



PROCEEDINGS 2026-04

Higher Education Research and Policy Reform Program

Higher Education Symposium

5 November 2025 | 9:00 AM to 12NN

Conference Room, UP CIDS Office, Diliman, Quezon City



UNIVERSITY OF THE PHILIPPINES
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2026-04

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"The Higher Education Research and Policy Reform Program (HERPRP) of the UP Center for Integrative and Development Studies (UP CIDS) concludes its fellowship program with a hybrid symposium held on November 5, 2025 at the UP CIDS Office in Diliman, Quezon City."

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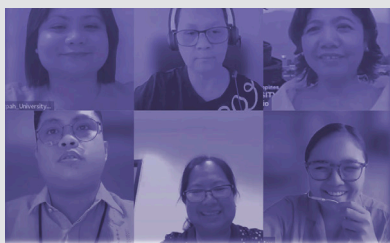
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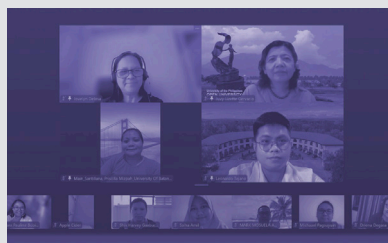
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PROCEEDINGS

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PROCEEDINGS 2020-03

Higher Education Research and Policy Reform Program

Higher Education Brown Bag Series 2

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PROCEEDINGS

Higher Education Brown Bag
Series 2

About the Proceedings

The Higher Education Research and Policy Reform Program (HERPRP) of the UP Center for Integrative and Development Studies (UP CIDS) concludes its fellowship program with a hybrid symposium held on November 5, 2025, at the UP CIDS Office in Diliman, Quezon City. The event showcases the final policy recommendations of the 2025 research fellows, reflecting key issues affecting higher education internship regulation, accreditation qualities, and emerging technologies.

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”

Opening Remarks

Prof. Rosalie Arcala-Hall, PhD

Executive Director, UP CIDS

Dr. Arcala-Hall mentioned that the works to be presented are crucial in addressing the pressing concerns confronting higher education amid the intensifying pressures of globalization, the rapid advancement of artificial intelligence (AI), and the growing demand for greater local responsiveness. The discussions were guided by key questions, particularly on how internationalization could be pursued alongside the promotion of regional and indigenous languages; how the quality and accountability of internship programs, as well as the quality-improvement dimensions of accreditation, could be strengthened; and how artificial intelligence governance policies could be translated into institutional guidelines that meaningfully inform academic and research environments. The symposium functioned not merely as a venue for the presentation of scholarly papers, but as a platform for sustained policy dialogue. The research findings are responses to contemporary challenges in a sustainable and equitable manner. Dr. Arcala-Hall encouraged participants to actively engage with the presentations, as their insights are regarded as invaluable to the shared objective of translating research outputs into tangible and actionable policy reforms.

HERPRP Researcher's Presentations

Presentation 1

Prof. Priscilla Mizpah P. Santillana, PhD

Dr. Santillana emphasized the need for a systematic approach to evaluating Host Training Establishments (HTEs) through the proposed Internship Quality and Learning Index (IQLI) Framework, which may serve as a basis for developing specific evaluation criteria for internship sites. She recommended that the Commission on Higher Education (CHED) revisit and refine CHED Memorandum Order No. 104, Series of 2017, particularly in clarifying the definition and standards of “reputable HTEs.” She further suggested CHED to develop and publish a roster of accredited and high-performing HTEs, potentially incentivized through tax exemptions, in recognition of their role in mentoring interns and supporting the training objectives of higher education institutions (HEIs). Dr. Santillana also highlighted the importance of involving industry representatives in the design of Outcomes-Based Education (OBE) curricula to strengthen academe-industry collaboration and ensure labor market relevance. Additionally, she advocated for the institutionalization of internship as an intentional and structured learning process, complete with clear learning plans, interventions, and assessment mechanisms. Finally, she recommended including explicit provisions in the Policies, Standards, and Guidelines (PSGs) of degree programs to outline prerequisites, preparation requirements, and quality assurance mechanisms for internship implementation.

Presentation 2

Assoc. Prof. Jovelyn G. Delosa, PhD

Dr. Delosa argued that accreditation must shift from a predominantly compliance-oriented model to one that promotes continuous improvement, innovation, and pedagogical enhancement. She highlighted the need for HEIs to strengthen outcome-based evidence through graduate tracking and longitudinal assessments that measure employability, competencies, and authentic learning outcomes. Dr. Delosa also stressed the importance of contextualizing accreditation standards to accommodate institutional diversity,

particularly among rural and resource-constrained HEIs, and of fostering a culture of inclusivity in accreditation processes that engages faculty, students, and administrative staff. She further stated the importance of investing in institutional capacity building, leadership development, and data-driven decision-making to support continuous quality improvement. Her study also called for collaborative and developmental approaches to accreditation, as well as the need for sufficient resources, digital infrastructure, and institutional support to ensure equitable quality assurance practices across the higher education sector.

Presentation 3

Assoc. Prof. Juvy Lizette M. Gervacio, PhD

Dr. Gervacio's study examined the evolving landscape of artificial intelligence (AI) governance in higher education, identifying policy gaps and opportunities for Philippine HEIs. She argued that institutions must adapt holistic, systemic, and sustainable approaches in AI policy formulation to ensure ethical, effective, and equitable use of emerging technologies. At the national level, she emphasized the need for clear and coherent regulations to guide HEIs, particularly those lacking institutional policies and digital infrastructure. In the global context, she highlighted the importance of structured collaboration with international partners to share best practices and co-develop inclusive AI standards. Within the Philippine context, Dr. Gervacio emphasized the need to align national policies with international ethical frameworks, address infrastructure and usability challenges, enhance institutional autonomy in AI governance, and improve digital competencies among faculty, students, and administrative staff. She also reiterated the need for accessible, intuitive, and context-relevant technological tools supported by sustained training and user assistance.

Open Forum

During the open forum, Dr. Santillana was asked to identify where the protection of student interns particularly with respect to occupational health and safety was situated within her framework. She explained that such protections were embedded within the domains of human, technological, and administrative resources. In response to Dr. Delosa's study, a participant suggested that regional accreditation indicators could be considered as an alternative to a uniform, nationwide set of standards.

Meanwhile, in the discussion of Dr. Gervacio's research, she articulated that the internet would instead become a basic utility, prompting reflection on how universities should envision the future considering occupations that do not yet exist. She also emphasized that an artificial intelligence roadmap would remain ineffective without clear and enforceable implementing guidelines and stressed that such directions must be incorporated into institutional strategic plans, particularly within a three-year horizon focused on capacity-building and resource acquisition. She also highlighted the importance of training academic staff in artificial intelligence competencies. Drawing from the context of AI guidelines in Australia, she noted a significant point of divergence in the Philippine setting, where more than 11 million Filipinos relied on social media platforms to maintain family connections. She argued that this strong orientation toward family explained the rapid adaptability of Filipinos to new technologies and affirmed that social media would continue to play a central role in Philippine society. Lastly, she identified capacity-building as the most significant blind spot in existing AI guidelines in the Philippines, noting the limited inclusion of stakeholders in skills training initiatives. She concluded by reminding higher education institutions that instructors should continuously explore diverse areas of expertise, as the current educational landscape increasingly demanded multidisciplinary approaches to teaching and learning.

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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