



PACU

A Publication of the
Philippine Association of
Colleges and Universities

Newsletter



PACU Members Reimagining A Better Normal through Hope, Resilience and Innovation

Highlights

- President's Inaugural Report
- PACU'S First Virtual General Assembly and Elections: "ARISE", Zoomed in Renewed Hope, Resilience, Grit and Innovation Among Members
- New Trustees and Officers (2020-2022) Take their Oath of Office in a Hybrid Induction Ceremony



PACU OFFICERS AND BOARD OF TRUSTEES 2020 - 2022

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Dr. Victoriano B. Tirol III
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Rizal Memorial Colleges



The President's Report

by Dr. Anthony Jose M. Tamayo

More than a decade ago, when I joined the Philippine Association of Colleges and Universities (PACU) as one of the members of the board, I welcomed the opportunity to serve and to help advance the interests as well as the welfare of my fellow members. The role of a PACU officer is challenging, but being part of a prestigious organization such as PACU is a once-in-a-lifetime opportunity of service and dedication. I find fulfillment in helping realize its vision of nation-building through transformative private education.

Being elected as the 49th President of PACU, particularly during these unprecedented times, is an immense challenge. While we were reciting our Oath of Office during the induction as PACU officers last December 18, 2020, I felt the task of serving my fellow members weighing heavier than before. We live in extraordinary times. The realities of a VUCA (volatile, uncertain, complex, and ambiguous) world, exacerbated by the COVID-19 pandemic, have severely affected our lives and our livelihood. Under this age of flux, we have had to change the way we do things, how we work and how we live.

However, despite the situation, PACU has not lost sight of its goals. I would like to profoundly thank President Caroline Enriquez and the previous board for having successfully steered PACU since the early and crucial part of the pandemic until we, the 2020-2022 board, assumed our new positions in October last year. We recognize and acknowledge the same group for their continuous service and sacrifice for the betterment of private education. The otherwise unprecedented heavy workload has considerably lightened because of the reassuring cooperation and teamwork among the present PACU board and officers, as well as the general membership. I also take solace in the fact that I will be working with the board and Exe-com who are considered the best minds in the field of education. I have witnessed how they led PACU in re-inventing education, changing our business models, and courageously pushing for PACU advocacies. These initiatives have made the schools more agile, innovative, and responsive in the delivery of quality education to its member students during these disruptive times.

Meanwhile, after another smooth transition, we hit the ground running with several vital activities and we are now approaching

the fourth month. Some of these important activities include our dialogues with the government agencies as well as the organizational meeting, two board meetings, one expanded board meeting, and four "Kamustahan" sessions where matters pertaining to the current concerns, updates, and plans of PACU were discussed. Other important activities will be discussed in the latter part of this report. We likewise organized the first hybrid induction of the board of trustees and installation of the new officers, which was attended by key public officials from the Senate, Congress, and CHED, as well as the presidents of the member associations under the Coordinating Council of Private Educational Associations (COCOPEA) and the Private Education Assistance Committee (PEAC).

Dialogues as Pathways to Change

On November 27, 2020, we held a virtual courtesy call and dialogue with the Commission on Higher Education (CHED) Chairperson, J Prospero de Vera III, where we inquired into the possibility of gradual, optional, and limited resumption of face-to-face classes, consolidation of the recommended substitutes for OJT/Practicum and RLE, as well as the synchronization of requirements for graduation set by the CHED Technical Working Group (TWG) as well as the board examination given by the Professional Regulatory Board (PRB). Chairperson De Vera also emphasized the gradual opening of programs for the optional limited face-to-face classes subject to safety requirements. Lastly, he added that the TWGs should include more industry experts and practitioners.

In January this year, Malacañang, through Executive Secretary Medialdea finally approved the CHED DOH Joint Memorandum Circular (JMC) for the following programs: Medicine, Nursing, Medical Technology, Physical Therapy, Public Health, and Midwifery. We are also awaiting CHED approval for the release of the JMC supplemental annexes for the other allied health programs that include Pharmacy, Dentistry, Radiologic Technology, Occupational Therapy, Respiratory Therapy, Nutrition and Dietetics, Master of Science in Nursing, and Master of Science in Asian Health Practices.

Moreover, in a meeting with Chairman De Vera, the PACU Officials

advanced the following issues and concerns: (1) improving internet connectivity and reliability as well as negotiating special rates or subsidies for students and faculty in private HEIs; (2) extending the autonomous/ deregulated status and COE/CODs of schools; (3) revisiting policies especially for flexible learning which includes adjusting school operations to accommodate EETEAP distance learning and open distance learning; (4) CHED monitoring of the maximum enrollment caps/quotas and seating capacity in SUCs; (5) increasing the TES for private HEIs; (6) addressing accreditation concerns; (7) providing both teaching and non-teaching personnel with access to teacher training and upskilling as part of their continuing education.

Meanwhile, on scholarship matters, an increased need for student and faculty grants is expected, as a result of the economic crisis brought by the pandemic. These scholarships would certainly benefit families seeking to ensure the continued education of their children and also private schools that have experienced a decline in enrollment. In coordination with the CHED, PACU recommended the allocation of funds to the Bayanihan 2 for Higher Education Tulong Program (B2HELP). This grant provides each HEI a Php 5,000 subsidy for 30 students who are not TES recipients; priority is given to 3rd and 4th-year students with high outstanding balances. Furthermore, more than 30,000 students will receive a Php 30,000 one-time grant, to be sourced from the Php 1 billion scholarship fund of DOLE and UniFAST's Tabang Overseas Filipino Workers (OFW) program. This program seeks to assist college students who are dependents of repatriated, displaced, and deceased OFWs. We have also disseminated information regarding the GSIS Educational Loan or the "Study Now, Pay Later Program" available to all GSIS members for their nominated student beneficiaries. The loanable amount is a maximum of Php 100,000.00 per school year or up to Php 500,000 in five years. Applications are likewise open for the Scholarship of Instructors Knowledge Advancement Program (SIKAP) Grant that HEI faculty enrolling in advanced studies in local universities and colleges may avail. Full information on the eligibility requirements and the application process are contained in the CHED Memorandum Order 6, s. 2020 and its implementing guidelines.

We have also met with Atty. Lily Freida Milla, Head of CHED International Affairs, together with presidents of medical schools represented by Dr. Jose Campos, Dr. Carol Enriquez, and Dr. Luz Hammershaimb. One recommendation made during the meeting was to prioritize foreign medical students in the vaccination program so they can help in LGU immunization activities. As for the clerkship program, medical schools will obtain approval for online delivery, reduced clinical rotation hours, and online case simulation. Further, we have also asked CHED to lobby with the Indian Medical Council to extend by a year or two; the latter's recognition of virtual rotation as practices last school year when the pandemic started.

In addition, we have requested CHED to extend, until May 28, 2021, its deadline of submission of required documents on proposed increases in tuition and other fees. This extension allows us ample time to prepare the documents to be submitted to our respective CHED regional offices.

PACU has also requested the Department of Education (DepEd) for the earlier disbursement of the SHS Voucher payouts to private schools, ahead of the semester to be billed. In doing so, private schools can receive the funds meant to help defray school operation expenses, which are normally covered by tuition fees. Another request made was for DepEd to extend the deadlines for the submission of application for a tuition Fee increase for SY 2021-2022. This request was acted upon and recommended by Planning Director Roger Masapol to the DepEd Executive Committee. Specifically, the recommendation was to extend (1) the consultation period to June 30, 2021; and (2) the submission of documentary requirements and/or application period to August 15, 2021. In another dialogue, this time with the DepEd, we underscored that this school year will be the last year that their department would be issuing vouchers to Grades 11 and 12 and permits to LUCs and SUCs, as part of the program for transitioning to K to 12. In another virtual meeting with the DepEd and COCOPEA officials, PACU encouraged DepEd to study how the excess capacity in private schools can be used to complement the public school system through vouchers and other assistance measures. Here, we underscored the need for increased complementarity between public and private schools.

Moreover, when the COCOPEA board met in December 2020 for a midterm review of its strategic plan, Dr. Vincent Fabella and the PACU representatives emphasized that COCOPEA should focus only on two areas: 1.) Intermediate Result (IR) 2 - "policy environment for private education is improved" especially on policies promoting and protecting a level the playing field between public and private education as well as the harmonization of the education agencies 2.) IR 3 - "increasing funding and support for private education institutions" through approved laws and proposed bills.

We have joined COCOPEA's collective voice in improving teacher quality in the Philippines through our participation in Senate Bill No.1887 sponsored by Senator Win Gatchalian, Chairman of the Basic Education Committee. The bill seeks to enhance the quality of basic education in the Philippines by improving the quality of teachers and school leaders and strengthening the teacher education council. We have also participated in discussions in the lower house on their counterpart bill, filed by Basic Education Committee Chairman, Representative Roman Romulo. We have also attended, together with COCOPEA, other congressional hearings headed by Representative Romulo, to seek support for the expansion of the E-GATSPE Law to

the elementary level. The voucher system will be extended to private elementary school students, particularly those in Grade 4 to 6. The bill also aims to extend the Teacher Salary Subsidy (TSS) to SHS and increase the actual TSS amount.

Furthermore, a productive dialogue ensued between the COCOPEA and the Professional Regulatory Commission (PRC), regarding the issue of board exam requirements versus the CHED technical working group's requirements for graduation. There was an effort to reconcile and clarify the requirements of the two groups. Meanwhile, we have also joined COCOPEA in writing a joint letter to the UniFAST board to reinstate PEAC as fund manager of the Tertiary Education Subsidy (TES). Furthermore, CHED UniFAST sought legal opinion from DOJ for the renewal of PEAC's service contract and whether CHED can come into an agreement to cover 2021-2022.

The Membership Committee: Keeping the PACU Community Together

One of the objectives of the "Kamustahan" is to bring our community closer. The Membership Committee, headed by Engr. Bernard Villamor plans to streamline and improve communication among members as well as update the profiles of members. The committee also seeks the assistance of area Vice Presidents in eliciting increased engagement from the general membership or active participation in PACU activities and committees. In this view, we are calling on more members to join the various committees in PACU. Furthermore, the committee also intends to visit provisional accepted members once the situation returns to normal.

Policy Committee: Advocating a Better Normal for Schools through Responsive Government Policy Interventions

The PACU policy committee is led by Dr. Vincent Fabella, together with Dr. Carol Enriquez, Dr. Chito Calingo, Dr. Rey Veja, Mr. Fred Ayala, Dr. Faye Lauraya, Dr. Tina Padolina, Dr. Ester Garcia, Dr. Pat Lagunda, Dr. Karen De Leon, and Atty. Ada Abad as well as COCOPEA Managing Director Atty. Joseph Estrada paved the way for the approval of the CHED and DOH Joint Memorandum Circular (JMC) regarding the guidelines on the gradual reopening of HEIs for limited optional face-to-face instruction particularly in the conduct of clinical clerkship, RLE, and practicum for the following allied health programs: Medicine, Nursing, Medical Technology, Physical Therapy, Midwifery, and Public Health. Thank you very much to Dr. Carol Enriquez and the rest of the committee for spearheading and for finally making this plan a reality. We recognize the contributions of the different PACU members in drafting the recommendations on conducting RLE and OJT in the different programs, which we submitted to CHED and thereafter became part of the JMC annexes. Furthermore, we hope that succeeding policy recommendations by the TWG

would include the non-allied health programs. Again thank you to the TWG on the flexible learning committee composed of Dr. Cristina Padolina, Mr. Augusto Fabella, Dr. Caroline Enriquez, and Dr. Edizon Fermin for representing PACU and furthering the interest in private education.

Just recently, Dr. Fabella and I participated as key informants in the USAID Science, Technology, Research and Innovation for Development (STRIDE) focus group discussion conducted by senior consultant Prof. Jose Tabbada. The dialogues were about the assessment of its current organizational structure and functions of CHED and structural changes or amendments that can be made for RA 7722.

Programs Committee: Building a Knowledge Sharing Community for Teaching, Learning, and Leading

I would like to congratulate the Programs Committee headed by Ms. Laurice Juarez, chairperson, for the successful hosting of our very first hybrid oath-taking ceremonies and the recent PACU webinar organized in cooperation with the research committee. Through our webinars, PACU can reach out to our member institutions and provide relevant content from expert speakers. At least six webinars are lined up this fiscal year. Our webinars are streamed live on the PACU official Facebook page. Another project of the committee is the PACU Community of Practice, an online learning community designed to support college faculty. It is a platform that allows colleges and universities of the PACU network to exchange ideas and resources. Finally, the committee has established a partnership with the HABI Education Lab, for the learning commons project. It is also exploring other tie-ups with Smart PLDT, Microsoft, and other potential partners.

Research Committee: Learning from the Experts and Exploring Education Paradoxes

On February 9, 2021, the PACU's Research Committee, led by Fr. Manny Manimtim and the Programs Committee organized a webinar series on "Evidence-based Optimized Learning Before, During and After the Pandemic: The Central Visayan Institute Foundation Dynamic Learning Program (VIF-DLP)" with Drs. Christopher and Marivic Bernido as resource speakers. We hope that our members find the insights shared by the resource persons instructive and informative as they navigate the new normal. The Research Committee, likewise, plans to develop papers and to lobby the DepEd and CHED in drafting policies on Flexible Learning Options (FLO). Possible research topics include Empirical Evidence for FL as a way for the Future; Efficacy of FLOs: evaluation tools for the implementation of FLOs; and Survey on how Institutions implement FL: issues related to the implementation of FLOs - access, equity, relevance. The committee will administer an initial survey to gauge the interest and willingness of members to participate in these studies. Also,

the committee has set its sights on conducting a virtual Critical Thinking Congress, which was originally scheduled for March 2020 but postponed due to the COVID lockdown. Finally, the committee will explore the feasibility of the Critical Thinking Test developed by Centro Escolar University, which transforms a pen-and-paper test into an online test.

Legal and Legislative Committee: Linking up with Executives and Legislators

COCOPEA and PACU were invited to attend several hearings in the Senate and Congress. PACU blocked the shortening of the probationary period of teachers and instead pushed for the amendment of the GASTPE law. We also supported Senate Bill No. 1887 -Teacher Education Council Act; and Senate Resolution No. 10, Creation of Congressional Committee on Education.

Atty. Ada Abad, Chairperson of the Legal and Legislative Committee, also shed light on the following: the CHED-DOH guidelines on the reopening of HEIs for optional limited face-to-face classes during the pandemic; Joint Memorandum and guidelines on the provision of cash assistance to displaced personnel; and the intricacies of the CREATE bill.

PACU has also signed a joint statement with COCOPEA on taking a stand against the baseless red-tagging of certain schools. In the said statement, we appealed for circumspection and care in making allegations to shield our educational institutions and our students against any political publicity.

Public Relations (PR) Committee: Inoculating Hope in the New Normal in Education

The PR Committee, headed by Mr. Marco Benitez, will update the PACU website every month and the PACU FB page every week using feature articles. With the new normal, the committee had also decided to create an electronic version of our newsletter that commenced with a compendium in our September publication. In addition, PACU has prepared sponsorship packages for the newsletter. The call for articles is now open for our next issue, which will be released in September 2021.

Industry Academe Linkage Committee: Building Virtual Bridges of Collaboration

The Industry Linkage Committee, headed by Dr. Raymundo Reyes, plans to send out surveys to members about industry issues and concerns. The committee will likewise recommend that the program advisers involve professional organizations in their regular meetings and develop a database of industry partners. Another idea of the committee is to hold industry-academe webinars to help our industry partners find potential prospects among our graduates.

Committee on Institutional Quality and Improvement: Leveraging Institutional Strengths and Assuring Quality Education of the Future

The Committee on Institutional Quality and Improvement Chairperson Dr. Patricia Lagunda and her members believe that blended learning is here to stay and that we need to equip ourselves by establishing an internal QA system within our schools. Dr. Vicente Pijano III suggested the idea of building an internal quality assurance system for blended learning and modeling the external QA system outside what is traditional. Dr. Pijano referenced the EU Share program, which conducts capability building on establishing Internal Quality Assurance Systems in schools. PACU intends to pilot this program to member schools.

Being One with Our Communities in Natural Disasters and the COVID-19 Pandemic

PACU, through its member schools, has also extended assistance to schools affected by calamities such as typhoons particularly in the Bicol Region and Cagayan Valley, through close coordination with the Bicol Foundation for Higher Education, Mariners Polytechnic Colleges Foundation Legazpi City, University of Cagayan Valley and Tuguegarao Collective. PACU has also asked the CHED and the DEPED to include private school teachers as priority recipients of the vaccination program. PACU is also preparing an information campaign to emphasize the importance and clarify misconceptions on COVID-19 vaccination. We have also begun exploratory talks with possible vaccine distributors such as United Laboratories (UNILAB).

Before I end, I would like to thank my colleagues in PACU: the board of trustees, committee members, and the presidents of our member schools. I would like to express my gratitude to the execom: Engr. Bernard Villamor, Mr. Marco Benitez, Dr. Ryan Tirol III for organizing our board meetings, Ms. Laurice Juarez for also properly managing our finances and Atty. Ada Abad for likewise serving as our legal counsel. I would also like to acknowledge Executive Director Joyce Samaniego, Ria Lascano, and Airol Alfiler for their invaluable loyalty, dedication, and service. I am hoping that everyone will continue our different undertakings so our plans will be carried out to full fruition. Let us always stay together and remain hopeful for an even better post-pandemic educational environment.

Finally, let us have faith in the Lord, especially when we face the overwhelming challenges of this pandemic, as *Philippians 4:6-7* says "Do not be anxious about anything, *but in everything, by prayer and petition, with thanksgiving, present your requests to God. And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus.*"

Members' Hopes and Wishes



My wish is for all families, that they stay strong while we wait for the vaccine. I hope for a healthier world and I pray that this experience heals us. I also wish to travel again with the family.

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

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For a healthy and joyful 2021 for all the children in the world.

Dr. Vivien Co Say
President
Institute of Creative Computer Technology Colleges

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Aside from our great prayer that Covid19 virus will already bid goodbye this 2021, I pray hard that our national government will be enlightened to decide righteously for the welfare of our citizens particularly in terms of education, health & security. May they encounter Truth, Wisdom & Justice that will serve as their guiding light in every action plan they will undertake!

As educators, may our Lord God continuously unite us; may we all be channels of God's Love & Peace!

Dr. Esmenia R. Javier
Official Representative
Lyceum of the Philippines University - Batangas

*** **

I pray that 2021 would be a great year for everyone. Wishing everyone a safe, healthy, and prosperous new year. A year free from worries and problems. A year filled with hope and blessings.

Dr. Carissa R. Balaria
Director, Quality Assurance
Wesleyan University - Philippines

*** **

My prayers are for the health and safety of our families and communities, our resilience as individuals and institutions in the face of several more months under quarantine, the continued reduction in the number of COVID-19 cases in the country, and the soonest arrival and rollout of safe and effective vaccines. With God's grace, we as an education sector - students, parents, faculty and employees - will continue to adapt and thrive in this new normal of education brought about by COVID-19.

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

There is always hope in tomorrow. As we start a new year, may all of us be filled with God's grace, protection and guidance as we continuously seek for opportunities this year. May the challenges of 2020 help us to thrive further this 2021. Happy New Year fellow PACU members!

Dr. Ryan Mark S. Molina

Executive Vice President, STI West Negros University

*** **

Dear PACU Officers and Member Schools,

First, I would like to wish everyone a Fruitful, Safe and Peaceful 2021. So much has happened in the past year that made all of us realize how well did as well as the many areas of changes we had to make and are still pursuing to ensure that the lessons brought by 2020 benefited us in every aspect of our lives.

Second and the most important is the message of Hope that Christmas brings. May we never lose sight of God's promises to those who remain steadfast in faith and continue to trust in Him. Let us continue to pray for one another as we face the uncertainties as well as the obvious challenges in the Education Industry. With PACU at the helm, I trust that we can overcome all the tests if we work together united in the same Vision and Mission.

Thank you and may God bless us all!

Mrs. Luningning T. Estanislao

*Chairperson, Chief Executive Officer and President
Manila Central University*

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May the new year 2021 see a world free from fear of COVID-19, a catharsis from this pandemic crisis, a new confidence and a sure step forward after all the setbacks. May our institutions survive and thrive beyond the pandemic. May everyone be safe, strong and healthy. A happy and hope-filled New Year to my friends and colleagues in PACU!

Dr. Patricia B. Lagunda

President, Baliuag University

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I pray that we can overcome all the hurdles and challenges we face in our school and continue putting our faith and trust in the Lord despite uncertainties and fears.

Dr. Ma. Socorro M. Eala

College President, San Pablo Colleges

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The Academic Community of The Rizal Memorial Colleges, Inc. wishes that despite the onslaught of the pandemic COVID-19 crisis affecting all educational institutions throughout the world, PACU member schools continuously serve the stakeholders with utmost dedication and commitment in maintaining academic integrity and quality.

Dr. Lourdes C. Cabintoy

*Vice President for Academic Affairs
The Rizal Memorial Colleges, Inc.*

*** **

Our ardent hope for this year is for all of us to continue to be resilient in the midst of the COVID-19 PANDEMIC. We are inspired to hear about or know people who found creative ways to rise to the challenges of this crisis. We have trust in the strength of the human spirit. With God's grace, humanity shall overcome this, as always.

Dr. Evelyn A. Magno

President, The Rizal Memorial Colleges, Inc.

New Trustees and Officers (2020-2022) Take their Oath of Office in a Hybrid Induction Ceremony

By Rowena G. Morta



The symbolic turnover of PACU leadership. Dr. Socorro Eala turns over the PACU flag on behalf of Dr. Caroline Enriquez to Dr. Anthony Tamayo.



Dr. Tamayo presents a plaque of appreciation to Dr. Enriquez for her invaluable service to PACU.



The 49th PACU President delivers his inaugural address.

The Philippine Association of Colleges and Universities (PACU) held its very first hybrid installation of the board of trustees and induction of officers for the years 2020-2022. The induction was held on December 18, 2020, at 6:00 PM, with participants joining either in person at the Makati Shangri-La Hotel Inagiku Restaurant or via Zoom teleconference. The much-anticipated event was attended by the presidents of our member schools, distinguished guests from the executive and legislative branches, colleagues, friends of PACU, and the Tamayo family.

Senator Cynthia A. Villar was the guest of honor and inducting officer. Senator Villar led the roster of dignitaries who virtually graced the event. The following government luminaries delivered their messages: Senator Emmanuel Joel J. Villanueva, Chairperson of the Higher Technical and Vocational Education Committee; Representative Roman T. Romulo, Chairperson of the Basic Education and Culture Committee; Representative Jose Francisco B. Benitez, former PACU officer; Dr. J. Prospero E. de Vera III, CHED Chairperson; Dr. Lourdes Almeda-Sese, Coordinating Council of Private Educational Association (COCOPEA) Chairperson; and Dir. Rhodora Angela Fernandez-Ferrer, Executive Director Private Education Assistance Committee (PEAC). Also present online were the presidents of different school associations: Dr. Pio D. Baconga of the Association of Christian Schools, Colleges and Universities (ACSCU); Sr. Ma. Marissa S. Viri, RVM of the Catholic Educational Association of the Philippines (CEAP); and Fr. Onofre Inocencio, Jr. of the Technical-Vocational Schools Association of the Philippines (TVSA).

Senator Cynthia A. Villar administered the installation rites of the 49th PACU President, Dr. Anthony Jose M. Tamayo, President of the University of Perpetual Help System DALTA, and the PACU officers and trustees. Senator Villar said in her keynote address: "The role of PACU is very important in ensuring that the future generation of Filipinos are getting the best quality education that they can get. So we can say that you are our partners in nation-building."

The other officers who were also inducted were Engr. Bernard Nicolas E. Villamor (Cebu Institute of Technology University), First Vice President; Mr. Marco Alfredo M. Benitez (Philippine Women's University), Second Vice President; Dr. Victoriano B. Tirol, III



Senator Villar leads the oath-taking rites of the PACU officers and trustees.

(University of Bohol), Secretary; and Ms. Laurice Faye R. Juarez (Capitol University) Treasurer. Atty. Anna D. Maria Abad, Legal Counsel, and Joyce Anne C. Samaniego, Executive Director also took their oath of office.

Moreover, the following presidents were also installed as the board of trustees:

National Capital Region

Dr. Caroline Marian S. Enriquez
Regional Vice President for NCR
Our Lady of Fatima University - Valenzuela

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| Rev. Fr. Marcelo V. Manimtim | Adamson University |
| Dr. Ma. Cristina D. Padolina | Centro Escolar University |
| Dr. Michael M. Alba | Far Eastern University |
| Dr. Vicente K. Fabella | Jose Rizal University |
| Dr. Reynaldo B. Vea | Mapua University |
| Mr. Marco Alfredo M. Benitez | Philippine Women's University |
| Dr. Elizabeth Quirino-Lahoz | Technological Institute of the Philippines |
| Dr. Ester A. Garcia | University of the East |

Visayas

Atty. Augusto W. Go
Regional Vice President for Visayas
University of Cebu

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| Engr. Bernard Nicolas E. Villamor | Cebu Institute of Technology - University |
| Dr. Victoriano B. Tirol III | University of Bohol |
| Dr. Raymundo P. Reyes | University of Iloilo |

Luzon

Dr. Patricia B. Lagunda
Regional Vice President for Luzon
Baliuag University

- | | |
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| Dr. Peter P. Laurel | Lyceum of the Philippines University – Batangas |
| Mrs. Naila E. Leveriza | Manuel S. Enverga University Foundation |
| Dr. Ma. Socorro M. Eala | San Pablo Colleges |
| Dr. Zorba Bnn R. Bautista | University of Baguio |
| Dr. Anthony Jose M. Tamayo | University of Perpetual Help System DALTA - Molino |

Mindanao

Dr. Guillermo P. Torres, Jr.
Regional Vice President for Mindanao
University of Mindanao

- | | |
|------------------------------------|-------------------------|
| Ms. Laurice Faye R. Juarez | Capitol University |
| Dr. Karen Feliciano-De Leon | Misamis University |
| Dr. Evelyn Abellera-Magno | Rizal Memorial Colleges |

Another highlight of the event was the hybrid symbolic turnover of PACU's leadership from Dr. Caroline Enriquez to Dr. Anthony Tamayo. Dr. Socorro M. Eala performed the onsite turnover of the PACU flag on behalf of Dr. Enriquez.

In his inaugural speech, President Anthony Tamayo stressed that the PACU Board of Trustees shall continue the successful projects and activities of the previous administration, as well as initiate new thrusts and programs that respond to continuously changing challenges and issues of the present crisis. "Our plans and programs will focus on agility, resiliency, innovation, and reimagining during the pandemic," Dr. Tamayo added.

After considering the current situation, the accomplishments of the previous boards, and advice from the different PACU presidents, Dr. Tamayo presented some of his plans during his term:

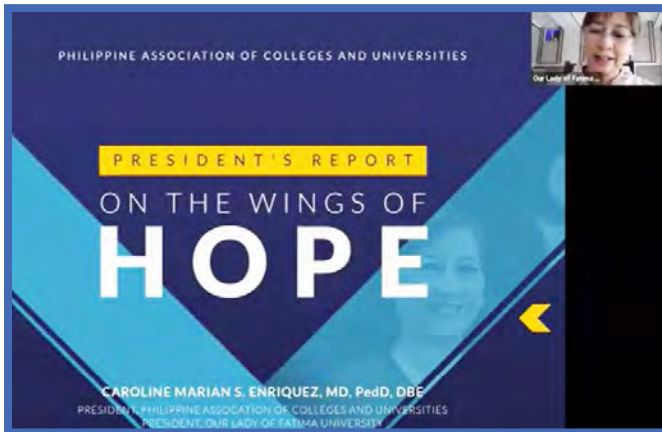
1. Lobby with the government for more policy and financial support as well as maintain good rapport with the bureaucracy;
2. Reduce regulation and increase complementarity between the private institutions and the public educational sector, which is enshrined in the Constitution;
3. Work for more consortia with the industry, government agencies, and educational institutions, as well as non-government organizations;
4. Provide training development for its members through webinars, workshops, zoom meetings, and benchmarking activities needed to reimagine our educational institutions in pandemic and post-pandemic scenarios;
5. Assess flexible learning options periodically and pursue innovation in learning and teaching;
6. Reinvent quality assurance programs to adjust to the new learning environment;
7. Intensify research initiatives that would help address the current pandemic problems faced by member institutions;
8. Continue to work for the safe re-entry of students, faculty, and staff to schools;
9. Provide opportunities for PACU member schools to promote leadership agility, dialogues for collaboration, and mutual assistance in transitioning towards the new normal;
10. Assist member schools to become resilient and innovative, particularly in generating new revenue streams and producing more savings needed to make their institutions recession-proof;
11. Foster a family spirit by continuing the "kamustahan" using Zoom and active participation among the PACU member schools aside from technology transfer and benchmarking; and
12. Strengthen communication and affiliation with stakeholders.

He also said that in close collaboration with COCOPEA, the PACU would continue to work for an improved policy environment for private education as well as equity in government funding and support. Dr. Tamayo is confident that PACU will remain to be a vital organization that serves to further the noble interest and welfare of its member institutions so that they become resilient, agile, and safe in a VUCA (volatile, uncertain, complex, and ambiguous) world. He requested the usual support of the board of trustees, the members, as well as the support staff, to ensure the success of its plans and programs. Lastly, he sought the help of the Almighty God to guide PACU in its undertakings.

Other parts of the program were the invocation led by Rev. Fr. Marcelo V. Manimtim, the welcome remarks delivered by Dr. Caroline Enriquez, the presentation of plaque of appreciation to Dr. Enriquez, and the wine toast headed by Dr. Guillermo Torres, Jr. The event, hosted virtually by Dr. Patricia B. Lagunda and onsite by Ms. Laurice Juarez, was culminated by various musical presentations. Minimum health standards and protocols were observed during the program.

PACU'S First Virtual General Assembly and Elections: "ARISE", Zoomed in Renewed Hope, Resilience, Grit and Innovation Among Members

By Joyce Anne Samaniego



PACU successfully conducted its first-of-its-kind virtual general membership assembly and elections via the Zoom teleconference platform on September 26, 2020, at 9:00 am-12:00 noon with the theme: "ARISE: Adapting Resilient and Innovative Systems of Education in the Philippines". It was successfully attended by 102 PACU member institutions representatives, speakers, guests, and partners.

The assembly highlighted four major activities. The first two activities were held simultaneously, the General Assembly meeting and the general elections from 9:00-10:00 am. From 10:00 am to 11:00 am, a learning session was conducted with Dr. Tony Bates, a distinguished Academic Leader in the area of Online Learning and Distance Education who spoke about "University and College Teaching in a Post-COVID Age: The Role of Online and Digital Learning." Finally, the third part of the program was the Education Policy Roundtable discussion on "Addressing the Resiliency of Philippine Education through Public-Private Sector Complementarity" with panelists: Senator Sherwin "Win" T. Gatchalian, Chairman Senate Committee on Basic Education; Congressman Marquez "Mark" Go, Chairman, House Committee on Technical and Vocational Education; CHED Chairman Prospero "Popoy" de Vera and Dr. Vicente K. Fabella, PACU Policy Committee Chairman and Jose Rizal University President. The second and the third part of the program were opened to the general public as it was broadcast live on PACU's official Facebook page.

Apart from the virtual assembly, the first-ever virtual elections of PACU were held simultaneously. The PACU General Elections were led by the Commission on Elections

through its chair, Atty. Anna Maria Abad and members Dr. Royce Torres and Dr. Bjorn Santos. The COMELEC started canvassing the votes while the rest of the program was being held. Atty. Abad announced the twenty-three (23) schools that will sit as the PACU board of trustees for 2020-2022 before the closing of the assembly.

For her President's Report, Dr. Caroline Marian S. Enriquez thanked everyone who participated in the digital assembly. She said, this year, PACU is celebrating its 88th founding year. She also acknowledged the PACU members who celebrated their founding anniversaries, centennial year, and above. She expressed her gratitude to the PACU members, the current board of trustees, and the secretariat who were instrumental for the many accomplishments that were made into fruition during her term.

In her speech, Dr. Enriquez said: "2020 will forever be remembered as the year when COVID crash-landed on us when the world stood in suspended animation and we were all forced to quickly adapt to our circumstances. Six months have passed since our country went on lockdown, and in these months we have seen how the private education sector has transformed itself."

Dr. Enriquez enumerated the advocacies PACU has led as a private education sector, pre-COVID 19. These were the extension of the CHED autonomous and deregulated status; quality assurance benchmarking activities; academic management seminars; PACU advocacies with the senate and congress education committees; executive dialogue with CHED and DepEd; regional mapping of all courses nationwide, and analysis of oversubscribed and

undersubscribed programs, among others.

Dr. Enriquez also remarked, “six months ago, the normal way of life in the Philippines stood at a standstill. Schools were forced to close the academic year hastily, and we were all immobilized and set back by the uncertainties. The extent of the problem was huge, yet the solutions needed to be created hastily and on the fly. Our shining moment as an organization of equals was when we started meeting as a group of experienced yet uncertain school heads. We discovered Zoom and together we learned from each other through Zoom. It was a virtual link that brought together school heads as we tried to find good solutions. We had weekly Zoom meetings about 24 times and with over 50-75 university heads together.”

Dr. Carol Enriquez highlighted in her report the PACU-led advocacies during the COVID-19 lockdown that sought relief assistance from the various government agencies and legislators from the Bayanihan 1 Social Amelioration Program; DepED’s GASTPE, CHED UNIFAST’s TES; and lobbied for a high degree of flexibility in new regulatory policies such as distance learning implementation and the extension of the expiration of accreditation. In addition were corporate partnerships that aimed at finding solutions for schools for flexible learning such as leveraging on cheaper rates from tech and edtech companies such as mobile data, Wi-Fi plans, virtual labs, and Learning Management Systems; and finally, organizing virtual learning webinars through PACU’S official FB Page. The result of these advocacies benefitted beyond the PACU members and reached other private and public schools and education stakeholders nationwide.

We are deeply grateful to President Caroline Marian S. Enriquez, PACU’s 48th President, for leading the way and making the 2020 General Assembly and Elections a resounding success. We also thank the Programs Committee led by Ms. Laurice Juarez for helping in organizing the program and for being our master of ceremony. In the same way, we also thank Dr. Michael Alba for moderating the learning session with Dr. Tony Bates and Mr. Marco Benitez for hosting the Education Policy

Roundtable Forum. We thank the PACU COMELEC, Atty. Ada, Dr. Royce, and Dr. Bjorn for the successful conduct of the first PACU online elections. We also extend our profound thanks to Dr. Michael Joseph Diño, the Research Development and Innovation Center Director of Our Lady of Fatima University, and his team for helping the COMELEC and the Secretariat in organizing the first PACU virtual elections and making it seamless and fail-proof.

Dr. Enriquez remarked in her speech, “as one PACU, we talked, raised concerns, gave solutions, shared practices and openly related our anxieties and cheered others on for their triumphant solutions. We are one PACU working together virtually so that when it is time to welcome our students back to our campus, we can look back at this period in time and say that we survived because we looked out for each other.”

It is true that we as an organization literally, ‘zoomed’ our way into the pandemic. The pandemic is still on the horizon, but fortunately, the various vaccines have been developed at an unprecedented speed and will soon be available in the country. In PACU, we lean on and learn from each other as colleagues and as institutions, coupled with our renewed hope is our resilience, grit, and innovation that withstand every successful private college and university. When the COVID pandemic crash-landed on us, we rose on the wings of hope. Together, as one PACU family, we arise and shine on.



A BRIEF LOOK INTO SCHOOL LIABILITY DURING PANDEMIC (PART 1 ON STUDENTS)

Atty. Anna Maria D. Abad and Atty. Emmanuelle Nicole L. Valencia¹

Toward the end of 2020, the national government started preparations for the resumption of face-to-face classes in low risk areas under modified general community quarantine for the new year. This was eventually put on hold when reports of the emergence of a more infectious SARS-CoV2 variant from the United Kingdom had reached our shores.

Recognizing that certain health-related degree courses were vital in providing additional manpower support during the pandemic, six (6) degree courses were prioritized for the resumption of limited face-to-face classes to wit: (a) Medicine; (b) Nursing; (c) Medical Technology/Medical Laboratory Science; (d) Physical Therapy; (e) Midwifery; and (f) Public Health.

Thus, the Commission on Higher Education and the Department of Health released its Joint Memorandum Circular for the resumption of limited face-to-face classes last February 2021,² for HEIs willing to assume responsibility for the reopening of their campuses based on their capability to comply with health and safety protocols, to retrofit their facilities and get the support from their stakeholders. It further emphasized that these guidelines for face-to-face delivery are limited to specialized laboratory courses or hospital based clinical clerkship/internship/practicum, including rotations for post-graduate medical interns.

Be that as it may, the Joint Memorandum Circular provided that “the list of degree programs and courses covered by the *guidelines may be* expanded upon approval of the IATF, and supplemental memoranda/guidelines issued for such purpose.”

Considering the tenor of the Joint Circular, it gave rise to the hope of the eventual resumption of face-to-face classes for the other non-medical courses in the near future. However, the reopening of face-to-face classes in the midst of the pandemic puts to fore the question of liability of schools in case a student or an employee gets sick with COVID-19.

Can the school be held liable when a student contracts COVID-19 disease while in school?

Generally, an educational institution may not be held liable under this circumstance, either vicariously or due to contractual breach, unless there is proof that the school failed to comply with its duty to exercise due diligence required under the circumstances.

While it is true that an enrollment contract obliges the school to provide a safe and secure environment conducive to learning,³ and even assuming that the student had gotten sick with COVID-19, a school cannot automatically be held liable for it. It is not akin to strict liability under tort law.⁴

Simply put, the law still places the burden of proof upon the student to show that: (a) the school was grossly negligent in failing to observe the health protocols issued by the government; (b) the student caught the disease in campus, or during a school-sponsored activity; and (c) the school’s failure to comply with the health protocols caused the student to catch the disease.

Given the highly contagious nature of the disease, this may be very difficult to prove in the first place. Moreover, determining causation from COVID-19 exposure is complicated by lack of evidence, due sometimes to sparse testing, asymptomatic vectors, undetectable periods, the number of potential exposures and different types of airborne transmissions.⁵

As regards teaching hospitals, it is posited that these hospitals remain as schools in relation to their students. Thus, a teaching hospital’s liability to its students finds the same basis as any other educational institution, and can be overcome by showing that ordinary diligence has been exercised. However, since the circumstances of the students’ exposure in a hospital setting is different from that of a regular school setting, the preventive and protective measures afforded to students of teaching hospitals may be proportionately more stringent than those in a regular school settings – that is to say that ordinary diligence takes on a different meaning when applied to the hospital setting, since the level of risk is greater.

Assuming that a case is filed against the school, the following are possible defenses that may be raised by the said educational institution, to wit:

- a. That school strictly observed and followed the guidelines and rules implemented by the Government, particularly the Inter-Agency Task Force on Emerging Infectious Diseases (IATF), Department of Health (DOH), Department of Education (DepEd),

¹ Legal Counsel and Associate Legal Counsel respectively.

² CHED-DOH Joint Memorandum Circular No. 2021-001 entitled “Guidelines on the Gradual Reopening of Campuses of Higher Education Institutions for Limited Face-to-Face Classes during the COVID-19 Pandemic” issued 10 February 2021.

³ Pimentel v. Legal Education Board, G.R. Nos. 230642 & 242954, [September 10, 2019]; See also: St. Luke’s College of Medicine-William H. Quasha Memorial Foundation v. Spouses Perez, G.R. No. 222740, [September 28, 2016], 796 PHIL 178-201); Saludaga v. Far Eastern University, G.R. No. 179337, [April 30, 2008], 576 PHIL 680-696).

⁴ Strict liability means liability without fault, and is made liable independent of fault, negligence, or intent after establishing certain facts specified by the law – Black’s Law Dictionary, 1968 E.d., p. 1968 (E.G.s Articles 2187, 2183, 2193, and 1711 of the New Civil Code, Article 100 of the Consumer Act, and Section 3 of Republic Act No. 9514)

⁵ Betsy J. Grey and Samantha Orwoll, “Tort Immunity in the Pandemic,” Indiana Law Journal Supplement 96 (2020): 1-23, at p. 3. Downloaded on Sunday, Feb 28 23:13:33 2021 from HeinOnline.

Commission on Higher Education (CHED), Department of Labor and Employment (DOLE), Department of Trade and Industry (DTI), respective Local Government Units (LGUs), and other authorized bodies and instrumentalities of the government.

- b. That the school was not negligent or that it exercised due diligence;⁶
- c. Even assuming that the school had not strictly complied with health and safety protocols, the negligence is NOT the proximate cause of the disease;⁷
- d. That the student's own negligence in failing to comply with health and safety protocols was the immediate and proximate cause of his/her injury;⁸ among others.

Actions taken by schools in other jurisdictions:

Most of the world had, at times, imposed limited lockdown within their respective jurisdictions as a health strategy to cope with the dire consequence of the the COVID-19 pandemic. As countries begin to flatten their curves, they have also started to ease their restrictions, including allowing schools to welcome students back for face-to-face instruction.

Below is a survey of some measures that schools in other jurisdictions had taken, or what they planned to do, as regards the return to face-to-face instruction. The same is presented in tabular format for ease of reading.

Country	Measures Planned / Taken
Australia ⁴⁵	<p>Regulations vary based on state/territory.</p> <p>Generally, staggered re-openings have taken place, or are in the works, with preschool students and years 11 and 12 prioritized for returning to face-to-face classes.</p> <p>In some schools, students only attend classes one day a week.</p> <p>Schools have installed extra hygiene measures, like hand washing stations.</p>
China ⁴⁶	<p>China is taking strict preventive measures to ensure student safety. The government has imposed social distancing guidelines within schools.</p> <p>Prior to the students' return, teachers simulated how the work plan would function – simulations found that washing hands before eating led to crowding, so the plan was adjusted to having students wash hands in batches.</p> <p>Students and teachers all wear masks.</p> <p>Some schools in Beijing require students to fill out an app-based survey to indicate risk of infection, and are only allowed to enter the school if the app says they are in good health.</p> <p>Temperature scanning upon entry into school premises, with one-meter distance between students in queues. Those with high temperatures are immediately taken to doctors in an isolation area.</p> <p>Some students are given personal thermometers, and required to take their temperature twice daily while at school.</p> <p>Classrooms are well-ventilated, and classes are dismissed at different times to avoid congestion in the hallways.</p> <p>Some schools have provided shelves and disinfection equipment and daily necessities outside each classroom.</p> <p>Schools have redistributed class sections, such that there are more sections, with fewer students per section, to avoid crowding the classrooms.</p> <p>Student dining practices have been changed – in some schools, students are assigned numbers and must eat at canteen tables with corresponding numbers. In other schools, some students dine in the classroom, whereas others go to the cafeteria, where partitions have been installed.</p>
Denmark ⁴⁷	<p>Primary school children have returned first.</p> <p>Micro-groups of students arrive at separate times, eat their lunch separately, stay in their own zones in the playground, and are taught by one teacher.</p> <p>Masks are not required for young children, but hygiene is strictly enforced.</p> <p>There are regularly scheduled times for hand-washing.</p>

⁶ Article 2176 of the New Civil Code of the Philippines

⁷ Article. 2179 of the New Civil Code of the Philippines

⁸ Article. 2179 of the New Civil Code of the Philippines

⁴⁵ "When It Comes to Returning to School, Not All States Are on the Same Page - so Here's a Guide." ABC News, May 7, 2020. <https://www.abc.net.au/news/2020-05-04/australian-schools-reopening-after-coronavirus-closures/12211526>.

⁴⁶ "Schools Begin to Reopen in China amid Strict Measures." Xinhua Net, March 30, 2020. http://www.xinhuanet.com/english/2020-03/30/c_138931813.htm.

⁴⁷ Coughlan, Sean. "How Reopened Schools in Denmark Keep Children Safely Apart." BBC News. BBC, May 12, 2020. <https://www.bbc.com/news/education-52550470>.

Deliso, Meredith. "How Schools around the World Are Reopening during the Coronavirus Pandemic." ABC News. ABC News Network, May 17, 2020. <https://abc-news.go.com/International/schools-world-reopening-coronavirus-pandemic/story?id=70641371>.

In some schools, classes are being held outside (like in parks) as much as possible.

Some schools have installed hand washing stations outside buildings, and require that students wash their hands hourly.

Prior to the pandemic, the average class size in some parts of the country was 20. It has now been divided into two or three smaller groups, each with its own room and teacher.

Schools reopened on 11 May, despite the cancellation of national exams. (It was presumed by most teachers that classes would not resume until September, so they were caught off guard by the President's announcement).

Some schools have scheduled the return to face-to-face classes in phases (by grade level).

Classes are kept to a maximum of 15 students, but for schools with smaller classrooms, the number is further subdivided to allow for social distancing.

Staggered school hours are enforced, to manage the flow of entry and exit. The same is done for recess hours and lunch time.

The number of entrances/exits has been increased, to prevent crowding.

France ⁴⁸

Strict hygiene measures are enforced (students in some schools are called one by one to wash their hands). Pupils are required to wash their hands regularly, some are even given a schedule: upon arrival, before & after morning break, before & after lunch, before & after afternoon break, then before leaving school.

Parents and guardians cannot enter the buildings.

Students cannot borrow supplies from one another, nor from the teacher.

Certain common areas (like libraries and computer rooms) remain closed.

Masks are required for students ages 11 and up.

Schools for younger students added visual cues on the playground to remind pupils to follow social distancing measures.

Oldest year groups have been prioritized because they are better able to comply with rules on face masks and social distancing.

The government has implemented social distancing guidelines for schools.

Face masks are worn in all common areas.

Some schools have kept windows open for air circulation.

Germany ⁴⁹

In some schools, details went down to individual seating plans, so contact tracing would be simplified.

One-way systems in corridors to minimize contact are enforced.

Break times are staggered, and there is a strict cleaning regime.

Days are shortened, and mixed with online lessons.

One school in Germany is having students conduct swab tests on themselves every four days or so, and those who test positive are made to stay home.

The first three grades of elementary and last two grades of high school were prioritized on May 3. Kindergarteners returned on May 10. The rest of the students were permitted to return on May 17 on a voluntary basis.

Students in outbreak epicenters were required to stay home for now.

Israel ⁵⁰

Classes were capped at 15 students, to enforce social distancing.

Grade 4 and up are required to wear face masks.

Social distancing and hygiene protocols are in place.

Students are not allowed to check out library books, nor share food or borrow materials from one another or the teacher.

Staff members who are older than 65 or have underlying conditions have been told not to return to work yet.

⁴⁸ Deliso, Meredith. "How Schools around the World Are Reopening during the Coronavirus Pandemic." ABC News. ABC News Network, May 17, 2020. <https://abc-news.go.com/international/schools-world-reopening-coronavirus-pandemic/story?id=70641371>.

James, David, David Phillips, Kate Parker, Jarlath O'Brien, Martin McGuire, Amy Gibbons, Ian Anderson, and Steve Chalke. "Schools Reopening: the View from France." Tes, May 23, 2020. <https://www.tes.com/news/schools-reopening-view-france>.

⁴⁹ CCoughlan, Sean. "How Reopened Schools in Denmark Keep Children Safely Apart." BBC News. BBC, May 12, 2020. <https://www.bbc.com/news/education-52550470>.

Bennhold, Katrin. "As Europe Reopens Schools, Relief Combines With Risk." The New York Times. The New York Times, May 10, 2020. <https://www.nytimes.com/2020/05/10/world/europe/reopen-schools-germany.html>.

⁵⁰ Williams, Dan. "Hope and Havoc as Some Israeli Schools Reopen under Coronavirus Curbs." Reuters. Thomson Reuters, May 3, 2020. <https://www.reuters.com/article/us-health-coronavirus-israel-schools/hope-and-havoc-as-some-israeli-schools-reopen-under-coronavirus-curbs-idUSKBN22F0GO>.

"Israeli Children Can Go Back to School from Sunday: Netanyahu." Reuters. Thomson Reuters, May 14, 2020. <https://www.reuters.com/article/us-health-coronavirus-israel-schools/israeli-children-can-go-back-to-school-from-sunday-netanyahu-idUSKBN22Q350>.

Cavanagh, Emily. "How 6 Countries Are Opening up Schools Again, with Temperature Checks, Outdoor Classes, and Spaced out Desks." Insider. Insider, May 4, 2020. <https://www.insider.com/how-china-denmark-japan-reopening-schools-2020-4#children-sanitize-their-hands-and-footwear-before-entering-the-building-11>.

Japan ⁵¹	<p>Schools in many regions of Japan reopened on May 18, with staggered attendance, in preparation for the full-scale restart of classes.</p> <p>The requirements vary by prefecture and city.</p> <p>Students in most areas are required to wear face masks.</p> <p>Schools check temperatures of students upon entry into the premises.</p> <p>Initially, only morning classes were offered. Lunch was added later in the third week (with limited food), and then the timetable returns to normal the following week.</p> <p>In other areas, students are allowed to attend school only once or twice a week, to prevent crowding.</p> <p>In still other areas, the students were divided into morning and afternoon groups.</p>
Luxembourg ⁵²	<p>Tested all 8500 of its high school seniors before reopening schools.</p> <p>Note that Luxembourg is a tiny country, and a very wealthy one. This approach will most likely be unrealistic in other countries.</p>
Norway ⁵³	<p>Younger students were prioritized, with nurseries opening on April 20, and primary schools opening on April 27.</p> <p>Prior to the pandemic, the average class size was 20 students. In view of the pandemic, class sizes shrunk to a maximum of 15, with most children kept in even smaller groups of three or six, depending on their age.</p> <p>Hand washing and desk sanitization was strongly encouraged.</p> <p>Some classes are being held outside, though playgrounds and libraries remain closed.</p> <p>Staff are expected to disinfect classrooms and toys twice a day. Children are no longer permitted to bring toys from home, and toys which cannot be easily wiped down or cleaned have been banned.</p>
Sweden ⁵⁴	<p>Schools for the younger students (preschool through ninth grade) largely stayed open throughout the pandemic, in line with Sweden's refusal to impose a lockdown.</p> <p>The rationale for keeping the schools open has been that the evidence suggests younger children are not a major source of transmission for the coronavirus.</p>
Taiwan ⁵⁵	<p>Taiwan was so successful in controlling the spread of COVID-19 that schools were only kept closed for a couple of weeks.</p> <p>The country's CDC announced that primary and secondary schools in Taiwan would extend their winter break by 2 weeks from February 15. Students were on break for 32 days, marking the longest winter break in Taiwan's history.</p> <p>Parent volunteers and teachers gathered in front of schools to take the temperatures of the students. At some high schools, forehead thermometers and infrared cameras are used together to detect students with fevers.</p> <p>Masks are a requirement in some schools, and encouraged in others.</p> <p>Many students prepared their own masks and hand sanitizer.</p> <p>Some schools sanitized their entire campuses before the return of the students.</p>

Situation in the United States:

The United States Centers for Disease Control and Prevention have released their own comprehensive sets of guidelines for both Schools and Childcare Programs, as well as for Institutes of Higher Education to implement during the COVID-19 pandemic. The guidelines take into consideration the fact that the needs of IHEs will vary considerably based on a number of factors, including location, size and structure, and recommend that schools adjust accordingly to meet the needs of their particular communities.

⁵¹ Submission, Internal. "Japan's Schools Begin to Reopen with Staggered Attendance." The Japan Times, May 18, 2020. <https://www.japantimes.co.jp/news/2020/05/18/national/japan-schools-reopen-state-of-emergency/#.XsyVRY-caqQ>

⁵² Bennhold, Katrin. "As Europe Reopens Schools, Relief Combines With Risk." The New York Times. The New York Times, May 10, 2020. <https://www.nytimes.com/2020/05/10/world/europe/reopen-schools-germany.html>.

⁵³ Higham, Aliss. "Reopen Schools: Which Countries Have Reopened Schools?" Express.co.uk. Daily Express, May 10, 2020. <https://www.express.co.uk/news/world/1278681/reopen-schools-which-countries-reopened-schools-coronavirus>.

⁵⁴ Vogel, Gretchen, Amanda Heidt, Kelly Servick, and Erik Stokstad. "How Sweden Wasted a 'Rare Opportunity' to Study Coronavirus in Schools." Science. American Association for the Advancement of Science, May 24, 2020. <https://www.sciencemag.org/news/2020/05/how-sweden-wasted-rare-opportunity-study-coronavirus-schools>.

⁵⁵ Cheng, Ching-Tse. "Taiwan's Students Return to School after ..." Taiwan News. Taiwan News, February 25, 2020. <https://www.taiwannews.com.tw/en/news/3880924>.

Among the behaviors promoted in the issuance by the US CDC are as follows:

- requiring students, faculty and staff to self-isolate when they exhibit symptoms of, were potentially exposed to, or have tested positive for COVID-19;
- stringent hand hygiene and proper coughing/sneezing etiquette; wearing masks;
- assuring the stock and provision of adequate hygiene supplies; posting of signs and reminders about proper protective measures;
- frequent cleaning and disinfection of frequently touched surfaces and of the premises in general;
- discouraging sharing of items and supplies;
- ensuring proper ventilation and increased airflow where possible;
- modifying classroom and other common area layouts to ensure proper social distancing of at least 6 feet between people;
- installing physical barriers and guides, and visual cues for where to stand/sit;
- closing communal spaces;
- and providing grab and go food options, among others.

Incidentally, it appears that some colleges and universities in the United States had lobbied for protection from lawsuits if students get sick when they return for physical classes.

In an online meeting with then-Vice President Mike Pence and then-Education Secretary Betsy DeVos, college presidents were asked what they needed in order to reopen their campuses in the fall 2020. Of the 14 college presidents on the call, a majority said they needed to be able to do more COVID testing, and they also wanted to be reassured that their college would not get sued if anyone got sick. Their angle appears to be similar to that of manufacturers and businesses, who claim that someone getting sick is “foreseeable, perhaps inevitable”. They are pushing for liability protection for schools which follow the guidelines, which would not be an issue here, given the Civil Code’s provision on exercise of ordinary diligence.

Recommendations

From a purely practical perspective, it will be very difficult for a student to prove that he/she has contracted COVID-19 through attending face-to-face classes. Since the virus has an incubation period of several days before symptoms begin to show (if symptoms show at all), an infected individual will likely be unable to pinpoint with any level of certainty which of all the individuals that he/she interacted with over the course of the several days prior was the one to have infected him/her. The source of the virus could be any of a number of people, including the people the student lives with, those who he/she interacted with on his/her way to school, those he/she interacted with at school, and those who he/she interacted with on the way back to his/her residence, not to mention any other stops made along the way.

Be that as it may, it is imperative that the school strictly follow and comply with the minimum health standards imposed by the IATF and the various government agencies in order to prove that the school exercised the diligence of a good father of a family and avoid liability. The government protocols are found in the following:

- Joint CHED-DOH Memorandum Circular No. 2021-001, “Guidelines on the Reopening of Higher Education Institutions (Heis) for Limited Face-To-Face Classes during Covid-19 Pandemic” issued on 10 February 2021.
- DOH Administrative Order No. 2020-0015 on “Guidelines on the Risk-Based Public Health Standards for COVID-19 Mitigation,” issued on 27 April 2020;
- DOH Department Memorandum No. 2020-0189 on “Updated Guidelines on Contact Tracing of Close Contacts of Confirmed Coronavirus Disease (COVID-19) Cases,” issued on 17 April 2020;
- Department of Trade and Industry (DTI) and Department of Labor and Employment (DOLE) Memorandum on “Interim Guidelines on Workplace Prevention and Control of COVID-19,” issued on 30 April 2020;
- Civil Service Commission (CSC) Memorandum Circular No. 10, s. 2020 on “Revised Interim Guidelines for Alternative Work Arrangements and Support Mechanisms for Workers in the Government during the Period of State of National Emergency due to COVID-19 Pandemic,” issued on 7 May 2020;
- CSC-DOH-DOLE Joint Memorandum Circular No. 1, s. 2020 on “Occupational Safety and Health (OSH) Standards for the Public Sector issued on 4 March 2020.
- Memorandum from the Executive Secretary on Stringent Social Distancing Measures;⁵⁶ and
- IATF Resolution No. 18.⁵⁷

⁵⁶ Office of the President, Stringent Social Distancing Measures and Further Guidelines for the Management of the Coronavirus Disease (COVID-19) Situation (March 13, 2020).

⁵⁷ Inter-Agency Task Force for the Management of Emerging Infectious Diseases, Recommendations Relative to the Management of the Coronavirus Disease 2019 (COVID-19) Situation, Resolution No. 18, series of 2020, (April 1, 2020).

Conclusion

As it is, the CHED-DOH Joint Memorandum Circular No. 2021-001 already provides for stringent measures which some schools may find difficult to comply with in terms of economic, logistical and manpower resources concerns.

Because of the highly infectious nature of the COVID-19 virus, a consideration of the environment within university buildings become crucial. As a hybrid between administering both open public and contained spaces, university buildings present significant redesign challenges to both classroom setting and even dormitory housing.⁵⁸ There are a host of physical changes that will need to be made to facilities to ensure compliance with social distancing protocols, as well as the procurement of other necessary equipment to meet minimum health standards, like provision of face masks, sanitizers and ensuring the adequate supply of soap and clean water, among others. These primarily include:

- the enforcement of the proper and regular wearing of appropriate Personal Protective Equipment (PPE) such as face masks and face shields by the students;
- physical distancing of 1.5 meters between students, faculty and staff while inside school premises
- retrofitting of classrooms, laboratories, communal areas and libraries, as well as the provisions for isolation rooms, to ensure compliance with occupation capacity and physical distancing requirements
- visual cues, floor markers, protective barriers
- staggered scheduling arising from 4-17 or 4-10 cyclical student shifting models
- registration of students with PhilHealth and/or equivalent medical insurance to cover medical expenses related to COVID-19

It is important to note that what are detailed in these regulations are merely minimum health standards, and it would be up to the school to decide if it should implement additional protocols to prevent the spread of the virus, and assure its stakeholders that it is taking stringent measures to ensure their wellbeing. Said additional measures may include imposing a unidirectional flow of foot traffic in hallways and common areas, barring student organizations from holding activities that may involve mass gatherings (or encouraging the same to be done online, instead of in person), adjusting schedules such that students have limited breaks between classes to reduce the amount of time spent on campus, implementing a logbook system wherein the time that people arrived on campus and departed therefrom is recorded on a daily basis, and testing among professors and staff prior to the opening of classes to ensure that their personnel complement is COVID-free as of the time of testing.

There was trending in the United States schools requiring students and/or their parents to sign COVID-19 waivers before the former can return to school or participate in sports. Will waivers protect the school from any type of liability in a COVID-19 case?

While rights may be waived, the courts will invalidate a waiver which is contrary to law, public order, public policy, morals or good customs, or is prejudicial to a third person with a right recognized by law.⁵⁹ It remains an open question whether these contracts would be held as legally enforceable in the context of a pandemic.

Moreover, a waiver will be generally held as unenforceable in instances where there exists gross negligence on the part of the school in its failure to comply with the health protocols, amounting to reckless disregard for safety of persons or property, and which evinces a thoughtless disregard of consequences without exerting any effort to avoid them.⁶⁰ Waivers will also be held unenforceable where the person signing the waiver did not comprehend the ramifications thereof due to youth, or lack of information or experience.

All in all, it must be pointed out that schools cannot, and should not be made, to guarantee that its students will be kept safe from harm or infection from COVID-19. If any, schools can only mitigate the risks that they may become virus hotspots, given the 24/7 nature of the school environment. Once face-to-face classes are resumed, and considering the contained environment inside classrooms, it may be inevitable that some students will contract the virus.

To protect the school from liability in the event that one of its students get infected with the COVID-19 virus while attending face-to-face classes during the pandemic, the school's best available defense is to prove that it has exercised the diligence of a good father of a family in preventing the spread of the virus in its community. The implementation of the government's minimum health standards would be a good place to start, subject to the addition of other protocols, at the discretion of school officials.

⁵⁸ Betsy J. Grey & Samantha Orwoll, "Tort Immunity in the Pandemic", *Indiana Law Journal Supplement* 98 (2020): 1-23, at 17.

⁵⁹ Civil Code of the Philippines, Republic Act No. 386, [June 18, 1949].

⁶⁰ Mariano Mendoza and Elvira Lim vs. Spouses Leonora J. Gomez and Gabriel V. Gomez, G.R. No. 160110, 18 June 2014. See also: *Abrogar v. Cosmos Bottling Co.*, G.R. No. 164749, [March 15, 2017], 807 PHIL 317-372.

⁶¹ Betsy J. Grey & Samantha Orwoll, "Tort Immunity in the Pandemic", *Indiana Law Journal Supplement* 98 (2020): 1-23, at 17.



Towards Face-to-Face Learning Anew: The OLFU Journey

By Jilson N. Tio, Office Manager, Center for Quality Management, OLFU

The year 2020 was a difficult one, not only for the country but for the rest of the world as well. The COVID-19 pandemic has claimed lives and engulfed healthcare facilities. It disabled economies, diminished social contacts, and has affected the poor. This pandemic shook society to the core, and the education sector was no exception. The New Normal presented an unexpected battlefield with even higher hurdles that the community of educators and learners must conquer.

When the community quarantine was announced in March last year, Our Lady of Fatima University (OLFU), like all other educational institutions, had to respond swiftly to be prepared for online learning. It was not a simple move to shift to fully online classes, even with a Learning Management System in place. College deans had to review and recalibrate their curricula to make learning more accessible and to pursue more innovative ways to safely adapt to the changing situation. In the transition to flexible learning, education continues and becomes a learning opportunity for everyone in the University.

Even with the launching of fully online classes for students with stable access to internet connection and distribution of learning packets to Senior High School students with limited or no internet connection, the OLFU Management Team envisioned the day when students may gradually return to on-campus learning. As early as June 2020, the University prepared its facilities with proper health and safety protocols. A short audio-visual presentation on how safety protocols would be practiced in the campuses was produced in July. However, this was never released to the public because the management did not want to send mixed signals that the University was conducting face-to-face instruction in its campuses at that time.

A major concern in the education sector was the resumption of face-to-face classes, especially for programs that needed skills enhancement, internship, and practicum requirements either on campus or in hospitals. The Commission on Higher Education (CHED) together with the Inter-Agency Task Force (IATF) for the Management of Emerging Infectious Diseases held several consultations with different higher education institutions (HEIs). Through the leadership of the University President, Dr. Caroline

Marian S. Enriquez, who is actively involved in the Philippine Association of Colleges and Universities as the former President and currently the Regional Vice President, institutions voiced out the concerns of the higher education sector and had a series of dialogues with the government for a possible return to face-to-face instruction.

The reintroduction of on-campus learning where face-to-face interaction between the teacher and students can take place is a challenging task, especially in this time when the vaccinations in the country have not started yet. CHED, IATF, and the institutions must ensure that schools are safe once learners come back. OLFU was prevailed upon and identified to serve as a prototype of the safety protocols which will be implemented in the event that physical classes are allowed.

Thus, on December 1, 2020, CHED Chairman Prospero De Vera III and National Task Force Against COVID-19 Chief Implementer Secretary Carlito Galvez visited the RISE Tower of OLFU in Valenzuela City to inspect the facilities for possible face-to-face instruction in January 2021.

During the visit, Secretary Galvez commented that the health protocols of the University can serve as a template for other schools that intend to transition into the new normal and hold limited face-to-face classes. On the other hand, Chairman De Vera remarked that CHED will issue guidelines on limited physical classes as soon as the policies have been refined and vetted by the different government agencies. Similarly, on December 5, 2020, Chairman De Vera visited the OLFU Pampanga Campus to inspect its retrofitted classrooms for possible face-to-face learning next semester.

After the inspections that were held in the two OLFU campuses, Dr. Enriquez continued to be tirelessly involved in several meetings, consultations, and dialogues with CHED and the local government officials on limited physical classes particularly during the presentations of medical and allied health-related programs. Meanwhile, all college deans of the University recalibrated once again their learning continuity plans on how the laboratory components and clerkship/internship/practicum

requirements of some programs may be safely implemented.

Finally, on January 11, 2021, Malacañang issued a memorandum on the resumption of limited face-to-face classes for medical and allied health-related programs in HEIs under Modified General Community Quarantine and institutions in General Community Quarantine areas with base hospitals that cater to COVID-19 patients. This is in consideration of the proposal sent by CHED to President Rodrigo Duterte on December 4, 2020, just a few days after its inspection in OLFU Valenzuela City Campus.

The limited physical classes are subject to minimum public health standards, guidelines approved by CHED, provisions of the Omnibus Guidelines on the Implementation of Community Quarantine in the country, and other relevant laws and regulations. In addition, the CHED guidelines identified the following health-related programs considered as important in delivering additional manpower support in the health system for the limited face-to-face instructions: Medicine, Nursing, Medical Technology/Medical Laboratory Science, Physical Therapy, Midwifery, and Public Health.

On top of the government's approval for the resumption of physical classes, on January 25, OLFU Valenzuela City Campus along with the University of the Philippines Manila and Ateneo de Manila University was specifically given the go signal to hold limited face-to-face classes for laboratory courses and hospital-based internships. For this reason, the University is set to resume clerkship in the College of Medicine by March in a reduced staggered schedule with only a small cohort of students per batch.

Furthermore, the Management Committee of the University regularly convenes to finalize all the requirements and preparations for the resumption of in-person classes. With the supervision of the Crisis Management Committee, each OLFU Campus is retrofitted according to its Community Safety Policy

which covers everyone who enters the campus. Markings and signages were installed as reminders of hygiene and social distancing protocols. Guidelines are also in place for the continued safety of the students, teachers, and employees. The safety of everyone remains Fatima's top priority.

Accordingly, the key considerations in opening up the campuses included the following:

1. Academic Planning
 - Review and recalibration of curriculum, assessment, and training
 - Focus on a realignment of competencies
2. Administrative Planning
 - Assessment and Inventory of resources: faculty, online assets, physical assets
 - Conduct of survey: willingness to participate in face-to-face instruction
 - Collaboration with Local Government Units
 - Timely communication with CHED and other agencies
 - Communication plan
 - Implementation timeline
3. Facilities Planning
 - Creation of committees
 - Evaluation of facilities
 - Securing campuses safely
 - Pilot testing strategies

OLFU's journey to the reopening of physical classes enables students to have a chance to face the New Normal with renewed perspectives. The situation now may be limited, but fear and discouragement cannot overpower the hearts of true achievers. Difficulties, once overcome, turn into opportunities for growth, change, and improvement.



Commission on Higher Education Chairman Prospero De Vera III (third from left) and National Task Force Against COVID-19 Chief Implementer Carlito Galvez (second from right) join the officials of Our Lady of Fatima University during their visit to the RISE Tower of the Valenzuela City Campus on December 1, 2020, to inspect the facilities for possible face-to-face instruction this year.



CHED Chairman Prospero De Vera III (right) inspects the Clinical Simulation Center of the OLFU RISE Tower in Valenzuela City.



CHED Officials also visited the OLFU Pampanga Campus on December 5, 2020 to inspect its retrofitted classrooms for possible face-to-face learning next semester. Chairman Prospero De Vera III gives his remarks during the conference.



Media networks interview OLFU President Dr. Caroline Marian S. Enriquez on the readiness of the University for limited face-to-face classes.



Raffy Tima of GMA 7 interviews Dr. Ma. Luisa T. Uayan, Dean of the College of Nursing, about the resumption of limited face-to-face laboratory classes.



Local government officials of the City of Valenzuela inspect the facilities of the OLFU RISE Tower last January 19, 2021.

Catholic Educators from the Diocese of Iba Conduct Benchmarking Visit at OLFU Valenzuela



The benchmarking team of the Association of Catholic Schools of the Diocese of Iba (ACSDI), from Zambales, learned more about Our Lady of Fatima University (OLFU) and its best practices as they visited the Valenzuela Campus last 28 January 2021.

University President, Dr. Caroline Marian S. Enriquez warmly welcomed the guests, headed by their Chairman, Most Rev. Bartolome G. Santos Jr., D.D., as they gathered at the OLFU's Research, Innovation, Science, and Enterprise (RISE) Tower.

Dr. Enriquez, with the Head of the Center for Quality Management, Dr. Ana Liza P. Ocampo, and the University Chaplain, Fr. Angelito L. Caliwag, led discussions of OLFU's best practices in Catholic Christian Formation; Curriculum, Assessment, and Instruction; Financial and Material Resources Management and Governance; and Quality Assurance. Dr. Ocampo likewise talked about the University's continuous pursuit of excellence in quality management through various certifications and accreditations.

Members of the ACSDI delegation also raised insightful questions and points about the structure of the organization, the management of the University Chaplain, and the administration in six campuses.

On behalf of the ACSDI, Bishop Santos sincerely expressed his gratitude to the OLFU leadership for their accommodation and for "sharing their wisdom." He shared that the Association dreams of becoming like OLFU after 30 years.

The guests were also given a tour of the RISE Tower's innovative facilities, such as the Clinical Simulation Center, the Air Fatima Travel Simulation Center, the Robotics Center, and the Learning Commons.

The benchmarking team led by Bishop Santos comprised members of the ACSDI's Board of Trustees of the Board of Expert Advisers, namely: Fr. Ernesto C. Raymundo, PhD; Fr. Raymann G. Catindig, EdD; Fr. Orlando B. Correa; Fr. Emmanuel Jose C. Montes; Fr. Joel Huerto; Fr. William Monsalud; Atty. Jerrylee D. Soriano-Bactad; Dr. Amelia Cecilia S. Reyes; Dr. David C. Bueno; and Mr. Julius Cesar G. De Vera.



Weaving Threads of Resilience: How Manila Tytana Colleges Thrives and Evolves in a COVID-19 World

By Grepel Niebres and Ava Chua

End of January 2020, a plague cast a dark cloud over the Philippines and the world. With the COVID-19 outbreak and lockdowns at large, the Manila Tytana Colleges (Tytana) has embraced the challenge of adapting to a world of unprecedented extremities.

Weaving Threads of Resilience chronicle how Tytana withstood the catastrophic scenarios brought about by the pandemic and the challenges that most educational systems around the world are faced with. Let stories — woven with hope, courage, and strength — and plans for a sustainable future resonate in this difficult time.

At the outset of COVID-19

During the initial phase of the coronavirus outbreak, Tytana had preventive measures in place. The Tytana community was informed early on about the situation and the safety protocols the College was implementing to ensure everyone's safety and well-being. Safety reminders were posted, provisions of face masks were ramped up, alcohol hand rub were placed at all offices and public spaces, disinfection of high-touch surfaces and facilities, and thermal screenings and health monitoring for students and employees, and other appropriate precautions were enforced.



Health protocols and preventive measures have been put into place since the outset of COVID-19.

Tytana conducted in due course the COVID-19 Multi-Sectoral Planning and Response meeting, which outlined the College's upgraded pandemic response level. An ad hoc Task Force Committee was convened to oversee the implementation of guidelines and protocols. Tytana has made every effort to stand ready to provide help and support to reduce the risk of infection and transmission on campus.

Physically distanced but connected: Tytana's pandemic language

To facilitate open, responsive, informed communication and guidance with the Tytana community, a COVID-19 health advisory was initiated. The first health bulletin was posted on January 23, 2020, when the coronavirus disease was not officially named yet. Advisories were posted simultaneously at the campus lobby (until the eventual suspension of classes) and on Tytana's website and official social media accounts.

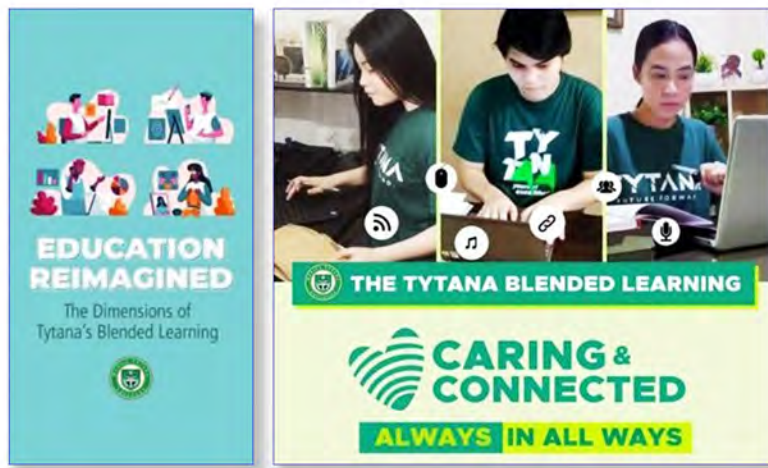


Be Your Own Soaperhero! A gentle reminder on proper handwashing.

To this day, Tytana continues to actively monitor developments to keep the community informed and makes every effort to provide services for our clients. Information about the College's services, safety and wellness guidelines and reminders, and community prayers are regularly posted on social media.

Reimagining education

With the new reality the coronavirus pandemic has created, blended learning appears to be the benchmark of the future of education. Rooted in its commitment to provide quality education and with its transformative vision, Tytana is dedicated to reshaping its instructional strategy as an adaptive response to the current challenge the education sector is faced with.



Tytana implements blended learning to provide more accessible learning pathways for students.

As for online learning methods, classes are conducted synchronously and asynchronously. Modules for blended learning were developed. A survey was conducted to determine the most appropriate and preferred learning mode so that no student is left behind.

Taking advantage of online platforms, we were able to overcome the barriers to inviting adjunct professors. Industry practitioners and experts conduct lectures in the convenience of their homes, locally and abroad.

While on community quarantine, Tytana has shifted its delivery of student services online — from admissions, payment, requisition of documents, to free webinars. Virtual offices have become the new norm.



A move to remote work. Tytana has secured virtual offices to maintain delivery of services and connection.

The College Library has maximized its electronic accessibility to provide virtual assistance and learning support. Apart from digital materials available online, the Library initiated a home delivery service where books will be delivered via courier to the borrower's place.

Setting up new academic infrastructure, facilities, and resources

In its effort to integrate online learning with traditional learning strategy, Tytana recalibrated its technology strategy.

Internet connectivity on campus was enhanced.

Teaching spaces for faculty members called the Virtual Learning Rooms were set up, replete with equipment such as computers, laptops, headphones, and physical glass boards, among others. Along with this, Zoom accounts, Labster (virtual lab simulation platform for Science and Nursing subjects), and other support packages were acquired for faculty members and administrative offices' use.

To ensure that students maintain their well-being while coping with this new reality, online counseling is conducted to sustain constant contact with students and continuously accommodate their needs. Also, a Wellness Break was held to allow students and employees to take activity breaks, retain focus, prevent fatigue, and recharge.



Online counseling for students through the Guidance and Testing Department.



Virtual Learning Room. A virtual teaching hub with separate cubicles where faculty members conduct online classes.

Retooling educators

Faculty members have undergone training and attended various seminars to acquaint them with modern tools and optimize their teaching approach in blended learning.

Providing financial support

Faced with the present difficult circumstances brought about by COVID-19 and in the College's desire to help, Tytana has maintained the level of fees for the entire Academic Year 2020-2021.

Apart from this, Tytana has continued offering scholarship grants and various discounts on fees. Selected students were also provided with electronic tablets.



Tablets were distributed to selected scholars to aid them in their online classes.

Students with outstanding dues have been allowed to enroll. Tytana's priority has been to support the parents/guardians of our students in managing the impact of this pandemic and in continuing to provide their children with quality education. Financial counselors are available to assist the parents in planning their payments, particularly for those with balance.

Supporting employees every step of the way

The College has provided assistance to its employees—faculty members, non-teaching personnel, and maintenance and security personnel.

Promoting economic recovery

In 2019, during the commemorative event of the first death anniversary of Metrobank founder, Dr. George S.K. Ty, the Ty family pledged financial support for subsidy for faculty members and entrance scholarship for students. Faculty subsidy was supposed to be released in June 2020 to provide assistance as the College transitioned to a new school year in August. However, it was distributed in advance, April 2020, to help them

manage the impact of COVID-19.

For non-teaching employees, the release of wages was continued even during the Enhanced Community Quarantine. Salaries were neither delayed nor reduced. In fact, a portion of the 13th-month pay was released ahead of time. The College also provided assistance to its security and maintenance personnel.

"I am really grateful to be part of the Tytana family. In times of crisis, the Management has shown good heart to support the employees. I appreciate the financial aid. Malaki ang naitulong nito sa pamilya ko." – Prof. Rofel Reubal, Manila Doctors College of Nursing

The tech loan was expanded to assist employees in the delivery of blended learning and online student services. Internet subsidy for teachers was rolled out. Even faculty members who resigned after AY 2019-2020 received financial assistance.

Tytana cares—holistically and multi-dimensionally

Beyond economic support, Tytana cares for its employees' overall health. Since the lockdown, employees have been allowed to work in the safety and security of their homes. As they are isolated, the Human Resources Office has maintained its engagement with employees by conducting seminars and recreational activities for them. Unit heads have been monitoring the safety and health of the members of their respective teams.

As the College gradually started office operations in June, not all employees have been required to physically report for work, only those whose presence are essential. This is to spare them from transportation difficulty and crowded places and to maintain safe distancing as a preventive measure. For those who have been asked to go to work, transportation services and onsite accommodation for those who opt to sleep in the school have been provided. The campus and offices are regularly cleaned and disinfected, and safety protocols have remained in place.



Workspace alterations and barriers for an additional layer of protection.

The College has set COVID-19 swab test coverage for all its employees to help prevent the spread of the virus in the workplace and their respective homes and communities. The School Clinic is available for employees who are reporting onsite and conducts teleconsultation for the academic community.

“Thank you, frontliners”

In the face of a global health crisis, Tytana praises all the people who enter the battlefield every day to save lives — health professionals, non-medical workers, and frontliners who passed on while performing their duty. As a community, Tytana united as one voice to send a message of gratitude, hope, and love. Tytana honors its alumni around the world, who are responding to COVID-19.



A salute to our modern-day heroes. Photos of Tytana alumni as COVID-19 frontliners.

Embracing the new reality

The College continues its efforts to manage continuity of learning while ensuring the safety and wellness of the community. Tytana has already initiated preparations for the possibility of in-person classes.

In the event that the government allows face-to-face classes, Tytana shall only conduct onsite sessions in very limited cases, particularly for skills subjects that highly require it, with the safety of students and faculty to be the consideration. Class size will be reduced; alternate schedules will be observed; rooms and laboratories will be set up to ensure safe distancing among students and teachers. Adherence to the College's preventive measures and health protocols is non-negotiable. Everyone's safety cannot be compromised.

In addition to all current initiatives, Tytana has improved its campus preventive measures, e.g., installation of physical barriers, signages, etc., for the in-person facet of blended learning for students, reception of clients and guests, and office operations of employees.

Despite the challenges of online learning, Tytana ensures the delivery of quality instruction and student services based on continuous assessment and consideration of the needs of the students in the implemented learning modality. Tytana always recognizes its students' welfare and diverse needs as top priorities.

Caring. Connected. Community.

These are tough times. But Tytana sees it as an opportunity to build a stronger road map based on its principles and values: social responsibility, care, and unity.

The significance of social responsibility is underscored by these pandemic practices, with the purpose of not only helping the members of the Tytana community but also creating a transcending impact on their lives. Titans who dedicate their time and effort to help in their own ways by donating, volunteering, among others, are a testament to the attainment of this purpose.

The welfare, progress, and the future of the Tytana community—students, their parents and guardians, teachers, non-teaching employees, security and maintenance personnel, alumni, and stakeholders—remain at the root of the College's decision-making. True human interaction can never be replaced, but Tytana never ceases to look for ways to not only stay virtually connected but also to innovate in capturing emotional context and a slice of life. A future where the value of physical proximity may have to be reduced, but this is how Tytana will remain a caring, connected community as it transitions into a new world.

**Originally published in July 2020 via www.mtc.edu.ph. Updated as of January 2021.*

Online Learning: USPF's Response to the Call of Times

*By: Victor P. Degamo RN, LPT, MN
Odilon A. Maglasang, RN, LPT, MAN, EdD*

On March 15, 2020, Cebu City was placed under community quarantine and a strict lockdown was announced on March 28, 2020, by Cebu City Mayor Edgardo Labella. It was a sudden proclamation that caught all sectors of society off guard and unprepared.

Schools, malls, hotels, restaurants, resorts, even churches, were closed. Everyone was ordered to stay at home. The normally frivolous and high-spirited "Queen City of the South" suddenly came to a halt. It felt like waking up in another dimension where the usual sights and sounds that filled the senses were gone. The usually busy streets along with schools and universities suddenly became empty.

Several preventive measures were implemented to curb the spread of the dreaded COVID-19. Everyone was required to wear a face mask and shield, wash their hands, and maintain physical distance from each other. Classroom engagement was suspended. Students and teachers were locked in their homes.

This new normal has prompted the education sector to adapt. Fortunately, the University of Southern Philippines Foundation (USPF) was already equipped with an online learning management system: CANVAS.

Webinars were provided to upgrade and strengthen the skills of the teachers in the utilization of CANVAS. It was not long before they acquired advanced skills in using tools inside CANVAS necessary for online teaching-learning activities.

Teachers were required to demonstrate mastery in using online tools or software (Zoom, Google Meet, Google Classroom, CANVAS, etc.) for online instruction. Certificates were awarded to teachers who were able to show proficiency in online delivery, which was a requirement before teaching loads were given. Thus, the transition from traditional classroom contact to online learning was met with relative ease.

Despite the challenges brought about by the pandemic, USPF remains true to its vision of providing global lifelong learners in pursuit of excellence.



We have made distance learning not only possible but quite interesting as well. Why? Here are some of our realizations while adopting it:

1. Our students could study in the comfort of their own home or wherever they want; the teaching comfort of our faculty was improved as well.
2. No need for them to travel for training, therefore it costs less.
3. We fully utilized the learning management system, which is the Canvas supported by several platforms.
4. Although sometimes challenged with unstable internet connections, we could still manage the class with minimal distractions. Most students joined the class on time, except those affected by connection problems.
5. They learned from peers during online classes or virtual group meetings.
6. Both students and teachers could access the courses 24/7 and found it more relaxing than the traditional classroom setting. However, it has lesser interpersonal and physical interactions.
7. Adapting the distance learning curriculum, the teachers and students could develop their skills in interacting with technology.
8. Different learning and teaching styles were also developed to become more engaging, though still being challenged with the distance.

Prior to the pandemic, USPF was able to celebrate Charter Day and the giving of Service Awards to loyal employees and faculty members. Intramurals and University Days were significantly celebrated by USPF as one family. Different colleges celebrated their own College Days with both academic and non-academic competitions wherein students' potentials were built up. However, the celebrations were limited due to the impact of the COVID-19 virus. We were still able to find ways to celebrate with some restrictions.

In 2017, the University of Southern Philippines Foundation successfully celebrated the 90th Founding Anniversary known as the Emerald Year of the University.

Commencement exercises were very successful and done on schedule. Recently, we did a Virtual Graduation, recognizing our outstanding graduates as well.

We continually and consistently connect with our stakeholders, students, parents, alumni, partner industries, and communities. We maintained very meaningful linkages and strong relationships with them through the various extension services and internship programs for our graduating students until their employment.

Most of our faculty members and students are highly involved in different professional and educational organizations as part of our linkage and professional development. We joined a lot of competitions inside and outside the school. Proud to say that we also have won many times and have even represented the school outside the country.

USPF has provided us with good reading materials, including a digital library and learning commons. Both students and faculty members were also provided with facilities conducive to learning.

The University is truthful to its vision and mission statement, upholding the core values of professionalism, integrity, excellence, and social responsibility.

By: **Dr. Venus Empuerto**
Dean, School of Business and Accountancy

National University Marks Historic 120th Founding Year

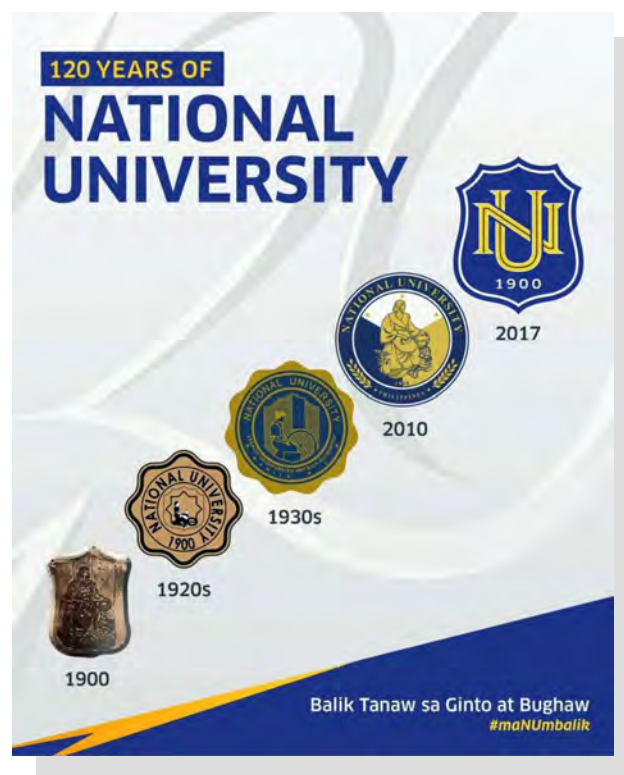
Despite the pandemic hitting the country hard in 2020, it did not stop National University (NU) from celebrating its 120th founding anniversary last August 2020. The celebration kicked off with the announcement of the foundation theme, *“Balik Tanaw sa Ginto At Bughaw”*, which represents the university colors and the call to look back on the rich history of the institution.

The virtual celebration took place via Microsoft Teams and highlighted the Service Awards for the NU employees. In his 120th founding anniversary message, President Renato Carlos H. Ermita Jr. thanked the people behind the success of NU through the decades:

As we celebrate our 120th anniversary, let us remember the men and women who were instrumental in helping our school survive difficult periods of war, economic and political instability, natural calamities, and tragedies.

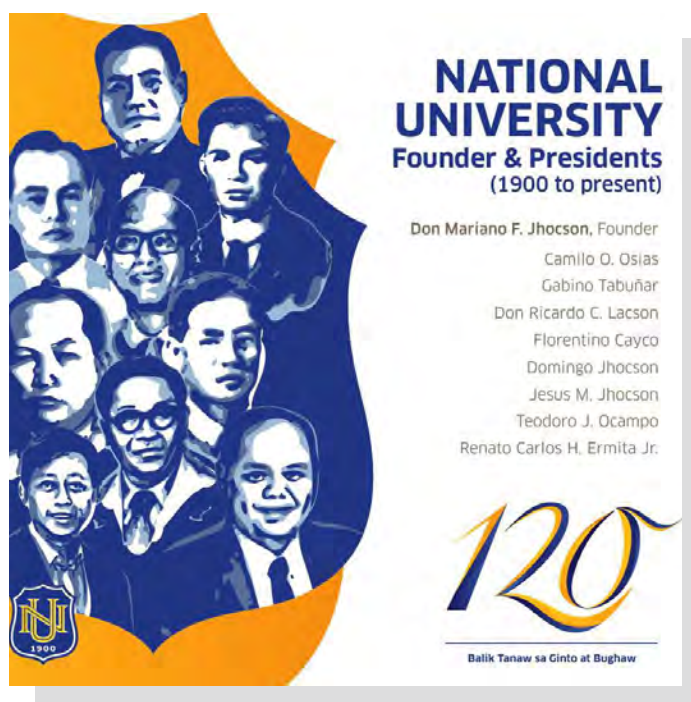
He also added that with great determination and commitment these people helped NU thrive through the years:

As we face the challenge of the COVID-19 pandemic, may we be inspired by their example and strengthen our resolve to face the challenges ahead.



Aside from the virtual celebration, National U also featured on its website and official social media pages the milestones of National University, including its past presidents, official logo transition, notable alumni, and historic sports feats.

National University, the first non-sectarian and co-educational institution in the Philippines, was founded on August 1, 1900, by Don Mariano F. Jhocson.



RENAISSANCE MAPÚA
96th
FOUNDATION ANNIVERSARY
Evolving. Flourishing. Rising.



Renaissance Mapúa: Evolving. Flourishing. Rising.

Mapúa University's forward-looking perspective for its education has brought many successes to the institution. Attesting to this are the programs and innovations it has continuously offered and delivered for its stakeholders around the world despite challenges, and the global recognition it has received in the years leading to its 96th founding anniversary.

As it marks a new milestone, the University will start a celebration called Renaissance Mapúa, a depiction of its illustrious history of evolving, flourishing, and rising into an academic institution of a very high caliber in Asia.

New milestones and academic innovations

Mapúa moved up from being a 3-Star university rated by QS to being a 4-Star institution in 2020. It also garnered high scores under eight performance categories: 5 Stars for the Employability, Facilities, and Social Responsibility categories; 4 Stars for the Teaching, Inclusiveness, and Program Strength categories; and a 3-Star rating for the Internationalization and Academic Development categories.

Apart from the ratings it acquired from QS, Mapúa still houses the most number of ABET-accredited programs for a single campus in the Philippines with 14 programs: Biological Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, Electronics Engineering, Environmental

and Sanitary Engineering, Industrial Engineering, Manufacturing Engineering, Materials Science and Engineering, Mechanical Engineering, Computer Science, Information Systems, and Information Technology (www.abet.org). ABET accreditation signifies that Mapúa's engineering and computing programs meet the quality standards to produce graduates prepared to enter the global workforce, enabling them to be qualified for careers in multinational companies and to seek a license in the United States, where licensure for engineering and surveying professions is regulated at the state level.

"A big challenge has been the definition and promotion of international education standards. Addressing this issue has an impact on the trend of global mobility of graduates across national borders. One solution has been to define those standards in terms of program outcomes and use these in the international accreditation of programs. This is the context of the ABET accreditation of Mapúa's engineering and computing programs and its advocacy of outcomes-based education," said Mapúa President and Chief Executive Officer Dr. Reynaldo B. Vea.

The University also entered the global Times Higher Education (THE) Impact Rankings 2020. It was ranked in five (5) Sustainable Development Goals out of 17: SDG 6–Clean Water and Sanitation (Rank 101-200); SDG 7–Affordable and Clean Energy (Rank 201-300); SDG 8–Decent Work and Economic Growth (Rank 401+); SDG 12– Responsible Consumption and Production

(Rank 301+); and lastly, for the second time in a row, SDG 17– Partnership for the Goals (Rank 601+). Overall, it placed 601+ out of 766 participating institutions worldwide.

The THE Impact Rankings are the only global performance tables that assess universities against the United Nations’ Sustainable Development Goals (SDGs) by using carefully calibrated indicators to provide comprehensive and balanced comparisons across three broad areas: research, outreach, and stewardship (timeshighereducation.com).

Mapúa’s already established online learning facility also became a beacon during the trying times caused by the COVID-19 pandemic. It helped in ensuring that its students continue with their education. Even so, Mapúa continued to invest heavily in new tools and innovations, giving a boost to its learning management system Cardinal EDGE or Education in a Digital and Global Environment. Mapúa was even tagged by US-based education and technology company Cengage as among the most digital-ready universities in Asia last June.

Mapúa also expanded its fully online programs with six (6) fully online undergraduate degrees: Computer Engineering, Electrical Engineering, Electronics Engineering, Industrial Engineering, Computer Science, and Information Technology; and nine (9) fully online master’s degrees: the Master of Engineering (MEP) programs in Computer Engineering, Electrical Engineering, Electronics Engineering, and Industrial Engineering; the Master of Science (MS) programs in Computer Engineering, Electrical Engineering, Electronics Engineering, and Mechanical Engineering; and the Master of Information Technology program.

Boosting its international relations, Mapúa also implemented virtual international programs despite the dire situation caused by the coronavirus crisis. It organized a short program entitled “P2A Virtual Journey 2020: Green Growth and Eco-Innovation,” with Universitas Islam Indonesia and Telkom University, which ran from September 7 to 21. It also developed the Collaborative Online International Learning (COIL) with Ontario College and invited Dr. Yoshikazu Yoshida, Dean of Toyo University’s Graduate School of Science and Engineering, to conduct a virtual class on Japan’s manufacturing practices. It also organized the mini-colloquium series focused on chemical technology, renewable energy, and bio/nanomaterials with Universiti Malaya, Universiti Teknologi PETRONAS, Universiti Kebangsaan Malaysia, and Chung Yuan Christian University. As a result of the series, Mapúa is now developing its Research Exchange Program with select Malaysian and Indonesian universities. It is also working on several dual-degree programs with Universiti Teknologi Petronas, Institut Teknologi Sepuluh – Nopember, and the University of Central Oklahoma.

Mapúa has also continued to create a learning environment where research, development, and innovation (RDI) can flourish among its students and researchers. The University sees to it

that it remains to have more reasons to push for the generation of new knowledge to combat industry and society issues. It ensures that its constituents do not lose the drive to continue to innovate by providing support and venues for RDI to its young researchers.

“RDI keeps our classroom instructions current. A school has to work at the frontiers of knowledge if it wants to do RDI. Furthermore, RDI enables us to contribute intellectual capital in addition to human resources towards our country’s advancement,” expressed Dr. Veal. “If we are able to communicate online what we used to communicate face-to-face in pre-pandemic times, then we can continue to inspire our students to imagine how to improve and add value to existing products, systems, and processes.”

Mapúa recently produced the first global Sustainability Award Winner of the James Dyson Award 2020. Its Electrical Engineering student Carvey Ehren Mague was recognized for his remarkable invention AuREUS or Aurora Renewable Energy and UV Sequestration, a system that uses technology synthesized from upcycled crop waste to absorb stray UV light from sunlight and convert it to clean renewable electricity. Mague was personally handpicked by James Dyson, the founder and chief engineer of Dyson Ltd and James Dyson Foundation, out of close to 1,800 global entries.

Mapúa, together with the Marinduque State College and the local government units (LGUs) of Marinduque, also developed a mobile and web-based application called eSalba that will help LGUs in improving the disaster and health resiliency capabilities of 54,000 households on the island province. The application enables users to see the locations of those who will report incidents, as well as whereabouts of responders, areas for evacuation, and health centers in the community, allowing LGUs to implement a quick and coordinated disaster response. Implementing such a breakthrough in the island province is the first step of the team of developers’ vision to scale up eSalba to cover the whole region of Mindoro, Marinduque, Romblon, and Palawan (MIMAROPA).

A celebratory year

This week marks Mapúa’s 96th year of delivering excellence as a premier engineering and technological university in Asia. With the milestones it has accomplished in recent years, Mapúa shall assure the continuity of learning and improve further on its delivery.

The five-day-long celebration will be filled with various exciting activities that will showcase the prowess of members of the community, tapping into its known strengths – literature, art, entrepreneur, technology, engineering, and research. Webinars will be conducted by the different schools and departments of the institution. Talent and gaming competitions will also be held. Outstanding students and employees will also be rewarded.

Wesleyan University - Philippines @ 75: *Celebrating God's Faithfulness in Difficult Times*

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

How does a Christian University respond to the COVID-19 pandemic that has upended existing assumptions about the way we deliver instruction? What would be the viable continuity plan in the midst of extreme difficulties commonly experienced by private higher education institutions? For Wesleyan University - Philippines (WUP), 2020 was a year full of uncertainty, fear, and at times, a sense of near exhaustion as we struggled to navigate the radical shift from in-person classes to flexible learning and see that nothing should stop learning. Yet, even as we went through rough times, we saw the hand of God in the many unexpected blessings, opportunities, and benefits that WUP received.

The nationwide lockdown enabled WUP to expand its horizons as we reached out to help capacitate other higher education institutions (HEIs) through our national webinar series which included topics on (a) *Designing Instructional Modules for Flexible Learning*, (b) *Learning Outcomes and Assessment, Teaching Language and Literature Creatively, Psychosocial Support for Higher Education*, and (c) *Implementing Remote Learning in Basic Education* among others. CHED Chair J. Prospero E. De Vera III commended WUP for heeding the Commission's call for *bayanihan* in the higher education sector, saying that WUP's service to other HEIs is "critical in the shift towards flexible learning." In October, the European Union Delegation in Manila designated WUP as the Regional Hub for Luzon for the 2020 Virtual European Higher Education Fair (EHEF). WUP provided technical support by co-hosting the live webinar sessions, which were well attended. Also, during the pandemic, WUP sealed alliances with industry leaders in order to respond to the pressing demands for excellence and relevance in the increasingly digital world. These partnerships broadened the horizons of opportunities at WUP with: (a) programs to capacitate students to be global-ready digital talents; (b) exchange of educational materials, research publications, and instructional information; and (c) access to equipment and capability-building activities. Undoubtedly, these alliances tremendously enhanced the employability of WUP graduates here and abroad. Partnership agreements with smaller HEIs in Luzon for joint programs in faculty development and student exchange were also executed.

As part of the extension program of the University, we reached out to the ecumenical community by spearheading two (2) national consultations. The feedback we gathered was both inspiring and encouraging, considering the need to reflect on our faith as a predominantly Christian nation as we prepare for the quinquennial celebration of Christianity in the Philippines in 2021. The *National Consultation on Christian Education* in September had more than 1,500 participants who joined the conversation and discussion on Zoom, Facebook Live, and YouTube. The *National Consultation on Theological Education* in December reached 18,000 people via Facebook Live. CHED Chair De Vera who delivered the Keynote Address committed to supporting the initiative of seminaries especially the stand alone to come within the supervision by CHED.

The pandemic enabled the University to revisit and rationalize its curricular offerings and opened horizons for new programs. The Wesleyan Executive Leadership Development (WELD) Program was started as a training ground for present and future university leaders. And, unexpectedly, WUP received significant gifts and scholarship grants from generous benefactors and friends who share WUP's vision and mission as a Christian university.

As a grand welcome for the New Year, WUP alumna Ms. Charito Leonardo Romano (BSN '94) received the *British Empire Medal* from Her Majesty, Queen Elizabeth II of the United Kingdom on the occasion of the yearly New Years Honours. The Medal was given in recognition of her outstanding work as a Staff Nurse in the United Kingdom during the Covid-19 pandemic. Ms. Romano exemplified WUP's ideal of service above self. Her Christian compassion expressed in her selfless care of the sick in the midst of difficult and challenging times brought honor and pride not only to her alma mater but to the Filipino nation as well. Indeed, she has given hope in our hearts and has made this world a better place to live in.

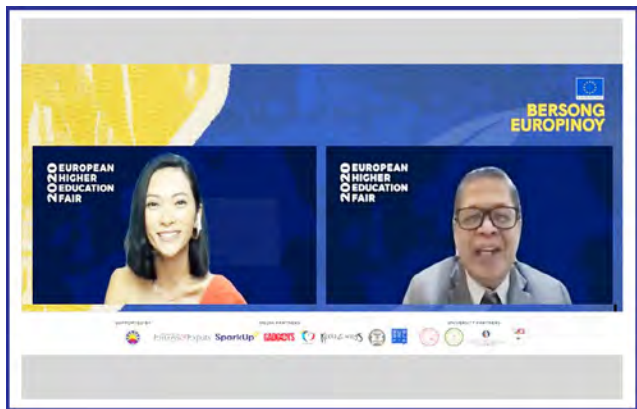
In the light of these events, we cannot help but to rejoice, count our blessings, and be grateful to God for his faithfulness and grace. As WUP proceeds to celebrate its 75th founding anniversary this year, it is our wish to remain faithful to our mission as a Christian university which is to promote our nation's moral vision by aligning our students' moral, intellectual, and social development with God's vision for humanity.



The Chairman of the Commission on Higher Education (CHED) J. Prospero E. De Vera III keynoting the first National Consultation on Theological Education initiated by Wesleyan University-Philippines. *Photo credits to J. Prospero E. De Vera III*



Wesleyan University-Philippines co-hosted the European Higher Education Fair (EHEF) 2020 where universities from the European Union opened their program offerings for Filipino students.



Wesleyan University-Philippines President Judge Benjamin D. Turgano (ret.) being interviewed by Dr. Danie Laurel for the European Higher Education Fair 2020.



Filipino nurse Charito Romano, Bachelor of Science in Nursing Batch 1994 of Wesleyan University-Philippines, was awarded the British Empire Medal for her contributions to the UK's COVID-19 response at the Arbrook House Care Home in Esher, England.



The Wesleyan University-Philippines Dance Troupe during the 74th Founding Anniversary in February 2020 before the pandemic. The dancers here in traditional costume hold up palay stalks in a dance of thanksgiving for a bountiful harvest. Nueva Ecija, home of WU-P, is the rice granary of the Philippines. Amidst industrialization, the province remains dependent on its strong agricultural economy. WU-P preserves the cultural heritage of Nueva Ecija. Much like planting rice, education in EU-P not only aims to fill the minds of its students, but also to instill in them the values of perseverance and hard work, the importance of the community, and reliance upon God's grace.



2021: A Diamond Celebration of LIFE (Legacy and Innovation for Excellence)

This year, 2021, is the 75th anniversary of the founding of Cebu Institute of Technology – University. This year engenders a Celebration, a Pause, and a Nexus.

It is a celebration because there are thousands of reasons to celebrate. For CIT University, the year Twenty Twenty-One is a celebration of LIFE, a celebration of both Legacy and Innovation For Excellence.

But before the celebration, it is a Pause because it will provide the university a chance to think out and rethink the things it has done and the things it will do in the years to come.

This year is also a Nexus, a short bridge between the Familiar and the Undiscovered, the Known and the Unknown, and between the Beginning that we are aware of and the Will to carry on Life and to embrace its wonders.

This year, the entire university aims to catapult its gaze beyond the horizons, but to do that, an entire academic community will also send its collective consciousness back to its humble beginnings, through the mists of time, three generations back, when the world we used to know was uncomplicated and slower, yet younger and bubbling with exuberance.

History and Legacy

The 75-year academic journey of CIT-University was marked with struggles, inspiration, hope, and passion for excellence. This started in 1946 with the vision of CIT's founder, Dr. Nicolas G. Escario, Sr. who yearned to help rebuild the country from the devastations of World War II by establishing a school that can serve as a training ground for engineers.

From the two pre-fabricated structures that accommodated 512 pioneering students enrolled in high school and college levels at the start of CIT's operations, the founder was able to put up eight (8) semi-concrete school buildings in a more prominent location of Cebu City in 1958 before his passing away on November 1, leaving the leadership to Don Rodolfo Lizares, Sr. Under the leadership of the second president, CIT widened the undergraduate studies with more programs in engineering and architecture.

Resourceful and bold in his program for progress, Don Rodolfo T. Lizares, Sr. then replaced the old structures with modern buildings and consequently acquired more facilities in line with the progressive trends in educational management. He also acquired a new site for CIT at the N. Bacalso Avenue in 1965 and erected a modern four storey building. Gradually, the remaining colleges at C. Padilla were transferred to the new site.



(Upper-left) Back view of the Dr. Nicolas G. Escario Building of the old CIT Campus at C. Padilla Street

(Upper- right) Architect's perspective of the New CIT campus at N. Bacalso Avenue published in an old CIT ad in the 60s from the Cebuano study center at USC (courtesy of the niece of University Librarian Mrs. Rainera Boholst).

(Lower-left) The Dr. Nicolas G. Escario, Sr. Building, one of the new structures built during the term of his son, Mr. Gregorio Escario. This building houses the College of Computer Studies and the College of Nursing and Allied Health Sciences.

(Lower-right) Façade of the new 8 storey building.

Aside from developing the physical structures of the institution, Don Rodolfo Lizares Sr. also engaged in collaborative projects, the most prominent of which was a multi-million-development plan with the Educational Project Implementing Task Force (EDPITAF) of the government. Through this program, CIT became the resource-based institution for engineering programs in the Visayas and Mindanao.

CIT's aim towards progress surged to new heights in the academe when it received an award as the MOST OUTSTANDING INSTITUTION FOR LEARNING IN CEBU CITY during the Cebu City Charter Day celebration in 1980.

The demands of the electronics industry as well as the advancement of science and technology in the '80s impelled the institution to offer more programs in engineering and introduce computer studies.

The passing on of President Rodolfo A. Lizares, Sr. on April 4, 1991, paved the way for another leadership. This time, CIT's president was a younger and dynamic successor, Mr. Gregorio L. Escario, the third president of the institution. Under his leadership, the Kindergarten school was opened together with the reopening of the Elementary Department in 1992.

Ever aspiring for academic excellence, Cebu Institute of Technology was awarded in 1994 as the MOST OUTSTANDING ACADEMIC INSTITUTION IN SCIENCE AND TECHNOLOGY for Region VII.

Aside from continuing his leadership in education in the three academic levels, President Escario has given full support to other innovative special programs such as Industry-Academe Linkages and Special Computer Programs. Consequently, the Department of Computer Studies (DoCS), currently the College of Computer Studies (CCS), was awarded a multi-million peso funding assistance from the Department of Science and Technology (DOST) for the creation of the Multimedia

Development and Training Center (MDTC) and the Software Development and Training Center (SDTC).

As CIT continued its march towards progress and academic excellence, the institution was deputized by the Commission on Higher Education (CHED) in 1999 to offer the expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP).

In 1999, CIT was awarded as CHED CENTER OF DEVELOPMENT FOR EXCELLENCE IN INFORMATION TECHNOLOGY EDUCATION in Region VII.

The more than two decades of leadership of Mr. Gregorio Escario carried on the passion for excellence that enabled CIT to embark on partnerships with government institutions for the advancement of scholarship, research, and community services. As scholarship soared high with the excellent performance of graduates in board examinations, networking and linkages, as well as research, were also activated with the challenges posed by the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA).

Academic excellence is not mere self-recognition. It is most valued when the institution's excellence is a recognized reputation in the community and affirmed by a third party. It is for this reason that CIT started to engage in voluntary accreditation in the process of strengthening its programs in the areas of instruction, research, and community extension. It is therefore fulfilling that CIT has been a recipient of PACUCOA awards for the last 15 years: (1) institution with the 4th highest number of accredited programs in the country in 2011, 2012, and 2013; (2) institution with the highest number of accredited programs in Region 7 for the 9th time since 2011; (3) first PACUCOA-member institution in Region VII with level 3 accredited status for BSIE, BSCpE and BSEE programs in 2018 and BSA, BSPsych, BSIT, BSCE, and BSME programs in 2020; and finally (4) first institution in Region VII with Level IV accredited status for BSCS, BSBA, BSED, and BEED programs in 2020.



CIT's journey to 75 years had its triumphs before this diamond jubilee was reached. The trust that the institution had gained through the years was acknowledged not only by PACUCOA but most especially by the government agency supervising higher education institutions. It was therefore with pride that CIT accepted recognition in 2007 as CHED Center of Excellence in Information Technology Education, one of the nine schools in the Philippines at that time, and CHED Category A(t)- Mature

Teaching Institution under the Institutional Quality Assurance Monitoring and Evaluation (IQAME) framework, the first in Southern Philippines. CIT was among the first batch of higher education institutions that underwent IQAME assessment. Of the 21 schools assessed in 2006 and 2007, only three schools qualified for the A(t) Category. In 2009, CIT was granted Deregulated Status and finally, University Status on July 7, 2010.

In 2004, CIT was able to offer graduate programs in IT education and became the first school in the Visayas area to have been identified as delivering higher education institution (DHEI) for Master in Computer Science and Master in Information Technology.

Recognition from the government and business sectors is a key indicator of how the local community values the institution as an educational partner. CIT ensures that its programs remain relevant by meeting the standards and responding to the needs of these sectors. In 2007, CIT received the Outstanding Institution Award from the Cebu City Government while the Quality Education Distinction Award was accorded by the Cebu Chamber of Commerce & Industry (CCCI), Inc. in 2013.

Relentless in pursuing excellence, CIT University was first granted Autonomous Status in 2016. On April 22, 2017, the university mourned the passing of University President Gregorio L. Escario.

Period of Innovation

A transition of leadership was marked with a simple but fitting investiture of Engr. Bernard Nicolas Escario Villamor as new university president. The ceremony was held at the campus auditorium on June 10, 2017.

During this early stage of transition of leadership, Cebu Institute of Technology – University retained the Autonomous Status effective June 1, 2019 to May 31, 2021, while its grant as the

Center of Excellence for Information Technology Education has been extended.

As the 21st century moved towards the end of its 2nd decade, there seemed to linger a bolder call for innovation in education, thus the 4th Industrial Revolution in Education. CIT was preparing for this and was looking into ways to strengthen further another critical thrust of a university: research.

Under the leadership of the new president, international linkages with universities outside the country were forged.

Investment in research was intensified with more funding for research presentations done locally and internationally. The Wildcats Innovation Laboratory, MakerSpace, and CREATE were also established to help facilitate the pitching and conduct of research and innovation activities. The Learning Resource and Activity Center (LRAC) was also redesigned to accommodate student activities related to research and innovation. A frequently visited area for guests of CIT is the WALL OF FAME which shows the names of board top-notchers and CIT's list of Kings and Queens. CIT's track record in producing board top-notchers has continued to inspire students to pursue their passion for excellence. This passion is most reiterated by President Villamor whose claim of "CIT-University as the home of board top-notchers" is warmly embraced by the academic community. As of the latest counting, the university has produced 718 board top-notchers where 84 are first placers. This number of top-notchers continues to grow every year.



In 2019, the new leadership immortalized the prominent figures of CIT-University by naming specific campus structures in their honor. A new building was constructed during this year, named to commemorate the late president Gregorio L. Escario.

MADE4Learners: Innovative Approach for Distance-Online Education

The end of the AY 2019-2020 school calendar was interrupted for a while because of the onset of the pandemic that called for community lockdown in March 2020. This interruption triggered the conceptualization of the Multiple Approaches for Distance Education or MADE4Learners Framework, CIT's emergency remote learning system.

The MADE framework provides flexible modes of instructional delivery responsive to the needs of the times; thus, CIT has maintained undisrupted learning for its students even as the government has imposed lockdown in the entire country.

CIT was able to offer the regular summer term from April 29 to June 10, 2020, and the special summer term from June 24 to July 31, 2020. The basic education departments were also able to offer remedial summer terms to close AY 2019-2020.

AY 2020-2021 started in August 2020 and would end by June 2021. For the regular semesters, the course clustering scheme was adopted to help students in adjusting to the new mode of delivery. In this set-up, the semester is divided into two segments delivered within a nine-week period where students carry 50% of the whole semester's study load per cluster, giving them ample space to focus on a few courses at a given time.

To support the MADE framework and for CIT to continue to deliver its brand of education, a Learning Management System (LMS) has been adopted. In CIT, this LMS is given the name Wildcats Lair and has become the primary repository of the institution's online courses where all faculty members are required to set-up their classes. For privacy considerations, the university has also transitioned to MS Teams as the official communication channel as well as a back-up in case Moodle is not accessible; thus, each class should have a team in MS Teams.

Moreover, the University provided the faculty with the needed resources and training to facilitate the shift from campus-based instruction to a virtual mode of operations. With the adoption of the MADE4Learners Framework, teachers underwent a 1-week training in the use of the LMS and attended webinars to enhance their knowledge and skills in curating and creating materials to enrich course content in the LMS. Other forms of assistance were also extended to the faculty for them to be more effective in this new teaching-learning platform.

The pandemic posed a continuing challenge to the university. MADE4Learners was the university's timely and innovative response.

With the shackles of the ongoing pandemic, the University President has called upon the CIT Community to intensify its CARE for its stakeholders. On his 2020 Christmas message to administrators, support personnel, and the frontline people, the President consigned an ascendant signification to the term CARE: Create, Abate, Raise the Bar, Experiment and Execute. The President exhorted the CIT Community to Create- to start generating new ideas, new ways of doing things, innovating, and producing new value; Abate for mitigating the pains the pandemic has wrought on the students and constraints acting as shackles on the university; Raise the bar by self-development and increasing the value of the university services to its customers; and Experiment and Execute, that is, never be afraid to try new things if they are meant to improve our services and unleash the potentials of innovation. Doing CARE through innovation must be unceasing until imagination and ideas become day-to-day realities that can improve the learning experience of the students, provide a premium to industry partnerships and productivity, and ameliorate the way of life of the communities that the university is serving.

The Diamond Jubilee

LIFE to an institution is not only filled with pursuits but also triumphs. This year 2021, which marks the 75th year of CIT University, is a call for a celebration. Aware of the rise of CIT from humble beginnings with the backdrop of war devastation, the community must remain steadfast, strong, and hopeful despite the threats of the pandemic and the limitations besetting the academic institutions. CIT was instituted with the vision of helping the country rise from the ravages of war, introducing engineering programs as the pioneering course offerings when it was founded in 1946.

Three-quarters of a century proved how CIT-University rose with the passion of stakeholders to pursue common goals and vision. The initiatives to build structures, collaborate with people and institutions, pursue excellence in instruction, research, and community services, these all blazed the trail to where CIT is now among the distinguished few autonomous universities.

To give honor and express gratitude to CIT's history and milestones for 75 years, a number of virtual activities are scheduled. These activities shall highlight people who had been great stewards of the institution, honor the hallmark of CIT's reputation of excellence, and inspire students' creativity as an expression of gratitude and pride to their university.

This period of the pandemic may not be appropriate for revelry. Thus, this year's celebration shall feature a unique but fitting mode of expressing gratitude and conferring honor to whom such gratitude and honor are due.

Truly, this 75th year of CIT University is a period of celebration, pause, and a nexus. Much learnings and experiences from the 75 years are to be reexamined, processed, and textured for more discoveries in the decades to come. In the current extraordinary times, Legacy, for example, may not be enough. President Villamor impassioned the university community with an incessant call for Innovation. This is because nothing short of Excellence would be needed to carry the university through troubled times, beyond the horizon where fresher hopes are latched on solid rocks built by the indubitable faith and courage of the university vision and mission.

For CIT University, 2021 is a Diamond Celebration of LIFE: Legacy and Innovation For Excellence. To make the year and its future luster, nothing of the efforts that shall be exerted henceforth shall be less than Passion for Excellence.



Far Eastern University Nicanor Reyes Medical Foundation @ 50

By: Pio T. Esguerra II, MD, FPCP, FPCCP, DIH

Chairman, 50th Anniversary Celebration,

Dean, FEU-NRMF SRT

Head, FEU-NRMF Pulmonary Care Section & TB-DOTS Facility

The Far Eastern University-Dr. Nicanor Reyes Medical Foundation (FEU-NRMF) was born out of the fusion of the Institute of Medicine (1952), FEU Hospital (1955), and School of Medical Technology (1961). The founder, Nicanor M. Reyes Jr. (NMR), envisioned FEU-NRMF to be at the forefront of the pursuit of excellence in medical and paramedical education, quality health care service, and relevant research.

The foundation has grown over the years with the establishment of the Schools of Physical Therapy (1994), Nursing (2003), Respiratory Therapy (2009), Pharmacy, Nutrition & Dietetics, and Radiologic Technology in 2013.

Not to rest on its laurels, in her vision to build FEU-NRMF CITY, a fully integrated community dedicated to educating students as well as healing and serving the needs of patients in recovery, the foundation relocated from Morayta, Manila to Fairview, Quezon City in 1999 through the unprecedented efforts of then Chairman of the Board of Trustees, Dr. Josephine C. Reyes (JCR).

This year, under the leadership of the current Chairman & Chief Executive Officer (CEO) Ambassador Nicanor C. Reyes III (NCR), FEU-NRMF marks its 50th Anniversary with the theme “Glorifying the past, inspiring the future”.

Amidst the COVID-19 pandemic, bearing in mind the best interest of employees, faculty, students, and clientele, the scaled-down celebration officially opens virtually in January 2021 with FEU-NRMF President Atty. Antonio H. Abad Jr. leading the event.

A series of mostly virtual activities throughout the year will follow, including a coffee table book, a 4-part docuseries, the JCR Memorial Lecture, the 50 Most Outstanding Alumni Awards, the School of Medicine & Medical Technology Alumni Homecoming & Scientific programs, the Faculty & Employees awards, the Students Achievement Awards, Research Presentations and many, many more!

Let’s celebrate our glorious past and together journey for an even brighter tomorrow!

Ad Astra per Aspera.





Capitol University Celebrates Golden Anniversary

Capitol University is a center for teaching, learning, and research in Cagayan de Oro City, Mindanao. It obtained the Autonomous Status from the Commission on Higher Education in 2019. For the university's 320 faculty and staff, this institutional autonomy is recognition of efforts invested and sustained for 50 years now to the motto *Progressio Integralis, Pro Deo et Hominibus (Total Person Development for God and Humanity)*.

Fifty years ago, on February 14, 1971, Mme. Laureana San Pedro Rosales founded Cagayan Capitol College (renamed Capitol University in 2003) with the vision of improving the quality of life in Mindanao through education. A native of Limao, Bataan, Mme. Rosales dared to share the Mindanao dream - a virtue encapsulated in CU's vision, mission, and institutional objectives; and shared by the basic education department, together with the five institutional affiliates.

Amidst the challenging times, the CU Community is proud to have achieved its vision for excellence and access as an institution in the service of total persons and an enhanced quality of life. Since its founding in 1971, CU has grown its Colleges and Program offerings from the original four colleges (Liberal Arts, Commerce, Education, and Secretarial) to the present-day nine colleges offering 25 baccalaureate and graduate programs and maritime training courses for continuing professional development.

CU now enters its golden years equipped with the latest facilities and resources, international affiliations and linkages, and sustained research, extension, and publication culture. The university's physical set-up and infrastructure have also responded to the times with a green campus environment - a backdrop to the students' vibrant University experiences. Over the years, CU has solidified its role in Mindanao as a center for various arts and culture activities hosting student and faculty performers as well as visiting artists and art organizations with the establishment of the Museum of Three Cultures, Art Gallery, and recently, the Theatre.

In the current 'normal', CU cannot waver, the challenges only reaffirming its commitment to true service and socially relevant programs. At the start of the Covid-19 pandemic, it hit the ground running, forging through setbacks and difficulties with the creation of CU Dedicated Distance Learning Environment (CUDDLE). Since August 2020, it has gone fully online with flexible and hybrid teaching modalities. The university is now in the first stretch of a three-semester online run and proud to report that the online modality is thriving with its own challenges, but always on the lookout for keeping the momentum as a dynamic institution of higher learning.

There is so much to look forward to in the next 50 years with as much hope, courage, and conviction as the founder did fifty years past. This year's golden anniversary celebration marks the beginning of a grander CU.



Fulfilling a Dream: Celebrating Southville's Journey through 30 Years



One of the highlights of Southville's educational journey is the receipt of the Philippine Quality Award in 2019 by its management team headed by Chairman of the Board, Dr. Peter Laurel, and Chief Executive Mentor, Dr. Genevieve Ledesma-Tan (center).

2020 did not quite go according to plan but Southville International School and Colleges (SISC) still celebrated 30 years of developing “lifelong learners, excellent in academics and values, and movers of society who will make a difference in the 21st century” last September. It has been three decades since the school first held classes with one section of 6 preschoolers. Now, SISC is the only internationally accredited and recognized school in the country offering a complete array of educational programs from preschool through graduate school, and has grown into a seven-member network of schools known as the Southville Global Education Network (SGEN).

DISTINCTIONS

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



The Southville Management Team receives PACUCOA recognition for being the youngest college in the country to reach Autonomous Status.

SISC has been conferred the prestigious Philippine Quality Award (PQA) for Commitment to Quality Management, the highest level of national recognition for exemplary organizational performance of private and public organizations in the country. It is certified by the International Organization for Standardization (ISO) 9001-2015 and also received Gold Certification from Investors in People, UK to become the first institution in Asia to go straight to Gold. It is likewise certified as an IB World School by the International Baccalaureate (IB) Organization in Geneva.

LEADING THE WAY

On-campus Online Stock Trading

SISC is the first school to have online stock trading facilities right inside the campus, allowing students to do stock trading transactions directly with the Philippine Stock Exchange in real time. The experience gives young people the opportunity to initiate and manage investments with confidence to achieve their financial goals. SISC is the first and only educational institution to put up a national certificate course for investment instructors through the Capital Market Institute of the Philippines (CMIP).

E-learning Facilities

Students are instructed using the latest AI-enabled technology through e-classrooms, an online learning management system (Moodle), and collaborative apps such as the Google Productivity Suite (Docs, Gmail, Meet, Hangout, Google Classroom). The past few years, the school has been focused on more sophisticated areas of online learning management namely Flipped Classroom, Big Data Analytics, Real-Time Data and the Khan Analytics Report. These online tools allowed SISC students to seamlessly access all school notes, lectures, assessments, and announcements when face-to-face classes were suspended.

Transnational Education

SISC is the first transnational education provider in the country through its sister institution, Southville International School Affiliated with Foreign Universities (SISFU). It allows students to acquire college and graduate school degrees from Australia and the UK while staying close to their families in the Philippines.

STUDENT AND ALUMNI ACHIEVEMENTS

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

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



Southville is the school of choice of student celebrities who find time to balance academics and work like Jodi Sta Maria, Liza Soberano, Mika dela Cruz, Nash Aguas, Julia Montes, among others.

CELEBRATING 30 YEARS DURING THE PANDEMIC

SISC's Pearl Anniversary seemed worthy of a big party with a full day of virtual events ensuring staff, faculty and officers can celebrate the milestone in a safe environment. Faces old and new came together on Zoom and shared memories of their unforgettable life experiences in Southville.

The anniversary was an auspicious opportunity to reconnect at a time when everyone could use some human connection, and a true celebration of SISC's continuing commitment to provide high quality international education to generations of students. It feted the past, present and future of the school— how it changed over time while its mission and vision remained constant as it charts its course into the future.



Misamis University Partners with DENR 10 in Assessing and Monitoring of Protected Areas

Misamis University has partnered with the Department of Environment and Natural Resources (DENR) - Provincial Environment and Natural Resources Office, Misamis Occidental, to establish a Two (2) Hectare Permanent Monitoring Plot at the Mount Malindang Range Natural Park, and to conduct the 2020 Management Effectiveness and Capacity Assessments (MEA) of Mount Malindang Range Natural Park and Baliangao Protected Landscape and Seascape.

The Baliangao Protected Landscape and Seascape (BPLS) is a protected area under Proclamation No. 418 and Republic Act (RA) 11038. At 315.49 hectares, the Protected Area (PA) is bounded on the north by the Mindanao Sea, west by the Murcielagus Bay, and south by the Municipalities of Sapang Dalaga and Calamba, and on the east by the Municipality of Plaridel.

Mount Malindang Range Natural Park (MMRNP) is a legislated PA through RA 9304 and RA 6266. MMRNP encompasses the province of Misamis Occidental and the neighboring provinces of Zamboanga Del Norte and Zamboanga del Sur, with the Protected Area located in the heart of Misamis Occidental. In 2011, it was considered as one of the leading ASEAN heritage parks in the Philippines for its extraordinary value as a Key Biodiversity Area. It was included in the UNESCO Tentative List World Heritage Site in 2005 and nominated as a UNESCO Biosphere Reserve in 2016.

The assessment team from Misamis University, headed by Misamis University Community Extension Program (MUCEP) Director EnP. Grace Villanueva with For. Jersam Calago and For. Bobby Alaman, conducted the assessment to determine the protected areas' management effectiveness. The assessment, through the BMB Bulletin No 2018-05 has adapted the Management Effectiveness Tracking Tools (METT).

The results showed that the MMRNP scored "good" while the BPLS scored "excellent" in management effectiveness.

The ratings have improved compared to last year's conduct of the MECA.

MUCEP also partnered with DENR 10 in 2018 to establish a two (2) hectare Permanent Biodiversity Motoring Area (PBMA) in the southern portion of the MMRNP to monitor and account for the park's biological resources. According to DENR 10, there was a need to establish a permanent monitoring plot for baseline information and to strictly monitor the resources for the protection and conservation of the finite natural resources found in MMRNP.

The MUCEP research team led by EnP. Grace V. Villanueva, together with the technical staff: Yunalyn Villantes, Jonas Hingco, Mark Anthony Manapsal, Alfredo Garrido, Eden Pito, and Bobby Alaman, assessed the floral and faunal composition of 200 plots within the two (2) hectare PBMA.

Results of the floral assessment recorded a total of 5,009 individual trees covering 150 species. The biodiversity index for the two (2) hectare monitoring plot is 3.7 with a very high relative value.

There are eight (8) species of flora found in MMRNP listed under the International Union of Conservation of Nature (IUCN) with the following categories: Critically Endangered (six (6) species), Endangered (one (1) species), and Vulnerable (one (1) species). There are also eight (8) species considered by the locals as medicinal plants to alleviate common ailments. Because of the importance of the species to the community, the team highly recommended that a study on propagation be done for its sustainable use.

Critically Endangered Species Found (IUCN):

1. Shorea contorta
2. Shorea squamata
3. Shorea negrosensi
4. Shorea potysperma
5. Shorea almon
6. Dipterocarpaceae

Endangered Species Found (IUCN):

1. Grandiflorus—Endangered

The team also recorded 125 vertebrate species in the two (2) hectare permanent plot. These included 16 amphibians, 20 reptiles, 74 birds, and 15 mammals. Of the species recorded, 66 or 52.80% are endemic species. Of these, 27 or 40.91% are Mindanao endemics and six (6) are endemic to MMRNP. There are nine (9) species of vertebrates considered by the IUNC (2018) as endangered and vulnerable species.

Endangered Species Found (IUCN):

1. *Penelopides panini affinis*—Visayan Hornbill (Mindanao Endemic)

Vulnerable Species Found:

1. *Hydrodaurus pustulatus*—Philippine Sailfin Lizard
2. *Ophiophagus hannah*—King cobra
3. *Otus gurniyi*—Giant scops owl
4. *Bubo Philippensis*—Philippine Eagle Owl
5. *Actonoides hombroni*—Blue cape kingfisher
6. *Buceros hydrocorax*—Northern Rufous Hornbill
7. *Sus philippensis*—Phil. Warty Pig
8. *Philautus acutirostris*—Pointed-snouted Tree Frog

Based on the assessment and monitoring conducted, the team recommends that the Local Government Units (LGUs) of the surrounding municipalities and cities of the protected areas should intensify the forest protection activities, which includes ordinances, a comprehensive land-use plan, and further monitoring. The team further recommends in-depth studies to determine the medicinal value of the species used by the locals to cure ailments, and additional studies on the phenology, propagation, and harvesting to ensure appropriate silvicultural practices. It is also recommended that the LGU of Tangub City, which has jurisdiction over Mount Malindang Range Natural Park, adopt a particular species or a number of species to ensure protection and conservation of the species.

Misamis University is hopeful that the results of these activities will help the DENR, academic institutions, Civil Society Organizations, and LGUs in their efforts toward the protection and conservation of the biological resources of the two (2) protected areas in Misamis Occidental. The research team also recommends that concerned LGUs should adopt the identified critically endangered species under Section 35 of RA 914, also known as the Wildlife Act of 2011.

Contributors : For. Jersam C. Calago
Hanzen B. Tomatao

Photos : For. Bobby B. Alaman
Mark Anthony M. Manapsal



Harpactes ardens
Philippine Trogon
Agik-ik

Harpactes ardens—Philippine Trogon

Locally known as Agik-ik, this endemic bird is very colorful and is found in various areas of Mt. Malindang. This photograph was taken in the southern part of the protected area, specifically in a part of Tangub City.



Urogale everetti
Mindanao treeshrew
Mugsaw

Urogale Everetti—Mindanao Treeshrew

Known locally as the Mugsaw, this small mammal has a particularly elongated snout and a rounded, even-haired tail. The fur is brownish, but with orange or yellow underparts. The Mugsaw also climbs well and runs fast on the ground.



A panoramic view of a mangrove section of the Baliangao Protected Landscape and Seascape.



GIVING HOPE, BUILDING HOMES

VP Leni Robredo's BAHAYANIHAN Partnership with the University of Nueva Caceres

Paul Michael Romer, the 2018 Nobel Prize awardee for Economics, said that a “crisis is a terrible thing to waste.” It should be an opportunity and a catalyst for change. Bicol is a paradise for typhoons. In the last quarter of 2020, a parade of typhoons—Rolly, Quinta, and Ulysses—found their way to the region wrecking homes and crops, especially in Camarines Sur and Albay, exacerbating the already difficult situation due to the COVID-19 Pandemic.

Bicolanos are known for their resiliency to rise after every crisis. This is because of the many generous individuals and organizations who immediately respond to help those who had been displaced. The University of Nueva Caceres aims to bring the University closer to the community it serves by using the knowledge of the University to give solutions to the needs of these communities. Thus, the University immediately accepted the partnership offered by the Office of the Vice President Leni Robredo to work together to permanently relocate families who live in coastal barangays of Lupi, Camarines Sur who are in constant threat of ocean surge and typhoons to a safer and higher ground.



Under this partnership, over a hundred new houses will rise on safer land for residents of Lupi, Camarines Sur, under the BAHAYanihan initiative of the Office of Vice President Leni Robredo, in partnership with the University of Nueva Caceres—through the Research, Extension and Linkages Department, the College of Engineering and Architecture—and the local government of Lupi, led by UNC alumna Hon. Mayor Lilian “Gagay” Matamorosa.

The beneficiaries of the 119 housing units are residents in the danger zone along the Poblacion Riverbanks, who were displaced anew following the devastation of successive typhoons that hit the Bicol Region in November 2020. Construction has begun in early January 2021 and is expected to be completed within three months. In the true spirit of “bayanihan”, the residents themselves are part of construction efforts.



Civil Engineering faculty members and students. The Research Center of UNC helped identify household members who will undergo training in masonry and carpentry works. To ensure the sustainability of the initiative, the University Extension Department will also provide a series of livelihood training to help the families start over.

The LGU Lupi, under Mayor Gagay’s leadership, drives the volunteer workforce in the ongoing construction. “We are very fortunate to have this project realized with the help of UNC. This project is a holistic approach to create sustainable living, and supports economic and community growth,” she emphasized.

This collaborative project is just one of the innovative ways by which the University of Nueva Caceres brings itself within reach and bounds of the community through the Towns and Gowns approach with LGUs. Utilizing the university’s research and knowledge will lead to concrete solutions to community needs. This is exactly what the partnership was first thought of and is evolving into. This is indeed a fulfilling and empowering endeavor of collaboration and partnership, a manifestation of Filipinos extending help to fellow kababayans and giving them the hope of owning a place that they can now call home.





LCUP CONDUCTS TULONG CONSOLANIAN RELIEF OPERATIONS FOR TYPHOONS ROLLY AND ULYSSES VICTIMS

Embodying the spirit of compassion and community-oriented values, the La Consolacion University Philippines (LCUP) held *"Tulong Consolanian"*—a series of relief operations for the victims of Typhoon Rolly and Typhoon Ulysses in Calumpit and Hagonoy, Bulacan.

Both tropical cyclones Rolly and Ulysses hit the Philippines in November, affecting different areas of the country. On November 2, 2020, tropical cyclone Rolly landed, and signal no. 2 was raised over portions of Bulacan. Tropical cyclone Ulysses landed on November 12, 2020, hoisting signal no. 3 over the said province. Catastrophic winds and heavy rainfall caused floods and power outages in different areas in Bulacan. Certain areas in Hagonoy and Calumpit were submerged and several families had to be evacuated from their homes.

In response to the after-effects of the said cyclones on the said areas in Bulacan, the LCUP Spiritual Formation and Extension Office, through the Mother Rita Barcelo Outreach Program (MRBOP) and in partnership with the LCUP Alumni Association, LCUP General Hospital, and LCUP Student Coordinating Board, called for donations and raised funds through the use of social media platforms.

The Tulong Consolanian donation drive sought food items such as canned goods, instant noodles, rice, coffee, sugar, and bottled water and non-food items such as clothes, blankets, and hygiene kits. Cash donations were also accepted. The religious community, parents, students, alumni, personnel, and partner institutions reached out and donated goods.

The said relief operations, conducted from November 17-26, aided 693 families in different barangays in Calumpit and 80 families in Hagonoy, Bulacan, a total of 773 households.

The Spiritual Formation and Extension Office coordinated with the Municipal Social Welfare and Development Office (MSWDO) of both municipalities in identifying severely affected areas and conducted house-to-house relief distribution as a precaution in compliance with the COVID-19 safety protocols.

Different offices in the LCUP namely, Marketing and Promotions Office, Internal Evangelization Program, and Basic Education Department, together with the LCUP Sisters, also lent a helping hand with the donation drive and distribution of relief goods.



Augustinian Sisters of LCUP distributing relief goods in evacuation areas in Calumpit and Hagonoy, Bulacan.

MRBOP LAUNCHES LUNTIANG AGUSTINO; CONDUCTS IN-CAMPUS TREE-PLANTING

The Mother Rita Barcelo Outreach Program (MRBOP)–also known as the LCUP Extension Unit–spearheaded an in-house tree-planting activity through its annual *Luntiang Agustino* program launching on September 8, 2020, at Sto. Niño Garden, LCUP Main Campus.

As a concrete manifestation of the Institution’s response to Pope Francis’ *Laudato Si’* or call to ‘Care for Our Common Home,’ this year’s *Luntiang Agustino* program embodies the theme “HOME Rebreathe” (Help Our Mother Earth Rebreathe). The program-launching started with a Liturgy of Creation led by MRBOP Director Roody Angelo Juan, Integral Evangelization Program Director Neal Tabingo, and Campus Minister Ms. Angelyn Cruz. This was followed by the blessing of the land by the University Chaplain Rev. Fr. Alexander Boli.

Afterward, the tree-planting activity took place in different areas on the university grounds such as the Sto. Niño Garden, Kalinangan Gymnasium landscape, and Cassisiacum. There were 30 seedlings of fruit-bearing trees planted, such as Avocado, Langka, and Guyabano.

With the LCUP community mostly working from their homes, selected personnel from the in-house active offices participated in the said activity. They came from LCUP offices, namely, Research, Publications and Linkages; Marketing and Promotions; Student Affairs and Services; Finance and Administrative Services; Registrar; University Building Maintenance and Services; Basic Education Department; and Internal Evangelization Program.

Luntiang Agustino is one of the University’s flagship programs that promotes awareness and care for the environment.



LCUP Personnel planting seedlings in different areas of the LCUP campus.

Generosity Pours Out for Albay as MARINERS' Legazpi Conducts its Relief Assistance Program

Legazpi City, Albay -- While still at the height of its fight against the COVID-19 pandemic, the Bicol Region, located in the so-called "typhoon alley", was pounded by a series of typhoons during the last months of 2020. The strongest of them, STY Rolly [I.N. Goni] made landfall twice in Bicol, with Albay suffering the brunt of its impact, and brought catastrophic winds and torrential rains that resulted in severe storm surges, inundation, landslides, and volcanic mudflows. In the province of Albay alone, Rolly left 13 dead, many injured, and hundreds of families either homeless or displaced.

In support of the government-led response and recovery efforts, MARINERS' Legazpi's President, Ms. Merle Jimenez - San Pedro immediately mobilized Task Force Tabang under the Institution's Crisis Management Team. It is in charge of determining how the School and its partners can meaningfully respond and contribute to the needs of both its internal and external communities. The Task Force coordinated with local government units and disaster-response agencies to gather critical data and information necessary for target communities' identification, assessment, planning, and mobilization.



The MARINERS' Relief Assistance Program aims to provide integrated post-disaster humanitarian assistance to help victims gain access to basic supplies and services that would promote their overall well-being and recovery. The program consists of three components: [1] **Project Home: Shelter Repair Assistance**, [2] Laro at Aral: Psychosocial Intervention Activities for Kids, and [3] BabayeKits: Dignity Kits for Women and Girls.

Just a few days after the launching of the program, cash and in-kind donations from institutional partners, industry shipping partners, alumni, private groups and organizations, local business establishments, donors, and friends started pouring in. The School also inked partnership agreements with government agencies and other organizations for collaboration.

MARINERS' faculty and staff, student leaders, and other volunteers eagerly assisted Task Force Tabang in the preparation, coordination, and execution of the program. The Relief Assistance Program was conducted from December 17 - 19, 2020.

The response efforts of the Institution concentrated on the 1st District of Albay, specifically: [1] Brgy. Comon, Tabaco, [2] Brgy. Malolos, Malinao, and [3] Brgy. Dap-Dap, Tiwi. MARINERS' was also able to assist its adopted communities - Brgy. Buhatan, Sto. Domingo, Albay, and Brgy. Maslog, Legazpi City.

Project HOME: Shelter Repair Assistance

This project offered basic shelter repair kits to seriously impacted households. The Task Force, in cooperation with LGU Dap-Dap in the municipality of Tiwi, identified 47 families whose houses were totally damaged by the typhoon. To help them rebuild their shelters, MARINERS' with its partners were able to donate several pieces of G.I. sheets, plywood, and a few kilos of different sizes of nails to each family.

With the help of the Institution, Project HOME was also extended to severely affected MARINERS' faculty and staff and students residing in the provinces of Albay and Catanduanes.

Laro at Aral: Psychosocial Intervention Activities for Kids

This component focused on promoting emotional wellbeing and psychological recovery from fear and/or anxiety among children in disaster-affected communities. The Laro at Aral is part of the Alay kay Boboy Program which is celebrated annually by the Institution in

commemoration of the death of Engr. Jaime "Boboy" L. Jimenez, the youngest son of the founders of MARINERS; Commo. Jaime C. Jimenez Sr. and Mdm. Eliza L. Jimenez. Boboy was an advocate for children's rights and welfare.

Owing to the observance of health and social distancing measures, the team was only able to accommodate 311 kids for the entire duration of the program. The activities, among others, included Kwento ni Boboy, expressive arts, and Ready Kids. With the generosity of the donors and partners; snacks, notebooks, and loot bags were also distributed to the beneficiaries.

Babayekits: Dignity Kits for Women and Girls

The BabayeKit is a joint project of MARINERS' and the Women in Maritime Philippines [WIMAPhil] through its Bicol Chapter - WIMABikol. The kit holds a collection of hygiene and gender-specific supplies explicitly tailored to meet the non-food needs of women and girls in disaster-affected areas. Each kit contains necessities such as sanitary napkins, deodorant, toothbrush, toothpaste, bath soap, shampoo, alcohol, comb, insect repellent, and face towel.

MARINERS' partnered with gender and development teams of government agencies and other private organizations to realize this project. A total of 595 women received the Babayekits. Basic self-love and self-care lecture and empowerment activities were also conducted before the distribution of the kits.

Extra Help

MARINERS' also received in-kind donations in the form of simple Noche Buena packages, sacks of rice, basic food items, distilled drinking water, basic medicines, and kid's bags with learning materials. These items were distributed to residents of the recipient communities.

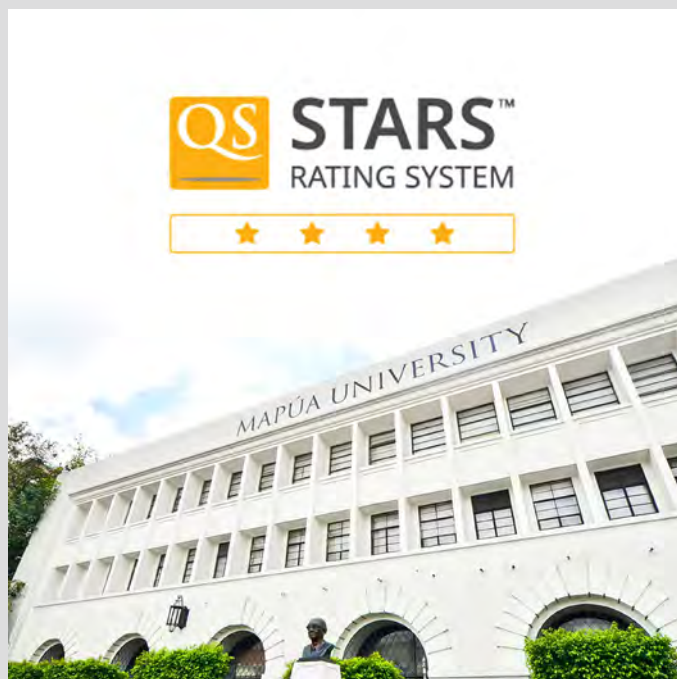
The MARINERS' Community is humbled by the solidarity, generosity, and trust of many partners, alumni, donors, and volunteers. Their donation, time, and effort are instrumental in bringing in the most needed help to the Bicolanos.





**MANUEL V. GALLEGO
COLLEGES, INC (MVGFCI)
THE FIRST ACADEMIC
INSTITUTION IN REGION 3
TO ATTAIN **LEVEL III**
REACCREDITATION FOR
ITS **BS CRIMINOLOGY**
PROGRAM**

On December 4, 2020, the **Manuel V. Gallego Colleges, Inc (MVGFCI)**, earned the distinction from PACUCOA as the **first academic institution in Region 3 to have attained Level III reaccreditation for its BS Criminology Program**. MVGFCI is one of the leading higher education institutions in the Region offering Criminal Justice Education. The award from PACUCOA is an important attainment for MVGFCI, a private non-sectarian college located in Cabanatuan City, Nueva Ecija. With accreditation, the MVGFCI academic community with its President, Dr. Joseph L. Gallego, believe they are better guided towards continuous quality improvement for their other programs such as High School; BS Nursing; BS Teacher Education; BS Computer Science; BS Information Systems; BS Accountancy; and BS Business Administration.



Mapúa Schools Receive QS Stars Ratings for Excellence

Mapúa University and subsidiary Malayan Colleges Laguna (MCL) attained overall ratings of 4 Stars and 3 Stars, respectively, from the QS Intelligence Unit's (QSIU) QS Stars Rating System.

The QSIU is an independent organization providing global intelligence in line with the higher education sectors around the world. Its QS Stars Rating System evaluates higher education institutions against a range of performance indicators across several categories and pre-established international standards.

Coming from a 3 Stars rating in 2017, Mapúa became a 4-Star institution in 2020, garnering high scores under eight performance categories. It received a 5 Stars rating under the Employability, Facilities, and Social Responsibility categories for its graduates' readiness for work, its various facilities, and its environmental impact and efforts in the community. It was also given a 4 Stars rating under the Teaching and Inclusiveness categories, taking into account student satisfaction and the opportunities it provides for learning and development. It also received 4 Stars under the Program Strength category for its Bachelor of Science in Computer Science program. It also attained 3 Stars for the Internationalization and Academic Development

categories, considering international collaboration, international faculty, international diversity, and faculty development.

Besides the 3 Stars overall rating, MCL received a 5 Stars rating for the Employability category, which is proof of the competence of its graduates as professionals in their own fields. It was also awarded a 4 Stars rating for the Facilities category for its smart campus and its drive to deliver an advanced learning experience for students. It also received a 3 Stars rating under the Social Responsibility and Inclusiveness categories for being true to its mission to contribute to the solution of industry's and society's problems through the various engagements of students with communities.


Ever committed to their goals for internationalization, the recognition received by the schools from QS is a testament to their capabilities as higher education institutions of the country and to the global standards of education that they have met. In addition to this, such recognition allows students and graduates of the schools to have confidence in their academics, considering the weight of the scores and the level of success the QS rating has bestowed upon the institutions.



University of Saint Anthony, Iriga City

Level III Reaccredited programs by Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)

1. Bachelor of Secondary Education (BSED)
First Bachelor of Secondary Education program to have been granted Level III Reaccredited Status in Region V
2. Bachelor of Elementary Education (BEED)
3. Bachelor of Science in Business Administration (BSBA)


Dr. Jose B. Ballesteros
Vice President for Academic Affairs
University of Saint Anthony



www.usant.edu.ph

FAAP Grants Institutional Accreditation to Liceo U

Liceo de Cagayan University has been granted Institutional Accreditation Status by the Federation of Accrediting Agencies of the Philippines (FAAP). The accreditation status is valid from January 2020 to June 2021.

Such distinction puts the University in a very unique position, being among the few institutions nationwide and the first and only institution in Region X to earn institutional accreditation.

Institutional Accreditation refers to the evaluation of the whole educational institution and is granted upon compliance with set criteria, which include exemplary accomplishments in the areas of instruction, research, community service, and licensure examinations. It is the highest accreditation level that FAAP grants to any member institution that demonstrates excellence in the institutional delivery of education.

Dr. Alain Marc P. Golez, 5th University President, expressed his deep gratitude to the entire Liceo community for the collective effort that earned the university such institutional distinction.

Other than the FAAP's institutional accreditation, the university also earned the distinction of being the first institution in Region X to have its Elementary Program, Junior High School Program, and Doctor in Management program granted LEVEL III Re-Accredited Status by the PACUCOA, further affirming the university's tireless pursuit of academic excellence at all levels.

Liceo U Team Wins Big in National Radio Broadcasting Contest

Liceo de Cagayan University garnered another remarkable achievement as its radio broadcasting team won awards during the National Campus Press Congress (NCPC) held on October 18, 2020. The event was participated in by both private and public schools from all regions in the country.

Composed of select high school and college students, Team Liceo U garnered 12 awards in Radio Broadcasting and Script Writing in both English and Filipino categories. The winners for Radio Broadcasting and Script Writing in English were: Christine Marey P. Camilotes, Julia Maureen Godolozon, and Grant Hill C. Atienza–Best Script Writers; James Mathew V. Sunogan–Best News Anchor; Carmel Therese B. Almonia–Best News Anchor 2; Kyla Alyssa S. Fuentes–Best News Presenter 1; and Laster Alex Tres Reyes–Best News Presenter 2. In the Filipino category, the team took second place overall. Winners were Kyla Gabrielle P. Tuto–Best News Anchor 1; Kenneth Paro, Carl Christian P.–Best Technical Applicator; and Jasper Cabanducos and Rachel Acido–Best Infomercial.

Coach Charles F. Macalos attributed the team's achievement to rigid training and participation in previous competitions at the division and regional levels where the team also bagged several awards.

The Liceo U team also won in those two events during the 2009 National Campus Press Congress held in Naga City.



Liceo de Cagayan University
Committed to Total Human Formation

UA&P Student Wins 2nd Place in EO GSEA

University of Asia and the Pacific (UA&P) student Sofia Coronel won 2nd place in the Entrepreneurs' Organization Global Student Entrepreneur Awards (EO GSEA) held last November 27. EO GSEA is the premier global competition for student entrepreneurs. Held yearly, it is a catalyst that inspires young people to grow their business ventures.

Sofia, a senior in the Bachelor of Science in Entrepreneurial Management (EM) Program, presented her New Business Venture (NBV) called Convo Design, a chatbot development company that creates meaningful brand and customer interactions through engaging automated conversations, targeting professionals and small to medium-sized companies within and outside of the Philippines.

Before Convo Design, Pia's first start-up business was Songsmith Media. Songsmith creates beautiful and unique songs based on the life stories of its customers, as mementos of special life events like weddings, anniversaries, and debuts, as gifts to loved ones and friends, and as anthems that immortalize corporate missions and philosophies.

But when the pandemic came, the celebrations industry was impacted in a major way, so she had to change her business in her last year of college and find a new opportunity for business. Aware of how companies became more concerned with future-proofing their marketing and customer service activities, she started her new business Convo Design.



According to her, she was able to adapt to the new normal relatively quickly, and a big part of that transition was due to the EM Program, especially its NBV Mentoring Program. The EM Program has a pool of highly experienced mentors (most of whom own and operate businesses), and with the help of her mentor, she was able to hone her business mindset throughout the years and make her the entrepreneur she is today. "If it weren't for the support and guidance of my mentor and professors, I wouldn't have been able to pivot as smoothly as I did," she says.

UA&P Alumnus Eric Francia Among PeopleAsia's "People of the Year"



University of Asia and the Pacific (UA&P) alumnus John Eric T. Francia is among *PeopleAsia's* "People of the Year" awardees alongside other extraordinary men and women such as Vice President Leni Robredo, Trade Secretary Ramon Lopez, and Pasig City Mayor Vico Sotto. The magazine commended Mr. Francia for his work as AC Energy President and CEO whose firm is set to generate as much as 5,000 megawatts of clean, renewable energy by 2025.

According to *PeopleAsia*: "Aside from their personal success in their respective fields, this year's awardees are also being recognized for spreading hope, taking action and, most importantly, serving others."

Mr. Francia graduated from the Center for Research and Communication, the forerunner of UA&P, in 1993 with a bachelor's degree in Humanities with specialization in Political Economy. He took graduate studies at the University of Cambridge in the United Kingdom and became a management consultant to big companies before being hired by Ayala Corporation. He also serves at present as a member of the Board of UA&P Foundation, Inc.

UA&P professor wins 2nd Place for Best Research Paper

University of Asia and the Pacific (UA&P) Associate Professor Dr. Veronica Esposo Ramirez was awarded 2nd Place for Best Research Paper by PACUCOA for her study on “Resilience Amidst Pandemic: HEI Sustaining Quality Assurance in a Digital World”.

The awarding was held during PACUCOA’s 31st General Assembly with the theme “Quality Assurance in a Digital World” conducted online on December 4.

Dr. Ramirez’s paper examined how higher education institutions can sustain quality assurance in a digital world amidst a disruptive event.

The recent win brought to fore the recognition Dr. Ramirez received from PACUCOA for her research papers. She won first place in 2016 and 2018, and bagged second place in 2019. UA&P has been recognized for Best Research by PACUCOA for five consecutive years now.

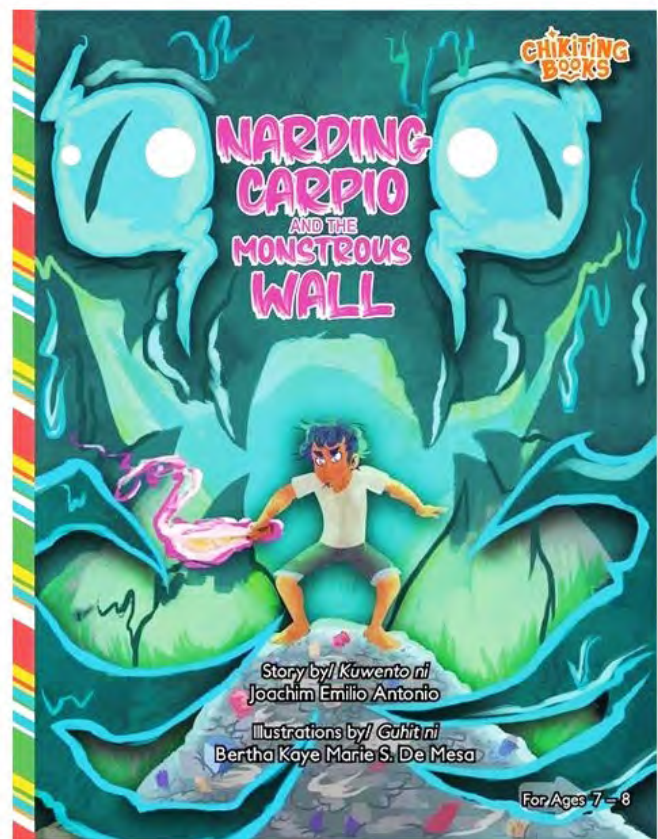


UA&P Professor’s New Children’s Book Now Available

Dr. Joachim Emilio “Joem” Antonio, Program Director of the MA Humanities Program of the University of Asia and the Pacific (UA&P), has written a new children’s book entitled *Narding Carpio and the Monstrous Wall*. Illustrated by Bertha Kaye De Mesa, the book is now available from Chikiting Books.

The book’s synopsis states: “Narding Carpio can do anything. He can hold his breath for hours, lift heavy objects, and even talk to diwatas. But when giant waves sank Barangay San Geronimo, Narding’s power was tested to its fullest.”

A multiple Palanca Award-winning writer, Dr. Antonio received his MA in Humanities with Specialization in History from UA&P.



CENTRO
ESCOLAR
UNIVERSITY



CIENCIA Y VIRTUD

Responding to Internationalization the Escolarian Way

The COVID 19 pandemic did not prevent the Centro Escolar University from maximizing opportunities for growth and expansion in terms of internationalization in higher education.

With the University pandemic hashtag of “Continuing Education and Engagement in the University”, CEU co-organized the DIES International Deans’ Course (IDC) South East Asia. The IDC is a joint initiative of the German Academic Exchange Service (DAAD), the German Rectors’ Conference (HRK), the Centre for Higher Education (CHE), the Alexander von Humboldt Foundation (AvF), Freie Universitat Berlin, and the Osnabruck University of Applied Sciences in cooperation with Multi Media University Malaysia, Gadjadara University Indonesia and the Centro Escolar University Philippines.

Thirty Southeast Asian vice-rectors/vice presidents and deans from Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Thailand, Timor Leste, and Vietnam participated in the online program which were originally scheduled in Germany, Vietnam and Indonesia. The IDC Academic Director is Prof. Dr. Peter Mayer, former Vice President of the Osnabruck University of Applied Sciences. The European and Asian mentors/experts include renowned international professors and lecturers namely Prof. Dr. Frank Ziegele, Prof. Dr. Jutta Fedrowitz, Marijke Wahlers, Prof. Dr. Hans Vossensteyn, Prof. Dr. Intan Ahmad and Prof. Dr. Supra Wimbarti of Indonesia, Prof. Dr. Duu Sheng Ong of Malaysia, and Prof. Dr. Maria Flordeliza L. Anastacio of Centro Escolar University Philippines. Other guest lecturers come from the World Bank, Presidents/Rectors and Deans of German Universities, and DAAD-DIES-IDC Alumni.

The International Deans’ Course is designed for newly elected deans and vice-deans from Africa, Latin America and Southeast Asia. It deals with the various dimensions of faculty management, higher education governance, the changing landscape of Higher education, financial management, strategic management, change management, quality assurance, internationalization of education, research management, and reflections on leadership. This is supplemented with practice-oriented modules on project management and soft skills like peer case consulting, conflict resolution, communication and leadership, and networking strategies.

As the course progresses, the participants develop their Project Action Plan (PAP) which they can use to implement individual reform projects at their home universities. The individual plans are presented and discussed among experts and peers during the subsequent phases.

This intensive training course is part of the DIES (Dialogue on Innovative Higher Education Strategies) program coordinated by the DAAD (German Academic Exchange Service) and the HRK (German Rectors’ Conference).



† Teresita Quirino

July 5, 1933 - January 29, 2021

Dr. Teresita U. Quirino †: An Educator for Educators
2017 PACU Person of the Year Awardee
Chairman Emeritus, Technological Institute of Philippines (T.I.P.)

A wife to her first love. A mother to her four children. A friend to colleagues the world over. A mentor and teacher to employees and students alike. A stalwart of the Philippine educational scene.

Dr. Teresita "Tesy" U. Quirino was all of the above and many more. But undeniably, what strongly accompanied her name and her story is being a school founder to one of the country's premier technological institutions: the Technological Institute of the Philippines (T.I.P.)

Dr. Quirino's love for learning cannot be denied as seen in her impressive educational résumé. At a young age, she managed to earn multiple graduate degrees from prestigious schools both locally and abroad. This, even after being married at the age of 17 to her first love, Engr. Demetrio A. Quirino, Jr.. In fact, as a testament to the value she placed on education, she even brought her children along with her to classes.

With all the knowledge she gained, she willingly gave back. Like her husband, she was a classroom teacher for many years even before T.I.P., focusing on topics such as language, speech, and personality development while Engr. Quirino taught algebra, trigonometry, analytic geometry, and calculus. Despite this, however, the two always felt that they could do more for the Philippines in general, and for the Filipino youth in particular.

On February 6, 1962, the two established T.I.P. with what limited resources they had, against advice from well-meaning friends and relatives. Their goal was clear and purposeful: to bring within the reach of the masses the blessings of higher education.

But she did not immediately take a school administrator role for T.I.P. Rather, Dr. Quirino opted to go back to the classroom as an educator. She was a high school and Spanish college teacher at Saint Rita College from 1962-1967, after which she taught Spanish at T.I.P. for two years. She also taught Educational Management at the University of Santo Tomas Graduate School from 1974 to 1975.

Dr. Quirino eventually went all-in at T.I.P. to helm the school alongside her husband. She did so as faculty and administrator for eight years, as President for 30 years, and as Chairman for 16 years.

Her leadership style was very memorable to everyone she worked with. Decisive yet highly charismatic and empathetic, Dr. Quirino was known for running meetings as efficiently as possible so she could spend the remaining time to talk about life and further bond with her employees. This endeared her to the T.I.P. Community who viewed her more as a mentor than a boss.

This kindheartedness was reflective of her belief that to teach is to touch lives forever; that education is empowering; and that education gives people the chance at a successful life. As such, Dr. Quirino made a point to grant scholarships to T.I.P.'s less-privileged-but-deserving students. This has always been one of her expressions of generosity, above and beyond the concept of the school already being for underprivileged Filipino youth.

Her generosity also extended far beyond T.I.P.'s students. She was an avid supporter of various causes close to her heart, including those involved in health and education. Dr. Quirino's passion in her advocacies was as infectious as it was inspiring, that she was often approached by organizations as an ambassador and speaker.

Such was Dr. Quirino's ability to rally others.

This served her well during her term as PACU President from 2004-2006, during which several PACU milestones were accomplished. She visited PACU Member Schools in Visayas and Mindanao in order to bring PACU closer to them. Under Dr. Quirino's leadership, PACU also successfully contested unreasonable provisions of a draft Commission on Higher Education Memorandum Order that adversely affected the Nursing Education Program. She is also vividly remembered for rallying the member schools to voice out concerns to the Commission on Higher Education via a one-page ad in leading dailies. This subsequently led to change that benefited PACU member schools. Moreover, PACU was able to successfully propose amendments to RA 7722 (CHED Law), gaining crucial legislator support for the resolution of wage and labor issues in favor of private schools.

Dr. Quirino concurrently served as Chair of PACU's umbrella organization, the Coordinating Council of Private Educational Associations (COCOPEA), from 2005 to 2006. During her tenure, the organization hosted the first-ever COCOPEA Education Conference in 2005 at the Luneta Hotel. COCOPEA was also an active player in the creation of the Manual of Regulations for Private Higher Education, ensuring an advantageous regulatory environment for private HEIs.

Her dedication towards improving Philippine education saw her being hailed as one of the PACU Person of the Year awardees in 2017 alongside Atty. Antonio Abad, president of Far Eastern University - Nicanor Reyes Medical Foundation (FEU-NRMF). Dr. Quirino's nomination for the prestigious award came on the occasion of PACU's 85th Anniversary. To date, she is one of only 10 individuals to have been given this accolade since PACU's inception in 1932.

After a long career in education and educational administration, Dr. Quirino closed the chapter on her T.I.P. Chairmanship in the second semester of School Year 2019-2020 as she assumed her new title as Chairman Emeritus. She handed over the care of the school to her daughter, current T.I.P. Chairman and President Dr. Elizabeth Quirino-Lahoz, who is ably supported in the day-to-day operations by T.I.P. Board Member and Executive Vice President Angel C. Lahoz; T.I.P. Vice Chairman and Senior Vice President Angelo Q. Lahoz; and T.I.P.'s professional managers.

Dr. Quirino had this to say as she ended her chairmanship in 2019:

"As I close the door to my chairmanship, it is my hope that it will also open the doors of opportunity to all of you, my fellow workers in T.I.P., to move and bring T.I.P. to greater heights of development and academic excellence."

From its humble beginnings, T.I.P. now has campuses in Quezon City and Manila, each with state-of-the-art laboratories and facilities. From an initial enrollment of 2,400, T.I.P. now molds 20,000 students for the current semester across its two campuses. The school has received numerous programmatic accreditations, awards, and accomplishments from local and international agencies. It is also positioning itself to be a premier research institution through T.I.P. TechnoCoRe, the school's thrust towards Technopreneurship and Collaborative Applied Research with stakeholders.

All these successes are enjoyed by T.I.P. students. All these accolades came from a deep value for quality education championed by Dr. Quirino.

Despite these accomplishments, she never took credit for them nor took these for granted. Rather, she said, "The best things that I possess and earn in life are God's boundless blessings. These are graces not only for me but for my family, the school, and the community which we serve. We are God's steward for educating Filipino youth in the Philippines."

Truly, everyone who shall remember Ma'am Tesy shall think of her with much love, admiration and respect.

In Memory of Teresita U. Quirino By Vincent Fabella

As I've spent more time in education, I've observed that the leaders come and go in a generational manner, like a 20-year cycle of sorts. In my case, when I got into education "seriously" around 1988, private education had its own set of leaders and giants. These included Nesty Feliciano of Misamis University, Alice Bustos of Baliuag University, Rey and Gil Bautista of the University of Baguio, Jess Jhocson of NU, Butchie Ayuyao of CEU, Tony Abad (he of the many schools), my father (of course!) and Jose Baltazar of JRU, and Fr. Rod Salazar of the University of San Carlos. Then there were those I didn't get to meet yet: the leaders of UE, FEU, Mapua, Capitol University, University of Mindanao, Emilio Aguinaldo College, Lyceum, Xavier University, Ateneo de Manila (whose influences would come later). And throughout all this time, from the beginning until just the past 10 years, there was Tesy Quirino of the Technological Institute of the Philippines.

Over the next decade, I got more into education and fell in love with its mission, its promise, its importance, the impact it has on students and faculty, the sheer joy of what it does, and what it can do for the Philippines. I understood then, as I know now, that it is a wonderful place in which to spend your professional life. It's also very difficult to develop in this field, where there is so much emphasis on technical and experiential wisdom. Mentors are critical. I am lucky to have my share, but one that stood out was Tesy.

I've been involved with the Philippine Association of Colleges and Universities for — wow — 30 years now, but it was only in the mid-2000s that I fully committed to being with the organization as a vehicle for education. That commitment happened because Tesy, in her indomitable fashion, as many of you know, basically used her foot and kicked me into participating more, into getting involved with the board. My life took a turn those few years (originally I thought a few months, when I looked back that period of intense mentorship was much longer!) when she changed my outlook on what education can look like and be, beyond the view of your single university, and I am forever grateful to her for this. Those years were a lesson to me in feistiness, in resolve and resilience to an outcome, and commitment to an ideal, a commitment I embraced and carry on to this day.

That is Tesy for you. You must all have your own stories, especially those who now have served in TIP for a long time, of Tesy and her "Tesy-ness" (I don't know what else to call it)—pushing her idea incessantly, phone in hand, perhaps with you first wondering where it came from, or the logic of it, and then slowly realizing the logic behind it. She believed in the importance of ideals, of institutions that supported those ideals, and fought for those.

The second mentorship and impact Tesy had on me and many of us here now revolved around her roles in PERAA and the group called the Emerging Education Executives or E3 — E3 especially. I mentioned the 20-year cycle of leadership at the beginning of this story, and at some point in the 1990s, a few very forward-thinking leaders believed a next generation was needed to move private education forward. Those leaders and initiators were all women (I was going to say mostly women, but now I can't remember the males): Tesy Quirino and Butchie Ayuyao are the ones who most come to mind. They helped mold us as a group, and many of those alumni are here with me now, with a dedication to private education that I am sure our predecessors would approve of: Beth Lahoz, Pat Lagunda, Karen de Leon, Teddy Ocampo, Chichoy Campos, Bernadette Nepomuceno, Bobby and Peter Laurel, Gelo Lahoz, a number of Bautistas (Ynna, Lakan, Timyas, Peter), and later on, Anthony Tamayo, Candice Gotianuy, and Willy Torres. Any significant progress in education over the past 20 years has certainly borne the imprint of one or more of these individuals — all starting from the idea Tesy helped found.

Education is a multi-generational experience, and you need that horizon and patience to work in this field. You need to think beyond your own life if you want to be involved in an experience that benefits generations upon generations. That means you need to stand on the shoulders of giants. To do that, you need to find your giants. I am grateful to have had Tesy as one of my giants, and I am grateful to the Quirino and Lahoz families, and to the entire TIP community, for giving me that privilege.

Rest in peace, Tesy. You will be in our prayers, and I am certain TIP, the institution you loved so much, will move forward confidently with its mission and the legacy you built for it.

I will always remember Tita Tesy with the fondest and warmest of thoughts and memories. I got to know her as my Mom's (Alice Bustos) contemporary and from the stories as well as instances they worked closely in PACU, COCOPE, PAFTE, among others. She later guided me when I chaired ASAIHL much later and how to best work with ASAIHL International's Dr. Ninnat who always talked highly of Dr. Tesy Quirino. And more than my professional interaction with her, I will always remember her as a grand and gracious dame who knew how to throw a great party - ballroom dancing and all.

Now she is together with our dearly departed (her generation in PACU) watching over us all.

May Tita Tesy rest in peace and eternal happiness.

Patricia B. Lagunda
President
Baliuag University

Tess Quirino
06 February 2021

Good afternoon, everyone.

The first time I ever met Tess was when I was VPAA of UP and had to represent the University in the ASAIHL meetings. Even then I was already impressed by her passion for private education.

Much later, when I joined CHED, Commissioner Kate Botengan re-introduced me to her and many other private HEI leaders, including some parents of the current heads. Tess was a very committed official in PACU and COCOPEA. I learned a lot about private education in my encounters with her and other leaders at the time. These lessons became very important when I became CHED chairperson and I had to initiate reforms, especially on the deregulation of private schools, including the introduction of the policy of autonomy in private HEIs. Little did I know then that I would become a beneficiary of these reforms when I would become president of UE.

Thank you, Tess. May you rest in peace.

On behalf of UE, I would like to express my condolences to the Quirino and Lahoz families and the TIP community.

Ester Albano Garcia

Teresita Quirino: Our Friend

President Beth Lahoz, children, friends, and relatives of Tess Quirino,

Many of us will fondly remember the beautiful and dimpled face of Tess Quirino, her very helpful activities for people, her friendly gestures to her students, her religious activities, etc., but above all, we cannot forget that she is our very close friend. Personally, I can recall way back in the 1970s when we were studying for our doctorate program at the University of Santo Tomas. We were selected officers of the UST Graduate school: she, as Treasurer and yours truly, as secretary; Vice Mayor Astorga was our President.

I was just the Dean of Adamson University, but she was already the owner of TIP. When my good friend President Demy Quirino would come to fetch her, she would insist that I be driven to Adamson University. During our UST Graduate School meetings, she was the most active not only in participating in the discussions but also in providing food for the group.

Tess, all of us miss you so much, but we know that because of your exemplary life and many good deeds to others, the Lord will reward you in Heaven. In the name of all your friends at the PACU and COCOPEA, I remain,

Sincerely yours,

Fr. Rolando S. Dela Goza, CM
Former President of Adamson University
CHED commissioner



† DANTE LAZARO JIMENEZ

1952 - 2021

Chair, Presidential Anti-Corruption Commission (PACC)
Former President, Mariners - Legazpi
Former President, Philippine Association of Maritime Institutions (PAMI)
Founding Chair, Volunteers Against Crime & Corruption (VACC)

The Mariners' community deeply grieves the passing of Commodore Dante La Jimenez, PCGA, a passionate leader in Philippine maritime education, an advocate for a strong seafaring and Filipino shipping industry. He was former President of the Philippine Association of Maritime Institutions (PAMI) and Mariners' schools/allied maritime institutions in the country.





Dante Lazaro Jimenez (August 4, 1952 – January 29, 2021) was a Filipino educator and victims' rights campaigner best known as the founder of the advocacy group Volunteers Against Crime and Corruption. He was a prominent figure in the Rodrigo Duterte presidential administration, serving as the inaugural chairman of the Presidential Anti-Corruption Commission from 2018 and as co-chairman of the Inter-Agency Committee on Anti-Illegal Drugs from 2020. A retired Philippine Navy officer, he also founded the Mariners' Polytechnic Colleges Foundation Legazpi, a maritime academy in Legazpi.

Jimenez was the third of seven children born to Bicolano parents in Mandaluyong. His father Jaime Chavez Jimenez Sr. was a World War II guerilla veteran from Libmanan, Camarines Sur, who served as a post-war Philippine Navy officer and who founded the Mariners' Polytechnic School in Manila. His mother Eliza dela Torre Lazaro hailed from the city of Naga, Camarines Sur, and was co-founder of the maritime school in the city. Jimenez initially attended primary school at Don Bosco Technical Institute in Mandaluyong, where his father worked as dean of the Naval Architecture

and Marine Engineering Institute. He then moved with his family to the Philippine Navy barracks of the Plaza Militar in Malate and finished both elementary and high school at Malate Catholic School. Jimenez took up journalism as a prerequisite for his planned career in Law. He earned a Bachelor of Arts degree from the University of Santo Tomas in 1973.

Jimenez ventured on his own and helped his father Cdr. Jaime C. Jimenez, Sr. established the Mariners' Polytechnic Colleges Foundation in the city of Legazpi in 1985. He served as the assistant administrator of the college while also serving as a two-term president of the Philippine Association of Maritime Institutions. In 1991, he began active participation in civil society as a co-founder of a victims' rights group. Jimenez is a pillar of the maritime industry - a leader, educator, and innovator. In 1993, as Philippine Association of Maritime Institutions (PAMI) president, he introduced several reforms that enriched maritime education and improved the quality of seafarers in our merchant marine industry.

He then delved into political activism and co-founded the Volunteers Against Crime and Corruption in 1998. He also began writing for Pilipino Star Ngayon and People's Tonight and also hosted a television talk show on GNN.

After having spent most of his career in the maritime education industry and anti-crime and anti-graft advocacy, Jimenez returned to public service on January 12, 2018. He was appointed by President Rodrigo Duterte as Chairman of the Presidential Anti-Corruption Commission formed through Executive Order No. 43 issued in October 2017. As PACC chair, Jimenez was in charge of handling the administrative cases against presidential appointees in the executive department and the investigations on alleged corruption and anomalies committed by officials of PhilHealth, Department of Public Works and Highways, and Bureau of Customs in 2020. On February 21, 2020, Jimenez succeeded Vice President Leni Robredo as Co-Chairperson of the Inter-Agency Committee on Anti-Illegal Drugs.

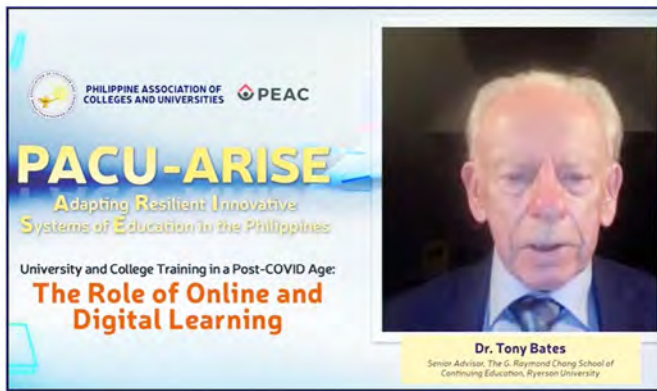
Jimenez, as chair of the VACC, became involved in political anti-graft activism and was a leading figure in the prosecution of former President Joseph Estrada on plunder charges in the early 2000s and Janet Lim-Napoles and others involved in the Priority Development Assistance Fund scam in 2013. He also led the filing of malversation charges against former President Benigno Aquino III for alleged anomalies in the Disbursement Acceleration Program, the criminal charges against Senator Leila de Lima for her alleged involvement in the New Bilibid Prison drug trafficking scandal, and the impeachment complaints against Supreme Court chief justice Maria Lourdes Sereno and Commission on Elections chair Andres Bautista.

PACU GENERAL ASSEMBLY & ELECTION

PACU – ARISE

Adapting Resilient Innovative Systems of Education in the Philippines

September 26, 2020




PHILIPPINE ASSOCIATION OF COLLEGES AND UNIVERSITIES PEAC

PACU-ARISE

Adapting Resilient Innovative Systems of Education in the Philippines

University and College Training in a Post-COVID Age:
The Role of Online and Digital Learning



Dr. Tony Bates
Senior Adviser, The G. Raymond Chang School of Continuing Education, Ryerson University



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Adapting Resilient Innovative Systems of Education in the Philippines

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Senator Sherwin "Win" T. Gatchalian
Chair, Committee on Basic Education, Senate of the Philippines



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Congressman Marquez "Mark" O. Go
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Chairman J. Prospero "Popoy" E. De Vera III, DPA
Chairman, Commission on Higher Education



PACU GENERAL ASSEMBLY & ELECTION - September 26, 2020

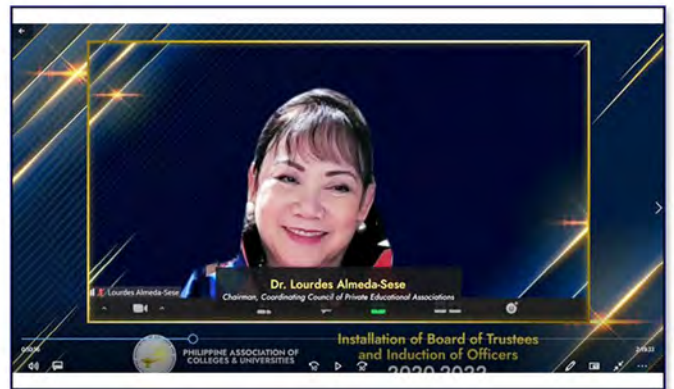
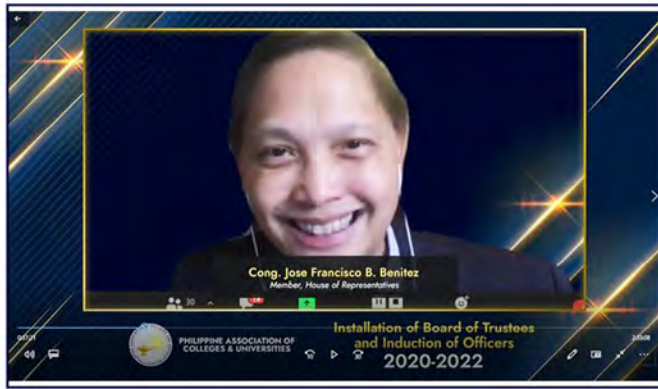


PACU INSTALLATION OF OFFICERS AND BOARD OF TRUSTEES

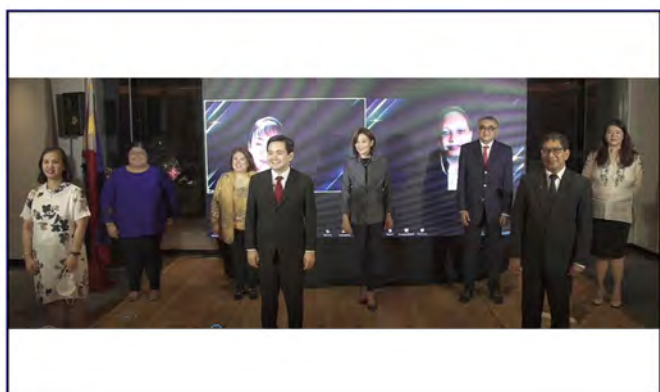
December 18, 2020



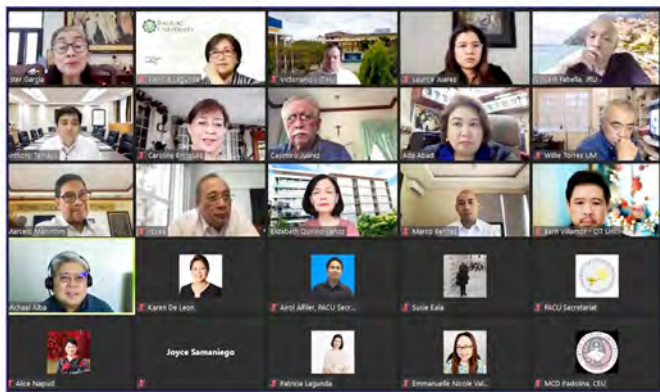
PACU INSTALLATION OF OFFICERS AND BOARD OF TRUSTEES - December 18, 2020



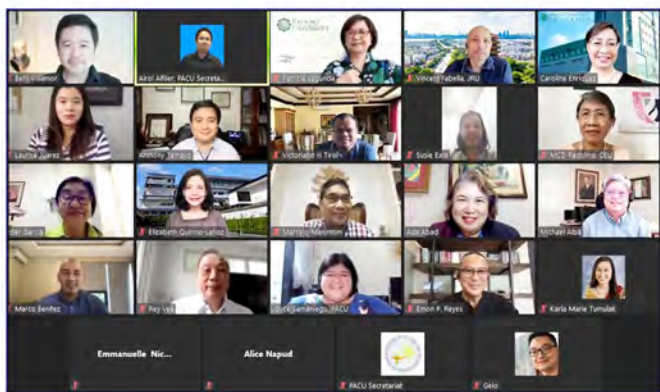
PACU INSTALLATION OF OFFICERS AND BOARD OF TRUSTEES - December 18, 2020



REGULAR BOARD MEETINGS - November 20, 2020



January 22, 2021



EXPANDED BOARD MEETING - VISAYAS & MINDANAO - February 19, 2021



PACU MEETINGS / KAMUSTAHAN - December 9, 2020



December 16, 2020



January 27, 2021



February 10, 2021



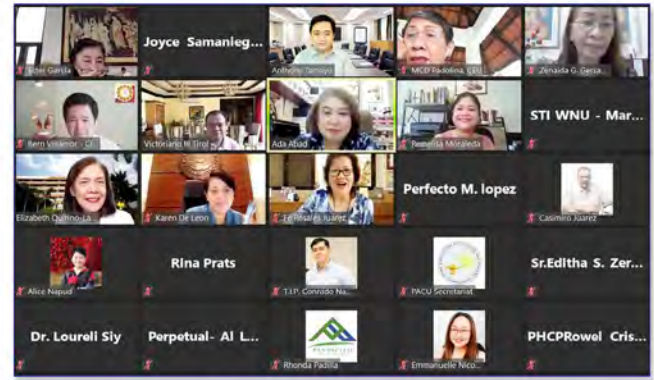
COMMITTEE MEETINGS:
EXECOM - October 26, 2020



Membership Committee - Nov. 6, 2020



Membership Committee - Feb. 17, 2021



EXECOM - February 4, 2021



Membership Committee - Jan. 21, 2021



PR Committee - December 9, 2020



PR Committee - January 28, 2021



PR Committee - February 24, 2021



**Policy Committee
March 5, 2021**



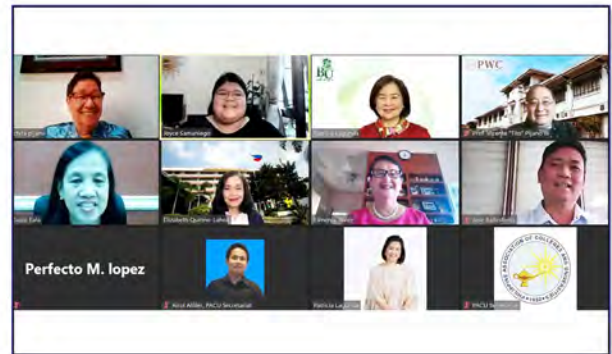
**Programs and Projects Committee
November 10, 2020**



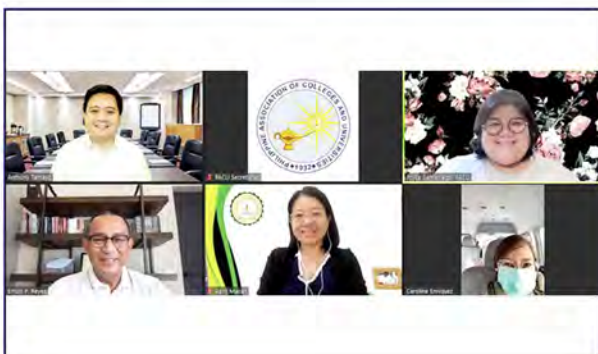
**Committee on Institutional Quality
Improvement - November 25, 2020**



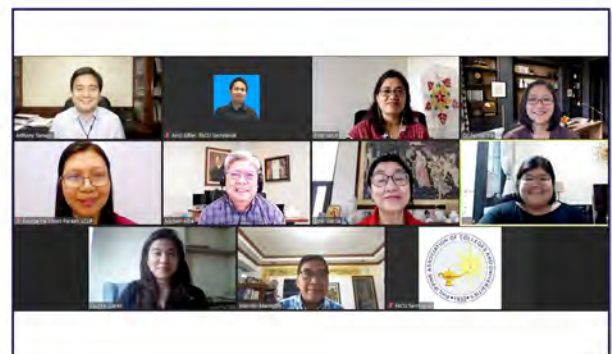
**Committee on Institutional Quality
Improvement with Ms. Chita Pijano
February 18, 2021**



**Industry Academe Linkage Committee
February 9, 2021**



**Research Committee
January 18, 2021**



Research Committee Meeting with Dr. Chris Bernido - January 25, 2021



PACU-PEAC Webinar on Evidence-based Optimized Learning Before, During, and After the Pandemic: The Central Visayan Institute Foundation Dynamic Learning Program (CVIF-DLP) - February 9, 2021



PACU-COCOPEA-PEAC Webinar on Private Education Planning for COVID Vaccines

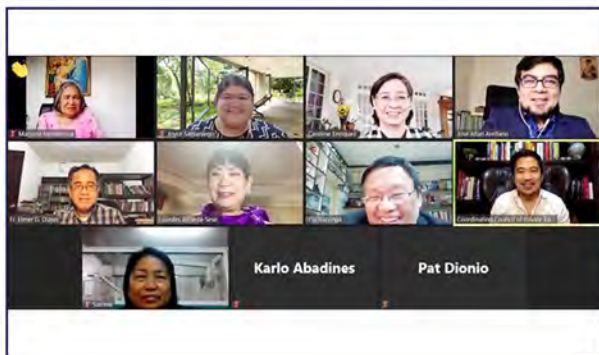
February 24, 2021



COCOPEA Meetings

September 17, 2020

January 8, 2021



January 22, 2021

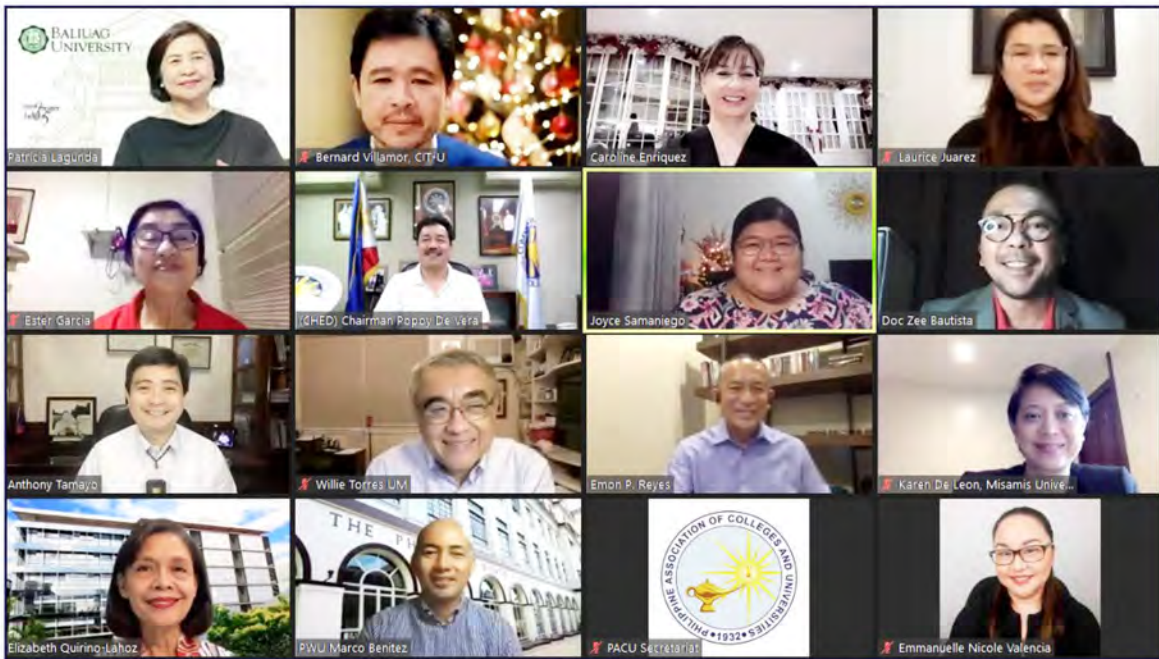
February 3, 2021



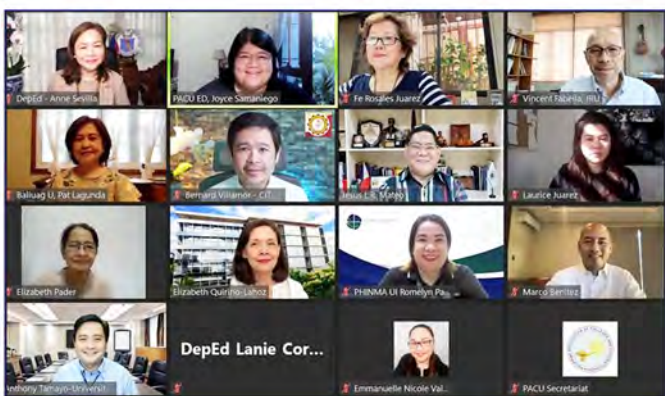
February 18, 2021



Courtesy Call with CHED Chair J. Prospero De Vera III - Nov. 27, 2020



Meeting with DepEd - February 26, 2021

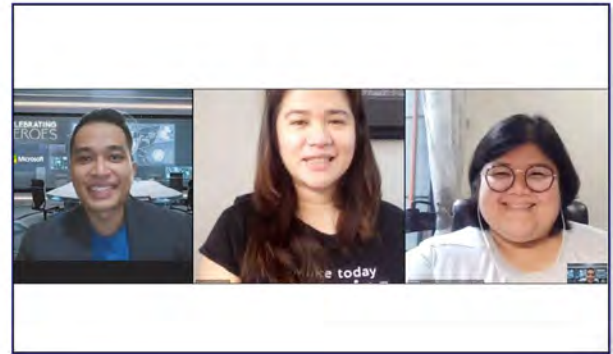


Meeting with Partners:

PLDT Enterprise - February 02, 2021



Microsoft - January 26, 2021

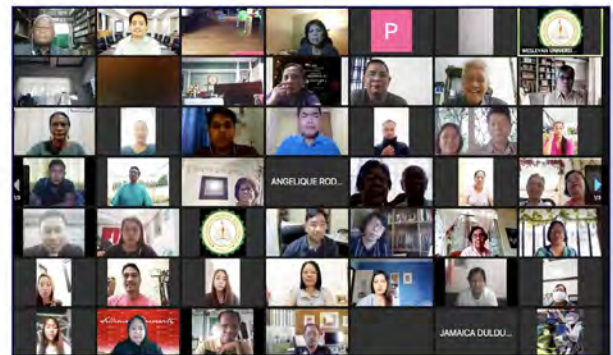


Focus Group Discussion with USAID STRIDE on CHED Organizational Reform

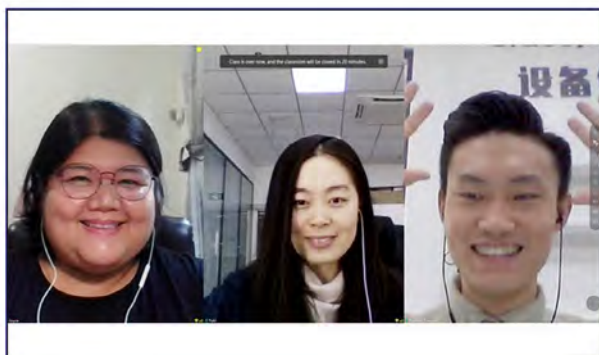
February 10, 2021



Virtual National Prayer Breakfast for Education Institutions - February 13, 2021



ClassIn - February 02, 2021



Credit Card Association of the Philippines - February 02, 2021





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shenjatradecorp@yahoo.com



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