



PROCEEDINGS 2026-02

Higher Education Research and Policy Reform Program

Higher Education Brown Bag Series 1

30 July 2025 | 10:00 AM to 12NN

Zoom



UNIVERSITY OF THE PHILIPPINES
CENTER FOR
INTEGRATIVE AND
DEVELOPMENT
STUDIES

ISSN 2718-9295 (PRINT)
ISSN 2718-9309 (ONLINE)



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UP CIDS Proceedings is published by the

**University of the Philippines
Center for Integrative and Development Studies**

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**ISSN 2718-9295 (Print)
ISSN 2718-9309 (Online)**

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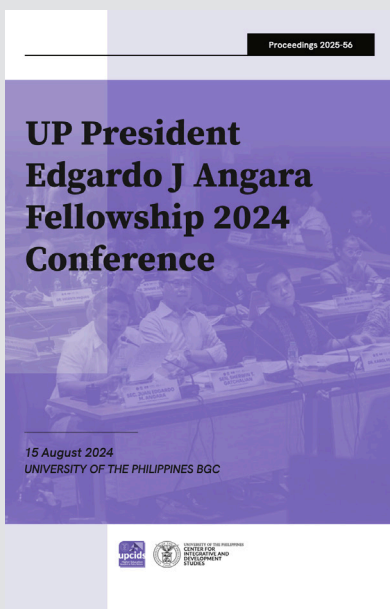
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Higher Education Brown Bag
Series 2

About the Proceedings

The UP Center for Integrative and Development Studies (UP CIDS), through its Higher Education Research and Policy Reform Program (HERPRP), successfully kicked off the first installment of its two-part Higher Education Brown Bag Series on July 30, 2025.

Now on its third run, the series continues to serve as a platform for HERPRP fellows nationwide to share their research intentions, progress, and future directions. Anchored on the themes of Honor and Excellence, Excellence and Equity, Equity and Diversity, and Diversity and Excellence, the program highlights pressing issues and innovations in the Philippine higher education sector.

Featured Scholars and Research Presentations

1. Leonardo D. Tezano, MAEd (Mariano Marcos State University)

“University Language Policies and their Impact on Students, Stakeholders, and the Community”

2. Priscilla Mizpah P. Santillana, Ph.D. (University of Batangas)

“Developing the Internship Quality and Learning Index: A Framework for Evaluating and Developing Host Training Establishments”

3. Jovelyn G. Delosa, Ph.D. (Northern Bukidnon State College)

“Examining how Accreditation can Enhance Student Outcomes and Continuous Quality Improvement Mechanisms”

4. Juvy Lizette M. Gervacio, Ph.D. (University of the Philippines Open University)

“The Philippine AI Roadmap and its Implication to Higher Education”

Opening Remarks

The opening remarks were delivered by Prof. Rosalie Arcala-Hall, PhD, Executive Director of UP CIDS. Prof. Arcala-Hall welcomed participants and guests, highlighting the importance of the brown bag series in shaping inclusive and forward-looking higher education reforms.

HERPRP Researcher's Presentations

Presentation 1

Asst. Prof. Leonardo D. Tejano, MaEd

Mr. Tejano highlighted that university language policies mainly prioritize English to promote global academic rankings and trends. However, this raises immediate concerns such as accessibility, inclusivity, and preservation of national and regional languages. He aims to investigate various university language policies and their impact on stakeholders' academic performance, linguistic identities, and community engagement.

Presentation 2

Prof. Priscilla Mizpah P. Santillana, PhD

Dr. Santillana discussed the challenges that higher education institutions face when sending internship students to host training establishments (HTEs), particularly the lack of standard qualifications that HTEs should provide to ensure a better assessment of the students and maximize the transition to the real-world setting. She proposes the Internship Quality and Learning Index (IQLI) as a framework that “evaluates and ranks internship providers based on key quality indicators, ensuring that students are in reputable, structured, and industry-relevant training environments.”

Presentation 3

Assoc. Prof. Jovelyn G. Delosa, PhD

Dr. Delosa discussed accreditation's crucial role for higher education institutions (HEIs) in reviewing the quality of service they can offer as educational institutions. However, she wants to examine how accreditation benefits stakeholders, emphasizing that it should contribute to enhancing student outcomes to achieve student success.

Presentation 4

Assoc. Prof. Juvy Lizette M. Gervacio, PhD

Dr. Gervacio shared the intersection of Artificial Intelligence (AI) use in higher education, specifically the AI policies of the University of the Philippines, the Philippine AI Roadmap by the Department of Trade and Industry (DTI), and UNESCO's AI guidelines. She aims to investigate the capacity development needs of adult scholars using Generative AI (GenAI) and recommend strategies to enhance their competencies in AI.

Open Forum

Mr. Tejano was asked about the availability of university language policy documents for research purposes and the relevance of his study in the context of the growing influence of artificial intelligence. In response, he explained that his research will primarily employ thematic analysis, and that addressing these questions remains at a preliminary stage, as he has yet to explore other potential research avenues. He further emphasized that his objective is not imposing a uniform language policy across institutions, but to propose guiding principles that can strengthen and inform existing university language policies.

Dr. Santillana clarified that her study is limited to proposing recommended guidelines for host training establishments and does not address policy issues within the purview of the Department of Labor and Employment (DOLE). She also acknowledged the suggestion raised during the discussion to integrate mental health sensitivity into the framework she intends to develop.

During Dr. Delosa's open forum, she stated that she would revise her research objectives to avoid the presupposition of accreditation directly impacting student outcomes. She further clarified that the voices of students, including those from marginalized sectors, are explicitly included in the scope of her study. She committed to revisiting the review of related literature to further clarify this concern and emphasized her intention to ensure that students' perspectives are meaningfully represented, particularly within accreditation processes.

Lastly, Dr. Gervacio emphasized that research on artificial intelligence should be understood not as "future-proof" but as "future-ready." She highlighted digital competencies, such as ethical awareness and design thinking, as essential skills that students must develop to adapt to evolving technological landscapes. She also stressed that AI research should be open and accessible, particularly to adult educators, noting that students are increasingly outpacing their teachers in digital proficiency. Given the rapid and continuous annual developments in AI, she concluded that sustained research in this area is both necessary and urgent.

Center for Integrative and Development Studies

Established in 1985 by University of the Philippines (UP) President Edgardo J. Angara, the UP Center for Integrative and Development Studies (UP CIDS) is the policy research unit of the University that connects disciplines and scholars across the several units of the UP System. It is mandated to encourage collaborative and rigorous research addressing issues of national significance by supporting scholars and securing funding, enabling them to produce outputs and recommendations for public policy.

The UP CIDS currently has twelve research programs that are clustered under the areas of education and capacity building, development, and social, political, and cultural studies. It publishes policy briefs, monographs, webinar/conference/forum proceedings, and the Philippine Journal for Public Policy, all of which can be downloaded free from the UP CIDS website.

The Program

The Program on Higher Education Research and Policy Reform (HERPRP) aims to chart a research agenda, systematically build an evidence base for policy analysis, and create a network of experts and researchers doing work in this sector. HERPRP also serves as a convening body seeking to build partnerships and working collaborative networks among stakeholders.

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