th COCOPEA...

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Adolescents, Mental Health Programs for Students with Suicidal Ideation”.

Before the concurrent sessions, Ms. Rhodora Angela F. Ferrer, Executive Director of Fund for Assistance to Private Education (FAPE), gave an update on the Educational Service Contracting (ESC), Senior High School (SHS) Vouchers, and Teacher Salary Subsidy (TSS) while Dr. Ma. Cynthia Rose B. Bautista of the Commission on Higher Education

(CHED) updated everyone on the “CHED-DepEd Programs to Mitigate the Impact of the Implementation of the SHS Program”.

In between the plenary and concurrent sessions was a round-table discussion with the 2016 presidential candidates. Only Sec. Manual A. Roxas II attended among the candidates while Prof. Tomas B. Lopez, Jr., President of the University of Makati, represented Vice-President Jejomar Binay. They gave their respective takes on “Re-envisioning the Philippine Educational System” and gamely answered questions propounded by the moderator, Dr. Vicente K. Fabella.

PACU member institutions are now DHEI's for K-12 Transition



As of May 24, 2016, the Commission on Higher Education (CHED) has approved a total of 148 Delivering Higher Education Institutions (DHEI's) across 17 regions that will offer Master's degree and Doctoral degree programs for teachers and non-teaching personnel that will avail of the K-12 Transition Scholarships. The approval encompasses over 1,600 Master's degree and 400 Doctoral degree programs.

Several PACU member institutions are on the list and in total, there are 43 member institutions that were given authority to become Delivering HEI's. Sixteen (16) are from the National Capital Region (NCR) while the rest are from Luzon with 17, Visayas with 4, and Mindanao with 6. This shows proof of PACU's commitment, as a valuable partner of government, in supporting the roll-out of the K-12 program.

The list of all approved DHEI's can be downloaded from www.ched.com.ph and through <https://chedk12.wordpress.com/dhei/>.

The Association is extremely glad to have its member institutions as DHEI's. Hopefully, this will ease some of the economic burden wrought by the K-12 transition.

PACU welcomes passage of UniFAST Act

The Philippine Association of Colleges and Universities (PACU) welcomes the passage of Republic Act No. 10687 or the “Unified Student Financial Assistance System for Tertiary Education Act (UniFAST)” which was signed into law by President Benigno C. Aquino III last October 15, 2015.

UniFAST empowers Filipino students to pursue good quality education at the tertiary level by gaining access to all modalities of publicly-funded Student Financial Assistance Programs (StuFAP) such as scholarships, grants-in-aid, student loans, government programs in partnership with other stakeholders, among others, and which are funded and/or implemented by national and local government agencies, branches and instrumentalities. It also streamlines the allocation and utilization of government resources and improves access to quality tertiary education for those who need it.

Furthermore, it will serve as a mechanism that will direct beneficiaries to priority courses important for economic growth and development. A student enrolling in tertiary education, whether in public or private, in a national or local institution, can avail of any one or more of the said modalities of StuFAP.

Section 14 of the law provides for the creation of a UniFAST Board that will supervise the implementation of the financial assistance to students. It will also monitor, assess, and make impact evaluation of the student financial assistance programs and projects to determine its adoption, continuation, or termination. The UniFAST Board also has the authority to create other student financial assistance programs.

The UniFAST Board shall be attached to the Commission on Higher Education (CHED) and will be headed by the CHED Chairperson with the Secretaries of the



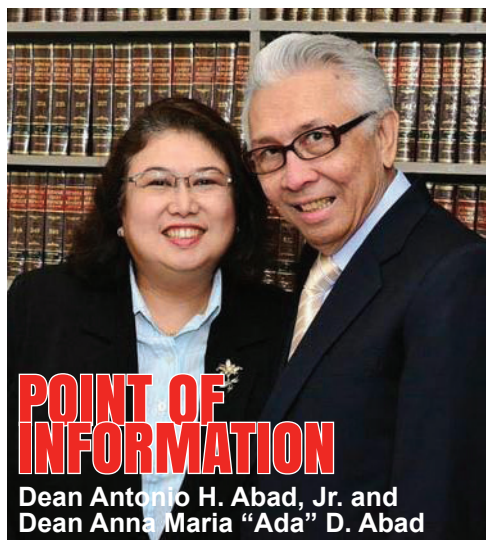
**UniFAST empowers
Filipino students
to pursue good
quality education at
the tertiary level by
gaining access to all
modalities of publicly-
funded Student
Financial Assistance
Programs (StuFAP)**

Department of Science and Technology, Department of Education, Director-General of the Technical Education and Skills Development Authority, and a representative each from the Department of Labor and Employment, National Economic and Development Authority,

and National Youth Commission as members. Noticeably excluded was the private education sector.

PACU was hoping to address this deficiency by pushing for COCOPEA's inclusion as an observer by way of the law's Implementing Rules and Regulation (IRR). The UniFAST Board seemed open to the idea but PACU has yet to see in the final draft if COCOPEA will be granted this status. After several meetings, the IRR is now ready for approval, but it is still unknown, whether or not, COCOPEA will be granted observer status in the UniFAST Board.

A Congressional Oversight Committee will be created to oversee the implementation of UniFAST, including inquiries into the book of accounts of the UniFAST Board. The UniFAST Board shall be required to submit to the Congressional Oversight Committee, on a periodic basis, the financial statements, policy statements, issuances and other documents and information of the Board, subject to existing laws and regulations.



CASE NO. 1: Melvin P. Mallo vs. Southeast Asian College, et al., G.R. No. 212861, 14 October 2015.

Question: May a teacher who had not been attending his classes, be deemed to have abandoned his job as to validly dismiss him?

Facts of the case:

Melvin P. Mallo was hired as a Probationary full-time faculty member of the school's College of Nursing and Midwifery with the rank of "Assistant Professor C" for the 2nd Semester of the school year 2007-2008. The College renewed his employment for the succeeding semesters until the summer of SY 2010-2011.

On June 2011, Mallo inquired about his teaching load for the 1st semester of SY 2011-2012. He alleges that the College only responded that teaching assignments for the semester were yet to be given to faculty members. To his dismay, he learned from a co-professor that faculty meetings were conducted on June 9 and 10, 2011 whereby teaching loads were distributed to the professors.

Upon learning of this development, Mallo alleges that he confronted the Dean of the College of Nursing, Dr. Clarita D. Curato (Dr. Curato), claiming that the College was obliged to give him teaching loads because he was already a permanent faculty member after four years of teaching. However, Dr. Curato simply retorted that the school was under no obligation to give him any teaching loads for the semester because he was merely a contractual employee. As such,

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Mallo was constrained to file the instant complaint against respondents.

For its defense, the School claimed that it never dismissed Mallo. He was given his teaching assignment for the first semester of SY 2011-2012 as Clinical Instructor to be assigned at the National Center for Mental Health but he twice failed the qualifying exam required for the teaching of said course. However, the College alleges that it gave Mallo a teaching load as Clinical Instructor for Preceptorship Program to be conducted at United Doctors Medical Center.

The trouble started however when Mallo requested for a change of schedule due to an alleged conflict with another school. The College denied Mallo's request because it would entail a reshuffle of the entire schedule of the College.

On June 23 to 25, 2011, Mallo did not attend his classes at UDMC. The College alleges that it contacted Mallo to inquire if he would report for work the following day, and to which Mallo allegedly replied in the negative as his schedule with the College conflicted with his other employment. Thereafter, the College never heard from Mallo again until he filed the instant case.

How the case went up to the Supreme Court:

The Labor Arbiter declared Mallo to have been illegally dismissed and found that Mallo did not abandon his job. As such, the Labor Arbiter ordered Mallo's reinstatement with full backwages. When the College appealed to the National Labor Relations Commission, the NLRC affirmed the Labor Arbiter's decision.

Not satisfied with the NLRC's Decision, the College went up to the Court of Appeals which thereafter reversed the NLRC and the Labor Arbiter's ruling. The Court of Appeals declared Mallo to have abandoned his job and, thus, Mallo was not entitled to backwages, separation pay in lieu of reinstatement, and attorney's fees. While it is true that

Mallo had attained regular status, there was no overt or positive act on the part of the College to terminate him. The CA ruled that the totality of Mallo's acts, i.e., not attending his classes, his refusal to work, and obtaining new employment, clearly constituted abandonment of employment.

Mallo sought the reversal of the Court of Appeal's decision with the Supreme Court.

Issue:

Did Mallo abandon his job, as to be validly terminated?

Supreme Court ruling:

There was no abandonment; but there was also no illegal termination.

In the petition for review, while the Supreme Court concurred with the CA that Mallo was not illegally dismissed, the Supreme Court ruled that neither did Mallo abandon his work. As such, Mallo should simply be reinstated to his position as Assistant Professor without any award of backwages or damages.

Rationale for the Supreme Court Decision:

The Supreme Court based its decision on **two principles of labor law**, to wit: (a) to constitute abandonment, there must be a clear and deliberate intent on the part of the employee to discontinue one's employment without any intention of returning; and (b) the burden of proof is upon the employer to show said abandonment.

(a) Mallo did not abandon his work.

For a valid termination on account of abandonment, two elements must concur: (1) failure to report for work or absence without valid or justifiable reason; and (2) a clear intention to sever the employer-employee relationship manifested by some overt acts. (The second element being the more determinative factor.)

Here, Mallo insists that respondents illegally dismissed him because the latter

failed to give him any teaching load for the First Semester of SY 2011-2012. On the other hand, respondents vehemently deny Mallo's claims, maintaining that they promptly gave him his teaching assignment and that the latter even initially accepted the same, but such assignment was eventually turned down due to a conflict in schedule with his new employment in another school.

Records are **bereft** of any indication that Mallo's absence from work was deliberate, unjustified, and with a clear intent to sever his employment relationship with the school. Additionally, while the College claims to have assigned Mallo as Clinical Instructor at UDMC after failing the qualifying test at NCMF, there is **no proof** that Mallo was informed of such assignment.

(b) The College was not able to substantially prove that Mallo abandoned his work as faculty member.

It bears stressing that a party alleging a critical fact must support his allegation with substantial evidence for any decision based on unsubstantiated allegation cannot stand as it will offend due process. (General Milling Corporation vs. Casio, 629 Phil. 12 [2010]). Thus, the Supreme Court noted that the College failed to discharge the burden of proof that Mallo had every intention of disengaging from his employment.

Moreover, Mallo's filing a complaint for illegal dismissal, coupled with his prior acts of actively inquiring about his teaching load, negate any intention on his part to sever his employment.

Indeed, it is simply absurd for Mallo to serve the College continuously for more than three (3) years in order to gain a regular status, only to leave his job without any justifiable reason and, thereafter, file a case in an attempt to recover the same. Abandonment of position is a matter of intention and cannot be lightly inferred, much less legally presumed, from certain equivocal acts. (Macahilig vs. NLRC, 543 Phil. 683 [2007]).

Ada's notes: What should the College have done in this situation so that Mallo may be validly terminated for abandonment?

Note that the Supreme Court ruled in this instance that the College failed to prove

the fact of abandonment. Fortunately for the College, the Supreme Court found that Mallo was not terminated either for which reason, it was not required to pay Mallo any backwages, damages and attorney's fees. **In any event, the College was directed to reinstate the faculty member to his position, for reasons of equity.**

A closer reading of the facts reveal that Mallo was assigned another teaching load, after having failed to qualify for teaching in the original load given. The College alleges that Mallo initially accepted the new teaching load but "requested for a change of schedule due to an alleged conflict with another school." Note in this instance that the College alleged that: (a) it denied Mallo's request because it would entail a reshuffle of the entire schedule of the College; (b) it inquired from Mallo whether he would report for work the following day; and (c) Mallo allegedly told the College official that he would not report to work as the schedule conflicted with his other employment.

To prove the fact of abandonment as to justify his termination, and assuming that the College asked whether Mallo will report for work after his absence of several days, **the College should have formally written Mallo a letter stating the following:**

- (a) that he had been assigned a new teaching position;
- (b) the College had denied his request for a change of schedule;
- (c) to record his absence of x number of days, plus a written directive to explain his absences and to report for work on a specific date.

The letter should also contain a warning that his failure to give an explanation and to return to work on the stated date will constrain the College to consider this as an abandonment of his work, as part of the due process clause.

Had it been able to do so, then the College would have been justified in declaring Mallo to have abandoned his position as faculty member after due process.

Lastly, as an additional note, and assuming that the College had an existing "exclusive teaching policy" clearly enunciated in the College Faculty Manual

or Code of Conduct or similar memoranda, then Mallo may also be disciplined accordingly for non-compliance thereto.

CASE NO. 2: Divine Word College of Laoag (DWCL) v. Mina, G.R. No. 195155, 13 April 2016

Questions: May a faculty employee be divested of teaching load and transferred to a non-teaching job, in the exercise of its management prerogative? May the acceptance of retirement benefits in this regard, preclude said employee from questioning the transfer?

Facts of the case:

Mina was first employed in 1971 as a high school teacher, and later on as a high school principal, at the Academy of St. Joseph (ASJ), a school run by the SVD.

On 01 June 1979, he was transferred to another SVD educational institution, the Divine Word College of Laoag, and was accorded a permanent status after a year of probationary status. He was subsequently transferred in 2002 to DWCL's college department as an Associate Professor III.

Thereafter, on 01 June 2003, Mina was assigned as the College Laboratory Custodian of the School of Nursing and was divested of his teaching load, effective June 1, 2003 until May 31, 2004, subject to automatic termination and without need for any further notification. He was the only one among several teachers transferred to the college department who was divested of teaching load.

In early June 2004, Mina was offered early retirement by the College. He initially declined the offer because of his family's dependence on him for support.

He later received a Memorandum from the Office of the Dean enumerating specific acts of gross or habitual negligence, insubordination, and reporting for work under the influence of alcohol.

He answered the allegations against him; sensing, however, that it was pointless to continue employment with College, he requested that his retirement date be adjusted to September 2004 to enable him to avail of the 25-year benefits. He also requested for the inclusion of his eight years of service in ASJ, to make his total years of service to 33 years pursuant

to the portability clause of the Divine Word Educational Association retirement plan, which read to wit:

When a member who resigns or is separated from employment from one Participating Employer and who is employed by another Participating Employer, the member will carry the credit he earned under his former Participating Employer to his new Employer and the length of service in both will be taken into consideration in determining his total years of continuous service on the following conditions:

- a. The transfer is approved by both the Participating Employer whose service he is leaving and the new Participating Employer;
- b. The Retirement Board is notified of the transfer; and
- c. The member is employed by another Participating Employer on the next working day after his resignation.

The College denied Mina's request to include the eight years of service, but paid him P275,513.10 for and as retirement pay. It was made to appear that his services were terminated by reason of redundancy to avoid any tax implications. Mina was also made to sign a deed of waiver and quitclaim stating that he no longer has any claim against College with respect to any matter arising from his employment in the school.

A few months after the receipt of his retirement pay in September 2004, Mina filed a case for illegal dismissal and recovery of separation pay and other monetary claims.

Pending resolution of his case, Mina passed away on 18 June 2005.

How the case went up to the Supreme Court:

The College won with a favorable decision from the Labor Arbiter, declaring that there was no constructive dismissal. The LA ratiocinated, however, that the computation of Mina's retirement pay based on redundancy is illegal. He modified the computation, by adding the number of years he worked for

ASJ and thus making his creditable number of years of service to 33 years. According to the LA, his length of service in both institutions will be taken into consideration in determining his total years of continuous service since the DWEA Retirement Plan has a provision on portability.

When Mina appealed to the National Labor Relations Commission, the NLRC reversed the Labor Arbiter's decision and ruled that Mina was constructively dismissed when he was appointed as College Laboratory Custodian and divested of his teaching load without any justification. It also ruled that Mina was not deemed to have waived all his claims against DWCL as quitclaims cannot bar employees from demanding benefits to which they are legally entitled. The NLRC, however, disregarded Mina's eight years of service in ASJ in the computation of his retirement pay because of his failure to show compliance with the portability provision.

Dissatisfied with the NLRC ruling, the College raised the case to the Court of Appeals, which agreed that College constructively dismissed Mina. However, the Court of Appeals made a different computation of the monetary awards, viz: backwages at one-month for every year of service from the time that Mina was hired in 1979 until his death in 2005, plus damages and attorney's fees.

Hence, this case was brought up to the Supreme Court for final disposition.

Issues:

Was there constructive dismissal on the part of the College, when it divested Mina of his teaching load and made him College Laboratory Technician?

Is Mina precluded from questioning the severance of his employment, when he accepted his retirement benefits from the College?

Supreme Court ruling:

YES, there was constructive dismissal when Mina was divested of his teaching load without justification.

NO, Mina is NOT precluded from questioning the termination despite receipt of retirement benefits from the College under the circumstances.

Given the finding of constructive

dismissal, Mina is therefore entitled to reinstatement without loss of seniority rights, and payment of backwages computed from the time compensation was withheld up to the date of actual reinstatement (or until his death, as in this case).

Rationale of the Supreme Court decision:

While management has the right to transfer its employees in the exercise of its prerogatives vis-a-vis the operations of its business, it is required to respect the employee's right to security of tenure.

In the case of transfer, the employer is charged with the burden of proving that its conduct and action are for valid and legitimate grounds such as genuine business necessity and that the transfer is not unreasonable, inconvenient or prejudicial to the employee. Otherwise, the transfer is tantamount to unlawful constructive dismissal.

- a) **The faculty member who was divested of teaching load and given a custodial position without justification, was effectively demoted leading to constructive dismissal.**

Constructive dismissal is a dismissal in disguise. There is cessation of work in constructive dismissal because "continued employment is rendered impossible, unreasonable or unlikely, as an offer involving a demotion in rank or a diminution in pay' and other benefits." To be considered as such, an act must be a display of utter discrimination or insensibility on the part of the employer so intense that it becomes unbearable for the employee to continue with his employment. The law recognizes and resolves this situation in favor of employees in order to protect their rights and interests from the coercive acts of the employer.

In this case, Mina's transfer clearly amounted to a constructive dismissal. For almost 22 years, he was a high school teacher enjoying a permanent status in DWCL's high school department. In 2002, he was appointed as an associate professor at the college department but shortly thereafter, or on June 1, 2003, he was appointed as a college laboratory custodian, which is a clear relegation from his previous position. Not only

that. He was also divested of his teaching load. His appointment even became contractual in nature and was subject to automatic termination after one year "without any further notification." Aside from this, Mina was the only one among the high school teachers transferred to the college department who was divested of teaching load. More importantly, DWCL failed to show any reason for Mina's transfer and that it was not unreasonable, inconvenient, or prejudicial to him.

Also, the CA correctly ruled that Mina's appointment as laboratory custodian was a demotion. There is demotion when an employee occupying a highly technical position requiring the use of one's mental faculty is transferred to another position, where the employee performed mere mechanical work – virtually a transfer from a position of dignity to a servile or menial job. The assessment whether Mina's transfer amounted to a demotion must be done in relation to his previous position, that is, from an associate college professor, he was made a keeper and inventory-taker of laboratory materials. Clearly, Mina's new duties as laboratory custodian were merely perfunctory and a far cry from his previous teaching job, which involved the use of his mental faculties.

And while there was no proof adduced showing that his salaries and benefits were diminished, there was clearly a demotion in rank. As was stated in *Blue Dairy Corporation v. NLRC*, "[i]t was virtually a transfer from a position of dignity to a servile or menial job."

b) Correct computation of backwages

The Supreme Court noted that the Court of Appeals committed a mistake in the computation of the backwages, when the CA ruled that the amount to be awarded as *backwages from the time of Mina's hiring on June 1, 1979 until the time of his death on June 18, 2005*, apparently interchanging backwages and separation pay. Aside from this, the CA omitted to include a separate award of separation pay.

The Supreme Court clarified and stressed that the basis for the payment of backwages is different from that of the award of separation pay. "The basis for computing separation pay is usually the length of the employee's past service, while that for backwages is the

actual period when the employee was unlawfully prevented from working." **Thus, the computation of Mina's backwages should be from the time he was constructively dismissed on June 1, 2003 --- and NOT from the time he was hired in 1979.**

c) Separation pay; basis and correct computation

Aside from the foregoing, **the CA should have also awarded separation pay since reinstatement is no longer viable due to Mina's death in 2005.** As stated before, the award of separation pay is distinct from the award of backwages. Additionally, the award of separation pay is also distinct from the grant of retirement benefits. These benefits are not mutually exclusive as [r]etirement benefits are a form of reward for an employee's loyalty and service to an employer and are earned under existing laws, [Collective Bargaining Agreements], employment contracts and company policies."

Separation pay, on the other hand, is that amount which an employee receives at the time of his severance from employment, designed to provide the employee with the wherewithal during the period that he is looking for another employment.

In the computation of separation pay, the Court stresses that it should not go beyond the date an employee was deemed to have been actually separated from employment, or beyond the date when reinstatement was rendered impossible. **The period for the computation of separation pay Mina is entitled to shall therefore begin to run from June 1, 1979, when he was transferred to DWCL from ASJ, until his death on June 18, 2005, or for a period of 26 years.**

d) Damages proper in case of bad faith in termination

The award of damages was also justified given the CA and NLRC's finding that DWCL acted in a manner wherein Mina was not treated with utmost good faith. The intention of the school to erase him out of employment is too apparent.

The Court upholds the CA's finding that when DWCL's act of unceremoniously demoting and giving Mina contractual employment for one year and citing him for numerous violations of school regulations when he rejected the school's

offer to voluntarily retire is constitutive of bad faith.

e) No portability of retirement benefits absent proof of compliance by employee

Lastly, the Court affirms the NLRC's findings that the eight years of service rendered by Mina in ASJ shall not be included in the computation of his retirement benefits. No adequate proof is shown that he has complied with the portability clause of the DWEA Retirement Plan. The employee has the burden of proof to show compliance with the requirements set forth in retirement plans, being in the nature of privileges granted to employees. Failure to overcome the burden of proof would necessarily result in the employee's disqualification to receive the benefits.

Ada's notes: What should the College have done in this situation so that Mina could not have been demoted and constructively dismissed?

The determinative point in the present controversy appears to be when Mina, as an associate professor, was suddenly assigned as the College Laboratory Custodian of the School of Nursing and divested of his teaching load.

Note that the NLRC, CA and Supreme Court all found that such divestment and appointment from a highly technical position as professor requiring the use of one's mental faculties, to a menial/custodial job is equivalent to a demotion. If at all, the College failed to substantially prove that the justification for such a demotion leading to constructive dismissal.

If it were true that Mina had committed several infractions earlier, viz., gross or habitual negligence, insubordination, and reporting for work under the influence of alcohol, then the College should have simply followed through with the due process requirement. Assuming that there was substantial evidence establishing the above infractions meriting his termination, then the College should NOT have offered to give him retirement pay and instead, ought to have terminated him for just cause.

(The authors would like to thank our Lyceum OJT law students Mr. Paolo Ricasia and Ms. Rizel Sabanal-Adlawan for their invaluable help in researching for the 2016 cases).

President's Report

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market research firm and funded by PEAC, showed that there was generally a positive reaction with 40% of the respondents positively predisposed to transfer their children to a private Senior High School. However, a significant number of respondents, about 30%, believed that it was still expensive to send their child to a private school due to the remaining top-up value.

We also participated in several meetings and activities conducted by various organizations that are promoting and championing the education agenda like the United States Agency for International Development (USAID), Philippine National Volunteer Service Coordinating Agency (PNVSCA), and the Philippine Business for Education (PBEd).

We have a seat in the Advisory Board of the Science, Technology, Research, Innovation, and Development (STRIDE) program of USAID. We also became a part of the Multi-Sectoral Advisory Board (MSAB) of PNVSCA during PACU's tenure as Chair of COCOPEA. We attended the President's Summit, Education Nation Council Meetings, and

K to 12 Regional Dialogues of PBEd. We also contributed in drafting the 2014 and 2015 Manila Declaration as well as its Policy Memorandum, and the Education Nation Reform Agenda for the Next Philippine President. We attended the conferences organized by the Department of Labor and Employment (DOLE), especially in relation to education-industry mismatches and employers' sectoral consultation.

We also continue to engage with Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) in our effort to help our member schools that are interested in getting their programs accredited. The Commissioners of PACUCOA even took time to participate in two seminars organized in this regard by PACU's Accreditation and Quality Assurance Committee entitled "Kapihan sa PACUCOA" and "Seminar on Other Accreditation Options".

We met with then Commissioner Siegfried B. Mison of the Bureau of Immigration (BI) to discuss our concerns and the concerns of our international students regarding the issuance and reissuance of visas to foreign

students. Accordingly, on May 19, 2015, Commissioner Mison issued Immigration Memorandum Circular No. SBM-2015-007, which seeks to streamline the issuance of a student visa to a foreigner wishing to study in the Philippines.

We also signed a Memorandum of Agreement with the Rotary Club of Midtown Quezon City (RCMQC) for a scholarship program to selected public high school graduates from low income families who wish to pursue a baccalaureate course in college. Beneficiaries of the scholarship are selected from the Kabayan Ten Outstanding Public School Students program. The grantees are endorsed by PACU to member higher educational institutions which will provide scholarships/grants to enable them to complete their tertiary education, subject to compliance with conditions of the institution.

Before I end my term as President, I would like to acknowledge the activities and accomplishments of the various Committees led by the hardworking Officers and Trustees of PACU:

Membership

Led by First Vice-President Dhanna Kerina B. Rodas, the Membership





PACU EXPANDED BOARD MEETING - VISAYAS & MINDANAO

University of Mindanao, Davao City

January 22, 2016

Committee endorsed Cainta Catholic College as PACU's 187th member school. She also spearheaded a tour to reconnect with several member school presidents in Cebu and encourage participation and attendance in our activities.

Programs

Under the able stewardship of Dr. Jose Francisco B. Benitez, the Programs Committee organized a series of seminars called the Academic Management Seminar Series for academic years 2014-2015 and 2015-2016. There were three seminars during my first year as President. First, was the seminar on "Student Mobility and ASEAN Integration" which was held last November 24 and 25, 2014 at the University of Asia and the Pacific (UA&P) campus in Pasig City. Following this was the "Philippine Qualifications Framework and Quality Assurance" seminar which was held last January 22 and 23, 2015 at the University of the East campus in Manila. Next was a seminar on "Blending Digital Tools and Techniques Amidst Current Trends in Education" which was also conducted at the UA&P campus last April 16 and 17, 2015.

The committee added three more seminars during my second year. The first seminar was on "Faculty Development in the Senior High School Program and

ASEAN Integration" which was held on September 24 and 25, 2015 at the Manila Tytana College in Pasay City. This was followed by a seminar, "Managing Administrative Concerns in Senior High School" which was held at the University of Perpetual Help DALTA in Las Piñas City last November 26 and 27, 2015. Lastly, the seminar on the "Philippine Qualifications Framework and ASEAN Qualifications Framework" which was held at the University of Mindanao in Davao City last January 21 and 22, 2016.

Collectively, the Academic Management Seminar Series for academic years 2014-2015 and 2015-2016 attracted a large number of participants composed mostly of school executives like vice-presidents for administration and academics, school principals, and faculty members from various academic institutions.

Accreditation and Quality Assurance

Chaired by Dr. Ma. Cristina D. Padolina, the Quality Assurance/Accreditation Committee organized a Benchmarking and Outreach Program (or Mentoring Program) to encourage some of our member institutions to undergo accreditation. In this regard, participating member institutions with at least Level III accredited programs agreed to host a visit from another member institution

which had no accredited programs or with candidate status only, for the purpose of benchmarking and to get more information about accreditation. The visit also fostered further collaboration between the schools to encourage the other to undergo accreditation.

The participating schools were PMI Colleges, Mariners Polytechnic Colleges Foundation-Legaspi City, Mariners Polytechnic Colleges Foundation-Naga City, and Pines City Colleges. Institutions with at least Level III accredited programs that signed-up for the mentoring program were Arellano University, Baliuag University, Capitol University, Centro Escolar University, Far Eastern University, Foundation University, Jose Rizal University, Lyceum of the Philippines Batangas, Lyceum of the Philippines Manila, Manila Central University, Misamis University, Technological Institute of the Philippines, University of Asia and the Pacific, University of the East, and West Negros University.

Relative to this, the Committee, with the financial support of Private Education Assistance Committee (PEAC), conducted four seminars on accreditation. The first was "Accreditation: Boon or Bane" which was held at the Bayleaf Hotel of Lyceum

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of the Philippines Manila last October 20, 2014. The second, "A Look at Other Quality Assurance Options" was held at Jose Rizal University in Mandaluyong last May 15, 2015. The third was a "Kapihan with PACUCOA" that was held last October 16, 2015 at Far Eastern University in Manila and late last year a seminar on "Other Quality Accreditation Options" was held at Lyceum of the Philippines Batangas on November 20, 2015.

Industry-Linkage

Dr. Michael M. Alba conceptualized a program to conduct workshops where representatives from leading industry conglomerates, allied organizations, and PACU member schools meet to identify and define specific areas of collaboration, level expectations, and develop symbiotic partnerships. Thus, the "Leveling of Expectation between Academe and Industry" was born wherein a series of fora was held between the academe and representatives from industry led by the Business, Finance, and Accounting Sectors; Information Technology and Engineering Sectors; and Hotel and Restaurant Management and Tourism Sectors. Representatives from both the academe and industry agreed to further meet, collaborate, work-out and address the general concerns of this program, and to sign a Memorandum of Agreement in this regard as well. Participants of the fora assembled during an Academe-Industry Linkage Summit last June 8, 2015 to sign and pass a resolution institutionalizing this program.

Dr. Alba, Dr. Vicente K. Fabella, Dr. Jose Francisco B. Benitez, and Dr. Ma. Cristina D. Padolina are spearheading a Critical Thinking Initiative that will track the development of the critical thinking skills of students and develop critical thinking interventions. The main goal is to develop our college students to be contributing members in our society by being good citizens with moral sensitivity and civic engagement. Through PACU, they are planning to commission a study that will take stock of the critical thinking initiatives that are already in place in the Philippine college setting. The study will also identify the people that have done critical thinking initiatives, as well as identify relevant memorandum orders issued by CHED.

Public Relations

Dr. Caroline Marian S. Enriquez has tirelessly served the Public Relations

Committee for the last two years. She oversees the publication of our semi-annual Newsletter and our online resources and website. She has also organized our fellowship activities for the board and our members.

PEAC Representation

As PACU president, I sit in the board of PEAC, the governing body of the Fund for Assistance to Private Education. We would like to acknowledge and thank PEAC, as we would not have been able to deliver our projects, researches, and seminars during my term if not for the assistance and funding from our FAPE grants.

We have been ably represented at the PEAC Grants Committee which recommends the approval for funding of PACU's programs by Dr. Patricia Bustos-Lagunda.

Policy Committee

I would like to acknowledge and thank Dr. Vicente K. Fabella for representing PACU and the whole private education sector in policy meetings called by CHED, DepEd, and other related agencies. Together with Dr. Alba, they are credited for commissioning a study to find the optimum pricing for the Senior High School offering of private schools, considering the government's voucher. The study, "Project K-12: A Pricing Study for Senior High School Offering" will help project demand or level of migration of Grade 10 students from public schools to the private education sector. Dr. Fabella also represented PACU and COCOPEA as a member of the Technical Working Group that drafted the Implementing Rules and Regulation of the Unifast Bill.

Dr. Fabella, together with Dr. Benitez, and Dr. Alba were the representatives of PACU in crafting the COCOPEA Roadmap for Philippine Tertiary Education. The COCOPEA Board recently approved the Roadmap and a copy of which will be given to President-elect Rodrigo R. Duterte after its publication.

Legal and Legislative

My appreciation and thanks to Atty. Ada Abad and the Legal and Legislative Committee for their active participation in the numerous hearings and meetings in Congress, CHED, and various related agencies and organizations. She continues to defend private higher education from anomalous attempts to rewrite laws and administrative orders aimed to further regulate our institutions and undermine

our academic freedom. Thank you also for updating us and clarifying the latest decisions of the Supreme Court, as well as your policy inputs and recommendations on the pronouncements of relevant government agencies.

Finance

Special mention goes to Mr. Anthony Jose M. Tamayo and the Finance Committee for the monthly audit, safekeeping, and monitoring of PACU's finances. Our finances have consistently improved owing to the efficient and effective management of PACU's funds.

PACU Secretariat

Special mention as well goes to the men and woman of the PACU Secretariat for their untiring support to the Officers and Trustees of the association, as well as to all 187 member institutions. They have worked tirelessly to assist the Committees fulfill their mandates and have assisted CHED and other related agencies secure the data they need to support the government's mitigation programs for teaching and non-teaching personnel that are affected during the K-12 transition.

Many of our activities and programs would not be successful without the complete support of the Secretariat, the Officers, the Board of Trustees and the PACU membership. More importantly, I would not have been able to perform the required task bestowed upon me as President of PACU without your untiring support and cooperation. Thank you very much.

I also wish to thank all the member schools that hosted our Expanded Board Meetings in the last two years, namely: Saint Louis University, Capitol University, Jose Rizal University, Far Eastern University, Lyceum of the Philippines Batangas, University of Mindanao, and Centro Escolar University.

I am extremely confident that I will be leaving PACU in good hands as we have the best academic minds and leaders who continue to chart the course of private higher education. We will remain supportive of the government's quest to continue its education reforms by providing sound policy and direction, while promoting and looking after the interests of the private higher education sector.

Maraming salamat sa inyong lahat at Mabuhay ang PACU!



**6th NATIONAL CONGRESS OF THE COORDINATING COUNCIL
OF PRIVATE EDUCATIONAL ASSOCIATIONS (COCOPEA)**

Novotel Hotel,
Araneta Center, Cubao, Quezon City
February 18 and 19, 2016

Through the Eye of the LENS



**PACU SEMINAR ON PHILIPPINE QUALIFICATIONS
FRAMEWORK & ASEAN QUALIFICATIONS
REFERENCE FRAMEWORK**

University of Mindanao, Davao City
January 21 – 22, 2016



PACU REGULAR BOARD MEETING

Oakwood Premier Joy – Nostalgy Center Manila
March 18, 2016



PACU EXPANDED BOARD MEETING - NCR

Centro Escolar University, Mendiola, Manila
May 20, 2016

CHED grants...

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Baliuag University, Cebu Doctors' University, and Philippine Women's University were granted Autonomous Status for a period of one (1) year.

Nine (9) PACU member schools were granted Deregulated Status for three (3) years. They are Lorma Colleges, Lyceum-Northwestern University, Northwestern University, Saint Louis College, Misamis University, Foundation University, Emilio Aguinaldo College, University of Asia and the Pacific, and the University of Perpetual Help System.

In line with this, on May 16, 2016, an awarding ceremony was held for such purpose by CHED. Present at the ceremony were the top brass of CHED led by their Chairperson Dr. Patricia B. Licuanan, as well as the Presidents of the PACU member institutions who made it in the list.

PACU congratulates all its member schools that were granted Autonomous and Deregulated Status.

Total No. of PHEI's Granted Autonomous Status	59
PACU Schools Granted Autonomous Status	32
Percentage of PACU Schools vis-à-vis Total	54.2%

Total No. of PHEI's Granted Deregulated Status	16
PACU Schools Granted Deregulated Status	9
Percentage of PACU Schools vis-à-vis Total	56.2%

PHEI's Granted Autonomous and Deregulated Status	75
PACU Schools Granted Autonomous and Deregulated Status	41
Percentage of PACU Schools vis-à-vis Total	54.6%

PACU NEWSLETTER

A project of the PACU Committee on Public Relations:

DR. CAROLINE MARIAN S. ENRIQUEZ
Chairperson and Editor
DR. PATRICIA BUSTOS-LAGUNDA
MS. CANDICE GOTIANUY
DR. MA. SOCORRO M. EALA

Secretariat:

MR. GREGORIO M. PASCUA
MR. JOHN ANTONIO B. DIONISIO
MS. RIA C. LASCANO
MR. AIROL M. ALFILER

PACU Members...

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CAPITOL UNIVERSITY

- COD in Teacher Education

CEBU INSTITUTE OF TECHNOLOGY UNIVERSITY

- COE in Information Technology

CENTRO ESCOLAR UNIVERSITY

- COE in Teacher Education
- COD in Business Administration, Optometry

COLEGIO DE DAGUPAN

- COD in Information Technology

FAR EASTERN UNIVERSITY

- COE in Teacher Education
- COD in Business Administration

HOLY ANGEL UNIVERSITY

- COD in Business Administration, Industrial Engineering, Teacher Education

JOSE RIZAL UNIVERSITY

- COE in Business Administration

LICEO DE CAGAYAN UNIVERSITY

- COD in Radiologic Technology, Information Technology

LORMA COLLEGES

- COD in Information Technology

LYCEUM OF THE PHILIPPINES UNIVERSITY - BATANGAS

- COE in Hotel and Restaurant Management, Tourism, Medical Technology/Medical Laboratory Science
- COD in Business Administration, Information Technology

LYCEUM OF THE PHILIPPINES UNIVERSITY - MANILA

- COE in Business Administration, Customs Administration, Hotel and Restaurant Management, Tourism

MANILA CENTRAL UNIVERSITY

- COE in Optometry

MANUEL S. ENVERGA UNIVERSITY

- COE in Criminology
- COD in Information Technology
- MAPUA INSTITUTE OF TECHNOLOGY
- COE in Chemical Engineering, Computer Engineering, Civil Engineering, Electrical Engineering, Electronics Engineering, Mechanical Engineering, Sanitary Engineering, Information Technology

- COD in Industrial Engineering

MISAMIS UNIVERSITY

- COD in Criminology, Information Technology, Teacher Education

NAGA COLLEGES FOUNDATION

- COD in Criminology

NATIONAL UNIVERSITY

- COE in Information Technology

OUR LADY OF FATIMA UNIVERSITY- VALENZUELA CITY

- COE in Hotel and Restaurant Management
- COD in Pharmacy

SAINT LOUIS COLLEGE

- Teacher Education

SAINT LOUIS UNIVERSITY

- COE in Nursing, Information Technology, Teacher Education
- COD in Business Administration, Entrepreneurship, Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering, Mining

Engineering, Medical Technology/Medical Laboratory Science

ST. PAUL UNIVERSITY PHILIPPINES

- COE in Nursing, Teacher Education
- COD in Information Technology

TECHNOLOGICAL INSTITUTE OF THE PHILIPPINES (Manila and Quezon City Campuses)

- COE in Computer Engineering, Electrical Engineering Electronics Engineering, Information Technology
- COD in Business Administration, Chemical Engineering (Manila Campus only), Civil Engineering, Industrial Engineering, Mechanical Engineering

UNIVERSITY OF ASIA & THE PACIFIC

- COD in Teacher Education

UNIVERSITY OF BAGUIO

- COE in Criminology
- COD in Teacher Education

UNIVERSITY OF BATANGAS

- COE in Teacher Education
- COD in Business Administration

UNIVERSITY OF CEBU

- COD in Criminology

UNIVERSITY OF THE CORDILLERAS

- COE in Criminology, Information Technology, Teacher Education

UNIVERSITY OF THE EAST

- COE in Information Technology

UNIVERSITY OF LUZON

- COE in Criminology
- COD in Information Technology, Teacher Education

UNIVERSITY OF MINDANAO

- COE in Business Administration, Criminology, Teacher Education
- COD in Accountancy, Computer Engineering, Electrical Engineering, Information Technology, Mechanical Engineering

UNIVERSITY OF PERPETUAL HELP - BIÑAN

- COD in Information Technology, Teacher Education

UNIVERSITY OF SANTO TOMAS

- COE in Hotel and Restaurant Management, Tourism, Chemical Engineering, Medicine, Medical Technology/Medical Laboratory Science, Nursing, Pharmacy, Philosophy, Library and Information Science, Biology, Chemistry, Psychology, Teacher Education
- COD Physical Therapy, Literature, Information Technology, Communication, Journalism, Civil Engineering, Electrical Engineering, Electronics Engineering, Industrial Engineering, Mechanical Engineering

UNIVERSITY OF VISAYAS

- COD in Business Administration

PACU congratulates all its member schools that made it to the list. This will serve as catalysts for world class scholarships, best practices, innovative curriculum, research and extension, and professional development in the programs indicated.