



PACU newsletter

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PACU At The Forefront Of Academic And Educational Updates

Ushering academic year 2012-2013, the PACU program committee facilitated and conducted three academic management seminars in different regions of the country: National Capital Region, Quezon Province, Luzon and Cebu City, for the PACU members in the regions of Visayas and Mindanao.

TIP Chairman, **Dr. Tessie Quirino** and TIP President **Beth Lahoz** welcomed PACU and over 172 participants in the first seminar entitled, **"Enabling HEI's Prepare for Quality Assurance Framework"** held on October 18-19, 2012 at the Technological Institute of the Philippines in Quezon City. **Dr. Vincent K. Fabella**, President of Jose Rizal University delivered the keynote address mentioning that participants would encounter a variety of topics including presentations of updated policies and standards of outcomes- and typology- based quality assurance with in- depth discussions on vertical and horizontal typologies. CHED Commissioner **Dr. Maria Cynthia Rose Bautista**, presented the "Quality Assurance Framework". **Dr. Reynaldo B. Vea**, President of Mapua Institute of Technology, discussed "Transforming Schools Towards a Culture of Quality Assurance". **Dr. Ma. Alicia Bustos-Orosa**, Program Consultant at Baliuag Center for Academic Development & Assessment and faculty of the College of Education, De La Salle University, shared the Baliuag University experience in "A Framework for Outcomes Based Education and Assessment: A Narrative of Baliuag University". **Dr. Maria Victoria O. Espaldon**, Vice-Chancellor for Research and Extension at the University of the Philippines - Los Banos presented "Creating and Maintaining a Research Culture in Schools". **Engr. Conrado V. Navalta**, Director of the Continuous Quality Improvement Office shared the Mapua Institute of Technology experience in "Retooling Faculty Towards Outcomes - Based Instruction". **Dr. Nenita V. Habulan**, Academic Support for Instructional Services and Technology at De La Salle University, spoke on "Innovations for Quality Management". **Dr. Maria Flordeliza L. Anastacio**, Dean at the School of Accountancy and Management, Centro Escolar University, presented "Markers of Quality Assurance". Many of the participants mentioned that the topics were very informative and timely.

Enverga University Foundation hosted the seminar entitled **"Leveling Up to ASEAN 2015: Building Linkages and Securing Grants"**.

Approximately 85 member school representatives attended the seminar discussions that highlighted various topics. The first dealt on the implications of the ASEAN Economic Community (AEC) which focused on the blueprint for economic cooperation and its impact on the employment opportunities of Filipino graduates. Also tackled were best practices of higher educational institutions in establishing linkages locally and globally in order to upgrade the standards of education in the areas of curriculum, faculty - student exchange and research collaboration. A short presentation on funding opportunities through endowments and grants was also featured.

Atty. Teresita R. Mananzala, chairperson of the Professional Regulation Commission, delivered the keynote speech. **Dr. Lydia G. Tansinsin**, adviser of the Philippine Technological Council and professorial lecturer at the UST Graduate School, explained the "Framework of ASEAN 2015". **Dr. Ricardo P. Pama**, president of the University of the Cordilleras spoke on "The Role of Education in the Pursuit of Globalization and Internationalization". **Dr. Richard L. Parcia**, information security manager of the Global Sourcing Delivery and United Health Group, and associate professor at the UST Graduate School presented "Workforce Trends and Demands: Technical and Business". On another note, **Dr. Sinforsoso M. Birung**, director at the Office of Programs and Standards, Commission on Higher Education discussed "Workforce Trends and Demands: Health and Sciences". "ASEAN 2015: Challenges and Opportunities" was elaborated on by **Ambassador Wilfrido V. Villacorta**, former Philippine Ambassador and Permanent Representative to ASEAN. **Dr. Ruben Umaly**, secretary general of the Association of Universities of Asia and the Pacific, explained "Academic and Transnational Linkages". **Mr. Francis M. Pelino**, financial advisor

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Summer Fellowship at the Bayleaf

PACU continues the "Summer Fellowship" pioneered by immediate past president Peter P. Laurel. At this event, PACU members come together to bond, enjoy, dine and dance just for an evening away from the rigors of the administrative and academic grind.

We were all happy that **Dr. Butchie Lim Ayuyao** graced the occasion. Our thanks reach out to **Dr. Gerry Cao** who gamely hosted the games and emceed the performance of the **Southville singing talents**. Some let their hair down with a little dancing, including our very own president **PAT**. The night ended pleasantly early.

We look forward to another fellowship for the year with more of our friends in attendance.

See you there!!



PACU Newsletter
A project of the PACU Committee on Public Relations:
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PACU: Reaching out... (cover story)

at Sun Life Financials, proposed interesting possibilities on "Establishing and Maintaining School Endowments and Grants".

The third academic management seminar was conducted at the University of Cebu, Banilad Campus. Welcomed by the Chancellor, **Ms. Candice Gotianuy**, a delegation of more than 73

attended and participated on January 24- 25, 2013. Apty titled **"Preparing HEI's for the Challenges Ahead: Addressing Concerns on K-12, ASEAN 2015 and Quality Assurance"**, the seminar delivered timely updates on current critical concerns. Although open to all interested parties, the seminar was meant to serve higher educational institutions in the Visayas and Mindanao regions.



In her keynote address, the CHED commissioner, **Dr. Maria Cynthia Rose B. Bautista**, related an interesting situation on Philippine education. **Dr. Bonifacio T. Doma, Jr.**, executive vice president for academic affairs at Mapua Institute of Technology explained the importance of "Transforming Schools Towards a Culture of Excellence". Sharing an experience to member schools in the Vis-Min region, **Dr. Ma. Alicia Bustos-Orosa** presented "A Framework for Transition to Learner Centered Education: A Narrative of Baliuag University's On-going Initiative". **Dr. John Addy S. Garcia**, chairperson at the Counseling and Educational Psychology Department of De La Salle University, discussed a "Framework for ASEAN 2015: Roadmap for Schools". **Dr. Vincent K. Fabella** proposed "Strategizing for ASEAN 2015 through K-12".

Dr. Ma. Socorro Eala, president of San Pablo Colleges, **Mrs. Naila E. Leveriza**, president at Manuel S. Enverga University Foundation, **Mr. Anthony Jose M. Tamayo**, president of the University of Perpetual Help System-DALTA and **Mrs. Vivien Co-Say** president of ICCT Colleges. All members agree with their Committee "Chair" **Dr. Caroline Enriquez** in declaring that "Truly, it is a pleasure and honor helping to keep PACU members updated through the Academic Management Seminars!"

Surely, the coming seminar on **"Succession Planning for Educational Administrators"** will be worth attending.

Transporting some of the NCR seminar topics to a new audience, Vis-Min PACU members and participants listened intently as **Engr. Conrado V. Navalta**, shared the Mapua experience again in "Retooling Faculty Towards Outcomes-Based Instruction". **Dr. Maria Flordeliza Anastacio**, also repeated for the new audience her talk on "Markers of Quality Assurance". **Ambassador Wilfrido V. Villacorta**, presented "ASEAN 2015: Challenges and Opportunities". **Dr. Ricardo P. Pama** explained "The Role of Education in the Pursuit of Globalization and Internationalization".

All in all, the PACU program committee continues to serve PACU member schools through the academic management series. The endeavor of the committee began with the leadership of **Dr. Ma. Cristina D. Padolina**, president of Centro Escolar University. Previous member of the committee, and current PACU President, **Dr. Patricia Bustos-Lagunda** unceasingly supports the endeavors of the Programs Committee. Current committee members are:

Succession Planning for Educational Administrators
July 18-19, 2013 JPL Hall of Freedom, Lyceum of the Philippines University Intramuros, Manila
The seminar is designed to help academic and administrative managers understand succession planning as a necessary management tool to proactively address possible organizational transitions such as faculty and staff promotions, loss of key employees, change in management or new positions.
REGISTER NOW!!
Contact Ria at 638-5635 or send an email to pacuinc@yahoo.com for reservations.

Save the Date!



Patricia Bustos-Lagunda

Message of the President

Greetings to all colleagues in education!

We are in for very exciting and auspicious times as an association and as individual higher educational institutions (HEIs). Last May 15, we were witness to the signing of RA 10533: Enhanced Basic Education Reform Law or better known as K to 12 Law. This significant event signals the start of a myriad of tasks required of the implementation of the country's most willful reform in Philippine education to date. This milestone is the start of a long and arduous journey for educators.

For the next two years beginning this school year 2013-14, we will see PACU take its turn in leading the Coordinating Council of Private Educational Associations (COCOPEA) to the forefront of various educational reforms that are about to ensue. The accompanying challenges in implementing, sustaining, monitoring, evaluating and refining the reforms and its supposed desired outcomes will further entail strong alliances with the various education agencies such as CHED, DepEd, TESDA, PRC, industry partners and other relevant organizations and stakeholders.

In the recent months, many themes, issues and concerns have surfaced. The more immediate topics include the attendant drafting of Implementing Rules and Regulation (IRR) for K to 12, the shift towards outcomes-based education, ASEAN 2015 and PPPs in education, among others. A number of our esteemed colleagues have been actively involved in discussions and technical working groups to ensure that inputs from our sector are considered and heeded.

Of late, an emerging topic of interest is the demographic phenomenon that the country is about to experience, called "youth bulge" which is expected to set in by 2015 and last for the next 40 to 50 years. This period of having more young people is seen to have enormous benefits

for our country given the youth's potential for growth, innovation and productivity. This youth bulge is seen to become a principal source of labor and welfare in the ASEAN region which augurs well for our entry into the ASEAN Economic Community (AEC) by 2015. Our role as educators becomes more crucial if we are to take advantage of this opportunity of the so-called youth dividend. This is a challenge that we all have to aptly face.

No one will disagree when we say that education is key to the development of the Filipino youth. Amidst all the talk on policy and practice is the need for schools and its leaders to step back and reflect on the contributions and impact of private HEIs that will matter in the long run. As private educational institutions, we need to affirm our relevance and true worth as educators of the Filipino millennial youth.

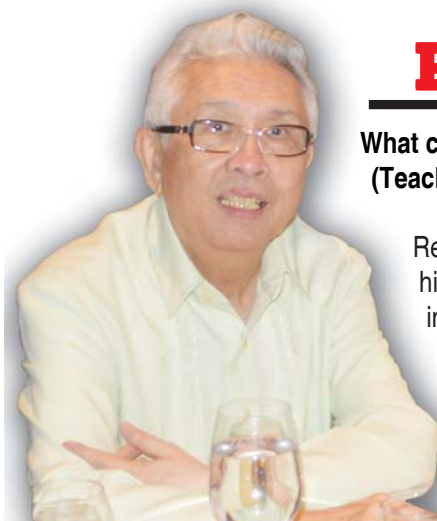
We need to talk about the other dimensions of educating the youth, not just simply goals of education meant for economic gains, productivity and employment. We need to go beyond the measurable and revisit the values inherent in culture and the youth. Education should transcend the commonplace goals as well as rouse our thinking on how to transform the spirit and renew the sense of national pride. We need to reflect on whether the ongoing reforms respond or address the weaknesses in cultural awareness and impress the right values upon our youth.

In all these flurry of reforms, several questions come to mind. What will be the mark of a Philippine graduate? All things being equal, what will set us apart as Filipino educators and shapers of an enlightened youth? How do we produce a learned citizenry rather than just ordinary learners? How can we embed and inculcate soft skills amongst our youth that make for a culturally sensitive and caring society?

The journey of a thousand ships has just begun. Our first passage towards a learned populace via the K to 12 route is but one of many we as educators are to embark on. As PACU, we are beckoned to steer an armada of transformative educational leaders. Our first stop is year 2015 and PACU at the helm of COCOPEA may be momentary but one continuous voyage.

To one and all, let me wish you a very fruitful, successful and meaningful school year.

Mabuhay, PACU!



Dean ANTONIO H. ABAD, JR.

POINT OF INFORMATION

What constitutes a valid Employment (Teaching) Contract?

Respondent Remigio Michael was hired by the SPCQC as a teacher in the General Education Department with a probationary rank in the School Year (SY) 1996-1997 which was renewed in the following SY 1997-1998. His wife, respondent Cynthia was hired by the same school as a part time teacher of the

Mass Communication Department in the second semester of SY 1996-1997 and her appointment was renewed for SY 1997-1998.

On February 13, 1998, respondent Remigio Michael wrote a letter to petitioner Sr. Lilia, signifying his intention to renew his contract with SPCQC for SY 1998-1999. A letter of the same tenor was also written by respondent Cynthia addressed to petitioner Sr. Lilia.

Petitioner Sr. Bernadette, on March 9, 1998, sent two letters with the same contents to the respondent spouses informing them that upon the recommendation of the College Council, the school is extending to them new contracts for SY 1998-1999.

Thereafter, petitioner Sr. Bernadette wrote a letter dated April 30, 1998 to petitioner Sr. Lilia, endorsing the immediate termination of the teaching services of the respondent spouses for various offenses constituting non-compliance with the Faculty Manual.

Respondent spouses were given an opportunity to comment on the above letter-recommendation of petitioner Sr. Bernadette. On May 4, 1998, respondent spouses sent their respective comments to petitioner Sr. Lilia. Subsequently, the respondent spouses received their respective letters of termination on May 14, 1998. Respondent spouses sent a letter for reconsideration to petitioner Sr. Lilia, but was eventually denied.

Thus, the spouses filed a complaint for illegal dismissal. The Labor Arbiter and the NLRC decided in favor of the school. However, the Court of Appeals reversed the decision of the labor courts and decided in favor of the spouses. Hence, the school filed a petition for review with the Supreme Court.

Petitioner school contends that it did not extend the contracts of respondent spouses. It claims that, although, it has sent letters to the spouses informing them that the school is extending to them new contracts for the coming school year, the letters do not constitute as actual employment contracts but merely offers to teach on the said school year.

The correspondences between the school and the spouses went as follows:

Respondent Remigio Michael:

Dear Sister,
I wish to continue teaching in St. Paul College Quezon City for school year 1998-99.
Thank you very much.

Respondent Cynthia:

Dear Sister,
I wish to continue teaching in St. Paul College Quezon City for school year 1998-99.
Thank you very much.

Dear Sister,
Peace!
This signifies my intention of renewing my contract of employment with [SPCQC] for SY 1998-1999.
Thank you.

In response to the above, the college dean, petitioner Sr. Bernadette wrote the respondent spouses letters with the same contents, thus:

This is to acknowledge receipt of your letter of application to teach during the School year of 1998-1999.

Upon the recommendation of the College Council, I am happy to inform you that the school is extending to you a new contract for School year 1998-1999.

I wish to take this opportunity to thank you for the service which you have rendered to our students and to the school during the past School year 1997-1998. I hope you will again go out of your way and cooperate in this apostolate that we are doing.

Congratulations and I look forward to a fruitful and harmonious time with you.

ISSUE: Do the letters sent by the school constitute an employment contract?

DECISION: The Supreme Court decided as follows:

Section 91 of the Manual of Regulations for Private Schools, states that:

Section 91. Employment Contract. Every contract of employment shall specify the designation, qualification, salary rate, the period and nature of service and its date of effectivity, and such other terms and condition of employment as may be consistent with laws and rules, regulations and standards of the school. A copy of the contract shall be furnished the personnel concerned. (Bold and underlining ours).

It is important that the contract of probationary employment specify the period or term of its effectivity. The failure to stipulate its precise duration could lead to the inference that the contract is binding for the full three-year probationary period. Therefore, the letters sent by petitioner which were void of any specifics cannot be considered as contracts. The closest they can resemble to are that of informal correspondence among the said individuals. As such, petitioner

INDUSTRY-ACADEME LINKAGE & JOB MISMATCH

By some accounts the term "Industry-Academe Linkage" arose when the end of the Cold War resulted in the drying up of US Federal research funds and US schools suddenly needed to raise funds from industry. The term may, however, actually have an earlier origin, or some other term with the same connotation may have been earlier used, since linkage activities were around even during the Cold War.

In any case, the term now represents various ways of collaboration: *OJT, summer student internships, plant visits, student camps, faculty immersion, adjunct professorships, professorial chairs, student scholarships, job fairs, career talks, industry visiting committees, customization of curriculum to industry or individual company needs, technical seminars, personnel exchange, consultancy and testing services, embedded labs, shared research facilities, commissioned research, collaborative research, technology licensing, etc.*

Due to the state of development of Philippines schools, linkage activities at the research end of the spectrum are pretty rare. Everyone recognizes, however, that such linkage would be crucial for the global competitiveness of Philippine industry at some point in time. By the very nature of private nonsectarian schools, such as the PACU members, their cost-benefit calculation for research would not be much different from those of private companies. They should be looking at about the same desirable payback period for their R&D investments. They should have the same language. If only such calculations were easy to make and the risks easy to assess and if only both sides had significant capabilities we should be seeing a lot more R&D collaboration.

Much of the discussions now understandably revolve around the role of schools as providers of trained manpower to industry. The main issue, as articulated by PBE, is the so-called job mismatch, referring to the gap between the skills set or competencies set possessed by the new graduates and those needed by industry.

It may first of all be noted that some linkage activities listed above are actually meant to narrow the extent, if not altogether eliminate, the mismatch: OJT, internship, student camps, faculty immersion, industry visiting committees, and curriculum customization.

school has the right **not** to renew the contracts of the respondents, the old ones having been expired at the end of their terms. (*St. Paul College Quezon City, et al. vs. Remigio Michael A. Ancheta and Cynthia A. Ancheta, G.R. No. 169905, September 07, 2011.*) (Bold ours).



Reynaldo B. Veja

When working with industry sectors in visiting committees of individual schools or in CHED Technical Committees or in inter-sectoral dialogues, the question of "Who represents industry?" is a tricky one. In this regard, it may be noted that in the semiconductor/electronics and in the business process outsourcing sectors the level of consensus among the various companies, as a result of their internal processes, is rather high. Thus, SEIPI and IBPAP can reliably represent their sector in discussions of curricular matters. In this regard, too, the business, health, maritime and engineering fields should be so lucky as to have international organizations and systems that help define desirable graduate attributes - sometimes to a great level of detail.

Aside from the question, "Who represents industry?" the question "Who should pay so that our graduates can it the ground running?" should also be asked. If industry had its way it would want our graduates to be fully trained coming out of the portals of our schools. The refrain "job mismatch" refers not only to the non-alignment but also to the incompleteness, even if aligned, of the training.

In Germany, graduates fit right in from the get go. In Japan, under the regime of lifetime employment (which may already be changing), the training occurs after graduation. Industry pays, basically. In the Philippines, we have a model quite similar to the American model. The training and the attendant costs are shared between the school and industry. Highly trainable graduates undergo further training (cadetship, bootcamp, etc.) in the company after graduation.

In order to address the job mismatch issue the CHED and PBE have initiated parallel processes of defining desirable academic program outcomes within the framework of the current redesign efforts of the curriculum towards an outcomes-based approach. Hopefully, this will help solve the problem of job mismatch.