



PROCEEDINGS 2026-03

Higher Education Research and Policy Reform Program

Higher Education Brown Bag Series 2

10 September 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

2026-03

UP CIDS Proceedings is published by the

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

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Magsaysay Avenue, University of the Philippines
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**ISSN 2718-9295 (Print)
ISSN 2718-9309 (Online)**

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George Pak/Pexels, March 18, 2022. <https://www.pexels.com/photo/students-sitting-outside-studying-7972963/>

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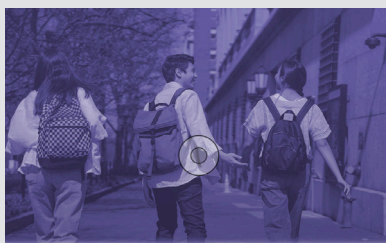
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Higher Education Brown Bag Series 1

30 July 2025 | 10:00 AM to 12NN
Zoom



ISSN 2718-9296 (PRINT)
ISSN 2718-9309 (ONLINE)

PROCEEDINGS

Higher Education Brown Bag
Series 1

About the Proceedings

The Higher Education Research and Policy Reform Program (HERPRP) of the UP Center for Integrative and Development Studies (UP CIDS) held its second online brown bag series on September 10, 2025.

The brown bag highlights the initial research progress of the scholars.

Featured Scholars and Research Presentations

1. Leonardo D. Tejano, 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)

“Accreditation, Student Outcomes and Continuous Quality Improvement Mechanisms: An Inquiry”

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

“Crafting the Rules of Intelligence: Some Policy Insights on the Use of AI and Higher Education Policies from Asia and Europe”

HERPRP Researcher's Presentations

Presentation 1

Asst. Prof. Leonardo D. Tejano, MaEd

Mr. Tejano discussed the predominant prioritization of English within university language policies in the Philippines, particularly in academic journals and board examinations. He emphasized that language use in higher education is continually shaped by emerging institutional pressures and global competitiveness. He also noted that most national discussions and debates on language policies are focused on basic education, leaving higher education institutions (HEIs) less examined. Moreover, he argued that if policymakers are to consider translating laws into regional and national languages, there is a pressing need to align existing language policies within the higher education sector.

To address these gaps, Mr. Tejano mentioned “Theory of Analysis” that consists of three interrelated dimensions: (1) Ideology, Text, and Practice, which explore the underlying beliefs, discourses, and operational realities of language use; (2) Policy Movement and Governance, which examine the processes of policy formulation, communication, implementation, and monitoring; and (3) Inclusivity Mechanisms, which assess stakeholder access, participation, learning support, and community engagement. His study employed a qualitative research approach, utilizing interviews with policymakers, faculty members, students, administrative staff, parents, and community partners. Although the study may not cover all possible respondents, Mr. Tejano reiterated that it represents a significant contribution and a foundation for future research on the implementation of inclusive language policy in higher education.

Preliminary findings reveal several key trends. First, most HEIs position English as the default language to signal internationalization, improve institutional rankings, and enhance graduate employability. Second, a few institutions foreground Filipino to promote national identity and equity, employ multilingualism for community engagement, or adopt contextual bilingualism at the discretion of faculty members. Third, everyday communication practices among stakeholders are far more multilingual than formal policies recognize.

Consequently, individuals from non-dominant language backgrounds often experience linguistic pressure and occasional alienation, underscoring the need to make regional and indigenous languages more accessible in instruction, administrative services, and community outreach.

From an initial survey of 15 HEIs, findings show that seven institutions use English as the medium of instruction, one uses Filipino, and four employ contextual bilingualism, particularly in the humanities and social sciences, to balance global readiness with local responsiveness. During focus group discussions, several recurring themes emerged: (1) low visibility of language policies among students and staff; (2) the prestige of English being associated with anxiety, pressure, and social hierarchy; (3) the common practice of code-switching among faculty and students in daily interactions; and (4) a strong desire for the recognition and integration of regional and indigenous languages in academic and institutional contexts.

In conclusion, Mr. Tejano posed several guiding questions for further inquiry: (1) In what contexts is English required, and where might Filipino or regional languages be more appropriate? (2) How are Filipino, regional, and indigenous languages formally recognized across lectures, administrative operations, learning materials, and academic support services? (3) When and how may code-switching and translanguaging be permitted in teaching and learning? (4) What rules govern the language of assessment, especially in cases where English-only summative tasks are tied to licensure, and under what conditions are multilingual, Filipino, or local submissions valid? (5) What languages should be used for student services, official communications, and community engagement? (6) Finally, how might English and Filipino be paired with regional languages for more inclusive public-facing communication?

Presentation 2

Prof. Priscilla Mizpah P. Santillana, PhD

Dr. Santillana started her presentation by outlining that her literature review encompasses studies focusing exclusively on on-the-job training (OJT) in higher education. Specifically, the review considered texts addressing standards, best practices, learning indicators, student performance, and challenges related to internship programs. Only studies published in English or Filipino between 2020 and 2025 were included in the analysis.

Her findings showed that internships are avenues for mentorship and guidance, cross-departmental exposure, and multicultural awareness. Moreover, she notes the alignment of internship programs with curricular objectives, the prioritization of structured feedback mechanisms, and the importance of stronger partnerships between HEIs and host training establishments (HTEs). The identified learning indicators include employability, work ethics, personal development, technical or discipline-specific competencies, and higher-order thinking skills.

Regarding current practices, Dr. Santillana noted that HTEs employ interns across various functions, including administrative assistance, technical support, multimedia production, and customer relations. On the other hand, she also identified several challenges, such as coordinator limitations (e.g., inadequate training, irregular visits, and frequent reassignments), resource deficiencies (e.g., outdated equipment and insufficient facilities), communication breakdowns (e.g., unclear objectives, lack of guidance, and weak HEI–HTE linkages), time constraints, student-related issues (e.g., fear of rejection, low confidence, tardiness, and timidity), and institutional weaknesses (e.g., poorly managed OJT offices, ambiguous policies, and misaligned curricula).

From these insights, Dr. Santillana concluded that mentorship remains the most significant and effective practice, serving as a key driver of learning and development. Communication skills emerged as both a learning outcome and a recurring challenge, marking them as a focal area for improvement. Furthermore, she emphasizes the need to align internship practices with the standards set by the Commission on Higher Education (CHED), the ASEAN Qualifications Reference Framework (AQRF), the Philippine Qualifications Framework (PQF), and the Accreditation Board for Engineering and Technology (ABET) to uphold academic legitimacy. Despite these frameworks, implementation gaps persist at both HEI and HTE levels, particularly in institutional capacity, coordinator preparedness, and partnership sustainability.

Moving forward, Dr. Santillana aims to conduct a documentary analysis of pertinent policies, standards, and guidelines (PSGs) to identify specific provisions concerning internships and to conduct interviews with representatives from various HTEs to further enrich her analysis.

Presentation 3

Assoc. Prof. Jovelyn G. Delosa, PhD

Dr. Delosa shared that accreditation serves as a strategic necessity for institutional reform, particularly in the formulation and enhancement of an HEIs' academic and community development plans. Drawing on existing research, she emphasizes that accreditation systems must be grounded in continuous quality improvement (CQI) frameworks to ensure sustainability and responsiveness to educational standards. Based on her preliminary review of related literature, Dr. Delosa identified three primary objectives for her study: (1) to determine the extent to which accreditation contributes to the attainment of student learning outcomes; (2) to examine how accreditation fosters a culture of CQI within HEIs; (3) and to identify the lessons learned throughout the accreditation process.

To achieve these objectives, the study examined peer-reviewed literature published between 2015 and 2025, with a focus on higher education, accreditation, student outcomes, and continuous quality improvement. Additionally, key informant interviews were conducted with quality assurance officers and administrators from various accredited institutions to supplement the document analysis and provide practical insights into their institutional experiences.

The preliminary literature review revealed several recurring themes. First, accreditation contributes significantly to the attainment of student outcomes by ensuring that programs comply with established quality benchmarks. Second, accreditation reinforces institutional management and governance by promoting accountability and aligning organizational operations with research priorities and institutional values. Third, while accreditation data hold great potential for institutional improvement, they are often underutilized in practice. Finally, accreditation is frequently perceived as a bureaucratic industry rather than a developmental process that directly supports student learning and success.

The interview responses provided valuable perspectives that expand on these findings. Participants affirm that accreditation contributes to improved student learning outcomes by ensuring quality in academic offerings, maintaining updated and standardized services, and requiring institutions to engage in self-assessment and ongoing improvement efforts. Through accreditation, institutions are also motivated to continuously refine their

educational practices, thereby fostering confidence among faculty, students, and stakeholders. It also facilitates systematic feedback mechanisms involving students and external reviewers. Respondents also shared examples of measurable improvements resulting from accreditation, including the monitoring and evaluation of faculty syllabi for constructive alignment, improved performance in licensure examinations, and curriculum revisions that emphasize practical and experiential teaching strategies. Moreover, the influence of accreditation extends to pedagogical practices, as external accreditors often provide recommendations for enhancement and encourage the adoption of innovative teaching and assessment methods.

Lessons from the accreditation process highlight the importance of evidence-based decision-making and reinforce the understanding that quality assurance is not a one-time endeavor, but an ongoing institutional responsibility. Among the most common challenges reported are the need for early and active participation of faculty and students in the accreditation process, as well as the necessity of maintaining comprehensive documentation.

Finally, Dr. Delosa noted her intent to explore further how students support and engage in accreditation initiatives, how institutions translate accreditation reports into student-centered outcomes, and how a theoretical framework can be developed to articulate the potential of accreditation in maximizing student learning outcomes. To strengthen the study's analytical depth, she also plans to conduct additional expert interviews to refine the study's initial analysis.

Presentation 4

Assoc. Prof. Juvy Lizette M. Gervacio, PhD

Dr. Gervacio examined the multifaceted role of Artificial Intelligence (AI) in higher education through several key objectives. Her study aims to present the following: (1) the current use of AI and its emerging issues in the Philippine context; (2) discuss relevant AI guidelines across macro, meso, and micro levels; (3) highlight the salient features of the Philippine AI roadmap in relation to higher education; (4) and provide insights into the formulation of AI-related policies. In outlining the challenges that HEIs face in integrating AI, Dr. Gervacio identifies the lack of institutional AI policies, the need for AI training among adult educators, and the absence of organizational initiatives to promote the responsible use of AI as major barriers to progress.

The study employed a normative research methodology that focuses on a comprehensive review and analysis of policy-driven materials, supplemented by roundtable discussions (RTDs) and academic presentations at local and international forums. The methodological structure is organized across three levels—macro, meso, and micro—allowing for a holistic examination of AI in education. As part of this framework, she noted that UNESCO's primary objective is to establish an ethical foundation for AI governance, ensuring that AI contributes to peace, justice, and sustainable development, while providing concrete policy guidance for governments, industries, and civil society.

At the macro level, UNESCO's "Recommendation on the Ethics of Artificial Intelligence," adopted by all 193 member states, serves as a guiding framework for the responsible development and application of AI technologies that uphold human rights, dignity, inclusivity, and sustainability. The ethical principles embedded in this framework include proportionality and non-maleficence, safety and security, privacy and data protection, multi-stakeholder governance, responsibility and accountability, transparency and explainability, human oversight, sustainability, awareness and literacy, as well as fairness and non-discrimination. Its key policy action areas cover data governance, education and research, gender equality, culture and language, health and social well-being, environmental sustainability, and the labor economy. In addition, Dr. Gervacio examined regional developments, noting that the Southeast Asian Ministers of Education Organization (SEAMEO) has introduced a Smart Education Readiness Index to measure institutional readiness, leadership, and infrastructure for the Fourth Industrial Revolution (IR 4.0) across ASEAN member countries.

At the meso level, she highlighted the Philippine Artificial Intelligence Roadmap, launched by the Department of Trade and Industry (DTI) in 2021, as a key policy framework for the country's responsible and ethical adoption of AI. She highlights that the Philippines is among the first 50 countries worldwide to have established a national AI strategy and policy. The roadmap encompasses four dimensions: (1) digitization and infrastructure, (2) research and development, (3) workforce development, and (4) regulation. Its strategic objectives include enhancing AI research and development, cultivating a skilled AI workforce, promoting AI adoption across industries, fostering a culture of innovation, and ensuring the ethical and responsible use of AI. The 2024 National AI Strategy Roadmap 2.0 (NAISR 2.0) expands on these efforts by addressing the rapid advancements in generative AI, positioning the Philippines as a regional AI leader, investing in upskilling and reskilling

programs, fostering an AI ecosystem with conscience, and advancing innovation through the mastery of emerging technologies.

In the higher education context, Dr. Gervacio emphasized the importance of research and development to accelerate institutional AI integration. She recommended that HEIs recruit AI experts to serve as mentors, allocate funding for AI research and algorithmic innovation, and provide incentives for collaborative research internships with public and private institutions. In workforce development, she proposes integrating data science and analytics into general education curricula, establishing partnerships with technology firms to enhance access to computing resources, and developing AI-centered graduate programs. She also advocates for the inclusion of AI-related coursework in professional training to prepare industries for digital transformation. Furthermore, to strengthen digitalization and infrastructure, HEIs and research institutions must ensure access to secure and reliable networks and invest in the extensive training of analysts and data scientists to derive actionable insights from available data.

On the issue of AI governance, she highlighted the Data Privacy Act of 2012 (Republic Act No. 10173), which establishes legal standards for data protection in the Philippines. She also cited ongoing initiatives at the University of the Philippines Open University (UPOU), which is currently training personnel from the Philippine Statistics Authority (PSA) in developing e-learning courses, including those focusing on data privacy and the utilization of AI. Complementing these efforts is the National Cybersecurity Plan (2022), which outlines the country's strategic framework for securing cyberspace and protecting critical infrastructure, emphasizing the importance of safeguarding government networks and sensitive data.

Dr. Gervacio also discussed the Technical Education and Skills Development Authority (TESDA)'s Digital Competency Standards (DCS), which define five core competencies: (1) information and data literacy, (2) communication and collaboration, (3) digital content creation, (4) safety, and (5) problem-solving. These are aligned with the European Union's Digital Competence Framework, contextualized for Philippine use. Meanwhile, the Commission on Higher Education (CHED) promotes digital transformation in teacher education through its flexible learning framework, integration of information and communications technology (ICT) in pre-service teacher training, and alignment with the Philippine Professional Standards for Teachers (PPST).

At the micro level, the University of the Philippines launched its “Principles for Responsible and Trustworthy Artificial Intelligence” policy in 2023, providing guidelines for the development and use of AI within the university and the country. The principles include common good, empowerment, cultural sensitivity, privacy, and accountability. In research and development, the policy includes meaningful human control, transparency, fairness, safety, and environmental friendliness. In education, it champions the primacy of learning goals, human capital development, capacity building, education management and delivery, collaboration, and development. For UPOU, it issued memorandum 2024-001: “Guidelines on the Use of AI in Teaching and Learning” on January 9, 2024. It emphasizes responsible use of AI in course design, course delivery, and the declaration of students' use of AI in their schoolwork.

From these macro, meso, and micro perspectives, Dr. Gervacio derived several policy implications for the Philippine higher education sector. These include adherence to international frameworks, bridging infrastructure gaps, developing national and institutional regulations for AI adoption, and investing in capacity-building programs to strengthen digital competencies among teachers, students, and academic staff. She emphasizes the importance of intuitive and accessible AI design, user-centered technological support, and sustained relevance in technological innovation. Furthermore, she suggests that HEIs incorporate AI into their organizational mission and vision, create adaptive technology policies aligned with open educational resources (OER), integrate AI into curriculum development, and train the academic workforce for AI-driven transformation.

Lastly, she outlined her future research plans, which involve integrating her findings with collaborative studies conducted alongside partners from Slovakia, Indonesia, and Thailand through the Asia-Europe Foundation. These efforts will be further advanced through scholarly exchanges and research visits in Shanghai, China, aimed at deepening international dialogue on AI ethics, governance, and education.

Open Forum

Mr. Tejano addressed concerns regarding potential biases in the study of language policies. He expressed his position in support of using the mother tongue in education, while emphasizing the need for methodological rigor in interpreting survey results. To ensure a more objective analysis, he stated that experts were invited to review the survey findings, facilitating a more nuanced reading of the data. He also explained that his study will employ triangulation by examining survey responses alongside institutional language policy documents and actual language practices of respondents. In discussing the place of the Filipino language in the academe, Mr. Tejano emphasized that while the Filipino language should be recognized and supported, equal acknowledgment and space must also be accorded to regional and indigenous languages. He noted that the question of how this inclusivity can be operationalized will be addressed in the latter stages of his research.

Dr. Santillana responded to questions concerning the sustainability of internship quality initiatives by clarifying the scope of her study. She reiterated that her research does not measure the long-term impact of internships, but rather focuses on the assessment mechanisms used by academic institutions in evaluating host training establishments (HTEs) in facilitating student training.

Dr. Delosa emphasized that, ultimately, value formation should be regarded as the central outcome of accreditation processes. She also noted that the costs of accreditation should be weighed against its benefits to ensure that compliance yields substantive educational value. Additionally, she stated that her study will examine how performativity and institutional bias may influence compliance behaviors during accreditation processes.

Dr. Gervacio emphasized the importance of appointing a data protection officer in institutions involved in artificial intelligence-related initiatives, particularly to safeguard both personal and institutional data. She cited UPOU as an illustrative case, explaining that even when access is sought by a program chair, files belonging to a deceased faculty member remain subject to a rigorous review and approval process before access is granted. She further observed that data protection policies in the Philippines are, in certain respects, more stringent than those in the European Union. She also cautioned that data breaches may arise from unsafe data-uploading practices, particularly on

platforms that require users to upload documents in exchange for access to research materials. Finally, she emphasized the necessity of explicitly declaring the use of artificial intelligence in research writing.

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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