



Introduced by Representative ANTOLIN “LENLEN” A. ORETA III

AN ACT

ESTABLISHING A COMPREHENSIVE AND SUSTAINABLE FRAMEWORK FOR FACULTY DEVELOPMENT AND RESEARCH IN PHILIPPINE HIGHER EDUCATION, CREATING THE FACULTY DEVELOPMENT AND RESEARCH FUND, AND APPROPRIATING FUNDS THEREFOR

EXPLANATORY NOTE

The quality and competitiveness of Philippine higher education are closely tied to the qualifications, research capabilities, and continuous professional development of its faculty. However, available data indicate that these areas remain significantly underdeveloped. In Academic Year (AY) 2018–2019, only 54.2% of faculty members in Philippine higher education institutions (HEIs) possessed advanced degrees, an improvement from 32.8% in AY 1997–1998. Of this figure, only 16.6% held doctoral degrees. These levels remain below international standards for tertiary education and demonstrate that progress in faculty development has been gradual rather than transformative.

The implications go beyond the quality of instruction. Research productivity among Philippine HEIs continues to lag behind other ASEAN countries. Based on Scopus-indexed publications, the Philippines ranks below Malaysia, Indonesia, Singapore, Thailand, and Vietnam and remains considerably below the ASEAN average. This disparity is projected to persist and potentially widen. Moreover, the country has only 172.01 researchers per million people, compared with the World Bank benchmark of 322.51 researchers per million for lower-middle-income countries in 2021. This limited research capacity weakens the ability of higher education institutions to contribute meaningfully to the country's science, technology, and innovation ecosystem.

Existing government mechanisms have not generated the level of improvement necessary to address these persistent gaps. The Higher Education Development Fund, established under Republic Act No. 7722 to support the development of higher education, saw the share of its resources allocated for developmental functions decline from 86.63% in 2016 to only 11.43% in 2022. Increasingly, resources have been directed toward regulatory functions instead of long-term capacity-building. Faculty development initiatives have likewise lacked a unified, adequately funded, and institutionally sustained national framework. Consequently, support remains fragmented, unevenly distributed across regions, and insufficient to establish a continuous pipeline for faculty scholarship and research advancement.

The Second Congressional Commission on Education (EDCOM II) National Education Plan 2026–2035 recognizes the need for substantial investment in faculty development. It sets a target of increasing the proportion of HEI faculty with at least a graduate degree from 58.2% in AY 2023–2024 to 88.1% by 2035. Meeting this target requires sustained and systematic investment in professional development and research capacity. Legislative intervention is therefore necessary, as administrative initiatives alone have not been sufficient to ensure the funding, coordination, and accountability required for nationwide and long-term reform.

This proposed measure seeks to address these gaps by establishing a permanent and comprehensive national framework for faculty development and research across all HEIs. It provides for the creation of a Faculty Development and Research Fund supported by multiple funding sources; institutionalizes competitive scholarships and research grants responsive to national priorities; and establishes equity-based funding mechanisms for underserved and geographically isolated institutions. It further mandates the establishment of a national research repository and creates within the Commission on Higher Education (CHED) a Faculty Development and Research Service to serve as the principal coordinating and oversight body. The bill also introduces a Professors of Practice program to bring industry and professional expertise into higher education classrooms and strengthen the relevance of academic instruction.

Taken together, these measures seek to improve faculty qualifications, expand the country's research capacity, promote greater equity among higher education institutions, and strengthen the role of Philippine higher education in advancing national development.

In view of the foregoing, the immediate passage of this measure is earnestly sought.



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Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

TWENTIETH CONGRESS
Second Regular Session

HOUSE BILL NO. 11185

Introduced by Representative ANTOLIN “LENLEN” A. ORETA III

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ESTABLISHING A COMPREHENSIVE AND SUSTAINABLE FRAMEWORK FOR FACULTY
DEVELOPMENT AND RESEARCH IN PHILIPPINE HIGHER EDUCATION, CREATING THE
FACULTY DEVELOPMENT AND RESEARCH FUND, AND APPROPRIATING FUNDS
THEREFOR

Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:

Section 1. Short Title. - This Act shall be known as the *"Philippine Higher Education Faculty Development and Research Act"*.

Sec. 2. Declaration of Policy. - It is hereby declared the policy of the State to strengthen Philippine higher education as a strategic driver of inclusive growth, innovation, and national competitiveness by institutionalizing a permanent, adequately funded, and outcomes-oriented framework for faculty development and research.

The State recognizes that faculty members are the intellectual backbone of the higher education system, and that the quality, relevance, and credibility of higher education institutions are inextricably linked to the qualifications, competencies, research capacity, and ethical standards of their faculty.

To this end, the State shall advance the strategic role of higher education research and faculty development in strengthening the national science, technology, and innovation ecosystem, and in positioning the Philippines as a knowledge economy capable of addressing national and global challenges, while enabling Philippine higher education institutions to participate competitively in global knowledge networks.

Sec. 3. Scope and Coverage. - This Act shall apply to all public and private higher education institutions (HEIS) recognized by the Commission on Higher Education (CHED), including state universities and colleges (SUCS), local universities and colleges (LUCs), and private HEIS.

Faculty members engaged in instruction, research, extension, innovation, academic governance, or institutional service functions, whether full-time or part-time, permanent or contractual, shall be eligible for programs and support under this Act, subject to such conditions as CHED may prescribe.

Sec. 4. National Faculty Development and Research Framework. - CHED shall formulate, adopt, and periodically review a National Faculty Development and Research Framework, hereinafter referred to as the Framework, which shall serve as the primary policy instrument governing the design, implementation, coordination, and evaluation of faculty development and research initiatives under this Act.

The Framework shall:

- (a) Establish a coherent national direction for faculty development and research;
- (b) Ensure alignment with national development priorities and the National Research and Development Agenda;
- (c) Recognize differentiated institutional missions, typologies, and development stages; and
- (d) Provide guidance to HEIs in the formulation and implementation of institutional faculty development and research plans, which shall be integrated into institutional development plans, outcomes-based education frameworks, accreditation and quality assurance systems, and faculty career progression frameworks.

In formulating and updating the Framework, CHED shall consult with public and private HEIs, faculty organizations, professional bodies, research institutions, industry groups, relevant government agencies, and civil society. The Framework shall be regularly updated to respond to emerging trends, monitoring and evaluation results, and evolving national and global contexts.

Sec. 5. Alignment with the National Research and Development Agenda. —

(A) Primary Purpose. Faculty development and research initiatives implemented under this Act shall support and contribute to the priorities of the National Research and Development Agenda, consistent with academic freedom and institutional autonomy. For this purpose, CHED shall:

- (a) Encourage and support interdisciplinary, mission-oriented, and problem-driven research, including international collaborative research initiatives, responsive to national and regional development needs;
- (b) Promote collaboration among HEIs, government agencies, research institutes, industry, civil society organizations, and local communities; and
- (c) Establish coordination mechanisms and joint funding arrangements with relevant government agencies to strengthen such alignment.

Alignment with the National Research and Development Agenda shall be integrated into funding eligibility criteria, program evaluation standards, and performance monitoring under this Act.

(B) Inter-Agency Coordination.

CHED shall coordinate with the Department of Science and Technology (DOST), the Department of Economy, Planning, and Development (DEPDev), and other agencies responsible for science, technology, innovation, and digital development to ensure that the higher education research agenda contributes coherently to the national science, technology, and innovation ecosystem.

Sec. 6. Faculty Development and Research Programs. - CHED shall support faculty development and research programs that enhance faculty competence, research capacity, professional growth, and institutional performance. Such programs shall be aligned with approved institutional development plans and national priorities, and shall include the following categories:

- (a) Graduate and post-graduate degree programs, whether undertaken locally or internationally, including master's, doctoral, post-doctoral, sandwich, joint, dual-degree, and transnational arrangements, international academic exchanges, visiting scholar programs, and collaborative research mobility arrangements to deepen disciplinary expertise, strengthen research capacity, and improve teaching effectiveness;

- (b) Teaching and learning innovation initiatives, including outcomes-based education, digital and blended pedagogy, the responsible integration of emerging technologies in education, flexible learning modalities, inclusive education, and curriculum modernization;
- (c) Research capability-building programs, including training and mentoring in research design, scholarly writing and publication, supervision of graduate research, research ethics and compliance, data governance, intellectual property protection, and research utilization;
- (d) Industry, professional, government, and community immersion programs to strengthen applied instruction, practice-oriented research, and alignment of academic work with labor market and societal needs; and
- (e) Academic leadership, research management, and institutional governance programs to enhance strategic planning, research administration, quality assurance, and institutional performance.

Provided, That access to programs under this section shall be equitable, transparent, and merit-based, and shall be supportive of differentiated institutional missions and development stages.

Sec. 7. Research Capacity Development System. - CHED shall institutionalize a higher education research capacity development system to : strengthen the ability of HEIs to generate, manage, disseminate, and utilize research in support of academic excellence, innovation, and national development. The system shall be developmental, inclusive, and responsive to differentiated institutional mandates, and shall include the following components:

- (a) Support for institutional research agendas aligned with national, regional, and sectoral priorities, including assistance in agenda-setting, thematic clustering, and interdisciplinary collaboration;
- (b) Competitive research grants, seed funding, and early-career researcher support, including postdoctoral fellowships and emerging researcher development programs, to encourage research initiation, sustain productivity, and develop the next generation of researchers;
- (c) Research ethics review mechanisms, including the establishment, accreditation, or enhancement of institutional ethics review boards, to ensure adherence to recognized ethical standards;
- (d) Research dissemination, publication, and utilization support, including assistance for publication, open-access platforms, technology transfer, and integration of research findings into public policy and professional practice;
- (e) Graduate research supervision capacity, including training, mentoring, and quality assurance mechanisms to strengthen adviser capability and support timely completion of graduate research; and
- (f) Research infrastructure development and shared use, including laboratories, digital libraries, databases, high-performance computing systems, advanced research data platforms, research data management systems, repositories, and inter-institutional facilities to maximize resource utilization and promote collaboration.

CHED shall adopt policies and monitoring mechanisms to ensure that the system contributes to sustained improvements in research quality, productivity, utilization, and institutional performance.

Sec. 8. Professors of Practice. - CHED shall develop and administer a Professors of Practice program to engage qualified practitioners with demonstrated professional, industry, or creative expertise to teach or co-teach in HEIs, with the aim of improving the relevance and responsiveness of higher education. Appointments under this program shall be non-tenure, fixed-term, or part-time, and shall complement and not replace regular faculty positions.

CHED shall prescribe the qualifications, appointment process, compensation guidelines, and accountability mechanisms, consistent with existing civil service laws and the higher education regulatory framework.

Sec. 9. Faculty Scholarships. - CHED shall institutionalize and administer a system of faculty scholarships to strengthen faculty qualifications, research readiness, and teaching effectiveness across the higher education system. Scholarships and financial assistance shall be provided to qualified faculty members of public and private HEIs and may cover tuition and other school fees, stipends, research and thesis or dissertation support, travel and mobility expenses, insurance, and other allowable costs.

Provided, That scholarship awards shall be merit-based and need-sensitive, aligned with approved institutional faculty development plans and national development priorities, and shall take into account equitable access across regions, disciplines, institutional typologies, and development stages: *Provided,* further, That the specific categories of eligible scholarship programs, coverage, and conditions shall be prescribed by CHED in the implementing rules and regulations.

Sec. 10. Research Grants. - CHED shall provide competitive, transparent, and performance-informed research grants to support faculty-led and institution-based research initiatives that contribute to knowledge creation, innovation, policy development, and societal problem-solving. Research grants shall support basic, applied, policy-oriented, interdisciplinary, and creative research, including international collaborative research and emerging interdisciplinary fields; early-career and emerging researcher development; graduate research supervision; collaborative and multi-institutional research; and research utilization, commercialization, technology transfer, innovation incubation, and policy translation.

Research grants may cover personnel services, research-related expenses, equipment and supplies, fieldwork and data collection, dissemination and publication costs, and other necessary expenditures, subject to applicable government accounting, auditing, and procurement rules.

Sec. 11. Eligibility, Selection, and Return Service. - Eligibility for scholarships and research grants under this Act shall be merit-based, need-sensitive, and institutionally endorsed. CHED shall prescribe specific eligibility and selection criteria, which shall give priority to alignment with institutional and national priorities, equitable access for underserved and geographically isolated institutions, and the applicant's potential contribution to teaching quality, research productivity, and institutional capacity.

Recipients of scholarships and research grants shall be subject to return service obligations proportionate to the level, duration, and nature of support received. Return service may be rendered through teaching, research, graduate supervision, curriculum development, institutional capacity-building, community engagement, or other forms of academic or public service as determined by CHED, and may be fulfilled through inter-institutional or national arrangements that serve the objectives of this Act.

Provided, That return service obligations shall be developmental and implemented in a manner that respects academic freedom, institutional autonomy, and due process: *Provided,* further, That CHED may grant a waiver or deferment of return service, in whole or in part, in cases of serious illness, permanent disability, fortuitous events, further approved studies, substantial achievement of program objectives, or other analogous circumstances, subject to transparent criteria and due process: *Provided,* finally, That nothing in this section shall limit the authority of the government to impose sanctions or recover public funds in cases of fraud, misrepresentation, or willful non-compliance.

Sec. 12. Creation of the Faculty Development and Research Fund. - There is hereby created the Faculty Development and Research Fund (FDRF), which shall consolidate and strengthen existing faculty development and research initiatives of CHED, and serve as a dedicated fund to finance faculty development and research programs, projects, and activities under this Act. The FDRF shall be administered by CHED in a transparent, accountable, performance-informed, and

equity-sensitive manner, and shall complement existing funding mechanisms for higher education, research, and innovation.

The FDRF shall be sourced from:

- (a) Annual appropriations under the General Appropriations Act, which shall constitute the primary and recurring source of funding;
- (b) A portion equivalent to ten percent (10%) of the Higher Education Fund created under Republic Act No. 7722, otherwise known as the Higher Education Act of 1994, which shall be earmarked and automatically allocated to the FDRF;
- (c) Grants, donations, endowments, bequests, and contributions from domestic or foreign sources, whether public or private, subject to existing laws governing the acceptance and utilization of such funds;
- (d) Assistance received from donor parties through memoranda of agreement entered into pursuant to Republic Act No. 8525, otherwise known as the Adopt-A-School Act of 1998;
- (e) Income derived from research commercialization, technology transfer, royalties, and licensing fees arising from activities supported under this Act, subject to CHED-prescribed revenue sharing policies;
- (f) Contributions from partnerships with government agencies, industry, civil society organizations, and development partners; and
- (g) Other sources as may be authorized by law, including special purpose funds, trust funds, or future financing mechanisms consistent with the objectives of this Act.

Funds accruing to the FDRF shall be used exclusively for the purposes authorized under this Act, shall not revert to the general fund of the National Treasury at the end of the fiscal year, and shall be subject to applicable government accounting, auditing, and reporting rules.

Sec. 13. Fund Allocation. - The FDRF shall be allocated through a performance-based and differentiated funding framework that promotes continuous improvement, equity, and system-wide development, not to impose punitive or exclusionary measures. Performance-based funding mechanisms shall be developmental in character and shall take into account institutional mandates, development stages, and improvement trajectories, and shall not disadvantage institutions facing structural or geographic constraints. The allocation framework shall recognize the diversity of institutional mandates, typologies, development stages, and regional contexts within the higher education system.

CHED shall establish multiple funding windows, which shall include, but not limited to:

- (a) A Baseline Institutional Support Window, providing minimum funding to ensure equitable participation by all eligible HEIS;
- (b) A Performance-Based Incentive Window, allocating additional resources based on demonstrated improvements in faculty qualifications, research productivity, graduate education capacity, and institutional impact;
- (c) A Strategic National Priority Window, supporting initiatives aligned with nationally identified priority disciplines and development challenges; and
- (d) A Capacity-Building and Catch-Up Window, providing targeted support to emerging, underserved, geographically isolated, or resource-constrained institutions. In the implementation of programs under this Act, due consideration shall be given to emerging, geographically isolated, and resource-constrained higher education institutions to promote balanced regional development.

CHED shall adopt performance indicators to assess outputs, outcomes, improvement trajectories, and impact of faculty development and research investments, covering: faculty qualification outcomes; research and creative outputs; graduate education and research supervision capacity; institutional and societal impact; and regional and sectoral contributions. The formulation, collection, and use of performance data shall be consistent with the budgeting and expenditure accountability frameworks of the Department of Budget and Management (DBM) and the accounting and auditing standards of the Commission on Audit.

Provided, That no HEI shall be denied access to baseline institutional support solely on the basis of performance classification: *Provided*, further, That performance-based allocations shall account for improvement trajectories and contextual factors, and shall not penalize institutions for structural disadvantages beyond their control.

Sec. 14. *Performance Assessment Safeguards.* - CHED shall establish and enforce the following safeguards to ensure fairness, transparency, integrity, and due process in the application of performance indicators and performance-based funding mechanisms under this Act:

- (a) All performance indicators shall be clearly defined, publicly disclosed, and uniformly applied across similarly situated HEIs, taking into account differentiated institutional mandates, typologies, and development stages;
- (b) Performance data shall be sourced from standardized, verifiable, and auditable sources, and shall be subject to validation, verification, and reconciliation processes consistent with applicable government data governance standards and COA audit requirements;
- (c) CHED shall provide structured and accessible mechanisms for institutional feedback, clarification, and appeal of performance assessments, including reasonable timelines for submission, review, and resolution, and the issuance of written determinations explaining the basis of funding or performance-related decisions; and
- (d) CHED shall periodically review and refine performance indicators and methodologies, informed by monitoring and evaluation results, stakeholder consultations, and audit findings, to ensure continued relevance, accuracy, and policy coherence.

Sec. 15. *Faculty Development and Research Service.* - There is hereby created within CHED the Faculty Development and Research Service (FDRS), which shall serve as the primary policy, programmatic, technical, and coordinating unit responsible for the formulation, governance, implementation, monitoring, and evaluation of faculty development and research initiatives under this Act.

The FDRS shall have the following powers and functions:

- (a) Formulate, harmonize, and coordinate national policies, standards, guidelines, and programs on faculty development and research, consistent with this Act, national education reform priorities, and the National Research and Development Agenda;
- (b) Administer, manage, and oversee the FDRF, including the development of funding guidelines, evaluation and approval of proposals, release and utilization of funds, financial reporting, and enforcement of fiscal accountability, in accordance with applicable budgeting, accounting, and auditing rules;
- (c) Design, implement, and maintain a monitoring and evaluation system to assess program implementation, outcomes, impact, and value for money, and to generate evidence for planning, performance-based funding, and policy refinement;
- (d) Develop and sustain integrated data systems, including centralized databases, registries, and reporting platforms, to support evidence-based decision-making, transparency, and compliance with government data governance policies;

- (e) Coordinate and collaborate with relevant government agencies, HEIS, research institutions, industry partners, professional associations, and civil society organizations to promote policy coherence and resource mobilization;
- (f) Provide technical assistance and advisory support to HEIs in the formulation and implementation of faculty development and research plans; and
- (g) Perform such other functions as may be necessary or complementary to the effective implementation of this Act, as authorized by CHED.

Sec. 16. Responsibilities of Higher Education Institutions. - HEIs shall bear primary responsibility for the effective implementation of faculty development and research initiatives under this Act, consistent with their academic mission, institutional autonomy, and accountability for public resources. Higher education institutions shall undertake the responsibilities under this section consistent with their institutional mandate, capacity, and stage of development. To this end, HEIS shall:

- (a) Develop, adopt, and implement a faculty development and research plan aligned with the National Framework and national policies, articulating institutional priorities, strategies, resource requirements, and performance targets;
- (b) Establish and maintain internal research governance mechanisms, including research management offices or units, ethics review boards, responsible conduct of research policies, and data governance systems;
- (c) Adopt and periodically update an Intellectual Property Manual governing the ownership, protection, utilization, commercialization, and revenue-sharing of intellectual property arising from faculty research, creative work, and innovation, consistent with existing laws and CHED policies;
- (d) Ensure transparent, equitable, and merit-based selection of faculty beneficiaries for scholarships, research grants, and other opportunities, and provide appropriate institutional support and enabling conditions for faculty participants, including workload adjustments and reintegration mechanisms;
- (e) Submit accurate, timely, and complete performance, financial, and utilization reports to CHED in accordance with prescribed standards; and
- (f) Cooperate with monitoring, evaluation, audit, and verification processes conducted by CHED and other authorized government entities, and take corrective or remedial action in response to findings and recommendations.

Sec. 17. Equity and Regional Development. - CHED shall adopt and implement equity-sensitive measures to promote inclusive growth and balanced regional development within the higher education system, recognizing disparities in institutional capacity, geographic access, resource availability, and faculty qualifications across regions and sectors.

CHED shall provide targeted and sustained support to emerging, geographically isolated, and resource-constrained HEIs, including SUCs, LUCs, and private institutions serving underserved communities, through preferential access to the Baseline Institutional Support Window and the Capacity-Building and Catch-Up Window, targeted scholarships and research grants, technical assistance, shared research infrastructure, and mentoring and partnership programs. Equity-oriented interventions shall address structural constraints and progressively strengthen the faculty qualifications, research capacity, and academic standards of institutions in less developed regions. CHED shall coordinate with relevant government agencies, local government units, and development partners to maximize impact and avoid duplication, and shall subject equity measures to regular monitoring and evaluation to inform program refinement and funding decisions.

Sec. 18. National Higher Education Research Repository. -

(a) Establishment and Purpose.

CHED shall establish, maintain, and administer a National Higher Education Research Repository, which shall serve as a centralized, publicly accessible, and secure online platform for the collection, archiving, dissemination, and preservation of research outputs produced by HEIS, particularly those funded in whole or in part by public funds or supported under this Act.

(b) Mandatory Submission To Repository

Submission of eligible research outputs, including research papers, theses, dissertations, technical and policy papers, terminal reports, and other scholarly or creative works, shall be a mandatory condition for: the completion and close-out of funded research projects; the release of final tranches of research grants or institutional research funding; compliance with return service requirements; and institutional reporting and performance evaluation by CHED.

(c) Guidelines on Storage and Maintenance of Outputs.

CHED shall prescribe policies, standards, and technical guidelines governing submission, metadata requirements, access levels, interoperability, and long-term digital preservation, consistent with existing laws on intellectual property, data privacy, and open access, and with internationally recognized open science and research data standards. Submission requirements shall be implemented consistent with intellectual property laws, publication agreements, confidentiality obligations, and reasonable embargo periods as may be prescribed by CHED. CHED may allow restricted access levels or deferred publication for justifiable grounds, subject to clear criteria in the implementing rules and regulations.

Provided, That failure to comply with mandatory submission requirements, without justifiable cause, shall be grounds for the withholding, suspension, or recovery of funding, or the imposition of other appropriate administrative measures, subject to due process and applicable laws.

Sec. 19. Monitoring, Evaluation, and Annual Report. - CHED shall establish and maintain a results-oriented monitoring and evaluation system, supported by integrated digital data systems and analytics, to assess the implementation, effectiveness, efficiency, and impact of faculty development and research programs under this Act, covering program outcomes, fund utilization, compliance, regional distribution of benefits, and contribution to national development objectives.

CHED shall submit to the Senate and House of Representatives an Annual Faculty Development and Research Report presenting outcomes achieved, including improvements in faculty qualifications, research productivity, and graduate education; fund utilization and financial performance; and geographic and institutional distribution of resources. The Report shall be made publicly accessible through CHED's official website.

Sec. 20. Non-Impairment Clause. - Nothing in this Act shall be interpreted to impair or restrict academic freedom, institutional autonomy, or the right to due process, as guaranteed under the Constitution and existing laws, nor to authorize any action that would unduly interfere with the lawful governance, academic judgment, or internal management of higher education institutions.

Sec. 21. Appropriations. - The amount necessary for the initial implementation of this Act shall be charged against the current appropriations of CHED. Thereafter, such sums as may be necessary for the full and sustained implementation of this Act shall be included in the annual General Appropriations Act.

Sec. 22. Implementing Rules and Regulations. - Within ninety (90) days from the effectivity of this Act, CHED shall promulgate the necessary implementing rules and regulations, in consultation with relevant government agencies, higher education institutions, faculty organizations, research institutions, and other stakeholders.

Sec. 23. Separability Clause. - If any portion or provision of this Act is declared unconstitutional, the remainder of this Act and any provisions not affected thereby shall remain in force and effect.

Sec. 24. Repealing Clause. - Any law, presidential decree, or issuance of an executive order, letter of instruction, rule, or regulation inconsistent with the provisions of this Act is hereby repealed or modified accordingly.

Sec. 25. Effectivity. - This Act shall take effect after fifteen (15) days following its complete publication in the Official Gazette or a newspaper of general circulation.

Approved,