



A Publication of the
Philippine Association of
Colleges and Universities

Newsletter



REIMAGINING
OUR EDUCATION FUTURES
TOGETHER



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President's Report

– Engr. Bernard Nicolas E. Villamor

Dear Esteemed PACU Members,

With great pleasure, I present to you the milestones and initiatives undertaken by the Philippine Association of Colleges and Universities (PACU) from March 2023 to December 4, 2023.

During the middle of my term as PACU President thirteen months ago, we navigated the educational landscape with a commitment to innovation and policy advocacy, solidifying PACU's role as a transformative force in Philippine education.

Education Policy Sectoral Participation

PACU has been a stalwart advocate for increased resource allocations and equity between public and private institutions. Our active participation in formulating various DepEd Orders and engaging in dialogues on school site ownership, complementarity between public and private educational institutions, and the MATATAG curriculum underscores our commitment to addressing critical issues in the education sector. Such policies include the Interim Guidelines for the Educational Service Contracting Program (DepEd Order no. 13 S. 2023). In this policy, an ESC participating school shall be allowed to have new ESC grantees in the higher grade levels (Grades 8-10) for SY 2022-2023 and SY 2023-2024, provided the school has available Grade 7 ESC slots. Another policy is DepEd Order no. 20. S. 2023 or the Guidelines for Implementing the Senior High School Voucher Program. We continue to work with DepEd and PEAC to ensure the program's efficiency. Our participation in these measures showcase our dedication to enhancing the competitive environment through quality education policies.

Update on the No Permit, No Exam Prohibition Bill

Once passed, the Senate version of the bill will seriously affect the sustainability of private schools across the board, be it non-profit or for-profit private education institutions. As tuition and other school fees are the lifeblood of private educational institutions, prompt payment and availability are imperious needs for private educational institutions that rely heavily on a steady operating cash flow for their day-to-day operations. The proposed safeguards or interventions in the bill, i.e., non-readmission in the next school year or semester, withholding of grades, certificates, diplomas, or other credentials and clearances, and resorting to court action, are inadequate as these do not directly address the issue of operational costs. These current practices are reactionary measures that can be resorted to only after operational expenses have been incurred.

Proactive or preventive measures must ensure that private school operational costs do not accumulate to the point that they cannot sustain operations.

Moral compulsion is necessary to ensure that there is prompt payment. In the absence or lack of effective means to collect or any compulsion to provide immediate payment, the viability of private educational institutions will be endangered, which will disrupt access to education. Any payment received by private schools goes towards paying all capital expenditures or costs associated with school operations, i.e., utilities and salaries. Thus, prompt payment or collection is critical. We call on the Senators and Congressmen conferees of the bicameral committee hearing to adopt the alternative provision that COCOPEA is proposing.

In our recent position letters, the Philippine Association of Colleges and Universities (PACU) has expressed strong opposition to ban the “No Payment, No Exam” policy as outlined in Senate Bill No. 1359. We firmly believe that private educational institutions should have the autonomy to implement reasonable policies crucial for their sustainability and viability. Section 4 of SBN 1359, which unconditionally prohibits policies preventing students with financial or property obligations from taking exams, severely undermines the financial foundation of private schools. Tuition fees are the lifeblood of these institutions, and their timely collection is essential for maintaining operational viability. Instead of an outright ban, we advocate for a more balanced approach, allowing schools the discretion to manage such situations responsibly, especially when there are compelling reasons or justifiable circumstances.



Furthermore, Section 6 of the bill overlooks the reciprocal nature of student-school relationships, which is fundamental to fostering a sense of responsibility and accountability. This section potentially allows students or their parents or guardians to neglect their contractual obligations, thereby threatening the financial stability of educational institutions. It is imperative to maintain a system that upholds these bilateral obligations, ensuring the sustainability of schools.

Lastly, we address our concerns regarding Section 7 of SBN 1359, which poses a significant threat to educational institutions and their leaders. Penalizing schools for implementing reasonable policies aimed at ensuring the timely collection of fees is counterproductive. Such measures are not punitive but are essential for the continuous operation of schools. We urge reconsideration of these provisions, emphasizing the need for policies that support the financial health and operational continuity of private educational institutions.

The bicameral conference committee hearing on the No Permit No Exam Prohibition Bill on December 4, 2023 was a landmark event, not only for its content but also for the unprecedented inclusion of the Coordinating Council of Private Educational Associations of the Philippines (COCOPEA). This rare opportunity underscored the importance of our role in shaping educational policies. The atmosphere was positive, indicating a successful dialogue and collaboration among the key stakeholders.

The Senate was well-represented by Senators, Chiz Escudero, Win Gatchalian and Bato Dela Rosa as members of the Senate Committees on Basic Education and Higher Technical Education. Their presence and active participation were crucial in steering the discussions. From the Congress side, the committee included Congressman Mark Go, Roman Romulo, Laarni Roque, Marissa Magsino, and Mikaela Suansing, ensuring a comprehensive representation of viewpoints. Not in attendance were Senator Sonny and Senator Risa, but both understand Private Education.

COCOPEA's delegation included notable figures such as Fr. Albert N. Delvo, COCOPEA Chairperson and CEAP President; Dr. Vincent Fabella, PACU Trustee and Policy Committee Chair; Dr. Vicente Pijano III, DACUN and APSCUR-XI President; Fr. Jun Inocencio, SDB, UniTVET President; Atty. KC Manaog, COCOPEA Legal Counsel; Ms. Joyce Samaniego; PACU Executive Director; Ms. Eddielyn Maghinay, PACU Legal Associate and Ms. Charina Claustro, CEAP Advocacy Coordinator/COCOPEA Secretariat.

The positive outcome of the meeting and the high caliber of attendees from both

the legislative and educational sectors signal a promising direction for the future of private education in the Philippines.

Fr. Delvo thanked the bicameral committee legislators for allowing COCOPEA to be part of the hearing. Senator Bato Dela Rosa jokingly said this is no longer a bicam but a 'tricam' because you (COCOPEA) are here.

Programmatic Enhancements for Sustainability

PACU has diligently focused on enhancing the sustainability of educational programs. Through our participation in the PEAC-ASPIRE Grant for AY 2023-2024, we secured PHP 1,721,385.00 for impactful educational reforms. We have also reached out to international grant-giving bodies and agencies with the fiscal mandate and mission to develop and strengthen higher education institutions, thus positioning them as key drivers of local development, particularly on workforce development, research, and innovation systems for inclusive growth in the Philippines. Additionally, our involvement in the CHED Merit Scholarship Program and the Philippine Credit Transfer System is a testament to our dedication to bridging the gap between Technical Vocational Education and Training (TVET) and higher education.

Process Improvements for Inclusivity and Efficiency

Noteworthy efforts have been directed towards improving inclusiveness and strengthening the private sector's role in education. PACU has actively participated in CHED consultations on deregulated and autonomous status, played a vital role in the Technical Working Group on Tuition and Other School Fees Increase, and engaged in discussions on the regional inflation rate and policies for graduate programs. These initiatives aim to ensure smooth operational processes within our educational institutions.

COCOPEA and PEAC Updates

PACU's involvement with COCOPEA and PEAC has been pivotal in aligning our strategies and actions with broader educational objectives. Highlights include our attendance at townhall meetings and alignment meetings with EDCOM 2, CHED, and Higher Education Institutions (HEIs), as well as active participation in the COCOPEA Formal Turnover Ceremony & Installation of Officers and the Board of Trustees.



PACU Events, Conferences and Activities

PACU's engagement extended to organizing and participating in various events, with the PACU General Assembly and National Conference, themed "PACU @ 91: Reimagining Our Education Futures Together," standing out as a significant testament to our commitment to future-oriented education.

PACU has achieved remarkable progress in advocating for and implementing strategic changes in the Philippine education sector. These past few months have been marked by significant achievements in policy advocacy, program enhancement, and process improvement, reflecting PACU's steadfast commitment to shaping a more inclusive, sustainable, and competitive educational landscape.

My sincere appreciation to our esteemed PACU members, the dedicated PACU executive committee, trustees, committee chairpersons, committee members, and PACU Secretariat. I especially thank Ms. Laurice Juarez, our PR Committee Chairperson, the PR Committee members and editorial team for coming up with this edition of the PACU Newsletter.

Shaping Our Education Futures Together

Let us unite in fostering a dynamic community of practice, one that not only recognizes and draws insights from the strengths of each institution but also constructs a robust support system to overcome our weaknesses. Our common goal is to forge a cohesive PACU network of education mission advocates committed to fostering continuous improvement and collaboration, actively shaping our institutional and academic futures together.

Sincerely,

Engr. Bernard Nicolas E. Villamor

President, Philippine Association of Colleges and Universities (PACU)



LEGAL STANDPOINT: PACU as a staunch advocate of education policies

— Atty. Anna Maria 'Ada' D. Abad,
Atty. Joshua Alexander S. Calaguas, & Ms. Eddielyn M. Maghinay



Philippine Association of Colleges and Universities (PACU) submitted seven Position Papers to Congress in 2023.

The 19th Congress saw the introduction of several bills related to education. Among these were Senate Bill No. 379 (Basic Education Mental Health and Well-Being Promotion Act); Senate Bill No. 1653 (on strengthening the Legal Education Board); Senate Bill Nos. 236, 468, 1235, 1349, 1551 and 1565 (on the Revitalized Reserve Officers Training Corps Act); Senate Bill No. 1359 (No Permit, No Exam prohibition Act); and House Bill No. 7893 or the K-10+2 Bill.

The year 2023 likewise saw the introduction of bills on Constitutional Amendments and CHED's proposed Memorandum Order for the Grant of Autonomous and Regulated Status to Private Educational Institutions.

In keeping with its mission as a staunch advocate of relevant and effective education policies, PACU, assisted by its Policy and Legal and Legislative Committees, filed various Position Papers to the above measures, as follows:



I. PROPOSED CONSTITUTIONAL AMENDMENTS 2023

The House of Representatives called for a Constitutional Convention (Con-Con) to amend the economic provisions of the 1987 Constitution.

PACU believes that instead of entertaining constitutional reformations, which the country can ill-afford at this point, Congress should instead look into passing laws that will correct inequity between public and private schools by expanding the utilization of better-performing private schools through vouchers, harnessing the use of technology for more learner-centered education, and allowing private schools to have easier access to public funds and similar resources for its students and faculty, scholarships, salary subsidies for teachers, research grants, and other incentives.

II. REVITALIZED RESERVE OFFICERS TRAINING CORPS ACT (ROTC)

PACU supports the objectives of the revitalized ROTC program to instill patriotism, nationalism, and respect for human rights in the youth. However, the proposed Senate measure impairs academic freedom by not granting the HEIs the authority to design and formulate the curriculum and the modes

and methods of implementing the ROTC program.

PACU argues that the exercise of police power over education must merely be supervisory and regulatory, akin to supportive and oversight power — but not to control. Moreover, the key parts of NSTP should be incorporated into the measures for a more holistic approach.

PACU calls for measures focused on equipping and empowering the youth for a world of peace, justice, and equity through transformative quality education.

III. STRENGTHENING THE LEGAL EDUCATION BOARD

PACU fully supports the proposed independence and fiscal autonomy of the Legal Education Board (LEB) but opposes giving LEB quasi-judicial powers on concerns and controversies by and between the school, its faculty members, and students and the power to impose administrative penalties in relation thereto.

The Supreme Court, in *Pimentel et al. vs. Legal Education Board*, was clear in its pronouncement that the State's exercise of reasonable supervisory and regulatory powers over educational institutions is not and should never be akin to the power of control.

IV. NO PERMIT, NO EXAM PROHIBITION ACT

PACU flags the proposed measure as unduly encroaching on the management prerogatives and academic freedom of private educational institutions (PHEIs), and at the same time are undue infringement on the principle of non-impairment of contracts.

The proposed measure does not only prohibit enforcing payment plans and installment schemes previously agreed upon by the educational institution and the learners, their parents, and/or legal guardians upon enrollment but also from compelling them to honor their contractual obligations in the manner agreed.

PACU is concerned about the negative impact of the proposed measure on students, parents or legal guardians, schools, and other stakeholders as tuition fees are the lifeblood of school operations. PACU calls for a more in-depth discussion of the bill's implications.

V. PROPOSED CHED MEMORANDUM ORDER FOR THE GRANT OF AUTONOMOUS AND REGULATED STATUS TO PRIVATE EDUCATIONAL INSTITUTIONS

The proposed guidelines for granting Autonomous and Deregulated status to

PHEIs needed to be reconsidered and recalibrated as PHEIs across the country were set to lose their Autonomous and Deregulated status.

PACU's quick reaction was instrumental in allowing Autonomous and Deregulated PHEIs to continue enjoying their benefits in the interim. Thus, Autonomous and Deregulated PHEIs continue to enjoy all the benefits under CMO No. 19, series of 2016, except sections 7, 11 (for graduate programs), 12, and 14, while their application for renewal or upgrading is being processed.

VI. THE BASIC EDUCATION MENTAL HEALTH AND WELL-BEING PROMOTION ACT

PACU supports the objectives of the bill on mental health issues but points out that the proper execution and implementation of the establishment and operation of Mental Health and Well-being Centers requires the following:

1. Consultation with qualified mental health professionals
2. Clearly defined roles and responsibilities of the centers
3. An outline of the necessary qualifications, roles, and functions that a personnel assigned to each centers must possess



4. Mechanisms that support the coordination with schools that are unable to establish their own Mental Health Centers

5. Utilizing existing Guidance and Counselling Offices.


PACU also argued expanding the definition of “Counselling” to include online delivery for a more feasible and viable counselling service.

VI. K-10+2 BILL

PACU supports the current K to 12 basic education program and argues that there are adverse effects on employment should an early exit from the basic

education system be institutionalized.

PACU is alarmed by the lack of clarity of the envisioned program design referred to by HB 7983, and there is no concrete data that would support a conclusion that making SHS optional will solve the challenges of learning loss, job-skills mismatch, or poverty alleviation. On the contrary, this path may even perpetuate a cycle of poverty and may lead to the Philippines lagging internationally in terms of education and skilled workforce.

PACU firmly believes that an appropriate first step is to review and evaluate the K to 12 program through comprehensive research and analysis, and urges Congress to give due consideration to the recommendations of the EDCOM II. 



Programs Committee Report

PACU Webinars for AY 2022-2023: Empowering Philippine Higher Education

– Dr. Ma. Socorro M. Eala

The Philippine Association of Colleges and Universities (PACU) continues to champion excellence in Philippine higher education by conducting a series of insightful and transformative webinars for the academic year 2023-2024. These webinars, designed to address the evolving needs of educators and administrators, have covered a range of crucial and trending topics.

Raising Mental Health Awareness Among Schools as We Transition to a Better Normal – February 2023

PACU kickstarted the academic year with a profound discussion on mental health awareness titled “Raising Mental Health Awareness Among Schools as We Transition to a Better Normal.” Held in February 2023, this webinar provided a platform for educators, administrators,

and mental health professionals to grapple with the growing mental health concerns in academic institutions, especially in light of the ongoing transition to a post-pandemic educational landscape.

Prominent mental health experts, psychologists, and educators shared their insights and best practices during this event. The webinar emphasized the importance of creating a supportive and caring environment within schools to nurture the mental well-being of students, faculty, and staff. It also discussed possible interventions in addressing mental health issues effectively.

The webinar was an eye-opener to all who attached and stressed that mental health should be a top priority in educational institutions. “As we adapt to new normalcy, it’s crucial to ensure that students and staff are emotionally equipped to thrive.”



Screenshots taken during the “Raising Mental Health Awareness Among Schools as We Transition to a Better Normal” Webinar, February 3, 2023, 167 participants



Screenshots taken during the “The Art and the Practice of Deanship 4.0” Webinar, May 4, 2023, 546 participants

The Art and the Practice of Deanship 4.0 – May 4, 2023

In May 2023, PACU shifted its focus to the leadership aspect of higher education with the webinar titled “The Art and the Practice of Deanship 4.0.” This event was aimed at academic leaders and aspiring deans, offering them a platform to discuss the evolving role of deans in the modern academic landscape.

Distinguished deans and educational administrators shared their experiences and insights into effective leadership practices. The discussion revolved around topics such as internal and external attributes of deans, developing a digital-savvy dean in an unprecedented age of transformation, Artificial Intelligence, and spotting the next rockstar dean within academic institutions.

Dr. Gerry Cao, the moderator of the webinar made it even more interesting when he remarked, “Deans must be adaptable and forward-thinking. Deanship 4.0 requires leaders who can navigate the challenges of today’s educational world while remaining true to their institution’s core values.” Among the three webinars administered, this webinar was the most well-attended with a resounding number of 546 audience done virtually. One feedback received suggested that the topic should be further discussed in a face-to-face seminar.

Financial Management for Educational Leaders – August 25, 2023

PACU concluded its third webinar series for the academic year 2023-2024 with a focus on financial management in educational institutions. After the pandemic, schools had a challenging time to come back and manage the resources left by the devastating pandemic.

Several schools had to close due to unmanageable financial resources and with the pressures of government getting in the way of resource handling and resource funding, the members of the program committee concluded that the topic of Financial Management be given attention. Thus,

the webinar on Financial Management for Educational Leaders came about. On August 25, 2023, three speakers were invited to speak on various topics on Financial Management. They were Mr. Don Brodeth, a financial consultant who spoke on Strategies and Revenue Creation in these trying times; Mr. Robert Joseph G. Villa, VP and head, Finance Dept of Mapua who talked on How to create a Balance in a post-pandemic world; and Mr. Theodore Calaguas, VP for Finance Affair of the Jose Rizal University who gave practical tips in Financial Management leading to financial stability and sustainability.

All the topics were very much in line with the objective that the committee had in mind to better equip educational leaders on managing school finances and to equip academic leaders with the skills and knowledge needed to ensure the financial stability of their institutions.

These webinars organized by PACU underline the organization’s commitment to the continuous improvement of Philippine higher education. By addressing pertinent issues and providing a platform for collaboration and learning, PACU continues to empower educators and administrators in their quest for academic excellence. As the academic year progresses, the association remains dedicated to facilitating discussions and initiatives that uplift the Philippine education system.



Screenshots taken during the “Financial Management for Educational Leaders” Webinar, August 25, 2023, 104 participants

Membership Committee Updates

– Mr. Marco Alfredo M. Benitez

As we gather for this year's General Assembly, the Membership Committee of the Philippine Association of Colleges and Universities (PACU) is pleased to present its significant achievements and milestones, as well as our continuing efforts over the past year; showcasing the dedication and hard work of the members, the PACU Secretariat, and the support of the Board and members of the organization.

Acceptance of Medical Colleges of Northern Philippines (MCNP)

One of the remarkable achievements of the Membership Committee this year was the successful acceptance of the Medical Colleges of Northern Philippines (MCNP) into the PACU membership. This accomplishment was the result of careful evaluation by our committee members of the requirements submitted by MCNP.



Additionally, a validation visit was conducted in Cagayan Valley last March 3-4, 2023 to assess their institutional philosophies, facilities, and programs. We are thankful to the MCNP Community, led by President Christian R. Guzman, for their gracious hospitality and sharing with us their culture, mission and vision for the school. Likewise, this visit also included courtesy calls and benchmarking visits to the University of Cagayan Valley and St. Paul University Philippines, further enhancing the relationships between PACU and other educational institutions in the region.

We would like to thank and commend President Esther Susan N. Perez-Mari, and Sister Mercedes O. Ang, SPC, respectively for their warm hospitality and for leading exemplary institutions that are role models for those in the region.



Implementation of Amnesty Program for Arrears

Another significant milestone was the successful implementation of the Amnesty Program for PACU members with arrears over the months of May to July 2023. This program targeted members with at least 5 consecutive years and 10 consecutive years of arrears. Through a similar program as that implemented in 2019 during the administration of former PACU President Caroline Marian

S. Enriquez, a total of 36 member schools availed of the amnesty, resulting in a collection of Php 1,460,235.20 in membership dues and public relations fees. This initiative not only contributed to strengthening our financial stability but also helped foster a sense of commitment and unity among our members. As of this writing, there are a handful more member schools that expressed intent to settle their arrears.



Cleaning Membership Records

As a succeeding step to the Amnesty Program and to ensure the integrity and accountability of our membership, the committee initiated the process of reviewing and cleaning the membership records of schools with 10 or more consecutive years of arrears, as well as those that have already ceased operations or have been subsumed by other educational entities. This essential step allows us to maintain a transparent and active membership base, enabling us to better serve our members' needs and interests. Currently, with the help of the PACU Legal Team, the Membership Committee is preparing the communication to the different member schools as a final step before cleansing our membership of these delinquent members.

Processing New Membership Applications

In line with our commitment to expanding our network, the committee is actively processing new membership applications from various educational institutions. Notable among them are the applications from National University,

Laguna, and Mall of Asia Campuses. These potential additions to our membership signify PACU's continuous growth and influence within the educational landscape.

As we celebrate these accomplishments, we extend our heartfelt gratitude to the members of the Membership Committee, namely, PACU President, Engr. Bernard Nicolas E. Villamor (Cebu Institute of Technology - University), Dr. Anthony Jose M. Tamayo (University of Perpetual Help System - DALTA), Dr. Caroline Marian S. Enriquez (Our Lady of Fatima University), Dr. Karen Belina F. De Leon (Misamis University), Dr. Patricia B. Lagunda (Baliuag University), Dr. Victoriano B. Tirol III (University of Bohol), Dr. Ma. Socorro M. Eala (San Pablo Colleges). It goes without saying, our special thanks to the PACU Secretariat, led by Executive Director Joyce Samaniego and Ria Lascano, and the PACU Legal Team, led by Atty. Ana Maria D. Abad. Your dedication, efficiency, expertise, and collaborative spirit have been instrumental in achieving our goals, as well as the integrity of our processes. Moreover, your tireless efforts and commitment have not only strengthened the committee but also PACU as a whole.



Special thanks to PACU President Engr. Bernard Villamor for his steadfast support and guidance throughout the year. Your constant and caring leadership has been an inspiration, motivating us to strive for excellence in our endeavors.

As the Membership Committee has strived to do our part in fostering collaboration, accountability and growth within PACU, it is still within the greater context of the PACU mission, and the challenges and opportunities that face the private education sector that we hope to

contribute together with the other committees within the association.

Together with them, we look forward to the prospects and opportunities the coming year will bring. Despite the challenges faced by private education, we firmly believe that a strong and dedicated membership committed to the values and ideals of the association, are critical to furthering the growth of the private education sector as a whole.

PACU's 91st Annual General Assembly: Reimagining the Future of Higher Education

– Ms. Laurice Faye R. Juarez

Leaders of PACU member schools gathered at the Makati Diamond Residences in Legaspi Village, Makati City, on September 30, 2023, for the much-anticipated Philippine Association of Colleges and Universities (PACU) Annual General Assembly and National Conference. With the theme “PACU @ 91: Reimagining Our Education Futures Together,” this year’s event was a resounding success, offering a platform for meaningful discussions, collaboration, and the exploration of challenges and opportunities ahead of Philippine private higher education.

PACU President Engr. Bernard Nicolas E. Villamor delivered the Opening Remarks. He emphasized the importance of collaboration and forward-thinking in the ever-evolving landscape of higher education. Engr. Villamor’s address set the stage for the day’s discussions and provided attendees with a clear sense of purpose. Mr. Marco Alfredo M. Benitez, 1st Vice President of PACU, then Acknowledged the Participants, recognizing the invaluable contributions and commitment of the attendees to the mission of PACU.

The first part of the assembly was the Business Meeting segment, which was crucial for keeping the membership abreast with the past year’s activities, achievements, and challenges. Annual reports of the Treasurer, the President, and the Committee chairpersons- Membership, Public Relations, Programs, Legal and Legislative, Policy, Institutional Quality Improvement, Industry Linkage, and Research- were highlights of the business meeting, showing the efforts of the PACU team.

Brainstorm Workshop

Following the Business meeting was a Brainstorming Workshop Session facilitated by Policy Committee Chairperson, Dr. Vince Fabella. The first objective of the workshop was to understand the issues and concerns of PACU members with the current education policies and legislations that are of importance, as well as operational concerns that will inform PACU in its development of interventions and programs for its members.



Brainstorming and writing down ideas on post-it notes

The second objective was to derive “current strategies and solutions from PACU Members and recommend best practices and plans to improve PACU’s involvement and execution of its programs to align with the priorities.” The workshop revolved around the themes that PACU has diligently and extensively worked on, namely: 1) complementarity of Public and Private Education, 2) Reasonable Regulation, 3) Quality Education, and 4) Operational Concerns. The workshop participants shared insights using post-its to build a concept map, collectively discussing positives, pain points, and possibilities in higher education.



Roses-thorns-buds concept map

Lunchbreak was an opportunity for networking and fellowship as participants enjoyed a sumptuous and had the opportunity to explore the services and solutions provided by PACU’s partners and sponsors.




The energetic and engaging keynote speaker Professor Aileen Lam from the National University of Singapore

Keynote Speaker: Professor Aileen Lam

Ms. Joyce Anne C. Samaniego, Executive Director of PACU, introduced the keynote speaker, Prof. Aileen Wanli Lam, a Lecturer and Technology Enthusiast from the National University of Singapore. Ms. Lam led a compelling lecture workshop titled “Education Futures Reimagined: Active Teaching and Learning Across Learning Modalities.”

During this session, Prof. Lam laid the context for the emerging educational landscape, and the evolving needs of learners today, which is driven largely by the rapid pace of technology. She emphasized several innovative ideas and practical pedagogical strategies for teachers to adapt to change. She extensively discussed the perils and potentials of artificial intelligence (AI) in the classroom and even presented practical AI tools for teachers. Her

expertise and insights served as a catalyst for reimagining the future of higher education in the Philippines. Prof. Lam’s entire session was very engaging and dynamic as the audience participated by sharing their stories and exchanging ideas with their peers.

The attendees of PACU’s 91st Annual General Assembly and National Conference left the event inspired and equipped with new knowledge and ideas needed to continue advancing education in our country. The assembly not only celebrated the accomplishments of PACU in the past year but also looked forward to a future where innovation and collaboration will play a pivotal role in shaping the Philippine higher education landscape. It was a day of shared vision, renewed commitment, and a shared determination to reimagine the future of higher education in the Philippines. 



PACU Executive Committee and immediate past president Anthony Tamayo

Habi conducts Digital Tayo Student Sessions for PACU Schools

Enabling teachers to build a better digital world

– Camille Dionido, Habi Education Lab

In 2020, Facebook collaborated with Habi Education Lab to introduce the Digital Tayo course packs, offering a collection of free teaching and learning resources aligned with the objectives of three key technology courses in the teacher education curriculum:

- Technology for Teaching and Learning 1
- Technology for Teaching and Learning 2
- Building and Enhancing New Literacies for the 21st Century

These course packs are designed as modular project guides, each focusing on specific topics or themes to achieve targeted learning outcomes.

Embracing a project-based learning approach, the content is flexible, allowing adaptation to the unique needs of teacher education institutions and educators. Users are encouraged to modify and tailor the resources to suit their specific requirements.

In line with Habi Education Lab's effort to make quality learning accessible to all, the course was offered to students of PACU for free. The workshop was conducted over a span of 3 weeks, with synchronous meetings held once a week, specifically on September 20, October 6, and October 28.



Over 300 pre-service teachers from PACU-affiliated schools engaged in the three-week student workshop.



The Digital Tayo Students program commenced with students delving into the challenges and emerging issues of digital citizenship and technology. By the second week, the students could choose between two projects, Resource Remix or Playlist Gifts, participating asynchronously through the Habi Plus learning platform. Each module demanded approximately 2 hours of dedicated effort. Following the project work, a Midpoint Check-in and Reflection phase allowed students to undertake metacognitive exercises, process their projects, and provide peer feedback in small groups.

The journey continued with Resource Remix Part 2 or Playlist Gifts Part 2, where students further developed their chosen projects using the online modules on Habi Plus. The culmination involved a Closing and Celebrations session, where students shared their key insights and engaged in discussions to commemorate their learning journey.

Throughout the workshop, students gained insights into becoming effective future teachers by learning diverse techniques, customizing learning materials for effectiveness, and utilizing technology in education. They emphasized the importance of patience, designing appropriate learning materials, handling diverse students, and understanding the challenges and benefits of technology. The session covered platforms like Padlet and Habi, emphasizing resourcefulness and exploring various technologies for teaching. Students also learned the significance of mental health, creating accessible learning experiences, and being innovative in integrating technology to the learning of their future students.


Reflecting on this transformative learning experience, students highlighted skills development in resource curation, creativity, and technology integration. The project fostered an increased awareness of the importance

of selecting effective, reliable, credible, and accessible resources.

Students also expressed newfound confidence in using digital technology, navigating online tools, and incorporating them into their learning journey. The project also sparked an interest in creating original content and underscored the significance of being mindful of diverse learners' needs.

The reflections encompassed personal growth, enhanced technological literacy, and a commitment to creating inclusive and effective learning materials for the future. Students also acknowledged the impact on their teaching style, organizational skills, and overall perspective on the role of technology in education.

Most importantly, the student sessions instilled in the pre-service teachers a sense of responsibility, patience, and the importance of considering students' interests and hobbies for engaging learning experiences. The overarching theme coming from the feedback of the students is one of self-discovery, diversity, adaptability, and the recognition of the value of technology in education.

This workshop was made possible with the collaboration of HABI and the PR committee of PACU. There were over 300 students that participated in the workshop from the following schools: Calayaan Educational Foundation, Inc., Misamis University, University of Perpetual Help, Capitol University, National Teacher's College, Cebu Institute of Technology-University, Philippine Women's University, STI West Negros and San Pablo Colleges. 

5th PACU LAMP Summit Explores Education without Borders through Internationalization and Transnational Education

The Philippine Association of Colleges and Universities (PACU), through its Committee on Institutional and Quality Improvement (CIQI), successfully staged the 5th LAMP Summit on November 20, 2023.

The LAMP Summit is a series of forums where school leaders can share stories and best practices about quality management and the issues and trends affecting higher education leadership. It is a space to reframe challenges, forge collaborations, and, more importantly, build community.

Co-organized and hosted in a hybrid format by the Manila Central University (MCU), the event centers on the theme: “Education without Borders; Pathways to Internationalization for Higher Education Institutions.”

Specifically, the 5th LAMP Summit aspires to (1) Describe trends and shared experiences of higher education institutions in the Philippines, ASEAN, and beyond; (2) Draw out best practices of higher education institutions on their respective Internationalization and Transnational Education programs; (3) Determine the policies, standards, and roadmap towards Internationalization of Philippine higher education institutions; (4) Connect with fellow leaders on possible collaborations or support; and (5) Foster a space community of leaders that can provide insights and supportive spaces.



MCU President Dr. Renato C. Tanchoco, Jr. declared the summit's opening through his welcome remarks, which was followed by the opening message from Dr. Caroline Marian S. Enriquez, Our Lady of Fatima University (OLFU) President and Chair of PACU's CIQI.



Dr. Enriquez explained the summit's rationale, model, inspiration, and structure and recognized internationalization and transnational education as areas of growth and potential for higher education institutions. She reminded everyone of the benefits and transformative power of borderless education.

Mr. Abad Enriquez, Innovation and Training Consultant of PACU, provided the check-in and ice-breaker activities before the plenary sessions.

The keynote speech was delivered by Atty. Lily Freida C. Macabangun-Milla, the Officer-in-Charge of the Office of the Deputy Executive Director IV and Director-in-charge of the International Affairs Staff of the Commission on Higher Education.

She provided a scoping overview of the commission's internationalization policies, standards, and roadmaps, emphasizing the responsibilities of education institutions and attributes of internationalization. Her talk was anchored on the Philippines' “Ambisyon Natin 2040” Strategic Framework, the collective long-term vision of the country, as the basis for growth and globalization. Atty. Milla's keynote provided a strong foreground for succeeding plenaries.

Seven representatives from various institutions have unselfishly shared their affiliation's best practices, tricks of the trade, and practical strategies in internationalization and transnational education.

The speakers are the following: (1) Mr. Raymond Patrick V. Guico, President, World Citi Colleges; (2) Dr. Jeremy Godofredo C. Morales, International Relations Director, St. Paul University; (3) Dr. Gabriel Archemedez Y. Flores, Planning and Linkages Director of the University of Perpetual Help System DALTA; (4) Sr. Maruja S. Padre Juan, MSCS, Office of the University Relations Director, Adamson University; (5) Dr. Engelbert C. Pasag, Vice President for Internationalization and Partnerships, Panpacific University; (6) Dr. Bonifacio T. Doma, Jr., Executive Vice President for International Alliances and Cinta Partnership Executive Director, Mapua University; and (7) Dr. Teresa R. Perez, Senior Vice President for Academic Affairs, Centro Escolar University.



Notable sharing and initiatives are the British Columbia Institute of Technology partnership (WCC), the development of primers as a guide for internationalization efforts (SPU), the Carbon-neutral Internationalization Framework (UPHS-DALTA), international student programs (Adamson), co-publication initiative with global universities (Mapua), global citizenship and cross-cultural competency training (CEU), and technology-driven partnerships (Panpacific).

The session on best practices sharing was followed by a forum chaired by Ms. Joyce Anne Samaniego, PACU's Executive Director. Interesting takeaways from the discussion are the value of relationship management, planning, vision, timing, and change of people's mindset and culture.

The afternoon session showcased the outstanding efforts of selected organizations in promoting borderless higher education. Director Lotus Postrado, the Country Director of the British Council Philippines, discussed the current programs and opportunities available for the education and science sectors.

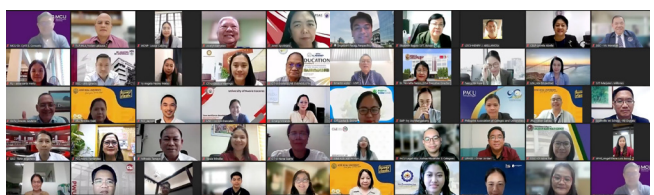
A future-driven discussion was delivered by Dr. Ethel Agnes Valenzuela of CHED's Technical Panel on Transnational Education and Distance Education, focusing on the emergence of smart universities and science and technology centers in ASEAN and beyond.

Prof. Dr. Michael Joseph Dino from the Research Development and Innovation Center of OLFU capped the plenary sessions via a scoping synthesis and showcase of emergent models, frameworks, and concept layers captured from the rich presentations and discussions by the summit speakers.

PACU and Cebu Institute of Technology-University President, Engr. Bernard Nicolas E. Villamor expressed his gratitude and recognition to the PACU leadership, its members, speakers, and partners for their support and contribution to the ultimate success of the 5th LAMP summit. His closing remarks underscore PACU's tireless efforts and dedication to supporting its members in shaping the Philippine higher education landscape and moving it forward and upward.

The summit was streamed online and held in person at MCU's Learning Resource Center's Helix Vertical Auditorium. Dr. Ma. Corazon S. Sauz, the Executive Assistant for Academic Affairs of the University of Santo Tomas, served as the emcee.

A total of 174 participants (40 onsite, 134 online) from over 66 higher education institutions participated in the event.



Risks and Rewards of AI Integration in Education

– T.I.P. Public Relations

Students should not be deprived of using artificial intelligence (AI) to enhance their learning experiences, but faculty members must establish clear boundaries anchored on ethical considerations when integrating it into delivering quality education.

This was the position of Dr. Elmer-Rico Mojica, associate professor at the Pace University in New York, during his talk on the risks and benefits of generative AI tools in teaching and research hosted by the Technological Institute of the Philippines (T.I.P.) on July 27.

The webinar titled “Artificial Intelligence in Teaching and Research: Boon or Bane?” is another product of an ongoing partnership between T.I.P. and the Philippine-American Academy of Science and Engineering (PAASE) of which the speaker is an active member.

The longtime University of the Philippines Los Baños chemistry professor shared some strategies for working with this technology based on his experience when he tried using software applications, such as ChatGPT and Google Bard, in his own teaching and research practices.

Recognizing the inevitable impact of AI on education, Dr. Mojica advised school executives and academicians to lay down the ground rules when incorporating these large language model chatbots in generating outputs for teachers and learners.

“Since this is a discipline-based decision at the department level, teachers should tell their students what is acceptable or not, and the students should know it. That’s why we encourage them (educators) to put it (terms and conditions of AI use) in the syllabus,” he said.

Dr. Mojica also emphasized the importance of promoting academic integrity among students from the start, so they can become responsible users of technology and be well informed about the consequences of its misuse.

Citing his personal experience and recent research, he said the penchant for using AI tools may stem from the

initiative of students to learn more and produce better outputs rather than to cheat, as most teachers fear.

Nevertheless, Dr. Mojica acknowledged the necessity of putting guardrails against the risks attached to ChatGPT and other generative AI applications, considering their limited sources of information. This is where expertise on the subject matter becomes indispensable for educators.

When teachers recognize ambiguities or questionable information in student submissions, then the students may be asked to conduct additional research using traditional sources like books and journals, according to the Pace University mentor.

Although his experience in using chatbots to generate ideas and other prompts for writing and research has been positive, Dr. Mojica is aware that AI can sometimes “hallucinate and give you answers that don’t exist.” Critical thinking, therefore, remains crucial when accessing such tools.


Meanwhile, he supports the use of AI-powered resources to ease the workload of teachers particularly when it comes to grading students’ outputs or automating curriculum design. This saves them time while keeping them abreast of useful technologies.

Allaying the fears of many who see AI as a threat, Dr. Mojica echoes the argument that ‘AI will not replace humans, but the people who use it will.’

Regardless, gray areas such as the sinister rise of deepfakes and other manipulative tools of mass disinformation must be addressed properly.

“If you don’t know which one is true, you will believe anything generated by these AI tools. To prevent this kind of misinformation, I think human expertise and judgment are needed,” he said. With this, constant improvement of one’s digital literacy skills is essential.

Dr. Mojica also mentioned that personal interaction between students and teachers must remain as much as possible despite the proliferation of AI and all kinds of machine learning technologies because “personal intervention is the best way to deal with the students.”

“AI like ChatGPT and Google Bard are just tools that can help us improve the teaching, learning, and research writing process. We should ensure that the rise of AI does not get out of hand,” he concluded. 



Strengthening Faculty Development and Crafting Industry-relevant Curriculum: Case of MPCF

— Capt. Noel Santos



Photo taken during the MPCF Canaman Faculty Development Workshop

While maritime education is one of the pillars of the Philippine maritime industry, it cannot remain rigid and unyielding to the demands brought about by changes in the country's education system and the high-quality standards set by the European Maritime Safety Agency (EMSA).

EMSA will continue overseeing our compliance with the Standards of Training, Certification, and Watchkeeping for Seafarers (STCW) through their scheduled audits. This monitoring of Maritime Higher Education Institutions (MHEIs) remains an ongoing mission jointly undertaken by CHed and MARINA.

In response to the challenge, CHed and MARINA have conducted various workshops for maritime institutions and their instructors for Bachelor of Science in Marine Transportation and Bachelor of Science in Marine Engineering, as part of Maritime faculty development.

EMSA's audit findings of Philippine Maritime Schools encompass the following issues:

1. Exam questions lacked alignment with learning outcomes (LOs) and related competencies.
2. Exam questions and tasks were not congruent with the cognitive domain specified in outcomes-based syllabi, leading to inconsistencies in difficulty and relevance.
3. The Table of Specifications (TOS) for exams did not follow a standardized approach, and


exams sometimes deviated from the relevant regulations and criteria.

During the workshop, participating MHEIs developed the assessment instruments for specific competence, assessment instruments for specific outcomes, practical assessment, psychomotor activities for assessment, and authentic assessment.

The outcomes of the workshops include the creation of assessment tools for maritime courses, translation of assessment standards in the assessment tools, alignment of assessment tools with learning outcomes, development of recommendations to improve the existing assessment tools, and coming up with detailed teaching syllabi of Maritime courses aligned with the course outcomes, which were thoroughly reviewed and validated.

After the workshop, the Maritime instructors of MPCF developed a Course Package for every maritime course and crafted assessment tools before the start of the first semester, AY 2023-2024. They were also checked for their constructive alignment.

After comparing the 2022-2023 curriculum with the 2023-2024 course specifications received from CHed, a catch-up plan was developed for every course affected to complete the missing course outcomes and KUPs.

All developed courses and catch-up plans were implemented this semester. 

Integrating Pickleball into Physical Education Curriculum: The UST SHS HOPE Learning Area's Preparations in Setting the Standards for Playing Pickleball with highest level of Moral Character at all times on and off the court

– Dr. Raymond M. Anselmo, Chair, Physical Education and Sports Track, UST Senior High School

Physical Education is a multi-dimensional program that does not only address physical fitness but also provides a holistic educational experience. Various activities are implemented to foster development in physical fitness and other dimensions of learning, such as cognitive and affective aspects. In this view, something to look forward to this School Year is the Integration of Pickleball into UST Senior High School's PE Curriculum.

Pickleball was first introduced at the University of Santo Tomas in October 2018 through a seminar-workshop "Pickleball @ School" with Coach Jenny Marcos, Head Tennis Coach of the Southwestern Christian University in Oklahoma, USA, in collaboration with the Physical Education and Sports Track Department of the UST Senior High School.

In this seminar-workshop, pickleball's fundamentals and advanced concepts, including speed and agility, were demonstrated. The seminar also encouraged students to consider playing pickleball as one of their sports or wellness activities.

This School Year 2023-2024, Pickleball will be integrated into the curriculum of the UST Senior High School Health Optimizing Physical Education (HOPE). In preparation for the aforementioned integration, the HOPE teachers underwent intensive Pickleball training during their In-Service Training on July 31 and August 5, 2023, held at the UST Blessed Giorgio Frassati Building.

The annual In-service Training was attended by sixteen (16) respected Physical Education and Sports Track and Health Optimizing Physical Education teachers. The activity primarily aimed to revisit, rewrite, and redevelop the Curriculum Guide. in the different areas of HOPE, as well as the specialized subjects in Physical Education and Sports Track. In addition, this is to prepare the PE and Sports teachers for the full face-to-face and hybrid mode of instruction for the first Term of School Year 2023-2024.




One of the HOPE Lead Teachers, Ms. Serenata Saluan, discussed the specifics of the game pickleball, which is added to the curriculum for this School Year 2023-2024 Health Optimizing Physical Education Curriculum.

Yours truly, Dr. Raymond Anselmo, as one of the pioneers of pickleball in the country and presently one of the Diplomats of the International Pickleball Federation took the lead in guiding Ms. Saluan as she presented the history, background, and rules of the game.

It was followed by a Pickleball Game proper that was facilitated to fellow teachers, instilling in one another the great pleasure and participation in playing pickleball. Adding pickleball to the PE curriculum is certainly beneficial for the well-being of both the teachers and learners. Its inclusivity is empowering and it may increase the interest of the learners in engaging more voluntarily not only in pickleball but in other activities as well.

Once more, yours truly delivered a brief but comprehensive talk about "Pedagogy in Teaching Physical Education and Sports". In the aforesaid talk, the teachers were motivated and encouraged to inculcate experiential teaching and learning, wherein students learn by performing and by reflecting on their hands-on experiences which will increase their physical performance, and overall well-being to promote holistic and lifelong learning.

With the imminent integration of Pickleball into the PE Curriculum of the university, teachers will serve a key role in continuously striving their best to assist the Next Generation in playing pickleball with the highest level of moral character at all times on and off the court. Indeed, they are in the best position to strengthen the moral values of the learners while providing them with something new to look forward to – Fun-filled Pickleball Tournaments. 





Strengthening Faculty Development and Crafting Industry-relevant Curriculum: A Focus on Criminology

— Joseph Porfirio L. Andaya, Head, Research Center, Institutional Planning and Development, Philippine College of Criminology

Closing the gap between industry needs and educational thrusts

Never has there been a greater need to forge academe-industry alliances than today, when economic demand for relevant knowledge and skills takes the forefront of nation-building. Economic planners increasingly decry the widening skills gap that colleges and universities allegedly fail to close particularly in this rapidly digital-based world (Hora, 2019). Higher education is seen to be flagging as well as addressing global sustainability goals (Chankseliani & McCowan, 2021). It is in this context that the goal of strengthening the faculty in pursuit of the crafting of industry-relevant curricula achieves urgency and importance.

For several reasons, it is crucial to support faculty growth while developing a curriculum applicable to the industry. First of all, it guarantees that the professors are equipped with the information and abilities needed to instruct students in current and relevant industry practices. This helps students develop the necessary abilities before entering the job by bridging the knowledge gap between theory and practice. Second, an industry-relevant curriculum

that supports faculty development enables educators to keep abreast of the most recent developments, fashions, and technological trends in their specialized professions. This keeps the curriculum up to date and in line with business requirements, increasing student employability and preparing them to adjust to shifting market demands (Pareira, Vilas-Boas, & Rebelo, 2020).

Programs designed for faculty development aim to upgrade faculty members' experience, knowledge, and skills so they can provide high-quality instruction to students. We must understand this in our capacity as educational managers and administrators. These programs are extremely important in the framework of the Bachelor of Science in Criminology degree for educating faculty members and therefore their students for the requirements and difficulties of the contemporary criminal justice system. Because the fields of criminology and criminal justice are always changing, it is crucial to make sure that the curriculum is updated and follows current business trends. Faculty members must remain current on the most recent changes to criminal justice policy, new criminal trends, technological innovations,

and research methodology. In the Philippine College of Criminology (PCCR), for example, participation in the various professional development activities of law enforcement agencies, such as cybersecurity conferences, workshops, and training sessions brings criminology faculty members up-to-date and enables them to bring valuable theoretical and practical insights into the classroom.

Thus, faculty development improves the knowledge and experience of criminology educators, enabling them to offer students an industry-relevant quality education. It provides them with the methods, materials, and skills they need to effectively engage students, create innovation, and encourage critical thinking. Again, to illustrate, strengthening faculty development in crafting a curriculum relevant to criminology, and criminal justice facilitates collaboration and partnerships between the PCCR and the law enforcement agencies, to which several Memoranda of Agreement recently signed by PCCR and the National Bureau of Investigation, the Philippine Coast Guard, and the Philippine Drug Enforcement Agency to name a few, bear witness. These collaborations help in addressing the skill gaps in the job market and





PCCR and the Philippine Drug Enforcement Agency link up as partners for academe-industry collaboration on scholarships, research, and faculty development.

encourage the exchange of knowledge and expertise. It also promotes research and innovation, leading to practical solutions and advancements in law enforcement and the prevention of crime.

In addition, encouraging collaborations with experts in the field and practitioners can significantly improve the effectiveness of the criminology curriculum. By bridging the gap between theory and practice, educational institutions can give students the practical information and skills they need to succeed in the real world. Students might benefit greatly from hearing from experts in law enforcement, forensic science, legal companies, and other related professions as guest speakers, mentors, or advisers. These experts may share their real-world experiences and provide students with a deeper comprehension of the difficulties they can encounter in the workplace. Educational institutions can make sure that graduates are well-prepared for the demands of the industry by incorporating their input into the curriculum.

Crafting an industry-relevant curriculum


It is crucial to build trusting relationships with potential employers to comprehend their changing needs. This is necessary to design a curriculum that applies to the field. Meeting and consulting with criminal justice industry experts regularly gives

insights into new skill sets, specialties, and market trends. To ensure that graduates are fully prepared to fulfill the current and future needs of the business, experts claim that this type of “embeddedness” can produce information that can subsequently be incorporated into the curriculum (Alaswad, Llamocca, & Gillespie, 2019).

A well-crafted criminology program should place a strong emphasis on practical application through internships, fieldwork, and hands-on activities in addition to theoretical knowledge. This allows students to obtain practical experience and cultivate the critical thinking, problem-solving, and communication skills necessary to be successful in the field of criminology. Collaboration with business partners is essential for giving students chances for hands-on learning, internships, and research projects.

Furthermore, it is crucial to incorporate technology into the curriculum. Students need to have the abilities they need to use technology effectively because it continues to play a big part in modern criminal justice processes. To ensure that graduates can contribute to crime prevention, data analysis, and policymaking, the curriculum should include pertinent technical tools, data analysis approaches, and developing trends. Educational institutions can better educate students about the issues they will encounter in the workplace by being on the cutting edge of technology developments.

Needless to say, the emergent curriculum must evolve and adapt to future conditions and the changing morphologies of the industry. To stay relevant and responsive to the evolving dynamics of the criminal justice area, continuous curriculum evaluation and development are important. Regular input from business experts, former students, and alumni can reveal areas that need improving or changing. Therefore, it is important to encourage faculty members to participate in curriculum review and development processes to guarantee that the program continues to be responsive to market demands.

In the end, promoting faculty development in tandem with developing a curriculum that is relevant to the industry is essential because it helps students prepare for real-world challenges, keeps teachers up to date on industry trends, improves their ability to teach, and promotes collaboration between academic institutions and businesses for the benefit of both students and the job market. Educational institutions can make sure that their curricula prepare students for career success and meaningful contributions to their fields by investing in the professional development of faculty members, incorporating industry perspectives, emphasizing practical application, integrating technology, and engaging in continuous evaluation. 



The RMC's Commitment to Enhancing Digital Literacy Across All Educational Levels

The onset of the pandemic imposed unparalleled challenges upon educational institutions across the globe, and The Rizal Memorial Colleges, Inc. (RMC) was no exception. With on-site academic activities being halted and physical attendance becoming a concern, both educators and students found themselves in unfamiliar terrain. Yet, this adversity spotlighted an unforeseen opportunity— the acceleration of digital literacy.

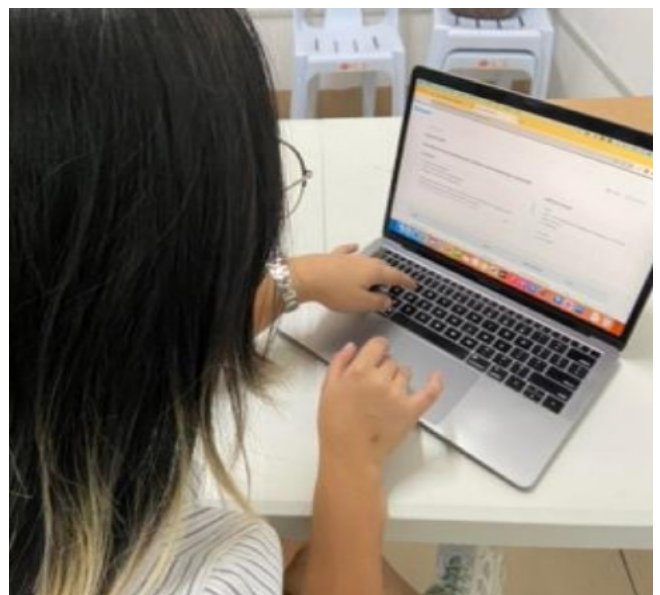
At RMC, there was a pronounced effort to harness technology to bridge the learning gaps caused by the pandemic. Although the initial transition was fraught with challenges, the commitment of the institution and its educators ensured that learning remained uninterrupted. Teachers adeptly integrated a plethora of digital tools into their teaching methodologies. Platforms like Google Meet and Zoom became the new classrooms, while interactive tools such as Kahoot supplemented engagement.




Understanding the critical role of a structured learning management system (LMS), RMC partnered with Quipper. This collaboration was more than just adopting an LMS;

it was about aligning with a partner and sharing a vision to bridge learning gaps. Quipper not only offers an easy-to-use platform but also provides content that is well-aligned with the DepEd curriculum for Integrated Basic Education and the revised CHED Contents noted by the College Curriculum and programs with course packages of all courses. This tool has empowered RMC's educators with the capability to monitor, evaluate, and adapt to their students' learning levels effectively.

In this new era of learning, both educators and students have had to adapt to the indispensability of digital literacy. It empowers students to become proactive learners capable of accessing a wealth of information, collaborating with peers, and engaging with educational content in diverse formats. Furthermore, it equips them with essential 21st-century skills such as problem-solving, critical thinking, and digital communication.



Quipper's features further enhance the effectiveness of educators as learning facilitators. Through this platform, they can monitor students' progress, pinpoint areas for improvement, and adjust their teaching strategies accordingly. This data-driven approach not only addresses individual learning needs but also allows educators to continuously refine their instructional methods.

In essence, while the pandemic posed unprecedented obstacles, RMC's resilience and proactive approach to bolstering digital literacy ensured that its mission and goals in fostering education remained undeterred. The journey underscored the institution's adaptability and commitment to delivering quality education in changing times. 

Bolstering Digital Literacy Among Learners at All Education Levels

— Joseph Porfirio L. Andaya, Head, Research Center, Institutional Planning and Development, Philippine College of Criminology



Consulting with faculty members on new technologies on research pave the way to greater research efficiency and productivity.

The New Screen Age

From the Stone Age, we now have arrived at what pundits call “the great screen age.” Today’s keywords include digitization, digitalization, and digital transformation.

In today’s digital age, where technology is an integral part of our daily lives, digital literacy has become increasingly essential for learners at all educational levels, from kindergarten (but, yes!) to post-graduate programs. Digital literacy refers to the capacity of people to effectively and critically navigate, evaluate, and create information using digital technologies (Bawden, 2008).

For educators immersed in current realities, it is crucial to recognize the importance of fostering digital literacy among learners to prepare them for the demands of the 21st-century workforce and to enhance their overall educational experience.

For the purposes of flexible and adaptive educational leadership, digital literacy goes beyond basic computer skills. It encompasses a wide range of competencies, including information literacy, media literacy, technological aptitude, critical thinking, collaboration, and ethical and responsible use of technology (Pangrazio, Godhe, & Ledesma, 2020).

Engaging in digital literacy empowers teachers and learners to leverage and use technology as an indispensable tool for learning, individual growth,

and personal success. In the Philippine College of Criminology, for example, it means moving beyond the initial technological adaptations in the first months of the COVID-19 pandemic to the development of a customized learning management system tailored to the needs of an institution of higher criminology learning. It means weaving new digital technologies into the school’s programs, strands, and other offerings from the basic education grade levels to the College of Criminal Justice and to the graduate school.

Bolstering digital literacy becomes particularly crucial if we take into consideration the so-called digital divide, which refers to the gap between those who have access to technology and internet connectivity and those who do not. To address this issue, educators and educational institutions must seek to provide equitable access to digital resources and technologies to make sure that everybody has an equal opportunity to develop their digital literacy skills. Moreover, they must ensure the sustainability of this access and provide expanded opportunities and greater educational equity by providing students and teachers with institution-based technologies such as internet laboratories and gadgets either free for use in classrooms or rented out to students at low rates (Yu, 2019).

Further, integrating digital literacy into the curriculum at all education levels should be a priority for both educational managers and administrators. Providing



well-guided and designed digital literacy instruction can help students form and develop skills such as effective internet searching, assessing the validity of online resources, understanding and valuing digital citizenship, and employing technology for collaboration and creativity. This kind of integration should occur across various courses and programs to promote interdisciplinary learning and the practical application of digital literacy skills

Collaborations and Teacher Professional Development

To effectively foster digital literacy among learners, it is crucial to invest in teacher professional development focused on technology integration and digital pedagogy. By equipping educators with the necessary skills and knowledge, they can become competent in integrating digital tools and resources into their teaching practices. This includes using interactive software, online learning platforms, multimedia presentations, and creating engaging digital learning materials (Fernandez-Batanero, Montenegro-Rueda, Fernandez-Cerero, & Garcia-Martinez, 2022). In the PCCR, for example, the recent teachers' in-service training included the ethical use of artificial intelligence in research and creative works.


Encouraging collaboration and the sharing of best practices among educators is another vital aspect of bolstering digital literacy among learners. Professional learning communities, both offline and online, provide opportunities for educators to exchange ideas, strategies, and resources related to digital literacy. Collaborative initiatives can help educators stay updated with the latest digital tools, teaching methodologies, and innovative practices that promote digital literacy in the classroom.

Collaborating with industry partners and the wider community can greatly enhance efforts to bolster digital literacy among learners. For the PCCR, it means engaging with various law enforcement agencies such as the Philippine Drug Enforcement Agency, the Bureau

of Corrections, the Philippine National Police, and the National Bureau of Investigation, among others. Engaging industry professionals as guest speakers or mentors can expose learners to real-world applications of digital literacy skills such as in electronic surveillance, data gathering and analysis, and cybersecurity which are important for criminology students and graduates. Community partnerships can provide access to resources such as technology centers, libraries, and local organizations that promote digital literacy. These connections help learners develop a deeper understanding of the practical implications of digital literacy in various fields.

Finally, it is crucial to include evaluation and assessment techniques that effectively gauge learners' levels of digital literacy to ensure continual growth. Traditional assessment techniques might need to be supplemented with performance-based tests, portfolio evaluations, and group projects that demonstrate how well students can use their digital literacy abilities in real-world settings. Through a thorough evaluation process, instructors can pinpoint areas for improvement and modify their teaching strategies accordingly.

For educational management professionals, promoting digital literacy among students at all educational levels is of the utmost importance. Educational institutions can successfully prepare students for a technology-driven future by recognizing the importance of digital literacy, bridging the digital divide, integrating it into the curriculum, investing in teacher professional development, encouraging collaboration, fostering partnerships, and implementing appropriate evaluation and assessment methods.

Equipping students with digital literacy abilities enables them to critically examine information, traverse the digital environment with assurance, and develop into responsible, moral, and prosperous citizens in our increasingly digital society. 



Faculty in-service trainings on the ethical use of artificial intelligence in research enrich and support the generation and utilization of knowledge.

NCF Revolutionized Education: Materializing Digital-driven Pedagogy, Preserving Academic Integrity

The exponential digital transformation has remarkably influenced education, bolstering optimal opportunities to enrich content knowledge and expand pedagogical strategies.

Serving as a decades-long arsenal of scholars, leaders, professionals, and researchers, Naga College Foundation, Inc. (NCF) unceasingly rides the bandwagon of innovation to keep the academic institution industry relevant and responsive to the current demands of the evolving academic landscape. Such an innovation is the gradual integration of artificial intelligence in curriculum and instructional delivery, from basic education to graduate studies.

Aware that academic institutions and agencies cannot shrug off the crucial stumbling blocks to integrating artificial intelligence into educational practices, NCF is fully cognizant that artificial intelligence, particularly its strengths, weaknesses, opportunities, and threats, plays pivotal roles in advancing digital-driven pedagogy while maintaining academic integrity.

Materializing digital-driven pedagogy

As early as Junior High School, students at NCF have hands-on experience involving robotic manipulation integrated into their curriculum. Apart from stimulating imagination and creativity among students, NCF's beginning program in robotics prepares and guides students to more complex concepts and practical applications in Senior High School, particularly in the Science, Technology, Engineering, and Mathematics (STEM) strand and in other select strands in the Technical-Vocational Track.

At the undergraduate and graduate levels, members of the NCF faculty of instruction, while remaining cautious, progressively enforce in teaching and learning, as well as in instructional enrichment,

the utilization of artificial intelligence like ChatGPT, Bard, Canva AI, and AI-powered Adobe Photoshop, among others.

With their parallel observations, learners and educators agree that making artificial intelligence a part of the education ecosystem empowers learners to fill in the missing links for their full understanding at their own pace. This could mean that integrating artificial intelligence into educational practices scaffolds both challenged and advanced learners in their course of learning beyond the four corners of their physical classrooms, anytime, with unlimited access to artificial experts programmed with knowledge and expertise in various fields.

Educators also notice that artificial intelligence contributes to the improved engagement of students in teaching and learning, considering the interactive and multisensory virtual environments in ChatGPT, Bard, Canva AI, and AI-powered Adobe Photoshop, among others, that acquire and maintain students' interest.

Through the creative assistance of the AI, particularly in idea generation, brainstorming, and refining arguments, educators generated convergent and divergent questions, prompting and probing inquiries, self-learning activities, and relevant assessments with immediate corresponding evaluations that saved their time and effort in developing and enhancing the learning curriculum.

In addition to the context of curriculum development and students' progress, NCF is eyeing the selection of an AI tool that can analyze large datasets to identify trends and patterns in student performance—significant factors in crafting instructional strategies and curriculum development.

Part of the NCF's brand, 'Leap into the Future', is transforming the academic institution as one of the key players in the AI industry, hence calibrating



its students, particularly those of the College of Computer Studies (CCS), to produce homegrown AI tools that will offer breakthroughs for various purposes.

Meanwhile, as NCF gradually eliminates the administrative tasks of the teachers to focus more on providing instruction and facilitating learning experiences for students, the leap to AI tools automates the administrative tasks such as scheduling, grading, reporting, etc., assisting the teachers to accomplish the tasks in a short period.

Preserving academic integrity

NCF is aware of the underlying threats of AI in education, such as the insufficiency of contextual understanding of generated contents, the excessive reliance of students, potential inaccuracies, breaches of data privacy, cheating, plagiarism, loss of human interaction, diminishing critical thinking and creativity, skill gaps, etc.

It is an open secret that the best measure to regulate the jeopardies of AI integration in curriculum and pedagogy is to craft and promulgate implementing rules and regulations to ensure a responsible, academic utilization of AI. Thus, through the newly created Digital Transformation Division, NCF convened a technical working group composed of technical personnel and educators tasked with creating an institutional policy on use of AI in instruction and pedagogy.

After the rigorous and comprehensive colloquies of the technical working group, the 'Responsible AI Utilization Policy' has been crafted. It is intended to institutionalize the use of AI in curriculum and pedagogy and gradually control the potential risks of AI exposure to the clientele.

The 'Responsible AI Utilization Policy' of NCF limits the use of AI to reinforce learning and, therefore, requires educators to hold classes that will verify, add, contextualize, and elucidate concepts.

According to the policy, AI shall be part of the larger context of hybrid learning (in-person and online) implemented by the academe to avoid unwarranted


reliance on AI, maintain human interaction, and guarantee authentic learning experiences.

To safeguard legitimacy, express academic integrity, and continuously instill in students the competencies of creativity and critical thinking, the policy states that assessments and activities shall be done in person. If the learning activities are deemed to involve AI, teachers ought to subject students' outputs to a plagiarism check through the NCF's subscription to Strike Plagiarism.

Moreover, on matters concerning data privacy, only the key persons, who will seek approval from the Digital Transformation Division, have the sole authority to collect, access, and use the information concerning students, curriculum, and pedagogy subject to privacy and confidentiality.

NCF revolutionized education

The brand of quality and excellence of NCF was catapulted by the institution's courage to leap into the future, sail on the seas of digital uncertainties, and maximize both sides of the coin instead of selecting only one side. Such deliberate steps to revolutionize education and turn threats into opportunities are the time-tested commitment of NCF to the Filipinos in providing quality and affordable education.

As the inherent and incidental facets of digital transformation are inexorably expanding, intensifying, and accelerating, NCF takes the challenge of educating its students that it is the premier duty of the people to check, balance, maximize, and mitigate both the potentials and perils of AI for the benefit of inclusive teaching and learning. 

UA&P holds roundtable discussion on IT skills gaps

– Carlo Christian Cabrera

In partnership with Dualtech Training Center, the University of Asia and the Pacific (UA&P) on September 6 held a roundtable discussion on gaps and shortages in ICT skills with its partner companies.

Sponsored by the UA&P Department of Information Science and Technology, the discussion touches on the various skill gaps and the attempts to address such gaps in the ICT sector.

Participating companies from the manufacturing, construction, and entertainment and recreation industries engaged in an exchange of ideas and suggestions to address these gaps, identifying a mix of technical skills and competencies needed to confront emerging technological trends and challenges.

The event was closed by Engr. Jerry Webb Muhi, President and Executive Director of Dualtech Training Center.

Dualtech Training Center is a private vocational school project established in 1982 that pioneered in adapting the German Dual Training System in the Philippines.

The center trains over a thousand scholars from the poor sectors of society each year and partners with over a hundred companies to train them for eventual employment.



UA&P and ABCI create W&A Brown Scholarship Endowment for Public School Students

– UA&P Fund Development Office

In a remarkable step toward promoting quality education and supporting financially challenged but deserving students, UA&P on July 12 signed a Deed of Donation with Mrs. Annabelle P. Brown, Director and Executive Committee member of A Brown Company Inc. (ABCI), marking the establishment of the W & A Brown Scholarship Endowment.

The W & A Brown Scholarship Endowment is a testament to the shared vision of UA&P and ABCI, wherein education is seen as a potent tool for empowering young minds who can be catalysts of change in society in the future.

The scholarship will cover the student's tuition fees, miscellaneous fees, and a P5,000.00 book allowance per semester. ABCI will select one scholar from the list of accepted scholarship applicants from public high schools to be provided by the Admissions Office of UA&P.

Incorporated on December 21, 1966, A Brown Company, Inc. has emerged as a force in the real estate and power industries in Cagayan de Oro City. Over the years, the company has charted a remarkable journey, diversifying its business interests and embracing new opportunities in power generation, public utilities, and agribusiness, particularly in the palm oil industry. Mr. Walter W. Brown, Mrs. Brown's husband, sits as the Chairman of ABCI.

Mr. and Mrs. Brown are staunch advocates of character formation among the youth, especially the underprivileged.

Mrs. Brown is also the Founder of Alalay Sa Pamilya at Bayan (APB) Foundation, Inc., which established seven years ago the Campaign for Character Education Tenacity (CACHET) in close partnership with the I Am STRONG program of UA&P.

CACHET aims to help the young make good and responsible day-to-day decisions in areas such as home and family life, studies and career, friendships and social responsibility, and love and courtship through participative and interactive approaches as well as peer and adult mentoring.

CACHET has now dealt with close to 500 public schools, 170 of whom have CACHET Clubs, actively participating in quiz bee and art summits, self-reflection workshops, and family sports fest, among many other socio-cultural, moral, and leadership development undertakings.

With the establishment of the W & A Brown Scholarship Endowment, Mr. and Mrs. Brown have made a decisive step to push their advocacy further by helping public school students receive UA&P education centered on whole-person development.



Mrs. Annabelle P. Brown with (from left) ABCI President Mr. Robertino Pizarro, UA&P President Dr. Winston Conrad Padojning, ABCI Executive Vice President Mr. Paul Francis Juat, and UA&P co-founder Dr. Bernardo Villegas.



Mrs. Annabelle P. Brown with UA&P President Dr. Winston Conrad Padojning.



UA&P signs MOU with Frances Elementary School

— Carlo Christian Cabrera

Last June 1, the University of Asia and the Pacific entered into a Memorandum of Understanding with Frances Elementary School in Calumpit, Bulacan for future projects and ICT-related activities. The UA&P Department of Information Science and Technology also donated 12 desktop computers to the elementary school's computer laboratory.

From the Frances Elementary School Facebook page: "Frances ES warmly extends its gratitude to the UA&P community. Sir Cyrus Paolo M. Buenafe, Chair of the Department of IST, together with his colleagues. Thank you for making a difference for our school and students."



UV secures university-wide ISO Certification

The University of the Visayas, the first school in Cebu to become a University, was awarded a university-wide ISO9001:2015 Certification by the TÜV Nord Philippines, Inc. after hurdling the strenuous evaluation on May 4-5, 2023.

Five UV satellite campuses, including the Main Campus and campuses in Dalaguete, Minglanilla, Pardo, and Toledo, were evaluated in terms of their compliance with management system requirements as well as the effective implementation and practice of the ISO9001 standards.

The audit criteria were the ISO9001:2015, customer-specific requirements, regulatory and other legal requirements related to products and services, and organizational-specific requirements.

The assessment process preparation was spearheaded by University President Dr. Conrado E. Iñigo, Jr., Chief Finance and Administrative Officer Dr. Rosemarie C. Español, Chief Academic Officer Dr. Anna Lou C. Cabuenas, University senior leaders, and the Quality Management System Office.

In his message, Dr. Iñigo expressed his sincerest gratitude to all the stakeholders of the University for the resounding success of achieving a university-wide ISO9001:2015 Certification.

The university president emphasized that the conduct of the ISO Certification is part of the quality assurance roadmap and strategic plan of the University, particularly its commitment to continuous improvement and academic excellence for the benefit of its primary stakeholders – the UV students.

He attributed to synergy and proactive attitude among senior leaders, faculty, students, parents, and alumni as the driving force why the University of the Visayas, founded more than a century ago, has achieved major successes in the past years.

Dr. Iñigo also thanked the constant support of the Board of Trustees and the Executive Board headed by Chairman Dr. Gerald Anthony S. Gullas, Executive Vice Chairman Mr. Joselito F. Gullas, and Treasurer Dr. Leopold Gullas-Lucero.



OLFU receives Four-Star Rating from QS

Our Lady of Fatima University (OLFU) yet again received international recognition after having been rated as a Four Stars institution by the Quacquarelli Symonds (QS) Stars Rating System on July 21, following the evaluation through an independent data collection and analysis performance metrics.

Aside from the overall Four-Star rating, the University also stood out in the eight various categories, such as Employability (Five Stars), Academic Development (Five Stars), Social Responsibility (Five Stars), Teaching (Four Stars), Facilities (Four Stars), Inclusiveness (Four Stars), Specialist Criteria: Medicine (Four Stars), and Internationalization (Three Stars).

The QS Stars rating system assesses universities by various key performance indicators vis-à-vis constituted international standards. This act of evaluating educational institutions on a larger scale was started in 2009 by the QS Intelligence Unit, a self-governing compiler of the QS World University Rankings since 2004.

Allowing to be evaluated using a comprehensive set of criteria from QS Stars, universities can determine their strengths and weaknesses. This serves as an avenue for them to continue improving and adapting to the dynamic educational landscape. In return, this becomes an opportunity for the universities to let their excellence be honed and be known to all.

In the evaluation, QS Stars used dozens of indicators encapsulated in four criteria which are the Core Criteria, Learning Environment, Specialist Criteria, and Advanced Criteria and further divided into at least eight categories. In each category, a designated number of points is indicated with 1,000 total points serving as the maximum score that can be gained by a university and 100 total points as the minimum score.

The Core Criteria wrap the "key building blocks of a university" with categories such as Teaching, Employability, and Internationalization, being mandatorily rated except for Research and Academic Development which harbor a total of 150 points each.

Meanwhile, the Learning Environment Criteria feature the student's experience in their learning space by assessing the Facilities or Online Learning that the University owns which entails a 100-point score.

Moreover, the Specialist Criteria magnify the institution's special areas rated through Subject Rankings or Program Strength to highlight the outstanding programs offered by the institution using a 200-point scale. Lastly, the 100-point Advanced Criteria permit universities to strategically select two out of four categories such as the Arts and Culture, Innovation, Social Responsibility, and Inclusiveness, or choose the Environmental Impact that aligns with their specific strengths, enabling them to enhance their performance and recognition beyond the core criteria.

Following the evaluation, universities receive an overall Star rating, ranging from 0 to 5+ Stars, based on the points attained during the assessments of these criteria.

With this feat, OLFU becomes the third university and the second private higher educational institution in the Philippines to achieve a Four-Star rating from QS Stars along with Mapua University and Central Bicol State University of Agriculture.

As preparation, the University Administration sent Dean Ernesto R. Leuterio, Jr., Valenzuela City Campus Administrator and Head of the Steering Committee, to attend the QS Higher Ed Summit: Asia Pacific in Jakarta, Indonesia in November 2022.

Furthermore, with the help of a QS Stars analyst, Dean Leuterio, together with a team of selected college deans, heads, and faculty members proceeded with the collection of the necessary data and supporting evidence pieces for the QS Stars Rating following their organizational meeting on March 28, 2023. On May 15, the team submitted the documents on the official portal of QS Stars.

The QS Stars Rating is part of the commitment of the OLFU Administration, led by its President, Dr. Caroline Marian S. Enriquez, to continuously pursue quality assurance mechanisms, especially on an international level, and an opportunity to attract more international students to enroll in the University for its global standards.





CIT TOPS TOPCIT:

A Remarkable Achievement by Filipino Students



On May 23, 2023, the Commission on Higher Education (CHED) hosted a special ceremony to celebrate the exceptional achievements of Filipino students in the Test of Practical Competency in Information and Communications Technologies (TOPCIT).

During the 6th (August 2022) and 7th (November 2022) TOPCIT Exams, graduates and students from the College of Computer Studies of CIT University showcased their prowess by securing seven out of the top 10 positions, including the prestigious first and second places. Mr. Cymmer John Maranga, the valedictorian of CIT's Batch 2023 for BS Computer Science, remarkably clinched Rank 2 in both the 6th and 7th TOPCIT exams. Similarly, Mr. Ervin Niño Pelonio, CIT's top BS Computer Science graduate of 2022, proudly secured the top spot in the 6th TOPCIT. Equally excellent was Ms. Arriane Yu, the Summa Cum Laude and Class Valedictorian of CIT's Batch 2023 who secured the first position in the 7th TOPCIT. Each of these outstanding individuals received certificates of commendation personally signed by CHED Commissioner J. Prospero de Vera III and Mr. June Buem Park, the Director General of the Digital Human Resource Institute of ICT Resource and Planning of Korea. Additionally, CIT-University received a Certificate of Commendation for producing 14 topnotchers. Other notable institutions that produced topnotchers include Ateneo de Davao University (2 topnotchers in the 6th TOPCIT), University of the Cordilleras (1 topnotcher in the 6th TOPCIT and 1 topnotcher in the 7th TOPCIT), and University of San Jose Recoletos (2 topnotchers in the 7th TOPCIT).

Beyond individual achievements, CIT takes pride in the collective success of its students. In the 7th TOPCIT, where more than 900 ITE students from over 35 universities and colleges, including Centers of Excellence/Development and State Universities nationwide, participated, CIT students achieved an impressive average score of 330 compared to the national average of 178.

The TOPCIT examination is a performance-based evaluation designed to assess the competency of ICT specialists and software developers. It is created and administered by Korea's Ministry of Science and ICT (MSIT) and the Institute for Information & Communications Technology Promotion (IITP). This test represents one facet of the Philippines' efforts, through CHED, to promote ICT competency standards within the country.



(Left) CIT University has made history today as Mr. Andrew Oplás became the first Technologist to be recognized in Korea's TOPCIT Awarding Ceremony held in Sheraton Hotel, Seoul



(Right) CIT University has once again proven its commitment to producing topnotch IT industry-ready graduates, with a total of 14 topnotchers in the TOPCIT examination

CIT-University made its debut in the TOPCIT Exam in September 2018, with seven Centers of Excellence/Development participating. At that time, 234 students took the exam, and an impressive 5 of the Top 10 performers were from CIT-University. The coveted Top 1 spot was secured by Mr. Andrew Oplás (BS Computer Science) from CIT-University, who was even invited to Korea to receive this prestigious award alongside topnotchers from other countries such as Thailand, Vietnam, and Mongolia.

The remarkable performance of CIT students in Korea's TOPCIT is a testament to their competitiveness on the international stage, making their institution and the Philippines proud.



ESCOLARIANS WIN IN INTERNATIONAL AND LOCAL COMPETITIONS FOR CULTURE AND THE ARTS

— Ricky R. Rosales, Communication and Media Program Head

Winning Hearts in Singapore

Centro Escolar University captivated the heart of an international audience and brought home five major awards in a prestigious competition held in Singapore.

The University’s choir, CEU Singers Manila, earned not just the awards but respect and admiration at the recently concluded International Choral Festival in Singapore last July 16 to 19.

They emerged as overall champions in two categories: Category B3 (Mixed Voices Open) and Category S (Music Sacra Open). Category B3 allows the participation of choir members regardless of age, while Category S is a category where musical pieces must come from sacred texts or doctrines. CEU Singers, composed of 40 participating choir members, received the highest score in both categories.

CEU Singers performed a repertoire of sacred and folk music masterpieces, including Renaissance and contemporary compositions.

But what captured the attention of the audience and the judges the most was the emotional interpretations of their musical pieces, which rendered the audience in awe.

Some of them were in tears when the CEU choir finished performing their songs.

“The moment we stepped on the stage and performed ‘Bituing Walang Ningning’ during the opening ceremony, we already felt that we were loved by the audience,” said Professor Angelito Ayran Jr, head of CEU’s Conservatory of Music who led the choir members during the competition as their conductor.

The CEU choir also brought home three golds in the B3, S, and F (Folklore Open) categories. The F category particularly highlighted musical pieces inspired by the participating country’s traditions and culture. CEU’s Singers also landed in the top five Grand Prix finalists.



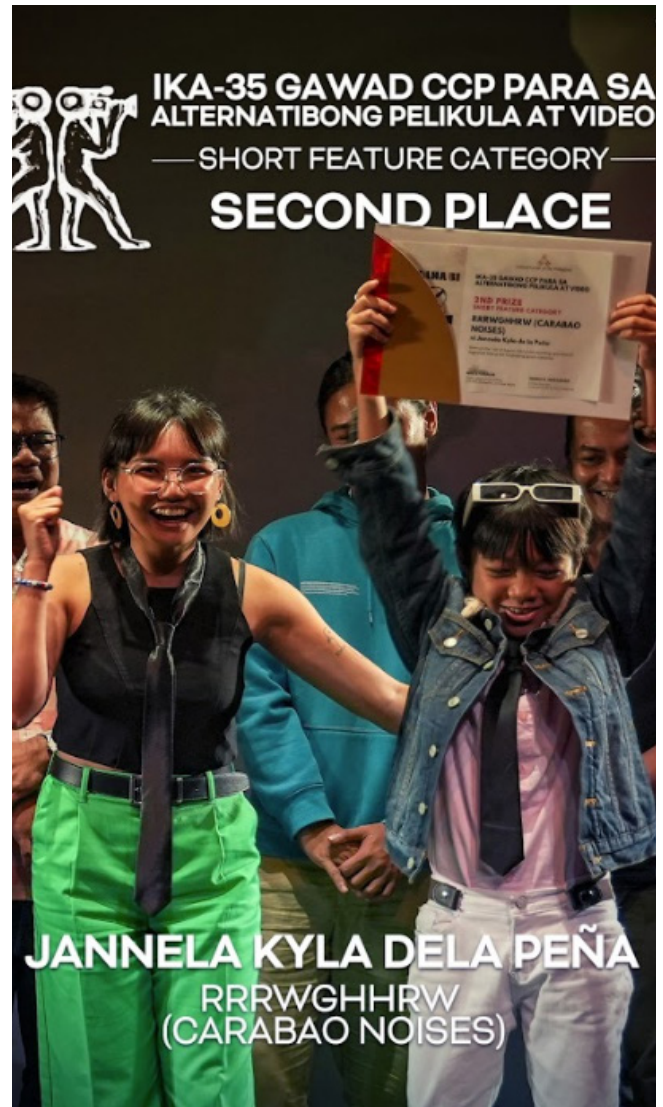
From CEU to CCP: The Making of Carabao Noises

Meanwhile, CEU students also shone in the annual gathering of alternative filmmakers in the country, when the school's entry won in the recently concluded Gawad CCP Para sa Alternatibong Pelikula at Video, on August 12 at the Tanghalang Ignacio Gimenez.

The Gawad Alternatibo is the longest-running independent film competition of its kind in Asia.

The short film “RRRWGHHRW (Carabao Noises)” produced by some students under the Communication and Media Program of CEU was declared second place winner under the short feature category during the competition. Kyla Dela Peña, the student-director, together with some of her classmates who made the film, graduated this year.

The winning short film trails the story of Eloy Macapagat, an elementary student who was assigned to perform a carabao in a role-play at school. The film touches beyond Eloy's journey because it also presents a social commentary about the burning political and social issues today like bullying. 🌐





Southville International School and Colleges makes it as the only international school included in the List of Best Employers in the Philippines 2023

Southville International School and Colleges (SISC) has been named one of the Philippines' Best Employers for 2023, the only international school among the educational institutions included in the list of 300 companies. The ranking was released by the Philippine Daily Inquirer after a survey conducted in partnership with Statista Inc., a leading market research firm.*


The list was compiled by surveying over 11,000 employees from over 2,000 companies in the country with at least 250 workers on their payrolls. Respondents were asked to share their opinion on their companies' work environment, compensation package, opportunities for job growth, work-life balance, image and reputation, and more. They were also asked to rate their willingness to recommend their own employers to family and friends. Statista then narrowed down the results to the 300 companies that scored the highest on the survey.

SISC was recognized for providing various professional development resources to its faculty and staff like the Learning Institute Program which features 320 training programs that inculcate a strong cultural orientation and the knowledge and skills needed to do their jobs well. The school likewise offers a Management Development Program that equip new and existing leaders with the agility and critical thinking necessary to effectively lead.

This is not the first time SISC was recognized for human resource management as it is the first organization in Asia to receive the Gold Certificate for Excellence in People

Management in 2015, bypassing Silver and Bronze, from world accreditor Investors in People (IiP) UK. It also received the Excellence in Educational Transformation Award (EETA) for its "Excellence in Academic Management and Administrative Management" from Bayan Academy.

"SISC is a great place to work in, and this ranking serves as a confirmation of that," said SISC President Jocelyn Tizon of the school's latest achievement. "We believe that maintaining an exceptional working environment for our employees is key to successfully serving our students and community."

Southville International School and Colleges has garnered a spectrum of accolades from distinguished entities such as the Western Association of Schools and Colleges, TUV Rheinland, the Philippine Quality Award, and the Philippine Association of Colleges and Universities Commission on Accreditation for its unwavering pursuit of excellence. Envisioned to cultivate lifelong learners deeply entrenched in Competence, Character, Commitment to Achieve, Collaboration, and Creativity, SISC seamlessly melds progressive technology and data-informed methodologies to equip its students for success in the ever-evolving 21st century. 

**The analysis was released by the Philippine Daily Inquirer in partnership with Statista Inc.*

For more information:
<https://business.inquirer.net/367101/how-were-the-best-employers-chosen#ixzz7ii30jiTE>

UST BS Hospitality Management Students win awards in THE-ICE Global Revenue Management Challenge 2023

— Mr. Jame Monren T. Mercado, MACHS, College of Tourism and Hospitality Management, University of Santo Tomas

Anna Mae Pano and Justin Bryle V. James, BS Hospitality Management students from the College of Tourism and Hospitality Management, were included in the inter-school teams that won 1st and 3rd Place, respectively, during the International Centre of Excellence in Tourism and Hospitality Education (THE-ICE) Global Revenue Management Challenge 2023.

The competition unites students and academic staff across the THE-ICE network in an innovative and exciting format that will test and develop their hospitality and tourism revenue management skills. Competing teams are composed of students from various universities worldwide to increase international collaboration, share knowledge, and enhance teamwork.

The winning team is composed of Pano (University of Santo Tomas), Aaron Joseph C. Fandiño (Lyceum of the Philippines University), and Jeff Lander E. Fabilane (Far Eastern University). The students were joined by Staff Advisor Mr. Sebastian Kuchler from EHL Swiss School of Tourism and Hospitality, Switzerland.

The champion team received a \$1,500 AUD bursary for study in any THE-ICE member institution, a free registration on the Certification in

Advanced Hospitality and Tourism Industry Analytics (CAHTA) offered by STR SHARE Center; and a free registration on the Hospitality Business Acumen (HBA) Certificate program offered by Russell Partnership Technology.

Meanwhile, James was joined by Ashlyn Kumar (The University of the South Pacific, Fiji), Brandur Ingi Stefnsson (Cesar Ritz Colleges Switzerland), and Patricia Marie F. Pecson (Far Eastern University), together with their Staff Advisor, Ms. Maria Juliet Ang of the Lyceum of the Philippines University. The team members received free registration on the Hospitality Business Acumen (HBA) Certificate program offered by Russell Partnership Technology.

The winning Thomasian students were also coached by the UST College of Tourism and Hospitality Management academic staff namely, Mr. Wyatt White T. Lee, Mr. Dennis D. Lemsic, and Ms. Katherine Camille A. Nagal from the Department of Hospitality Management under the overall supervision of Atty. Gezzez Gezzi G. Granado, DCL, the Dean of the College of Tourism and Hospitality Management.

THE-ICE organizes the competition with Russell Partnership Technology and STR SHARE Center. 

UST Faculty of Pharmacy pioneers medication take-back advocacy in Higher Education

— Asst. Prof. Crislee M. Torio, PhD
Faculty of Pharmacy, University of Santo Tomas

In a significant step toward fostering innovative and sustainable community engagement as an institution of higher learning, the Faculty of Pharmacy of the University of Santo Tomas proudly introduced Recipio—a Medication Take-back Advocacy program in 2019.

This has garnered the interest not only of the academic community but also of those in the pharmaceutical community who are in different areas of practice. The advocacy was supposed to take off in 2019 with many activities lined up, but pandemic restrictions limited engagements to webinars and active social media posting. Nevertheless, this was an opportunity for the program to refine its path as an effective and meaningful advocacy.

Under the guidance of Recipio's Lead Advocate, Faculty of Pharmacy Dean, Prof. Aleth Therese L. Dacanay, Ph.D., the advocacy now embraces the principles of *Laudato si*, an encyclical letter written by Pope Francis that calls people to act and "care for our common home." Given this new direction, Recipio builds on the ideals of the intricate connection between environmental stewardship and human health.

In its 3rd year, the medicine take-back advocacy celebrated with the "Araw ng Tatlo" which takes on a sturdier stance as an advocate

of environmental responsibility and health promotion. It not only educates about the safe and proper disposal of medications to mitigate the adverse impact of pharmaceutical waste on our planet, but it also promotes the proper disposal of household medical wastes and chemicals. As part of its campaign, the advocacy educates and raises awareness about responsible medication management that fosters healthier and well-informed communities. With the whole academic and support staff actively participating in community outreach programs, Recipio has inspired a collective sense of responsibility for both the environment and public health.

As an academic unit, the Faculty of Pharmacy seamlessly integrates advocacy in courses such as Public Health Pharmacy and Social and Administrative Pharmacy through Service-Learning Projects. Students take the lead in advocating the goals and objectives of Recipio. These student advocates have extended the reach of Recipio to fifteen different UST Simbahayan partner communities, emphasizing rational drug use and teaching proper medicine disposal.

Looking ahead to its 4th anniversary, with the theme Recipio 4ward!, the advocacy will take an active role in establishing a medicine take-back hub at San Lorenzo Ruiz and Other Martyrs Parish in Navotas through Kalinga Lorenzo. Recipio is on its way to transcending from a mere program to a movement as academic staff, support staff, and alumni of the Faculty of Pharmacy take part in its programs.

The UST Faculty of Pharmacy works toward the profound impact of Recipio on the community, the environment, and the lives of countless individuals through its many initiatives and programs.





SPCians Shine as Champions in the Metro Pacific Health South Luzon Battle of the Nightingales Quiz Bowl

— Angelique D. Perez

Calamba City, Laguna — It is with pride that we celebrate the outstanding achievement of our remarkable SPCians from the SPC College of Nursing. Mr. John Richard Coro, Ms. Derrell Maeha Pineda, and Mr. Seann Lastimosa, second- to fourth-year students, have brought honor to our institution by winning the championship in the Metro Pacific Health South Luzon Battle of the Nightingales (BOTN) Inter-Nursing School Quiz Bowl.

worth 100,000 pesos, in addition to a cash prize of 20,000 pesos. This prize will undoubtedly aid them in their education and career advancement.

The journey to victory was not without its challenges. The competition was fierce, with participants from renowned nursing schools and institutions across South Luzon. Nevertheless, the trio showed that they were a strong group. Their comprehensive understanding of nursing concepts, clinical skills, and critical thinking abilities set them apart from the competition.

The triumphant San Pablo Colleges’ team attributed their success to rigorous preparation, countless hours of study, and unwavering support from their professors and peers. They expressed their gratitude to the SPC faculty for providing them with the guidance and knowledge necessary to excel in their chosen field. Their victory was a reflection of the quality education and training offered by SPC’s College of Nursing.




Representing SPC Nationally

This victory holds meaning beyond our institution. Our champions are now set to represent SPC in the upcoming BOTN National Championship, scheduled for October 2023. This prestigious event will bring together the best nursing students from across the country, providing an opportunity for our students to showcase their brilliance on a national stage.

As we look ahead to the BOTN National Championship, we ask the entire SPC community to come together in support of our champions. Their journey is a testament to the excellence that defines SPC and its commitment to producing outstanding healthcare professionals.

Triumphant Journey

The Metro Pacific Health South Luzon BOTN Quiz Bowl, held in Calamba City, Laguna on August 26, 2023, was a rigorous test of knowledge, skill, and dedication. Our talented team of students rose to the challenge, showcasing their exceptional expertise in the field of nursing. Their victory was a testament to their hard work and determination as they competed against some of the brightest minds in the region.

The victory of our SPCians in the Metro Pacific Health South Luzon Battle of the Nightingales Quiz Bowl is a moment of immense pride and joy for our institution. It highlights the exceptional caliber of our students and the dedication of our faculty. As we look forward to the BOTN National Championship, we are confident that our champions will continue to shine brightly and make us proud. Together, as a united SPC community, we will support them every step of the way as they aim to conquer the national stage and bring glory to SPC once again. 

What makes this victory even more commendable is the outstanding reward that awaits these deserving champions! Each of them will be granted a scholarship

San Pablo Colleges' Ravens Men's Basketball Team Clinches PRISAA National Championship

— Bernardo C. Lunar



San Pablo City, Laguna - After a prolonged three-year hiatus caused by the pandemic, the prestigious Private Schools Athletics Association (PRISAA) National Games finally returned in full swing from July 13 to 19.

Amidst a sea of more than 6,000 athletes from 437 schools, colleges, and universities nationwide, representing Region IV-A, the Ravens Men's Basketball Team of San Pablo Colleges emerged as the triumphant champions. With unparalleled determination and unwavering teamwork, they managed to secure the top spot, showcasing their excellence on the court and leaving a legacy that will be remembered for years to come.

A Long-awaited Comeback

For the Ravens, the journey to the PRISAA National Championship was not just about winning a trophy; it was a testament to their resilience and dedication in the face of adversity.

The pandemic had put their dreams on hold for three agonizing years, but it only fueled their hunger for victory. As the nation slowly recovered, the PRISAA organizers decided to bring back the event, and athletes from all corners of the Philippines eagerly returned to compete at the highest level.

Before making their mark at the national level, the San Pablo Colleges Ravens had to conquer the Regional stage.

Held in Naga City, the Regionals showcased fierce competition as teams vied for the opportunity to

represent their regions in the PRISAA National Games. The Ravens displayed incredible skill, determination, and teamwork in a thrilling match against the University of Batangas, securing a well-deserved victory that fueled their ambition to make a statement at the nationals.

Training Through Turbulence

Preparing for the national stage was no easy task, especially with the continuous challenges posed by the pandemic.

The Ravens had to adapt to various restrictions and protocols while staying focused on their goal. Virtual training sessions, individual workouts, and mental conditioning became the norm as they navigated through the uncertainties. Their dedication and commitment to their craft shone through as they persisted through the toughest times.

PRISAA National Games: A Show of Dominance

As the PRISAA National Games commenced, the Ravens proved that they were a force to be reckoned with.

Match after match, undefeated, they displayed outstanding teamwork, impeccable skill, and an unyielding spirit that captured the hearts of basketball enthusiasts nationwide. With each passing game, they gained momentum and reached the final stage, setting up a showdown that would go down in PRISAA history.



The Final Showdown: Championship Glory

In the climactic finals, the Ravens Men's Basketball Team clashed with another formidable opponent, the highly regarded Western Visayas State University. The stakes were high, and the tension was palpable as the two teams battled fiercely for supremacy.

The Ravens, drawing from their collective experiences and guided by the mentorship of their coaches, showcased a masterful performance that left spectators in awe.


The championship match was a nerve-wracking, high-scoring affair with both teams giving their all.

In the end, the Ravens managed to outlast their opponents,

securing a hard-earned victory with a close final score. As the buzzer sounded, an eruption of joy and emotion filled the court as the Ravens celebrated their triumph and clinched the prestigious PRISAA National Championship.

A Symbol of Inspiration

The journey of the San Pablo Colleges' Ravens Men's Basketball Team serves as an inspiration to aspiring athletes all over the country. It epitomizes the indomitable human spirit and reminds us all that no matter the obstacles in our path, perseverance and unity can lead us to success.

As we look forward to future competitions, we celebrate the power of sports to unite and inspire. 



Regionals Triumph: Overcoming the University of Batangas



NU pilots CHED's First Ever Coaching Certification Program

Sports do not just mold the physicality of one person, but also his or her mentality, character, and overall self-worth.

National University Philippines has been known to promote 'Education that Works,' and by that, the institution does not only aim to produce academically excellent students but more importantly, well-rounded individuals.

Sports can bring out teamwork and leadership. Hence, NU also focuses on improving its sports system and platforms.

With this, the institution has been breaking norms and moving mountains to ensure that it offers innovative and inclusive facilities to cater to both skills and academics and creates programs that adapt to global standards.

In 2019, NU launched its first campus outside Metro Manila, which houses the INSPIRE Sports Academy.

NU Laguna offers a wide array of sports training facilities to develop an individual's full potential and foster one's wellness, fitness, and performance.

This also encourages students to pursue sports careers by providing them with ways to sharpen their skills and build their character.

National U envisions the future of student-athletes in the industry. They believe that one key to creating efficient athletes is systematic coaching.

A good athlete does not necessarily make a good coach, but a good coach raises an exceptional athlete. Following their move to establish the INSPIRE Sports Academy, National U goes beyond the corners of their campus.

In June, the Commission on Higher Education En Banc approved the CHED Tertiary Coaching Certification Program that will be piloted by the National University Philippines.

This is the first-ever coaching certification program in the history of tertiary sports in the country.

This program developed from CHED Chairman Prospero "Popoy" De Vera's idea, aiming to prioritize Tertiary Sports in the country.

He believes that in producing world-class athletes, it is important to ensure that the industry also develops efficient coaches through continuous education and training.

As per Chairman De Vera, NU has the best facilities for successful training to produce competent coaches.

NU campaigns for growth both in playing and in coaching. NU and CHED have a common goal of uplifting the standards of sports in the country.

This program is open to all coaches, even from other universities and colleges. It marks a significant step in merging the sports community and encouraging them to raise the quality of sportsmanship across the nation.

National University is a home for nation-builders. The institution does not only work towards producing board passers and top notchers but also leaders and team players.

National U vows to become pioneers in honing the next generation of high-caliber athletes and coaches through 'Education that Works.'





1st PACU university granted PQA Level IV Award

The University of Mindanao (UM) made history in 2023 as it earned Level IV status from the Philippine Quality Award (PQA), the country’s highest national reward for quality management.

This is a first for UM, first for PACU, and first for the country — pivotal indeed.



The PQA has four levels of awards: Level I is for commitment to quality management, symbolized by a bird’s wings in its trophy to signify seriousness in quality management. Level II is proficiency in quality management, portrayed in its trophy as a torch to represent the ability to provide the glowing means of quality management. Level III is mastery denoted by a sailing boat in a propelling, careful forward movement in quality management. Level IV – whose trophy consists of the bird’s wings, the torch, and the sailing boat – is performance excellence and the accumulation of all the traits of commitment, proficiency, and mastery.

The University of Mindanao has cumulatively imbued and demonstrated all these traits from these past years.

The PQA Level IV Award is a cumulation of all the journeys, efforts, initiatives, struggles, failures, and CQIs in PACUCOA accreditation, COD, COE, PTC, PICAB, ISA, ISO, and Autonomous Status.


UM first got the Level I Award in 2017, but worked hard again to gain a higher PQA status. But what makes the Level IV Award pivotal for UM?

Since the inception of the PQA in 1997 through Executive Order No. 448 and later in Republic Act No. 9013 in 2001, there are only three Level IV awardees: the United Laboratories (Unilab) in 2008, the Toyota Philippines in 2019, and the University of Mindanao in 2023. Thus and behold, UM is the first-ever PQA Level IV Awardee among schools and universities in the entire country.

The award clinched by UM entitles it to the worthy bragging rights of an aggressive university to reckon with. The school somehow earned the right of the first among equals in quality assurance and quality management in academic institutions. The University of Mindanao is pivoting and leapfrogging in its quest for global engagement creating impact in society.

But what does it mean to be a PQA Level IV awardee? A lot! While it brings huge prestige and pride, the award entails a lot of responsibility and accountability. All the schools in the Philippines, even abroad, will be interested in UM. Many are looking up to UM as a role model. Thus, every stakeholder in the University of Mindanao needs to be living proof of Level IV performance excellence. There are three important points for the various university stakeholders to reflect:

- 1. Always get improved, and be better than yesterday. Excellence is not perfection; excellence only means improving one’s self always. Check if you are deteriorating; check if your office is deteriorating.**
- 2. Think of international standards or global practices. If applicable and worth adopting, propose to school management. This is one way of improving and achieving excellence in the service of our vision.**
- 3. Contribute to the betterment of the organization. Participate. Cooperate. Give your share. Do not be an obstruction or hindrance. If you cannot help, do not make it worse. Perform, even quietly. But perform. If it is within your mandate or function, do it. If you can, always do it, without reservation and purpose of evasion. Mediocrity breeds poverty of ideas and poverty of action.**

There will be more lessons to learn, as we expect more celebrations to come. But as our euphoria settles down, buckle up and fold our sleeves. As reality comes to the fore, it is time to execute the many things that prove us worthy of a Level IV. 



UE Marks 77th Anniversary With Various Vivid On-Campus Festivities

— Bert B. Sulat Jr., Director, Marketing and University Relations Department, University of the East




The University of the East celebrated its 77th Foundation Anniversary in September to early October 2023 with a bevy of mostly on-campus activities under the theme, “fUEling Future Success Stories.”

The theme and the anniversary activities encapsulated UE’s longtime repute as a firm molder of young learners turned eventual successful professionals across fields of endeavor around the world.

Kicking off with the blessing of its brand new chapel on September 22 and concluding with the inauguration on October 17 of its brand new Lualhati Building, both in UE Manila, the University’s 77th anniversary celebration was

filled with color, merriment, and cheer through academic and non-academic activities alike.

Among the notable annual events were the lively pep rallies held on each campus, to introduce the latest batches of UE Red Warrior teams—led by the Men’s Basketball Team—in the runup to the opening of UAAP Season 86, of which UE is now serving as dutiful host; the brainpower blitz that is Tagisan ng Talino; the University Service Awards, where among those recognized was the record-breaking employee-awardee for a whopping 55 years of service to UE; the latest Mr. & Miss UE pageant, which not only saw the first-ever entrants from the University’s Senior High School divisions but also saw a pair of SHS students beating their collegiate competitors to be crowned Mr. and Miss UE; and the latest UE Alumni Grand Reunion, which doubled as the 75th anniversary celebration of the UE Alumni Association, Inc.

Exclusive to the 77th Foundation Anniversary was the University Convocation specifically featuring the UP Los Baños Chancellor, Dr. Jose V. Camacho Jr., who spoke on “Open Science, Artificial Intelligence, and the Future of Higher Education”; and the ceremonial planting at the UE-Tan Yan Kee Garden in UE Manila of a special gumamela species dubbed Hibiscus rosa-sinensis Corazon S. de la Paz-Bernardo— developed by the Institute of Plant Breeding of the College of Agriculture and Food Science of the University of the Philippines Los Baños and named in honor of top UE graduate Mrs. Corazon S. de la Paz-Bernardo, who is also a member of the Boards of Trustees of UE and UERMMMCI. 



In attendance at UE’s ceremonial planting activity last September were (from far right in the photo here) UPLB Vice Chancellor for Administration Prof. Rolando T. Bello; National Scientist and former UP President Dr. Emil Q. Javier; Trustee and former UE President Dr. Ester A. Garcia; UE and UERM Trustee Corazon S. De La Paz-Bernardo; UE President and Chief Academic Officer Dr. Zosimo M. Battad; UPLB Chancellor Dr. Jose V. Camacho; UE Manila Chancellor Dr. Louie A. Divinagracia; UE Caloccan Chancellor Dr. Victor R. Macam Jr.; UE Graduate School Dean Alberto T. Paala Jr.; and former UE GS Dean Dr. Julian E. Abuso.



The Rizal Memorial Colleges, Inc. Celebrates Diamond Founding Anniversary: **Reflecting on the Remarkable Journey**

— Prof, Antonio A. Solomon Jr.



As the Rizal Memorial Colleges, Inc. (RMC) commemorates its Diamond Founding Anniversary, it is important to reflect upon the rich history that has shaped this esteemed institution.

Atty. Leopoldo M. Abellera, the visionary founder of RMC, went on to become a respected Court of Appeals Justice and the Board of Transportation Office. On April 5, 1948, RMC embarked on its first academic year with Five hundred twenty students.

Initially, the institution offered two years of commerce, the first year of Liberal Arts and Law, and a one-year Secretarial course. As RMC continued to evolve, it broadened its academic offerings to include the third and fourth years of Commerce alongside the second year of Liberal Arts and Law.

This expansion led to a substantial surge in enrollment, with an impressive seventeen thousand students enrolling in the institution.

Over time, the Rizal Memorial Colleges, Inc. has witnessed remarkable advancements in its facilities and infrastructure, a testament to the rich history and exemplary leadership of its founder.

From its humble beginnings in a single wooden building, the institution has undergone significant transformations, now boasting five impressive concrete buildings, each spanning three to four stories.

Moreover, RMC has expanded its reach by establishing three branches in strategic locations such as Davao del Sur, Tagum City in Davao del Norte, and Palayan, Nueva Ecija. These expansions not only signify the institution's commitment to growth but also serve as a platform to reinforce its core values and provide an enhanced foundation for learning. The improved facilities further contribute to creating a conducive environment that fosters academic excellence and holistic development among its students.

Over the span of 75 years, The Rizal Memorial Colleges, Inc. has consistently provided quality and affordable education.


The institution currently offers various programs, each having achieved a notable level of certification from the Association of Christian Schools, Colleges, and Universities-Accrediting Council, Inc. (ACSCU-ACI).

RMC offers a range of programs, all of which have achieved current levels of accreditation such as the College of Teacher Education (Level II accredited status), College of Arts and Sciences (Level III accredited status), College of Business Administration (Level III accredited status), College of Criminal Justice Education (Level II accredited status), and Integrated Basic Education (Level II accredited status for both Elementary and Secondary).

RMC also offers Graduate School studies with (Level III accredited status) and RMC also offers Technical Vocational Courses, ensuring a comprehensive range of educational opportunities. The accreditation by ACSCU-ACI aims to enhance the quality of content standards, graduate competency standards, educators' standards, and management standards within the institution.

Meanwhile, guided by the vision of its late founder, The Rizal Memorial Colleges, Inc. continues to flourish under the strong leadership of Dr. Evelyn A. Magno, his eldest daughter. Dr. Magno embodies a spirit of innovation and has been recognized for her outstanding contributions to business education. She was honored with the prestigious "Outstanding CEO in the Academe" award by the Philippine Council of Deans and Educators in Business (PCDEB). As a symbol of the institution's legacy.

Dr. Magno empowers others and inspires the RMC community to strive for excellence. The professionals within the institution utilize this guiding light to empower students, nurturing them to become the best version of themselves.

As The Rizal Memorial Colleges, Inc. celebrates its Diamond Founding Anniversary, it is a time to acknowledge the institution's remarkable journey, honor its founder's legacy, and embrace the unwavering commitment to providing quality education. With strong leadership and a passionate community, RMC continues to shape the future and empower generations of learners to reach their full potential. 





University of Luzon at 75: Growing WISER, STRONGER, & TOUGHER

– Prof. Marvin T. Samson

With over seven decades of dedicated service in the education of the youth in the Northwest and Central Luzon area, the University of Luzon remains committed to the development and training of principled, competent, and productive professionals.

Having established our hallmarks through excellence and leadership with our educational credo “Perecias y Valias” and with Service, Dedication, and Excellence as our guiding principles, we have been recognized with two Centers of Development (Education and Information Technology), and a Center of Excellence (Criminology) by the Commission on Higher Education. However, we do not rest on our laurels, so the work continues, and the journey for improvement and advancement remains our commitment.

Bending, Gliding, & Growing

It is said that mature institutions, at times, must bend to the powerful forces of time and circumstances, eventually coming out relevant and responsive to the needs of their clients.

It is the process of bending or bowing to these forces that allows them to glide, glow, and grow to become even more powerful in facing challenging periods.

This is exactly what the University of Luzon is all about. In its more than seven decades of sustained leadership in the educational arena, as well as in its commitment to its immediate and extended environs, the qualities of Service, Dedication, and Excellence are its hallmarks of achievements.

In the early part of 2020, just when we were about to celebrate the highlights of SY 2019- 2020, the Covid 19 outbreak came. The viral infection started in December 2019, and then in March 2020, the full-blown spread of the virus caused the pandemic which caused the whole world to close all business operations and put all our lives at a standstill. And the rest they say is history.

But at UL, we know that history is written by the victors, so we stood through the tests of times as we continued thriving and growing four (4) years after.

Reality and Unavoidable Decisions

In this era of difficult challenges, reality dictates many unavoidable decisions. While these decisions may be necessary for institutions like the family, schools, government units, and businesses to survive, at least in the last four years because of the lingering effects of the COVID-19 pandemic, natural calamities, and other socioeconomic & political forces; become inevitable for survival, the quality of products and services are affected to a large extent.

Private Higher Education Institutions, including their basic education departments, remain one of the most vulnerable sectors due to the continuing migration of a large number of students to the public school system or state colleges and universities. The continuing decline in the enrollment of most private schools is a situation faced by institutions that never bargain or exchange quality over quantity.

This is the predicament of the University of Luzon’s continuing saga for its determination to offer quality, relevant, and responsive education, a mission that we continue to pursue over seven decades.

Because of our hard-pressed determination to pursue our founder’s philosophy of Perecias y Valias at all costs, we remain steadfast in laying down our actions to our mission for service, dedication, and excellence.

With this situation at hand and given our experiences and insights learned, as well as our projections for the future, our revitalized mantra revolves around the overall theme: “UNIVERSITY OF LUZON: Four Years Through the Pandemic, Thriving and Growing **WISER, STRONGER, & TOUGHER.**”

- **WISER** - Weeding out or Weathering the Insignificant Structures by Eliminating Recurrent Problems
- **STRONGER** - Stimulating Teamwork, Revitalizing Organizational Networks, and Gearing up through Enhancement and Redirection
- **TOUGHER** - Transforming Ordinary and underdeveloped Group Goals for Higher Efficiency in Ratings and Reforms

Being **TOUGHER** means being **BETTER** in Teaching & learning methods (COVID-19 continuity learning plan).

Improved assessment methods which resulted in consistently high passing percentages in the various board examinations and employability for non-board courses.

These directions, supported by data from the various offices and component colleges of our university, are pertinent to the bold and dynamic stance of the university administration and the entire academic community, in response to the challenges at hand and beyond.

And because we believe and stand by our principle of quality over quantity, at all costs, we will stand firm in our vision-mission to provide a genuine Filipino identity of service, dedication, and excellence for the youth to further contribute to community development and national transformation.

Proof of this claim is our continuing pursuit of excellence through voluntary accreditation of our programs through the Philippine Association of Colleges and Universities- Commission on Accreditation (PACUCOA). Even during the pandemic, we have had two (2) virtual evaluation visits.

To date, UL has been awarded for the 5th time as the Only HEI in Northern Luzon with the most number of accredited programs.



Celebrating Existence: The Inauguration of SJIT's 52nd Foundation Anniversary

[Butuan City], [September 29, 2023] — A palpable sense of excitement and nostalgia permeated the air as the Saint Joseph Institute of Technology (SJIT) community came together in a grand celebration to mark a significant milestone — the commencement of its much-anticipated 52nd foundation anniversary festivities. Rooted in the theme "SJIT-AIR" (Adaptability, Innovation, and Resilience): Key to an Envisioned Prime Private Institution of Learning and Change, the celebration promised as a testament to the institution's enduring nature.

In a dazzling display of school spirit, pride, and unity, SJIT launched the festivities with a spectacular opening parade that transformed the campus into a vibrant tapestry of colors, music, and infectious energy. Students and teachers lined the city parade route with eager anticipation, ready to revel in the momentous occasion.



DR. LETICIA C. SALAS
CEO/President



The opening ceremony commenced with the hoisting of the institutional banner by the Executive Vice President, Prof. Nicole Joy C. Salas, a symbol of the school's ongoing pursuit of excellence. Flags representing the six colleges, Senior High School, and Basic Education soared to new heights, evoking a sense of pride among the onlookers. The official inauguration was declared by Dr. Leticia C. Salas, the School President and the wife of the institution's Founder, Dr. Nicomedes A. Salas.

To emphasize the spirit of sportsmanship, athletes from the six colleges recited the oath of amateurism, setting the tone for the upcoming sports events. The Basic Education Drum and Bugle Corp took center stage with a spirited exhibition, creating a festive atmosphere. The eagerly awaited "Search for Miss SJIT Intramurals" added a burst of color to the occasion, as the audience cheered for their favorite candidates showcasing beauty and grace in unique production numbers.



The celebration continued with a singing competition featuring Vocal Solo and Duet performances, where contestants showcased their talents through renditions of Original Pilipino Music. The crowd was further entertained by the Senior High School's field demonstration, the captivating performance of the Maritime Academy silent drill, and the thrilling defense tactics exhibition by the Criminology students. In the afternoon, the campus came alive with various sports activities.

As the opening ceremony concluded, the echoes of laughter, resounding applause, and a shared sense of pride lingered in the air. The 52nd foundation anniversary celebration had commenced in grand style, setting the stage for a quarter-long series of events running from September to December. Anticipated activities include non-sport events, band concert, stakeholder engagements, and employee-centric programs.

The opening day was not just a celebration but a promise of growth and aspirations for a stronger institution. Long live SJIT!



45 Years of Ciencia y Virtud

— Maria Flordeliza L. Anastacio, Ph.D.

In June 1978, Centro Escolar University responded to the call to bring quality education to the youth of Malolos and Central Luzon.

After 45 years, CEU Malolos has progressed by leaps and bounds, maintaining its CHED Autonomous Status, PACUCOA accreditation status for 10 academic programs, ASEAN University Network-Quality Assurance Certification (AUN-QA) for eight programs, ISO Certification, and top performing school for Dentistry and Pharmacy recognition by the Professional Regulation Commission.

Today, on its Sapphire Anniversary, CEU Malolos continues to shine as one of the high-quality education providers in the country.

The celebration of Centro Escolar University Malolos' 45th Anniversary is an exciting and momentous occasion of the year.


On June 3, the university officially announced its plans for the yearlong celebration. This included a parade, thanksgiving mass, performances, and presentations outlining the upcoming activities.

Government officials graced the occasion with their presence and inspiring speeches that underscored the importance of CEU Malolos to the community.

Among the attendees were Gov. Daniel Fernando, Vice Gov. Alexis Castro, Mayor Christian Natividad, Vice Mayor Miguel Alberto T. Bautista, Cong. Danilo Domingo, Msgr. Pablo Legaspi, and Tourism Provincial Dir. Eliseo Dela Cruz.

Each department within the university is sponsoring monthly activities as part of the celebration. Among these activities are academic seminars, cultural events, sports competitions, charity drives, research conferences, chefs-on-parade, environmental projects, and the ICT festival. The objective is to engage students, faculty, and staff in diverse activities throughout the year.

An alumni homecoming event will be held on December 9, an opportunity for former students to reconnect with their alma mater, catch up with old friends and professors, and reminisce about their time at the university. The event will hold reunions, awards ceremonies, and social gatherings. It is a significant date to mark the university's history and its ongoing commitment to education and community engagement.

Overall, the celebration of Centro Escolar University Malolos' 45th Anniversary is a well-planned and comprehensive event that aims to engage various stakeholders, including government officials, industry partners, community partners, students, faculty, staff, and alumni. It is a wonderful way to commemorate the university's achievements and its contribution to education over the years. 

MVGFC'S UNWAVERING COMMITMENT: LET ALL THE HUNDRED FLOWERS BLOOM

– R.B. Abiva, MA-MP(C)

Higher Education Institutions (HEIs) like Manuel V. Gallego Foundation Colleges (MVGFC) hold a vital community role, mandated by accrediting agencies like PACUCOA and CHED. However, MVGFC, like other institutions, has encountered past challenges in locating cooperative communities for their Community Extension and Outreach Programs (CEOPs). These programs aim to enhance livelihood, promoting improvements in health, peace, education, and environmental care, all contributing to the overarching goal of fostering inclusive growth and development.

In 2019, MVGFC formally adopted Barangay Talipapa in Cabanatuan City, with approximately 2,368 residents, offering students practical experience and showcasing MVGFC's dedication to positive change. Despite the pandemic, a significant meeting occurred on August 6, 2022, at the Barangay Chapel, where community leaders, the SK Chairman, and local groups addressed critical issues: livelihood, waste management, and literacy enhancement.

In June 2022, MVGFC launched the "Alalay sa Pagbasa Program" in partnership with Talipapa Elementary School parents. Its goal is to support children's education through reading tutorials and the creation of learning materials. The program is under the leadership of Mrs. Maria Victoria Victa, RSW as MVGFC CEOP Director.

An Exceptional Approach: Creative Writing Workshop

MVGFC's distinctive approach involves incorporating a creative writing workshop into the teaching and learning process. This innovative method yields tangible results, such as the creation of a book that enhances reading skills. The project, titled "TALIPAP : Antolohiya ng mga Tulang Pambata," represents a collaborative endeavor with literary contributors from diverse backgrounds and institutions, guided by ITE faculty, author, and poet Mr. Abiva. While the book's primary goal is to enhance the knowledge and creative abilities of Talipapa Elementary School students, it also provides a secure platform for them to express their thoughts about their community.

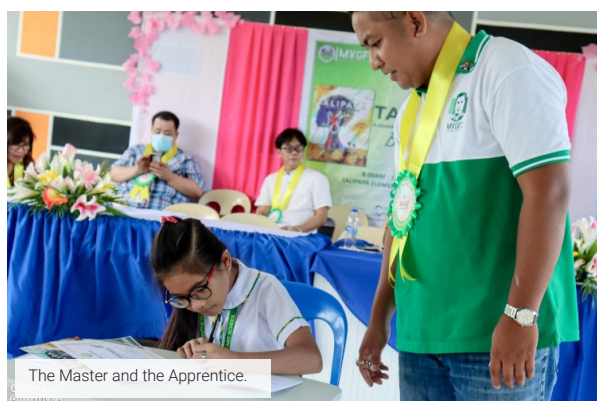


Contributors and Support

This project involved contributors from Talipapa Elementary School and the MVGFC High School Department, including faculty and ITE students. Mr. Abiva, an author-writer and ITE faculty member, served as the project's chief editor. Financial support from social-oriented organizations like the Knights of Rizal, Independent Order of Odd Fellows, Freemasons, and Knights of Pythias played a crucial role. This collaboration underscores the importance of linkages and networking in community development.

A Celebratory Launch

On May 30, 2023, Talipapa Elementary School celebrated the launch of "Talipapa: Antolohiya ng mga Tulang Pambata," bringing together students, teachers, parents, and honored guests. The event commenced with a solemn prayer led by Mrs. Revelyn P. Chua, fostering reverence, followed by the National Anthem, promoting patriotism.



Principal Mr. Harron Dave P. Antonio expressed pride in the budding poets and emphasized the significance of nurturing creativity and literacy. A talented grade 5 student delivered a poignant poetry performance. Mr. Abiva elaborated on the book's purpose as a platform for young voices, while Dr. Soledad M. Roguel commended the school's dedicated efforts.

Community Support and Recognition

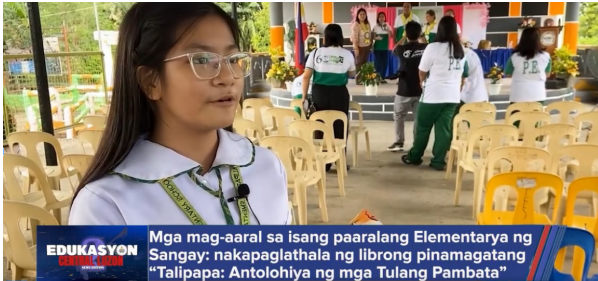
Local leaders pledged support, suggesting division-wide distribution. Students autographed copies, experiencing pride as published authors. Sponsors were acknowledged, and Dr. Ruth C. Alfonso encouraged continued literary pursuits.

During the June 26, 2023, SDO Cabanatuan City Division Management Committee Meeting, MVGFC received formal



recognition for their support to Talipapa Elementary School. The Division of Cabanatuan City, under the Department of Education (DepEd), appreciated MVGFCs contributions, aiming to extend similar assistance to more local schools.

Regional Impact



The event gained regional attention, reaching a wider audience through televised coverage and online interviews. It highlighted the power of creativity and inspired young minds to explore literature and poetry, leaving a lasting impact on Talipapa Elementary’s aspiring writers and poets.

Formalizing Commitment for Today and Tomorrow

On August 24, 2023, an event marked a significant partnership at The Church of Jesus Christ of Latter-Day Saints in Cabanatuan City - the 2023 Community Partnership and Ceremonial Signing of a Memorandum of Agreement (MOA) led by the Department of Education, Cabanatuan City.

Dr. Enrique E. Angeles Jr., a renowned academician with a PhD and CESO VI designation, delivered an inspiring message, emphasizing the vital role of partnerships in promoting educational excellence and holistic student development. His words resonated with the audience, setting a positive tone.

During this event, MVGFC President Dr. Joseph L. Gallego, along with DepEd Schools Division Superintendent Dr. Catalina P. Paez and Division Chief Priscilla Sanchez, formally established an MOA. This agreement highlights the importance of Public-Private Partnerships in aligning teaching and learning with DepEd and CHED’s Output Based Education (OBE) mandate. To make this happen, MVGFC will provide the technical expertise among its faculty to comply with its duties and responsibilities.



Building Bridges: MVGFC President Dr. Joseph Gallego and DepEd Schools Division Superintendent Dr. Catalina P. Paez forging a powerful partnership.


Barangay Talipapa Shook the World

Mr. Abiva’s research, titled “Conscientization, Pagpopook, at Pagpapakahulugan: Panimulang Kritisismong Post Kolonyal sa Talipapâ: Antolohiya ng mga Tulâng Pambatà,” earned recognition at two prestigious international conferences:

1. The paper was presented at the 1st International Multidisciplinary Research and Extension Conference held at Batanes State College from September 19 to 22, 2023.
2. It was also showcased at the 3rd International Conference on Literature Education (ICLE) hosted by Palawan State University from October 26 to 28, 2023.

These acceptances underscore the research’s exceptional qualities and its potential to make a global impact, transcending the boundaries of Cabanatuan City to benefit all of humanity.

This project represents just the tip of the iceberg. With MVGFC and DepEd SDO Cabanatuan City joining forces to replicate this book project, one can anticipate a transformative effect on all 57 Elementary Schools under their jurisdiction, heralding a period of unprecedented growth and development.

In conclusion, MVGFCs unwavering commitment to community outreach, education, and strategic partnerships exemplifies the profound influence of education and community involvement. These endeavors serve as compelling models of how institutions can drive positive change in society, fostering the betterment of both individuals and communities at large. On the other hand, these manifest how MVGFC is still relevant to the community and humanity. 

Developing Innovative and Sustainable Community Engagement in Colleges and Universities

— Edwin Lorenzo P. Torres, National College of Business and Arts

“With technology at their fingertips — and a regular tool in their growing hands — Gen Zers have been able to connect to faraway cultures, issues, and news earlier and more often than any generation before them. As a result, Generation Z members tend to be more open-minded, liberal-leaning and actively engaged in advocating for the fair and equal treatment of others.”
— Annie E. Casey Foundation

Change has come with this new generation: in outlook, in lifestyles. And, like all change, it can be for good or bad. For now, let us take the positive lens. Among the changes that young people are advocating for is a greater sense of community. The meteoric success of social media among them can only be explained by their need for connection. Perhaps due to the changing patterns of family life brought about in turn by rapid urbanization, they experience failed relationships within their own families and seek these outside: in a bigger community like the neighborhood, the school, the nation, the world, and yes, even the universe.

Community life means empowerment. This responds to a basic truth about human nature: man is not made to be alone. He simply cannot survive; he is made for relationships without which he can only attain a sub-human existence. That’s what language is for, dialogue, and dialogue means to learn, and to learn means to grow and develop.

Thus, higher educational institutions should look at Community programs not just as requirements to comply with. They are probably now one of the most effective tools for education of the young people. To make these sustainable and engaging, the program should integrate the top elements that account for deeper learning among Gen Z:


real-life work, professional mentorship, projects, research, and community service.

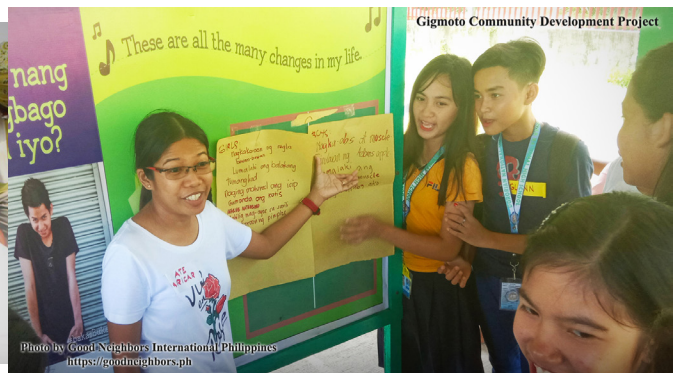
The presence of these elements has been proven effective because they answer the natural impulse of every person, particularly, the young: the need for personally experiencing something (hence the success of DIY), the need for accompaniment; the need to discover things for oneself and lastly, to test what one has discovered by engaging with others.

The success of community programs depends much on being community-centered: needs analysis of the particular target group instead of “imposing” pre-conceived projects even if they may have worked in the past. Times are different, people are different, and needs have evolved. Dialogue with community members is necessary. Sometimes, immersion is called for because merely listening to them may not suffice to gauge the extent of their needs and their situation.

Beyond needs analysis, a partnership is essential. To sustain an intervention or a program, the community members themselves have to contribute even if only through “sweat equity.” This increases ownership which leads to more sense of responsibility. “I will take care of this because I helped make it.” They feel empowered.

Partnership with other helping agencies or even other educational institutions is needed as well. Synergy is more effective because it prevents duplication of efforts.

A community program with the abovementioned elements has a higher chance of being sustainable because it taps into a primal need of the human person: the need for communion with others— to give and to receive. 





DOJ, UNHCR, and SBU Pen Agreement for Complementary Pathways Program for Rohingya Refugees

– Norielyn C. Tabag



In 2019, the Philippines, through the Department of Justice, welcomed Rohingya refugees to the country and developed a Complementary Pathways (CPATH) Program to assist in their educational needs to become prosperous, efficient, and self-reliant individuals.


Specifically, the program facilitates the re-entry of the Rohingya refugees into mainstream education; provides financial assistance for enrolment including allowances and accommodation in a pre-identified facility throughout their education; and provides counseling sessions and career guidance.

Considering the continuous commitment of the Philippine government to the protection of stateless persons, refugees, and displaced persons, San Beda University expressed its support for the program by committing to accommodate two (2) Rohingya refugee scholars. The Rohingya refugee scholars will enroll in SBU - College of Arts and Sciences under the scholarship program of the San Beda University Alumni Foundation to finish their degree.

Together with the United Nations High Commissioner for Refugees (UNHCR), which is mandated to work

with States in providing protection and assistance to refugees and displaced persons, DOJ and SBU signed the Memorandum of Agreement for the CPATH program commencing this academic year 2023-2024 at San Beda University, Manila.

The MoA signing took place on July 20 at SBU Pamanang Bedista Multimedia Room represented by DOJ Chief State Counsel, Atty. Dennis Arvin L. Chan, UNHCR Philippines Head of National Office, Atty. Maria Ermina Valdeavilla-Gallardo, and SBU-Vice President for Linkages and International Affairs, Dr. Tita Evasco-Branzuela representing the University Rector-President, Rev. Fr. Aloysius Ma. A. Maranan, OSB.

Rev. Fr. Maranan is pleased with the university's participation in the undertaking. He reiterated the call of the Holy Father, Pope Francis, in his encyclical letter *Fratelli Tutti* to care for human ecology by embracing migrants, refugees, displaced and marginalized brothers and sisters. "San Beda University seriously commits to the CPATH Program. We embrace one another as we build a better future through education," the Rector-President said. 

MPCF contributing to Developing Innovative and Sustainable Community Engagements through Social Enterprise Development for Disaster Survivors in Bicol

– Cely S. Binoya, Ph.D., Program Leader

The Mariners Polytechnic Colleges Foundation of Canaman, Camarines Sur, Inc. (MPCF-CCS) succeeded in getting an RDE grant fund amounting to Php 9.98 million from the Commission on Higher Education (CHED) in December 2022.

This grant is for the implementation of a 2-year program titled “Developing Social Enterprises for Economic Resilience of Disaster Survivors in Bicol”.

The program implementing partners are the MPCF of Legazpi, the Central Bicol State University of Agriculture (CBSUA), and the Tabang Bikol Movement (TBM).

The program officially started on December 22, 2022, and was launched on January 27, 2023. It will last until December 21, 2024.

Dubbed social enterprise development or SED, the program is being piloted in Canaman, Libmanan, Naga, and Pili in Camarines Sur and is being replicated in selected barangays in Albay.

An onboarding meeting was conducted by CHED officials on March 21, 2023, to guide the project implementors on administrative and financial matters to efficiently carry out a CHED-funded project.

The Board of Advisors of the program are Dr. Marilissa J. Ampuan, President of MPCF CCS, President Merle J. San Pedro of MPCF Legaspi, Dr. Aberto Naperi, President of the Central Bicol State University of Agriculture (CBSUA), and Ms. Evita Jimenez – Tuazon, Board Chair of Tabang Bicol Movement. Inc. (TBM). She was also appointed as the Program Manager.

The SED program has five projects; Project 1 -Developing Sustainable Social Enterprise Development Framework is led by Dr. Hanilyn Hidalgo of CBSUA, Project 2- Capacity and Productivity Assessment of Organized Groups is led by Dr. Cely Binoya of MPCF-CCS who is also the Program Leader; Project 3-Capacity Development for SED is led by Ms. Patria Boneo, Research Director of MPCF, Project 4 - Establishing Sustainability Mechanisms for SED is led by Dr. Philip Talay of CBSUA; and Project 5 - Replication of Good Practices in Albay is led by Dr. Nila Onate of MPCF Legaspi.

During the launching, onboarding meeting, and community orientation meetings, Dr Cely S. Binoya, the program leader presented the program vision and strategies for the effective and efficient implementation of the Social Enterprises development program. Aside from the project partners, relevant national government agencies expressed their full support for the SED program.





The SED project components are now being actively implemented in disaster-stricken communities in Camarines Sur and Albay by experts in social enterprise development from the academe, CSO partners, and the LGUs.


Community organizing and strengthening for SED were also carried out in identified project sites in Camarines Sur and Albay. Close coordination with selected LGUs is being done to ensure the sustainability of project initiatives at the community level.

Some of the milestones of the SED project implementation are the following: 1) completed the meta-analysis of literatures on social enterprise and developing the sustainable social enterprise development framework; 2) prepared the capacity, training needs, and productivity assessment tools and completed the conduct of organizational capacity, training and productivity assessments; 3) conducted Participatory Rapid Appraisal to identify disaster survivors, focus group discussions/Key Informant Interviews in Camarines Sur and in replication sites in Albay; 4) organized disaster survivors into eight social enterprise groups – 3 in Canaman, 3 in Libmanan, and 2 in Albay; 5) assessed the level of productivity of the current projects of the People’s Organization of Disaster Survivors (PODIS), Ilaw ng Kababaihan, and Bugkos kabataan in the context of the social enterprise

development framework and identified factors affecting their productivity; 6) conducted strategic planning for the eight assisted organizations in Camarines Sur and Albay; 7) conducted continuing trainings on SED and on technologies for the establishment of identified social enterprises, 8) started social enterprise operations and continuous production of citronella oil by PODIS, citronella-scented candles by Ilaw ng Kabaihan, Chili Garlic Oil by Bugkos Kabataan; Mushroom Production and Processing by Kabute-han sa Libmanan (KASALI); and Soap and Rags Making by Mabuhay Trade and Industries; and 9) the social enterprise groups are now actively joining trade fairs to promote and market their products.

Start-up materials for the establishment of various social enterprises were provided during the training on social enterprise development.

A Speakers’ Bureau was also organized and trained in developing training designs and modules to ensure the preparedness of resource speakers to conduct training and generate desired outcomes.

The project team envisions establishing sustainable community engagement in social enterprise development as a grassroots response for resilience and community empowerment. 



PWU-RDO to host festival on 100th anniversary of 'Dead Stars' by Paz Marquez Benitez

— Full Prof. Dr. Leonardo O. Munalim


Let the countdown begin!

The Research and Development Office of the Philippine Women's University (PWU) is set to host an international festival on the 100th year anniversary of the short story "Dead Stars" by Paz Marquez Benitez.

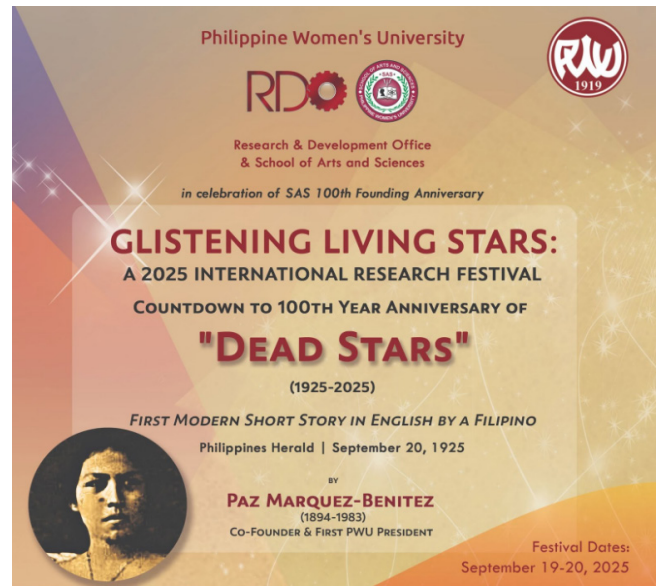
The festival has been scheduled on September 19-20, 2025 with the theme "Glistening Living Stars" at the Conrado Benitez Hall of PWU.

Researchers, English major students, education students, and literature aficionados are expected to gather at this event.

"Dead Stars," as a canon reading in literature, was published on September 20, 1925, making it the first modern short story in English written by a Filipina. It also landmarked and cemented the maturity of Filipino writers in English.

Paz Marquez Benitez was one of the seven leading women founders of Philippine Women's College in 1919. She served as the first president of the college. 

CALL FOR PAPERS with specific themes, KEYNOTE SPEAKERS and REVIEWERS will be released in the last quarter of 2023 on the PWU Facebook Page: www.facebook.com/PWU.OfficialFanpage



One vision, one identity, one community, one ASEAN!


— Khylaa Racman

On August 25, 2023, Capitol University (CU) proudly played host to the ASEAN Commemorative Celebration, a grand event that showcased the rich cultural diversity and unity within the ASEAN region in honor of the regional bloc's founding anniversary month; the event was organized in partnership with CHED Regional Office X.

The festivities took place at the CU Gymnatorium and drew participation from a multitude of public and private Higher Education Institutions (HEIs) hailing from across Region X. With the theme "ASEAN Matters: Epicentrum of Growth," inspired by Indonesia's 2023 ASEAN Chairmanship, the celebration was a vibrant reflection of the region's collaborative spirit and commitment to progress.

The gymnatorium was graced with the presence of Dr. Fe R. Juarez, CU's Executive Vice President; Dr. Franco Flores, Vice President for Administration; Dr. Amor de Torres, Vice President for Academic Affairs; Dr. Mark Raymond S. Tan, Director of Student Affairs and Services; and Atty.

Francis Lorenzo Juarez, Data Privacy Head. The event also welcomed key figures from the Commission on Higher Education (CHED), such as Dr. Freddie T. Bernal, the Regional Director of CHEDRO - X, and Dr. Miriam B. Fuentes, Chief Education Program Specialist of CHEDRO - X, among others. The commemoration highlighted not only cultural exchanges but also a display of mouthwatering cuisine from the Malay Archipelago, featuring delectable dishes like Satay and Nasi. Dr. Freddie T. Bernal led the ribbon-cutting ceremony for the food display, marking the start of a flavorful journey into the region's culinary heritage.

As part of the celebration, various schools took the stage to present traditional dances representative of different ASEAN countries. Notably, Capitol University showcased its own vibrant cultural flair with a mesmerizing performance of Indonesia's Bajidor Kahot dance. The CU Glee Club members further captivated the audience with a rendition of the Indonesian song Si Patokaan, donning elegant Indonesian attire that added to the authenticity of the performance. The closing remarks by Dr. Miriam B. Fuentes underscored the importance of upholding ASEAN's principles of unity, prosperity, and friendship, resonating deeply with the event's overarching message. The ASEAN Commemorative Celebration at Capitol University truly encapsulated the spirit of ASEAN's diverse strengths and unyielding optimism, even in the face of challenges. 



Reviving the Legacy: The MARS Center for Printmaking at the Philippine Women's University

— Prof. Mervy C. Pueblo, MFA., Fulbright Scholar



The early 1960s were a transformative period for the world of printmaking in the Philippines. It was a time when this artistic medium emerged from the shadows to take its rightful place in the spotlight as a celebrated and highly recognized form of contemporary expression. At the heart of this revolutionary shift were two remarkable Filipino printmakers, Manuel Rodriguez Sr. and Rodolfo Paras-Perez, whose groundbreaking contributions laid the foundation for the printmaking renaissance we know today.

Manuel Rodriguez Sr., affectionately known as Mang Maning, stands out as a pivotal figure in this narrative. His journey began as a passionate advocate for printmaking, and he soon became an inspiring teacher, mentor, and innovator. Through his tireless efforts and influential classes at the Philippine Women's University (PWU), he sparked an unprecedented interest in both traditional and experimental printmaking techniques across the country.

Mang Maning's commitment to advancing the field went beyond the classroom. He tirelessly worked to enhance press machines, expand the language of printmaking, and generously shared his knowledge with others. His relentless dedication earned him widespread acclaim, and he became affectionately known as the "Father of Philippine Printmaking."

The impact of printmaking at PWU School of Fine Arts and Design (SFAD) was further affirmed in 1967 when the Shell Companies of the Philippines recognized the PWU Institute of Fine Arts & Design (IFAD), now known as SFAD, as one

of the nation's premier art schools. During this period, printmaking became an integral part of art school curricula throughout the country. PWU, under the tutelage of Mang Maning, emerged as the unofficial hub of printmaking for Filipino artists.

In 1968, Mang Maning took another monumental step by founding the Philippine Association of Printmakers (PAP). Initially based on the PWU campus, this organization later found its home in the Cultural Center of the Philippines (CCP) complex in the late '90s. Mang Maning's expertise in printmaking led to his formal appointment as the Head of the Graphic Arts Department at SFAD in 1973. His influence continued to resonate through the dedicated studio arts faculty and passionate students of PWU SFAD.



For decades, PWU has been a vibrant hub for printmaking workshops and exhibitions, solidifying SFAD as a stronghold and nurturing ground for this captivating art form. This enduring legacy received unwavering support from the late Senator Helena “Tita Helena Zoila Benitez and Jose Conrado Benitez, who recognized its significance. In a momentous celebration of its centennial in 2019, SFAD proudly reaffirmed its position as a center of art, culture, and heritage by formally establishing the printmaking studio as the esteemed Sentro ng Malikhaing Paglilimbag (SMP), further cementing its dedication to fostering creativity and preserving artistic traditions.

As we journey through the annals of history, we arrive in 2023, marking the 50th anniversary of Mang Maning’s tenure as the head of the Graphic Arts Department at PWU SFAD. This milestone also coincides with a momentous occasion – the inauguration of enhanced printmaking facilities at the university. In a fitting tribute to the legacy of Mang Maning, the Sentro ng Malikhaing Paglilimbag (SMP) has been renamed the Manuel Antonio Rodriguez Sr. (MARS) Center for Printmaking.

School of Fine Arts & Design 

MARS
MANUEL ANTONIO RODRIGUEZ SR.
Center for Printmaking

INAUGURATION + EXHIBITION

OPENS	INAGURATION	EXHIBITION
9TH JUNE 2023	4/F SFAD 4:00 PM	JCB GALLERY

Exhibition runs from June 9-30. JCB Gallery hours: Mon-Fri, 9:00AM-5:00PM

RSVP jsdiquit@pwu.edu.ph
sfadjcbgallery@pwu.edu.ph 

The renaming of SMP as the MARS Center for Printmaking is a heartfelt homage to Mang Maning and his extraordinary contributions to the world of printmaking in the Philippines. It is a way to ensure that his legacy endures and continues to inspire generations of artists to


come. The MARS Center for Printmaking is not merely a name change; it represents a commitment to preserving the heritage of printmaking while fostering its evolution in the Philippines.

The MARS Center for Printmaking is poised to become a vital resource for the printmaking community, offering a dedicated space for artistic research, collaboration, and innovation. It will serve as a platform for artists to explore new techniques and push the boundaries of this captivating art form. Just as Mang Maning dedicated his life to advancing printmaking, the MARS Center for Printmaking is dedicated to advancing the discipline’s progress in the Philippines.

Inaugurated last June 9, the MARS Center for Printmaking celebrated its rebirth with a spectacular printmaking exhibition that ran from June 9 to 30. This exhibition showcased the very best printmakers in the Philippines, paying homage to the rich history of printmaking in the country while looking towards a future of boundless possibilities.

The MARS Center for Printmaking represents not only a physical space but a vibrant hub of creativity, a testament to the enduring legacy of Mang Maning and the countless artists who have been inspired by his passion and dedication. It is a place where artists can connect, experiment, and push the boundaries of their craft.

As we commemorate the 50th anniversary of Mang Maning’s leadership at PWU SFAD and the inauguration of the MARS Center for Printmaking, we are reminded of the power of art to transcend time and space. Mang Maning’s vision and dedication continue to inspire us today, and the MARS Center for Printmaking is a testament to the enduring impact of his work.

In closing, let us remember that the history of printmaking in the Philippines is not just a story of ink and paper; it is a story of passion, innovation, and dedication. It is a story of artists who dared to push the boundaries of their craft and inspire others to do the same. The MARS Center for Printmaking at PWU is a living testament to this legacy, and it is our privilege to celebrate it as we look towards a future filled with endless possibilities in the world of printmaking. 



Gabi ng Parangal 2023: A Celebration of Success and Legacy

– Levi May Magdarag & Eduard Solomon

The Philippine College of Criminology (PCCR) on June 8 held “Gabi ng Parangal 2023,” a testimonial dinner to celebrate the success of the recent Criminologist Licensure Examination passers, victorious Southeast Asian (SEA) Games medalists, and distinguished alumni at the Winford Manila Hotel.

PCCR Pres. Angelica Lei Bautista, in her keynote speech, expressed pride and gratitude to the PCCR community, its students, and alumni who never failed to make their alma mater proud.

Bautista takes honor of the college’s non-conformist nature and innovative step toward the criminal justice field, bringing a fresh focus on sports, technology, and information. These achievements truly embody the Batang 641 saying: “Galing PCCR, Galing PCCR” (Awesome PCCR, From PCCR).



The head of the Alumni Affairs, Dr. Kevin Bartolome, commenced the program as retired Police General Director Nicanor A. Bartolome, PCCR Ph.D. Crim 1998, introduced the guest of honor, Atty. Lucas Managuelod, F.I.C.D, PCCR Ph.D. Crim 2009, the Chairman and CEO of Public Safety Savings and Loan Association, Inc. This is followed by the Oath Taking Ceremony of ONE PCCR Alumni Association Officers. Dennis F. Layug, President and CEO of Kaizen Group, gave a message on the future of law enforcement.

One of the event’s highlights is the awarding of outstanding PCCR athletes who competed in the 2023 Southeast Asian (SEA) Games held in Cambodia.


The 32nd SEA Games contenders, Estie Gay Liwanen for Jiu-Jitsu Mixed Duo Classic and James El Mayagma for Kun Bucator Bare Hand Form Mixed Group Performance, Jennifer Kilapio for Wushu Lone Woman 48kg, and Angelann Singh for Pencak Silat Woman’s Tanding Class D, all hailed as bronze medalists.



Moreover, Gideon Fred Padua earned a silver medal in Men’s Sanda in Cambodia. Each athlete received a Plaque of Appreciation, Scholarship, and Monetary Token for their exceptional contribution to the PCCR community.

For her notable performance on the April 2023 CLE, awarded as the 5th highest ranking passer, Ms. Ria Velasquez inspired the night attendees with her speech.

Other well-known VIPs attended the event including Dr. Jesus S. Domingo, the Vice President of One PCCR Alumni Association and the Philippine Ambassador to New Zealand; Lt. Col. Gerry J. Cao, President of the Philippine Criminologist Association of the Philippines and Secretary of the One PCCR Alumni Association; Atty. Jarwin J. Gabana, a law practitioner; PMGen Lucas M. Managuelod, Chairman and CEO of Public Safety Savings and Loan Association Inc.; and Mr. Karim Bangcola, the Executive Vice President who headed the event with the help of Mr. Eduard Solomon, Assistant Vice President for Student Experience.

Additionally, attendees were given gifts like jackets and mobile phones. For the recipients, these gifts functioned as motivational and appreciative tokens that acknowledge their value and efforts for the PCCR community. The event: Gabi ng Parangal, was held to recognize and commemorate the accomplishments of outstanding PCCR members. It aimed to highlight their hard work, acknowledge their successes, and give them the credit they merit. 




MCNP and UCV ink MOU for collaborative research, education advancements

The Medical Colleges of Northern Philippines (MCNP) successfully linked a Memorandum of Understanding (MOU) with the University of Cagayan Valley (UCV) on June 8, at the Victor V. Perez Building in Tuguegarao City.

The MOU signing was attended by the UCV Board of Directors headed by the University President Dr. Esther Susan N. Perez-Mari, the MCNP President Christian R. Guzman, and his college officials, primarily to develop educational cooperation in the area of research, and promote mutual understanding between the two higher education institutions.

In her welcome speech Dr. Perez- Mari said she looks forward to years of healthy and meaningful collaboration with the Medical Colleges of Northern Philippines.

“We have to work together for quality education for our students and we can do this by collaborating with each other because by sharing resources, human, and otherwise,” she said.

On the other hand, President Guzman conveyed his profound gratitude to the entire UCV Administration for initiating and organizing the MOU Signing. MCNP and UCV are active members of PACU. 





LCUP Fiesta 2023 commences in Honor of St. Augustine and St. Monica

The whole LCUP Community expressed praise and thanksgiving to its patron saints – St. Augustine of Hippo and St. Monica by commemorating their feast days through LCUP Fiesta 2023, which happened on August 25, 2023 at the LCUP Main Campus, City of Malolos, Bulacan.

The Catholic Church officially observes the Feast of Saint Monica and St. Augustine on August 27th and 28th, respectively. It is a tradition in LCUP to honor these feast days alongside the Mother Church by designating honorary festival chairs coined as Hermano and Hermana annually, who will co-organize institutional religious formation activities from the beginning of the academic year to the Feast of Saint Monica and St. Augustine.

Led by this year’s Hermano Mayor Dr. Mark Rey C. Santos, VP for Research, Publications, and Linkages and Hermana Mayor Dr. Ma. Cristina E. Zulueta, Dean of the College of Medicine, LCUP Fiesta 2023 started with a lively Agape for morning session intended for kumustahan (socialization), kasiyahan (enjoyment), and kainan (banquet). Fun activities relevant to the celebration followed through, such as a dance activity called Indakan led by the Thagaste Music Ministry Animators wherein the whole LCUP Community was encouraged to dance to the song “Agustino Ako,” Quiz Bee about the life of St. Augustine, St. Monica, the history of LCUP, and “Bring Me” Game. Various Fiesta Booths, including Panghimagas (desserts), Tusok-Tusok (skewered street foods), Piktyur-Piktyur (photo booth), and Simoy Pasko (Christmas delicacies) were installed as additional highlights of the festivity.



A Talk on Augustinian Spirituality gathered the community for the afternoon session provided by the Augustinian Priest Guest Speaker, Rev. Fr. Rick Anthony Reyes, OSA. Father Reyes emphasized the Realm of Spirituality proposed by St. Augustine, where one encounters its essential principles – the Augustinian Charism and the Augustinian Values. He also encouraged the community to be lifelong learners who continuously seek and are curious about the will of God in our lives.



A Feast Day Mass followed, presided by Rev. Fr. Reyes and concelebrated by University Chaplains Fr. Yohanes Valentinus Ratusao Koten and Fr. Hendrikus Haju Liwun. The Eucharistic Celebration ended with a Thanksgiving Speech by the University President, Sr. Niceta M. Vargas, OSA, Ph.D., and the Hermano y Hermana Mayores 2024 announcement.



Next year’s Hermanidad was transferred to Dr. Olivia Almario, Dean of the College of Arts, Sciences and Education, and Dr. Joseph Espino, Dean of the College of Information Technology and Engineering. The LCUP Fiesta 2023 concluded with a Solemn Procession in Honor of St. Augustine and St. Monica.

A series of Novena and Solemnity Masses commenced from August 16 to August 23, and the Basic Education Department led a Bisperas Mayores before the Feast Day celebration.



3rd LCUP-GE&RA International Research Conference launches a call to foster research and academic integrity amid the rise of AI

For the third time, researchers, academicians, and educators from different regions and disciplines gathered at the LCUP-GE&RA International Research Conference jointly hosted by the La Consolacion University Philippines (LCUP) and Globus Education and Research Association (GE&RA) on July 28-30, 2023 via Facebook and YouTube live broadcast and Google Meet.

Anchored on the theme “Strengthening Research Integrity in the Global Landscape through Trends and Innovations in the 21st Century,” the conference aimed to give research enthusiasts all around the world the opportunities to present their respective scholarly works, to cultivate discursive spaces on the current trends and upcoming innovations situated within the global academic landscape, and to foster research and academic integrity amid the pressing issues of academic dishonesty and plagiarism involving the rise of artificial intelligence (AI).

According to Dr. Mark Rey C. Santos, the Vice President for Research, Publications, and Linkages of LCUP, the potential exchange of knowledge, ideas, expertise, and experience on how academic institutions around the world ensure that the academic integrity is maintained on the emergence of AI and how educators properly utilize this technology in teaching and learning process inspired the concept of the three-day conference.

Dr. Santos officially opened the conference, followed by Welcome Messages from Sr. Niceta

M. Vargas, University President, and Dr. Puneet Kumar Agarwal, President and Chairman of GE&RA. Dr. Nidhi Agarwal, General Secretary of GE&RA, presented the Conference Rationale. The conference host, Ms. Mariefe B. Cruz, LCUP Research Officer, steered the program.

The highlights of the conference include the Keynote Address of the Keynote Speaker, Mr. Lonell R. Childred, an Information Technology Consultant and an affiliate of the University of Cincinnati, Harvard University Business Analytics Program, Harvard Business School, Harvard School of Engineering, and Harvard Faculty of Arts and Sciences. Mr. Childred discussed the different forms, roles, and limitations of AI in Education, AI in the Creative Industry, and the ChatGPT. He also stressed that despite AI’s immense valuable support, significant issues are encountered in the academe, such as data privacy, accountability, ethical considerations, and the replacement of human interaction. The open forum that followed raised many questions, especially on how this massive innovation can be utilized appropriately in the academe.

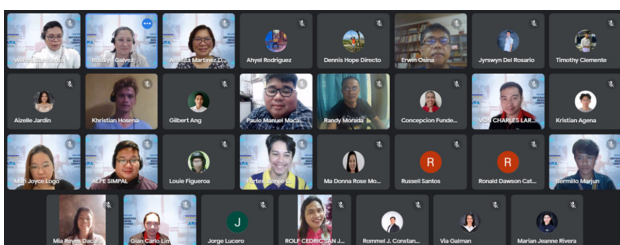
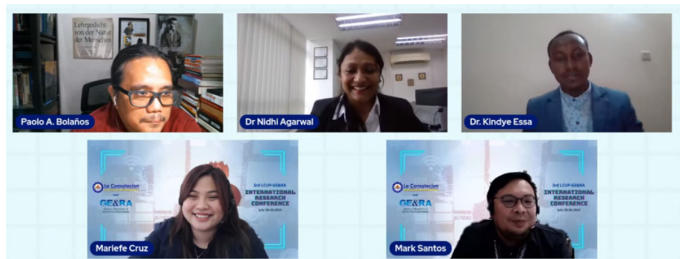
A Country Panel Discussion was facilitated by Dr. Santos and Ms. Cruz on the first day, featuring guest speakers from all around the world: Dr. Nidhi Agarwal, Professor at the Faculty of Social Science and Humanities of Lincoln University, Malaysia, Dr. Vijay Pratap Tiwari, Professor of Law at Maharashtra National Law University at Nagpur, India, Dr. Kindye Essa Mustafa, Dean of the College of Business and Economics, Debre Tabor University in Ethiopia, and Dr.

Paolo Bolaños, Full Professor, Department of Philosophy, Faculty of Arts and Letters and Program Lead, Philosophy Program, UST Graduate School University of Santo Tomas in Manila, Philippines.

On the second day of the conference, a Round Table Discussion was facilitated in the presence of Dr. Mark Rey Santos, VPRPL, Dr. Maximo Muldong, Professor of Advanced Research and Advanced Statistics at LCUP, and Dr. Eliza Cruz, Full-time Associate Professor of the Department of Natural Sciences, College of Arts and Sciences of San Beda University, Manila. Dr. Enrico F. Rosales, the Vice President for Graduate Studies, awarded the certificates of Appreciation to the Speakers.

Eight diversified sub-themes were featured under eight parallel sessions, where a total of 71 research and scholarly works were presented. One overall Best Paper and the Best Presenter/s per parallel session were given recognition during the Awarding Ceremony led by Sr. Niceta on the second day of the conference.

The 3rd LCUP-GE&RA International Research Conference materialized under the collaborative efforts of an Organizing Committee from different offices in the university, including the Vice President for Research, Publications, and Linkages, Office of the Vice President for Graduate Studies, Marketing and Promotions Office, Management Information System, Office of the Vice President for Finance and Administrative Services, and University Building Maintenance Services.





UE Hosts UAAP Season 86 With Fully Onsite Games!

— Bert B. Sulat Jr.
Director, Marketing and University Relations Department, University of the East


The University of the East has assumed the hosting duties of Season 86 of the University Athletic Association of the Philippines (UAAP), which kicked off with a grand opening ceremony held at the Mall of Asia Arena on September 30.

UAAP Season 86 marks the 10th time for UE to host the country’s premier student sporting league and that opening ceremony was the first to be held in person since the start of pandemic-induced lockdowns in 2020.

The UAAP 86 opening ceremony boasted a dazzling performance that jointly featured the UE Silanganan Dance Troupe, the UE Chorale, the UE Drama Company, the UE Pep Squad, and the UE Men’s

Volleyball Team, with inspiring messages from UE President and Chief Academic Officer Zosimo M. Battad and UE Vice Chairman of the Board David O. Chua.

As UAAP 86 host, UE designated “Fueling the Future” as the league’s newest season-long theme, in celebration of the Association as a constant stepping stone for future sporting greats. The theme also happens to have the same initials as “face to face,” subtly underscoring the in-person nature of the ongoing and upcoming Season 86 tournaments.

The season is underway with the men’s and women’s basketball tournaments, with several others coming soon among the respective athletic teams of UE and its fellow UAAP member schools, i.e., Adamson University, Ateneo de Manila University, De La Salle University, Far Eastern University, National University, University of Santo Tomas, and the University of the Philippines. 



Members of the UE Silanganan Dance Troupe are seen in the photo here donning the different colors of the league’s eight member schools for the lively ceremony of UAAP Season 86



Juan Miguel Montinola, 12th President of FEU Group of Schools

A New Chapter Begins: FEU Installs new President

Montinola to Lead FEU Group of Schools into Its 100th Founding Anniversary

The Far Eastern University Board of Trustees (BOT) has ushered in a new era of leadership by announcing the appointment of Juan Miguel Montinola, affectionately known as JRM, as the 12th President of the FEU Group of Schools. Montinola, who previously served as the Chief Finance Officer of FEU since 2010, took the helm on August 1, 2023.

Montinola's journey to the presidency is marked by a legacy of dedication and commitment to the university. He played a pivotal role in crafting the FEU Aspirations for 2015-2020 and 2020-2028, demonstrating his visionary leadership. His contributions extended to ensuring the necessary resources for all Academic Excellence initiatives of the University as well as overseeing the university's expansion opportunities, solidifying his reputation as a catalyst for growth.

Before his tenure at FEU, Montinola held distinguished positions in the corporate world. He served as the CEO and Country Manager of Lafarge Cementi S.r.l. (Italy) from 2006 to 2008 and presided over the Republic Cement Corporation from 1996 to 2006.

Montinola's academic credentials further underscore his readiness for this role. He holds a Master of Business Administration degree from the International Institute for Management Development in Switzerland (1989) and a Bachelor of Arts in Economics from the College of William & Mary in the United States (1983).

In his acceptance speech, Montinola expressed gratitude for the trust placed in him and conveyed his excitement about steering the institution toward its centennial aspiration goals.


"Thank you for the trust," JRM said. "I am excited to lead the team towards its centennial aspiration goals."

"But for sure, big shoes to fill after President Mike Alba," JRM added. Alba served as FEU's president for 11 years.

Dr. Alba, who served as FEU president for 11 years, will retain his role as a member of the BOT and continue as president of the FEU Public Policy Center.

"[I am] happy the key personnel are intact and work well together. It is a pleasure to collaborate with a team who are in continuous learning and improvement modes," JRM said.

Aurelio Montinola III, Chairperson of the FEU-BOT, made the announcement as the FEU Group of Schools embarks on its journey towards its 100th Founding Anniversary in 2028. Chair Montinola shared the institution's theme for this momentous occasion, "Continuity and Progress," highlighting the commitment to delivering quality education, maintaining beautiful campuses, and fostering active sports and cultural programs.

As FEU looks ahead under the guidance of President Juan Miguel Montinola, it is poised to embrace a future defined by continuity, progress, and the enduring spirit of the FEU community. 



Dr. Renato C. Tanchoco, Jr.: Leading Manila Central University into a Promising Future



In a historic milestone, Dr. Renato C. Tanchoco, Jr. assumed the role of the 6th President of Manila Central University (MCU) on September 8, marking the dawn of a new era for the institution with a storied legacy spanning more than a century.

Under the guidance of Dr. Tanchoco, MCU is poised to uphold its tradition of excellence, innovation, and community engagement, promising a brighter future for both students and society as a whole.



On this day, MCU formally conferred full authority upon its 6th President, providing a platform for the new leader to reaffirm the institution's unwavering commitment to the pursuit of academic excellence, cutting-edge research, and community service.

Dr. Tanchoco's leadership outlook is forward-thinking, prioritizing the integration of technology, inclusivity, and the holistic development of students. "We are dedicated to ensuring that MCU and its entire community are Future Ready," he declared, igniting a spirit of inspiration within MCU.

"We pledge to create a safe, nurturing, and inclusive learning environment," Dr. Tanchoco affirmed, reinforcing MCU's adherence to its core values.



Mapúa appoints academic visionary Dr. Dodjie Maestrecampo President and CEO



Mapúa University has named Dr. Dodjie Maestrecampo as the new president and chief executive officer, making him its fourth president since 1925.

The announcement was made at the university's Intramuros campus, where Dr. Maestrecampo shared his vision and plans for the country's leading engineering and technological institution. He succeeds Dr. Reynaldo B. Veja, who completed his tenure last June after 23 years of service.

Known for his visionary academic leadership in technology and education for over 30 years, Dr. Maestrecampo concurrently serves as president of Mapúa Malayan Colleges Laguna and Mapúa Malayan Colleges Mindanao, higher education institutions (HEIs) under the Mapúa University system and the Yuchengco-Ayala education partnership iPeople, Inc.


Under his leadership, the university will continue to introduce more groundbreaking, future-ready programs and courses to enable students to hone global competencies using cutting-edge technologies.

"I am humbled and deeply honored to be appointed as the President of Mapúa University. I am grateful for the trust and confidence that the university has placed in me. In today's rapidly changing world, it is more important than ever for Mapúa to be at the forefront of education. We must equip our students with the knowledge, skills, and values they need to succeed in an extremely agile workforce", said Dr. Dodjie Maestrecampo, Mapúa University president and chief executive officer.

"I am committed to ensuring that Mapúa continues to be at the forefront of academic excellence, research, and innovation in the Philippines and beyond. We intend to propel Mapúa to new heights by fostering a dynamic learning environment, equipping our students with cutting-edge knowledge and skills, and fostering a culture of innovation and entrepreneurship. I will also work to make Mapúa a more accessible and inclusive institution. I look forward to working with the Mapúa community to build a brighter future for our university and our country", he added.

Before becoming head of the three HEIs, Dr. Maestrecampo served as Mapúa's executive vice president for academic affairs, prioritizing the university system's expansion. He established and headed the operations of then Malayan Colleges Laguna in 2006, followed by then Malayan Colleges Mindanao, in 2017.

His expertise in technology and education was instrumental in steering the digital transformation of both Mapúa Malayan Colleges. His foresight and emphasis on integrating digital technologies into the schools' teaching and learning systems enabled them to seamlessly deliver consistent, international standard, outcomes-based, research-driven education despite the challenges before, during, and after the pandemic.

Dr. Maestrecampo also played a central role in establishing linkages with international universities that facilitated global exposure for students. 



PACU ANNUAL GENERAL ASSEMBLY & NATIONAL CONFERENCE MAKATI DIAMOND RESIDENCES | September 30, 2023



CEBU INSTITUTE OF TECHNOLOGY - UNIVERSITY



ST. PAUL UNIVERSITY PHILIPPINES



MAPUA MALAYAN COLLEGES MINDANAO





REGULAR BOARD MEETINGS

April 21, 2023



August 18, 2023

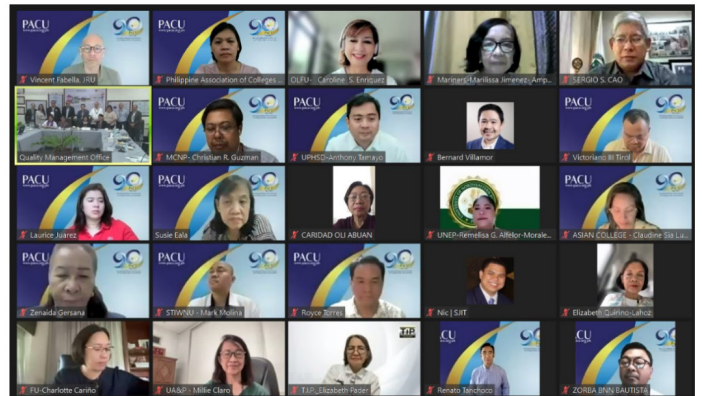


EXPANDED BOARD MEETINGS

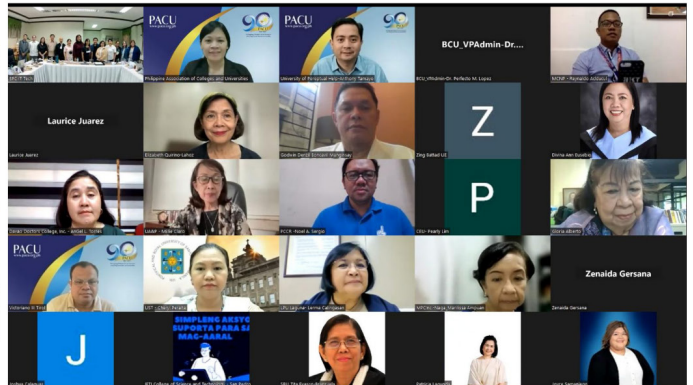
NCR - FAR EASTERN UNIVERSITY, MANILA | May 19, 2023



MINDANAO - UNIVERSITY OF MINDANAO, DAVAO CITY | June 19, 2023



LUZON - SAN PABLO COLLEGES, LAGUNA | July 21, 2023



COMMITTEE MEETINGS

EXECUTIVE COMMITTEE

April 12, 2023



May 10, 2023



July 12, 2023



July 12, 2023





August 9, 2023



August 24, 2023



September 13, 2023



September 26, 2023



PROGRAMS COMMITTEE WITH DEANSHIP SEMINAR SPEAKERS

April 24, 2023



PROGRAMS COMMITTEE July 19, 2023



August 9, 2023



MEETING WITH GA SPEAKER, FACILITATOR, AND SATELLITE VENUES September 8, 2023



MEMBERSHIP COMMITTEE July 19, 2023



August 16, 2023





COMMITTEE ON INSTITUTIONAL QUALITY IMPROVEMENT July 19, 2023



August 16, 2023



PR COMMITTEE WITH KWMULTIMEDIA ADVERTISING, INC
April 11, 2023



PR COMMITTEE WITH HABI
August 14, 2023



INDUSTRY - ACADEME COMMITTEE
April 13, 2023



August 4, 2023





RESEARCH COMMITTEE WITH EURAXESS AND REX EDUCATION April 28, 2023



POLICY - LEGAL COMMITTEE June 14, 2023



August 8, 2023



RESEARCH COMMITTEE WITH EURAXESS AND REX EDUCATION April 28, 2023



POLICY - LEGAL COMMITTEE June 14, 2023



August 8, 2023





PRE-EDCOM 2 MEETING August 22, 2023



STRATEGY MEETING ON THE NO PERMIT NO EXAM PROHIBITION BILL May 9, 2023



August 2, 2023



August 30, 2023

August 8, 2023



WITH FAPSA August 4, 2023



COCOPEA MEETINGS

EXECOM MEETINGS

June 16, 2023



August 17, 2023





COCOPEA FORMAL TURNOVER FROM PACU TO CEAP & INSTALLATION OF OFFICERS AND BOARD OF TRUSTEES

August 17, 2023



COCOPEA MEETING WITH EDCOM 2

August 29, 2023



OTHER COCOPEA MEETINGS

April 4, 2023

April 14, 2023

July 25, 2023



July 28, 2023



August 14, 2023





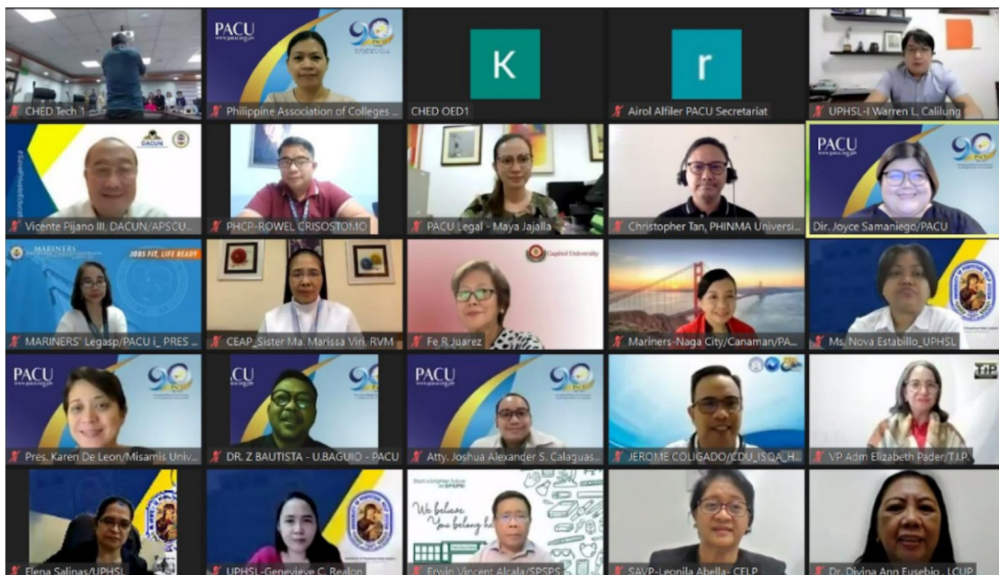
TOWN HALL MEETING OF THE CONGRESSIONAL COMMITTEE ON HIGHER AND TECHNICAL EDUCATION

April 18, 2023



MEETING WITH CHED

April 20, 2023



MEETING WITH CONG. MARK GO

April 15, 2023



MEETING WITH CONG. ROMAN ROMULO

April 25, 2023



MEETING WITH SEN. JINGGOY ESTRADA

July 26, 2023



LAUNCHING OF THE MATATAG CURRICULUM (K TO 10 CURRICULUM OF THE K TO 12 PROGRAM)

August 10, 2023





MEETING WITH DEPED

August 11, 2023



MEETING WITH EDCOM 2

August 22, 2023



USAPANG INDUSTRIYA - CYBERSECURITY

April 26, 2023



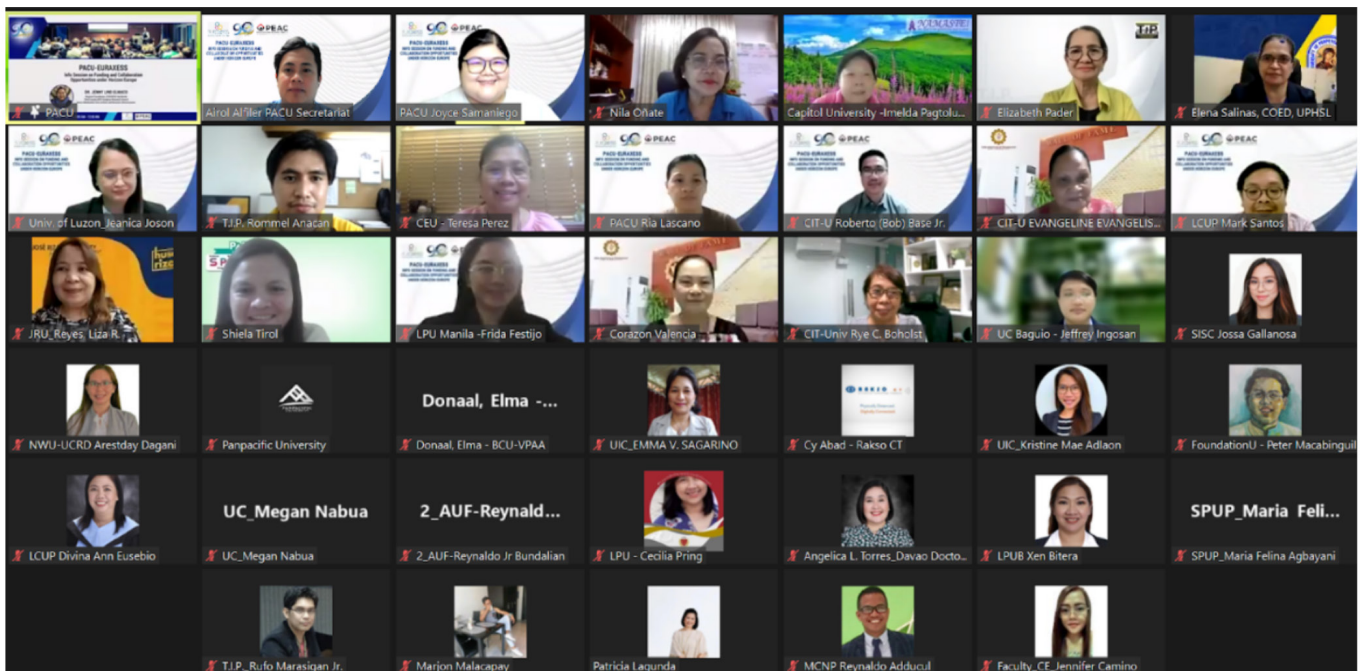
THE ART AND PRACTICE OF DEANSHIP 4.0

May 4, 2023



EURAXESS INFO SESSION ON FUNDING AND COLLABORATION OPPORTUNITIES UNDER HORIZON EUROPE

May 5, 2023





INFO SESSION ON USAID OPPORTUNITY 2.0 PROGRAM HIGHER EDUCATION COLLABORATIVE GRANTS

June 27, 2023



FINANCIAL MANAGEMENT FOR EDUCATIONAL LEADERS

August 25, 2023





PACU Usapang Industriya on Workforce Development: Government-Industry-Academe Partnerships that Work

September 15, 2023



PUBLIC FORUM ON THE U.S. COMMUNITY COLLEGE MODEL

July 25, 2023



MEETING WITH PARTNERS

REX EDUCATION
March 31, 2023



SEEMECV
March 31, 2023



ASEAN
June 26, 2023



THAMES
March 31, 2023



GLOBE
July 19, 2023



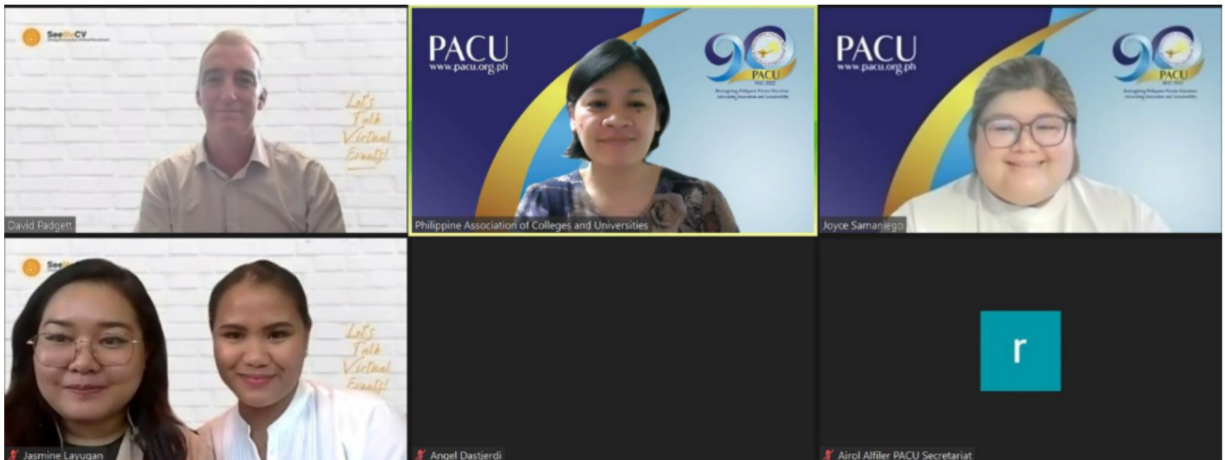


THROUGH THE LENS

SEEMECV
July 25, 2023



SEEMECV
August 8, 2023



REX EDUCATION
August 3, 2023



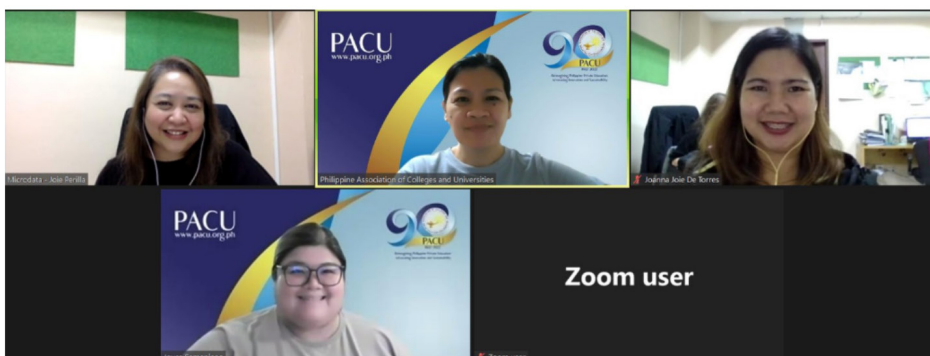
SMU
August 14, 2023



MEETING WITH SPONSORS & PARTNERS FOR THE PACU GA 2023
September 5, 2023



MICRODATA
September 18, 2023



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A project of the PACU Committee on Public Relations

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