

# SPECIAL REPORT



REPUBLIC OF THE PHILIPPINES  
OFFICE OF THE PRESIDENT  
COMMISSION ON HIGHER EDUCATION

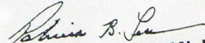
## AUTONOMOUS STATUS

is granted to

**DE LA SALLE UNIVERSITY -  
DASMARIÑAS**

effective from April 1, 2016 to May 31, 2019.

Given this 16<sup>th</sup> day of May 2016 in Diliman, Quezon City, Philippines.

  
**PATRICIA B. LICUANAN, Ph.D.**  
Chairperson

With DLSU-D having renewed its Autonomous Status with the country's CHED (Commission on Higher Education) for three more years (April 1, 2016 to May 31, 2019), the Marketing Communications Office came up with this report as a survey of the track we tread on to make the most of this privilege.

With Autonomous Status, universities can enjoy the following advantages:

- They can design their own curricula.
- They can offer new programs.
- They can put up branches or satellite campuses without having to secure permits.
- They can confer honorary degrees.
- They can carry out operations without much interference from CHED.

Generally, universities are awarded the Autonomous or Deregulated Status when they exemplify a long tradition of integrity and untarnished reputation; commitment to excellence; and sustainability and viability of operations.

Specifically, a university has to earn a minimum grade of 70 percent under "commitment to excellence" and a minimum of 91-100 percent in total score in order to be granted the Autonomous Status.

# Our Commitment Our Responsibility Our Ministry

By Br. Gus Boquer FSC

President and Chancellor, De La Salle University-Dasmariñas

As I pay tribute to everyone who made sure that we achieved the renewal of our Autonomous Status as a University—for which I will always remain grateful, I would also like to take this opportunity to invite every member of the academic community to walk with me in reflecting upon important areas that serve as invitations and reminders for all of us of the need to ensure that this blessing—together with all other

academic recognitions achieved by many of our academic programs—that we have once again received, be taken as a renewed opportunity to continue strengthening our core programs that have given us the recognition. In so doing, I enjoin everyone to develop a sense of ownership of this journey so together and by association, we will be able to translate what we reflect into real actions that will help us move forward

with enthusiasm and with a renewed sense of purpose as a Lasallian academic institution.

Walk with me then through these areas of importance:

**OUR COMMITMENT.** It is noteworthy that what we have once again achieved is an affirmation of our commitment. A commitment that we have made to our students that in order to fully respond to their needs, we will leave no stones unturned in making innovations happen through the different programs we are offering. We have always recognized how important it is, as a learning institution, that we remain attuned to this commitment as our young people—our reason for being—deserve no less than our commitment and its corresponding actions to create possibilities for their holistic growth as learners. This commitment has always been part of my agenda as President whereby in

*‘We will leave no stones unturned in making innovations happen through the different programs we are offering.’*





Agenda number two, I clearly spelled out that “our quest for academic excellence should be pursued with great determination through the quality of our instruction in the classroom....”

This is not the first time we have received this recognition. I am thus, confident that as we continue with our journey, we will remain focused and determined to pursue quality in what we do and how we make things happen for our students making it a habit to address the demands of the same recognition and thus maintain getting the same.

We must, at all times, be reminded that our commitment to quality is our commitment to our students and to the partnerships we have somehow “forged” with all their respective parents in helping guide their children towards the future: A partnership built on trust. A partnership strengthened by commitment.

**OUR RESPONSIBILITY.** What is achieved in communion must also be maintained and sustained with the same spirit and fervor as one community attuned to its vision-mission as an academic community. What we achieved together has to be taken care of altogether. It is everyone’s responsibility to make sure that what is expected of us in this renewed recognition is properly addressed at all levels. It is imperative that each one will be up to the task spelled out in terms of responsibilities and even to the opportunities that come with this status that we have been given for the next three years.

In a changing educational landscape and with the dawning of a new and broadened educational community in the ASEAN region, the responsibilities of everyone especially those who are directly under Academics, also increase, especially in terms of giving opportunities to our students to blend well in this new reality for them. To sustain, and to even further this achievement, is our responsibility as an academic institution.

**OUR MINISTRY.** Our commitment and our responsibility are such because we have always communicated one and the same message: what we aspire for in the way we do things in the University is our ministry. To the many young people entrusted to our care, we cannot, as a Lasallian community, afford to lose sight of the ultimate reason why we do what we do in education. To them we owe a great deal of our effort as we put flesh to this ministry of providing a human and Christian education. We should always be unflinching in our commitment. We should be always responsible in responding to their needs.

Being in the cusp of a changing educational landscape is an invitation for us all to be constantly innovative in our programs as we usher young people to the future equipped with needed skills and expected attributes to face realities that will serve as real tests of whether or not our educational ministry has truly made an impact in these young people’s lives. The renewed status



is a reminder of the need to always keep ourselves abreast with the present demands in our education and to be always mindful of our roles in molding young people.

Our ministry as a Lasallian institution—resolved to advance access to quality education—is our share in what our Holy Founder St. John Baptist De La Salle had always subscribed to citing the prophet Habakkuk: 3:2: “*Domine Opus Tuum* (Lord, the Work is Yours).”

*‘The renewed status is a reminder of the need to always keep ourselves abreast with the present demands in our education and to be always mindful of our roles in molding young people.’*

# So now that we have our Autonomy... *what do we do with it?*

“Given the scenario [of K-12 implementation], CBAA (College of Business Administration and Accountancy) focused on the opportunities that K-12 offers instead of looking at its negative impact. A close evaluation of K-12 opened doors for the college to enhance the development of both our faculty and students.

- The college intends to strengthen its current linkages in the local industry to further narrow the gap between the academe and the business community. This will not only focus on the students’ on-the-job training programs but would also explore the faculty members’ immersion in the industry through consultancy and research opportunities, enhancing the competency of our faculty and having them share their experiences in classroom discussions.

- Within the next two years, CBAA can also strengthen its current international linkages and explore more linkages with the business community of wider international coverage. At this time, with the help of the University Linkages Office, our students have an ongoing collaborative study with Leiden University of The Netherlands. This type of linkages could equip the college to better prepare our students for future local and international employment and business venture.

- CBAA is also reviewing its curricula for both the undergraduate and

graduate studies, benchmarking with known universities in Asia. Our plan is to invite foreign students to have their graduate studies at DLSU-D to maximize the opportunities offered by the ASEAN integration. Because of K-12, it is inherent that we come up with a new curriculum for each of our programs, upgrading them into more specific or highly specialized courses and programs. We are considering benchmarking with schools in ASEAN member countries to facilitate exchange studies between our schools.

- We are also set to maximize not only our student exchange programs but also the academic and research collaborations for our faculty members. In this way, both our students and faculty are exposed to best practices in universities abroad, which we could also adopt here at DLSU-D.”

**Dr. Sancho Castro**  
**(OIC/Dean, College of Business Administration and Accountancy)**  
**and**  
**Rosario Reyes**  
**(former OIC/Dean)**





“COE (College of Education) intends to design new curricula, offer new programs, and carry out operations relevant to continuously raise the status of our college.

### **Our Graduate Studies Department**

- Shall offer subjects and programs through blended learning and online mode and teaching and learning in the M.A. in Educational Management, Religious Values Education, and PhD in Educational Management programs;
- Will offer new programs in M.A. in Early Childhood Development and in TLE (technology and livelihood education);
- Shall pursue international academic linkages such as that in our memorandum of understanding with Rajamandala University of Technology in Thailand and locally with the Adventist University of the Philippines;
- Shall further promote our programs to increase enrollment; we have increased the number of foreign students from Korea and Mainland China;
- Shall intensify the implementation of the scholarship program given by CHed for having been identified as Delivering Higher Education Institution of the Scholarship for Graduate Studies in the K-12 transition period.
- Aims to achieve 100 percent passing rate in the Licensure Examination for Guidance Counselors.

### **Our Religious Education Department**

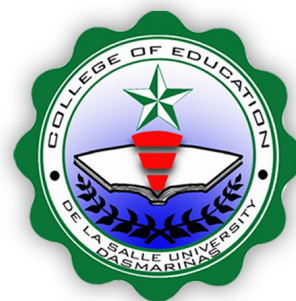
- Shall start offering Certificate Programs in Teaching Values Education and Teaching Religious Education this coming Summer; Our Certificate in Teaching Religious Education has been training catechists from the Diocese of Imus and nearby provinces (e.g. Batangas), but we shall offer a separate program for regular teachers employed in private Catholic schools;
- Shall intensify our tieups with other universities and Dioceses by sponsoring seminars related to the annual theme of the Church’s pastoral priorities; one plan is to host a national convention on religious and values education with paper presentations;
- Shall offer a new curriculum for Religious Education subjects in the college level as a result of the inclusion of K-12 in the religious formation of students.

### **Our Professional Education Department**

- Will design the curricula of certain programs aligned with K-12.
- Will have changes in nomenclature: from Bachelor of Science to simply Bachelor of Elementary Education, Bachelor of Early Childhood Education, and Bachelor of Special Education.
- Is considering, for the secondary level, offering Bachelor of Cultural Education, Bachelor of Alternative Learning System, and a Diploma in Alternative Learning System;

- Is proposing to give units (to be reflected in the students’ transcript of records) for specializations in Certificate in Teaching Early Childhood Learners and Certificate in Sign Language/Special Education;
- Is implementing twinning programs in which faculty from our department will teach students in selected municipalities instead of having these students come to DLSU-D;
- Is strengthening our linkages with schools abroad such as La Salle Chanthaburi (Mandapitak) School, Josephphitak School Day Care and Rajamangala University of Technology Thanyaburi, etc. ; we plan to field out more of our students for practice teaching in those schools;
- Shall also be granting honorary degrees to deserving persons.”

**Dr. Manuel Camarse,  
Dean, College of Education**



“Here are my ideas for CLAC (College of Liberal Arts and Communication):

- Since CHED only sets minimum standards as far as curriculum is concerned, our college will be initiating additional courses that are helpful and relevant to the programs we offer. We can only do this by identifying the demonstrative capacity of our college and our University. First, we would like to introduce courses related to foreign languages, heritage courses, environmental programs, and financial management/literacy. I believe these courses would give our students an additional premium, especially as they approach workplace environment. This should also cater to our 21st century learners.

- We shall be promoting and developing creative courses on the English language and culture-based programs that are currently in demand among our East Asian clients. Both short-term and long-term courses shall be developed this academic year to address the needs of the ASEAN academic community.
- We shall be including Southeast Asian languages in the new curricula to accommodate students and faculty mobility in the ASEAN region.
- We will also be working on curricula for good governance, banking on our demonstrative capacity, as this has been the call of our Brother-President several years ago.

- We will also be creating customized graduate programs for ASEAN clients through our partner universities.”

**Dr. George Francisco**  
**Dean, College of Liberal Arts and Communication**



“In the next three years, CCJE (College of Criminal Justice Education) aims to

- Emphasize and ensure responsive and globally competitive academic programs through continuously reviewing, strengthening and streamlining our undergraduate and graduate program offerings;
- Extend the classes of our graduate school programs not only in the province of Cavite but to other provinces;
- Formulate creative programs for extension activities such as seminar workshop for social workers and others who are in need of training in handling children, etc.;
- Maintain the quality and standard of being a Lasallian faculty and staff by providing opportunities

for completing graduate degrees, conducting research and publishing, and reviewing our syllabi.”

**Dr. Alrien Dausan,**  
**Dean, College of Criminal Justice Education**







# Fostering a research culture that benefits the province

## The example of College of Liberal Arts and Communication

One rigid requirement for a university to attain/retain its Autonomous Status is that 30 percent of its faculty members should be engaged in research. “We cannot ask CHED to be lenient about it,” says Lucile Rivera-Calairo, director of DLSU-D’s Quality Assurance Office, “because for them, it’s already a ‘floor’ (basic) requirement—no more haggling over it.”

Yet requirement or not, CLAC (College of Liberal Arts and Communication) Dean Dr. George Francisco thought it constructive to conduct a survey of the college’s research statistics from last schoolyear (2015-2016) and this year (2016-2017) to quantify the college’s research efforts.

“We want to strengthen research culture among our faculty and students. And it’s difficult to measure our research performance unless they are tallied and expressed numerically.”

*‘Our students now see the significance of researches aligned with CDRP, that it could help the province. And we’re happy that we are contributing to the fulfillment of CDRP’s mission.’*

Last schoolyear, of all the college’s full-time faculty members, only 11 were engaged in research, equivalent to just 12 percent of the total 86 faculty members. This schoolyear, the figure has gone up: 17 (or 22 percent) of 77 full-time faculty members are now doing research.

“Our target is for 50 percent of our full-time faculty to be engaged in research until 2019,” says Francisco. Among their other plans are to “increase the number of collaborative researches” and strengthen “partnerships with external research agencies.”

### **Roadmap to quality research**

To ensure that ideas or topics for research are aligned with the college’s specialization and the University’s mission, Francisco, together with College Research Coordinator Prof.

# DLSU-D School Administrators 2016-2017

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Atty. Rafael Vicente P. Umali	Legal Counsel
Rev. Fr. Mark Anthony T. Reyes	University Chaplain
Lucila R. Calairo	Director, Quality Assurance Office
Cecille T. Gelicame	Director, Museo De La Salle

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Willington Okechukwu Onuh, PhD	Assistant Vice Chancellor for Research
Palmo R. Iya	Director, Cavite Studies Center
Maria Melanie P. Medecilo, PhD	Director, University Research Office
Sonia M. Gementiza, PhD	Assistant Vice Chancellor for Academic Services
Sharon M. Samaniego	Director, Aklatang Emilio Aguinaldo-Information Resource Center
Jenielyn E. Padernal	Director, Center for Innovative Learning Programs
Jefferson S. Buenviaje	Director, Center for Student Admissions
Marialita L. Esberto	University Registrar
Maria Dolores Elisa B. Muhi	Registrar, Senior & Junior High School Departments

## **College of Business Administration & Accountancy**

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Romano Angelico T. Ebron	Associate Dean
Eden C. Cabrera, CPA	Chair, Accountancy Department
Rosario T. Reyes	Chair, Allied Business Department
Alice D. Descallar	Chair, Business Management Department
Ma. Chona O. Bautista	Chair, Marketing Department
Jacqueline L. Morta, PhD	Director, Graduate Studies

## **College of Criminal Justice Education**

Alrien F. Dausan, PhD	Dean / Director, Bahay Pag-Asa Dasmariñas
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## **College of Education**

Manuel G. Camarse, PhD	Dean
Neddy R. Oraña	Chair, Physical Education Department
Florencio R. Abanes, EdD	Chair, Professional Education Department
Mariano Thomas S. Ramirez, EdD	Chair, Religious Education Department
Paterno S. Alcartado, EdD	Director, Graduate Studies

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Engr. Conrado D. Monzon	Associate Dean
Arch. Scissel S. Naing	Chair, Architecture Department
Ma. Estrella Natalie B. Pineda	Chair, Engineering Department
Claudine S. San Jose	Chair, Graphics Design & Multimedia Department
Engr. Maria Cristina A. Macawile	Director, Graduate Studies

## **College of Tourism & Hospitality Management**

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Beberlee R. Desingañon	Associate Dean
Wiziel F. Napod	Chair, Hotel and Restaurant Management Department
Paul Anthony C. Notorio	Chair, Tourism Management Department



**College of Liberal Arts & Communications**

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Rafael Julius D. Estrada	Associate Dean
Artin G. Umali	Chair, Communication & Journalism Department
May L. Mojica	Chair, Kagawaran ng Filipino at Panitikan
Teresita P. Pareja, PhD	Chair, Languages and Literature Department
Silfa C. Napicol	Chair, Psychology Department
Josephine L. Cruz	Chair, Social Sciences Department
Betty E. Puzon, PhD	Director, Graduate Studies

**College of Science & Computer Studies**

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Perla S. Dela Cruz	Associate Dean
Airill L. Mercurio, PhD	Chair, Biological Sciences Department
Marivic R. Mitschek	Chair, Computer Studies Department
Carmela Z. Reyes	Chair, Mathematics & Statistics Department
Geraldine C. Zamora	Chair, Physical Sciences Department
Rubie M. Causaren, PhD	Director, Graduate Studies

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Glessie A. Cantada	Director, Student Wellness Center

**Senior High School Department**

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Cecilia B. Cajandab	Coordinator, Technical Vocational-Livelihood Track
Phyllis Rianne A. Cañete	Coordinator, Humanities & Social Sciences Strand

**Junior High School Department**

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Yolanda L. Del Rosario	Coordinator for Academics
Dominic C. Benavente	Coordinator for Student Services
Marilou E. Medina	Coordinator for Administrative Services

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Susan T. Mostajo, PhD	Director, Human Resource Management Office
Ma. Kristina R. Miciano	Director, Information and Communications Technology Center
Beverlyn O. Dela Cruz, CPA	Director, Treasury & Ancillary Services

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Jose Arvin I. Gacelo, PhD	Director, Campus Ministry Office
Maria Nena C. Caspe	Director, Lasallian Community Development Center
Rosanni R. Sarile	Director, Marketing Communications Office
Marco M. Polo	Director, University Advancement Office
Gerson R. Garcia	Director, University Lasallian Family Office
Wilson R. Jacinto	Director, University Linkages Office





Loreto Camiloza, formulated CLAC's "Research Thrusts and Areas."

This "roadmap" guides both CLAC faculty members and students to "probe into concerns and issues that affect Filipino society and culture, specifically in the areas of language, philosophy, socio-politics, history, anthropology and psychology, humanities."

Aside from this, students are also introduced to CDRP (Cavite Development Research Program), a DLSU-D program designed to produce research works addressing problems facing the province.

"In 2014, the college decided to include the discussion of CDRP in the Thesis 1 subject of our 3rd year students," said Francisco. Thesis 1 covers basic research



proposal writing. Aside from this, the subject also presents options to the kind of topics students could use for their research.

The college has grouped the research topics under three categories. Besides (1) CDRP, there are also the (2) college/department's research thrusts, and then the (3) discipline-based (course-related) research topics or general research topics. "These three categories cover the topics that our students can go over."

#### **Increasing awareness**

In the first year (SY 2014-2015) of CDRP's incorporation in CLAC's Thesis 1 subjects, Francisco tallied: 14 studies (or 12.8 percent) of the research works were related to CDRP; 19 (or 17.4

percent) were aligned with the college/department's research thrusts; while 76 were discipline-based.

The following year, the figure for CDRP-related research works showed improvement: from 12.8 percent, it went up to 18.6 percent. "This means our students are starting to become aware of CDRP," said Francisco. "They now see the significance of researches aligned with CDRP, that it could help the province. And we're happy that we are contributing to the fulfillment of CDRP's mission. We're expecting the figure to still go up in the coming years." Francisco added that among CLAC's targets is for student research studies related to CDRP to hit 75 percent of the total researches per year.





# — And now... — a word from Dr. Torres

Photos by Jobert de Paz

**Dr. Herminia Torres, EVP (executive vice president) of DLSU-D from 1995 to 2004, was the administrator who first realized the fruition of the University's accreditation efforts. It was during her term that DLSU-D earned its first accreditation with PAASCU and PAAF. In the culminating activity of DLSU-D's QAO (Quality Assurance Office) on April 28, 2016, Dr. Torres was guest of honor and was asked to speak. QAO Director Lucile Rivera-Calairo introduced her to everyone thusly: "the mother hen...of all our QA (quality assurance) accreditation efforts and achievements." Following is an excerpt from Dr. Torres' message to DLSU-D during that event.**

I'd like to commend all of you for the support you are giving Lucile.... One evidence that we are really good at it is that two schools have already come to benchmark with us. Miriam College and College of St. Benilde. It is only proof that we have a better IQA system here. I'm telling you this just to show you that your support for her is very viable. She's not going to do this all by herself. Without your support, IQA here will not be successful.

#### **Making history**

In 1987, the [De La Salle] Brothers acquired the campus. [Dr. Oscar Bautista,] the first EVP of the campus, with his management team, tried really his best to put up a quality assurance system in the school. But this was very informal. Back then, they had to "manualize" operations. And so, they wrote the faculty manual, administrative manual, staff manual, student handbook...and that was the start of quality assurance. These manuals are guidelines on how to PROPERLY do things.

*For me, the last word for our definition of quality is 'transformative.'*



*Let us see to it that quality becomes a culture, that everyone does his best in every undertaking, especially in teaching our students. So that we shall have integrity: that we did the right thing even if no one is looking.*

There were already initiatives towards accreditation. But then, they didn't know how to go about it. I became EVP in 1995, and then in 1997, PAASCU came. That was the first visit of PAASCU (Philippine Accrediting Association of Schools, Colleges and Universities). From then on, we worked very hard on the internal quality assurance without knowing what structures should be there. The initiative came from the top, but the deans were very very supportive of our efforts.

We were guided by the PAASCU instruments, one of which was the establishment of academic departments. At that time when we came, there were English teachers in the College of Education, English teachers in Business Administration, English teachers in Liberal Arts. I said, "Why are they separated from one another? Shouldn't they be in one place so that they can discuss more academic things than make *chismis* with one another?"

But you know this plan was met with great resistance. Many complained. But we were determined to push it, with the vice president for academics taking much of the flak. But we did not listen to the complaints. This is the right thing to do, and we should do it.

On hindsight, if we did not do it, we would not have earned Level 3 accreditation in a record time of six years. This foundation we laid was used in getting a grant for University Charter in 2005 (after I left the campus), then Level 4, then institutional accreditation, and more recently, the grant of Autonomy by the CHED for the next three years. And I'm very proud of that because I was part of the team that planted the seeds of quality. And you see that these seeds have sprouted and blossomed into something that you have now... I'm very very happy about what had happened in this University.

#### **What is quality?**

Why am I telling you this? Because I want you to love what we have done, and what the past administrations had done to put these in place. And for you to sustain it, to continue your great work, your great support to Br. Gus and his team, in trying to ensure that excellence becomes a culture in this University. Let us see to it that quality becomes a culture, that everyone does his best in every undertaking, especially in teaching our students. So that we shall have integrity: that we did the right thing even if no one is looking.

Now, what is quality? For me, the last word for our definition of quality is "transformative." Because quality is a continuing process of achieving changes in



quality. In 1997, we were given Level 1—maybe we're already a good school. After three years, we were granted Level 2—maybe we had become better then. So at Level 3, we could be called “very good.” But reaching Level 4, we may not have to claim we are “excellent,” but at least we are almost there. And then when we got institutional accreditation, it means most of our programs—75 percent—are “very good.” And we are one of only a handful of institutions in the country that have been granted institutional accreditation. By the way, the record of six years that we have—we are the only school that has that record so far. At that time, right after we were granted Level 2, PAAF told us, “If your accreditation is clean (that is, no interim or consultancy visit was done for faculty and instruction), then you can already apply for Level 3.” And we did. So without even visiting us, PAASCU endorsed us to PAAF for Level 3, and PAAF granted that level to us, and that is a record of just six years.

#### **Faculty and instruction**

I guess you will agree that a school is only as good as its faculty. Of course,

in terms of quality, one of them is academic credentials. When we tried to establish academic departments, we found it easy to channel people to their areas of specialization. We wanted a vertical articulation of the degrees—from bachelor's, to master's, to doctorate in the same area of specialization. Which does not happen in most institutions with faculty that have “chopsuey” academic degrees: the bachelor degree is in math; the master's is in education; the Ph.D. is in educational management.

What is the merit of just one area of specialization in all the school degrees? Because the faculty becomes very competent in her area. When she does research, she can dig very deeply into her own research interests. And even if you put it in the brochures and scattered these in Southeast Asia, people will see that your faculty members are truly competent. In Yogyakarta today, in the Faculty of Medicine at Universitas Gadjah Mada you will really wonder at how they have developed their faculty members. After earning a medical degree as an MD, they cannot teach until they have a master's and

a Ph.D. (whether in public health, public education, or public administration—for as long as it's very closely related to medicine). Of course, Gadjah Mada is a government school. And the government of Indonesia is very supportive of this effort to really build up the faculty. And every faculty in that institution does research. Everyone—no exception. Why? Because research has been a culture in that university. *Hindi ka pwedeng maging miyembro ng Faculty of Medicine kung wala kang research. Nakakahiya* (You cannot be a member of the Faculty of Medicine if you have no research to show. It's embarrassing).

Which is, of course, the opposite here in the Philippines. Hardly do we find a school here where 50 percent are doing research. The reason is simply because they're not competent in doing research. *“Hindi ho ako marunong mag-research.” E paano ka nakatapos ng master's mo? Paano ka naka-Ph.D. kung hindi ka marunong?* (“I don't know how to do research.” But then, how did you finish your master's degree? How did you earn your Ph.D. if you don't know how to do research?)

*At Universitas Gadjah Mada... every faculty in that institution does research. Everyone—no exception. Why? Because research has been a culture in that university. Hindi ka pwedeng maging miyembro ng Faculty of Medicine kung wala kang research. Nakakahiya.*



*One thing that you should avoid in your own department is ‘inbreeding.’ While we have doctorate programs in our own institution, it might be good to send our faculty members to other reputable institutions.*

You have to put up training programs or research capability-building seminars.

But of course, there are many other factors. One of them is time—time for doing research. Before 1995, the load of the faculty here was 24 units or 24 hours per week. So, we really saw the need to reduce the load to only 18, so that people can do research. I hope many of you are already doing research.

#### **Creating gurus**

One thing that you should avoid in your own department—I’m talking to the department heads and deans—is “inbreeding.” While we have doctorate programs in our own institution, it might be good to send our faculty members to other schools, other reputable institutions.

We also would like the department chairs to create “gurus” among the faculty in their own area of specialization. Tina [Salibay] is a guru in parasitology. She’s a guru, because she studied under a guru in Manila. A guru is a person who can mentor future researchers in their own area. And a guru is one whom other faculty members can run to for advise, for mentoring, for coaching, not only in their area of specialization but in many other things, like strategies in teaching.

But one thing we would like to remind the managers is that they should not be threatened by excellence. Sometimes, it happens that you have an applicant with very impressive credentials. But then, the chair becomes insecure and is afraid that the applicant would be better than him. I experienced this when I was dean in DLSU-Manila. We lost a very good physicist because the chair at that time was afraid that if the physicist was hired, he would be the next chair of the department. We should not be threatened by excellence. It is to your credit that you get the best.

#### **Getting a doctorate degree**

When I was dean of the College of Science in DLSU-Manila, all my chairs had doctorates. One has a doctorate in Germany, another in Hawaii, in Australia.... I was then only working for a doctorate in science education. And my little sister was teasing me, “*Naku, Ate, labat ng chairs mo ay doktor; ikaw lang ang hindi.*” *Sabi ko, “So what? Mas magaling naman ako sa kanila in managing the college.”* (“Oh my, Ate, all your department chairs are doctorate degree holders; you’re the only one who’s not.” I replied: “So what? I’m better than they are in managing the college”).





But I had to earn a doctorate. I worked hard for it. I thought that after my master's, I would stop and raise children. *Hindi pala* (That wasn't the case). Br. Andrew would always run after me and say, "When are you finishing your degree?" And I've been telling the same thing to my niece who is now in academe: "If you want to stay in academe, get a doctorate. *Kasi wala kang K na nasa unibersidad nang wala kang doctorate*" (Because you don't have the 'merit' to be in a university if you don't have a doctorate degree)."

Another is research. Maybe the deans and chairs should first build a culture of research. Because once the culture is there, it's no longer that difficult to submit research proposals. *Yung kultura... na parang nahihiya ka na wala kang ginagawa* (That culture...wherein you feel embarrassed that you're not doing any research). You are expected to do it.

That is for the quality of our teachers. But I have said only a part of it. More than just credentials, it's the attitude. I know that our administrators sometimes have difficulty running a college or running a department because of the attitude of some people. That's why, I've been telling, "Olive, Dr. Ramos, strengthen your faculty formation program. Because the faculty, to be good and outstanding, should have the passion for teaching and research. It's something that you don't have to remind them about because it comes from within. It emanates from their personality... that I will be a good teacher because we owe it to our students. They enrolled for a degree in a La Salle school and therefore we are committed to grant them the degree that we should be teaching very very well.

#### **A culture of surveillance**

In the quality of instruction, maybe we should dispel the fear...that we are in a culture of surveillance. When I was active in the Mathematical Society of the Philippines, my colleagues in UP would scoff, "You know, in La Salle, you have a culture of surveillance."

"You may be right," I said, "but you know, we don't apologize for it, because being under surveillance means that our superiors see to it that we teach our students well."

Because among the three functions of the university—teaching, research and community service—it is teaching that takes centerstage. We are committed to our students who enroll for a degree. But of course, second to that is research—because we want to discover new knowledge so that we can follow them back to our instruction. And community service: because no man is an island. We develop people for the community, for the country....

For quality of instruction, I have also seen here, supervision which would involve observing classes. The heads are deloaded. Why? For the purpose of being able to supervise—watch teachers in the class. In watching them teach, we do two things: (1) you discover their weaknesses and therefore you're able to put up seminars that will strengthen them in areas where they're weak; and (2) you watch out for the very good teachers because they give you inputs on effective teaching. Or maybe you could also tap these teachers to give seminars to share their teaching techniques.

#### **Formative evaluation**

In some schools we visited for PAASCU, the deans were deloaded 9 units; the chairs, 6 units. But my gosh! Why do they take an overload? The purpose of deloading, then, is defeated. They were deloaded because they should be spending

*In PAASCU's observation sheet, there is a question there: 'Does the teacher strive to develop critical thinking?' How do you do that in your classes? Watch how your teachers develop these skills in their students. If they find it hard, then that's the time the department chair should invite someone to talk about it to help them develop their students' analytical thinking.*



time to supervise instruction, watch classes, mentor teachers, coach them, do clinical supervision, do formative evaluation...

You can push a teacher who is very promising but lacks skills in teaching. I had that experience. When I was department chair, I was watching a very very young Math teacher, and I would normally call her after class and

tell her, "You got a grading of 'needs improvement.' I think you should improve on this and that. Next time, I'll watch you again, and see if you have improved." And you know what? Her rating moved from "needs improvement," to "moderately satisfactory," to "satisfactory" to "very satisfactory." That is what we mean by formative evaluation: How your mentoring can help and improve a struggling teacher more than the summative of giving her walking papers because she did not measure up to your own standards.

In PAASCU's observation sheet, there is a question there: "Does the teacher strive to develop critical thinking?" How do you do that in your classes? Watch how your teachers develop these skills in their students. If they find it hard, then that's the time the department chair should invite someone to talk about it to be able to help them develop analytical thinking in their students.

Another item on PAASCU's observation sheet: What is the level of student participation? That should also be a concern to the department chairs: a culture of surveillance. As Lasallians, we should be guided by what the Founder said, "that our schools should run well." And by schools, we should give prime importance to the quality of instruction going on in our classes.

*Sometimes, it happens that you have an applicant with very impressive credentials. But then, the chair becomes insecure and is afraid that the applicant would be better than him. We should not be threatened by excellence. It is to your credit that you get the best.*

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