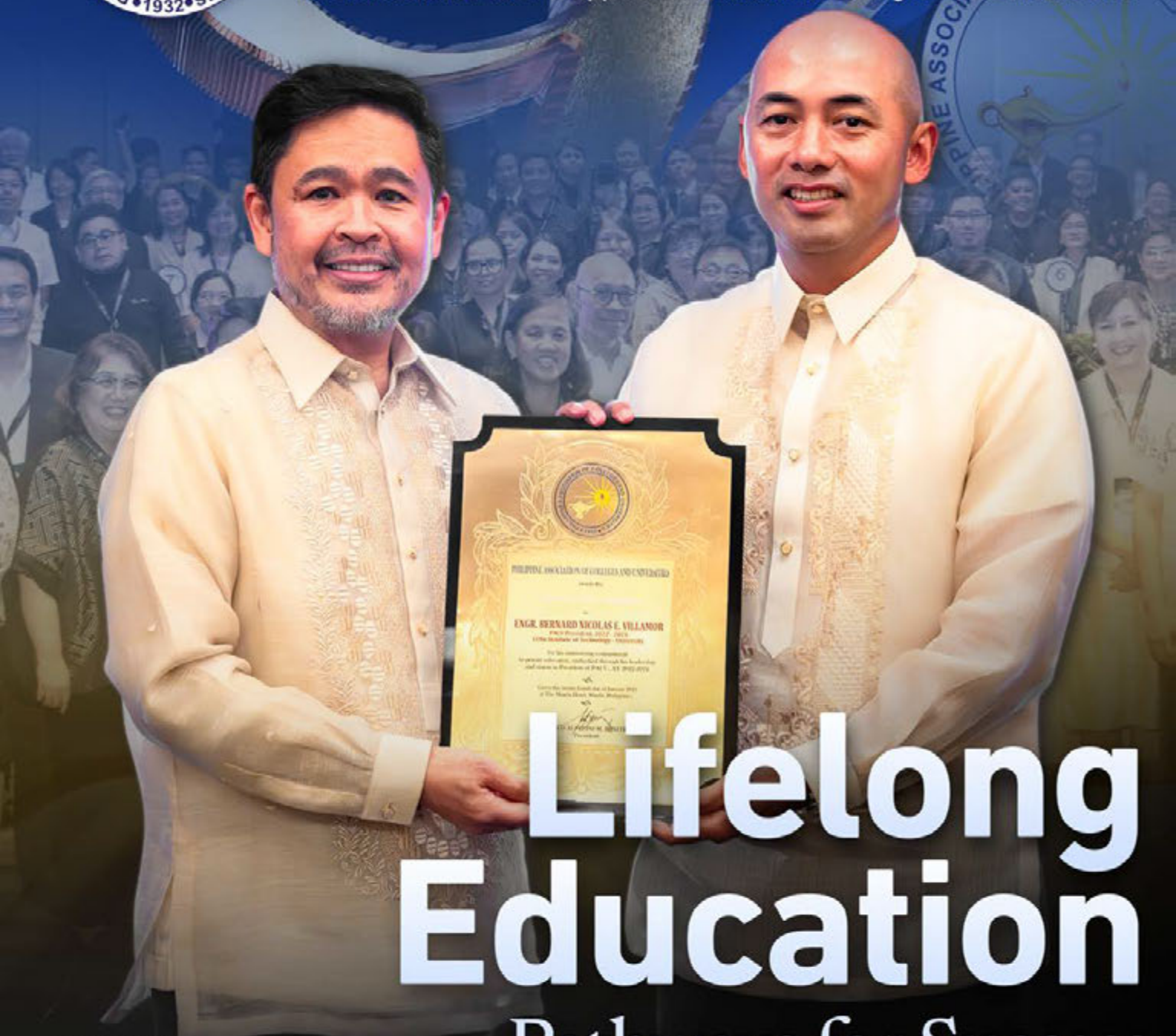




# Newsletter

A Publication of the Philippine Association of Colleges and Universities



# Lifelong Education

## Pathways for Success

### I MAIN PHOTO

Newly elected PACU President, Mr. Marco Alfredo M. Benitez, presents a Plaque of Recognition to former PACU President, Engr. Bernard Nicolas E. Villamor

### II IN THE BACKGROUND

A photo of attendees during the PACU 92nd General Assembly and Election held last September 28, 2024

### THIS ISSUE'S HIGHLIGHTS:

- Charting the Course: Practical Steps for Philippine HEIs to Embark on Internationalization
- Installation of new Officers and Board of Trustees for 2024-2026
- Industry Academe Linkage Summit with Institute of Adult Learning Singapore

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2024-2026

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# President's Report: Advancing Quality, Complementarity, and Sustainability in Private Higher Education

Marco Alfredo M. Benitez

**A**s we reflect on the past nine months since the start of this PACU administration in September 2024, I am filled with both pride and gratitude—for the work we have undertaken, the partnerships we have strengthened, and the clarity of purpose that continues to guide us as we serve our member institutions, our students, and the country at large.

During the installation of our new set of officers, we outlined five key priorities for this term, namely:

1. **Proactive advocacy for balanced policies**, particularly focusing on the complementarity of private and public education;
2. **Strengthening quality and innovation** across our member institutions;
3. **Building institutional resilience and sustainability**;
4. **Collaboration with stakeholders and like-minded organizations**; and
5. **Empowering students and communities**, particularly through the lens of the Sustainable Development Goals (SDGs).

We have strived to ensure that our actions over the past several months have been guided by these priorities.

## Strategic Planning and Priority Setting

In February 2025, the members of the Board held a Strategic Planning activity to recalibrate our goals in the context of today's fast-changing educational landscape. The session was attended by members of the Board of Trustees, Executive Committee, and led by no less than Pres. Vincent Fabella of Jose Rizal University.

The outcome was a reaffirmation of our direction, with more defined action points. The **PACU Board of Trustees** formally approved a focused list of top priorities for 2025–2026:

- **A strong, consistent message on the complementarity** of the public and private education systems;
- **Database development** on the private education industry and pertinent legal issues;
- **Support for adaptation to AI and emerging technologies**;
- **Sustainability-building activities** for member institutions through learning programs, partnerships, and policy support.

These priorities now serve as our framework, ensuring that our actions not only respond to current realities but are also strategic and future-oriented.

## Highlights of Key Initiatives and Activities

Despite challenges in the higher education landscape—from regulatory uncertainty to rapid technological change—PACU has remained active and agile. We thank PEAC through its ASPIRE and our other industry sponsors for assisting PACU in organizing and facilitating capacity building and advocacy building initiatives.

### 1. Advocacy for Complementarity and Fair Policy

We have been actively participating in consultative workshops organized by the House and Senate Committees on Education, CHED, DepEd, TESDA, EDCOM 2, bringing a firm and consistent voice to protect and promote the viability of private higher education institutions.

- a. **DepEd workshops and consultations** on the Comprehensive Sexuality Education (CSE) proposed bills on Teenage Pregnancies, Proposed 'Phased' Rollout of New Senior High School Program, Strengthened SHS Curriculum, the Revision of the Manual of Regulation for Private Schools, Private and Public Complementarity Framework Workshop, EDUC Forum, DepEd Generation Hope Launching; ▶▶

- b. **CHED's workshops and TWG discussions** on Midcycle Application for Autonomous and Deregulated Status, MOED No. 79, S. 2025, 2024 Table of Regional Inflation Rate (RIR), Student Affairs and Services in higher education institutions, Guidelines for the exemption of the SK Officials from taking the NSTP-CWTS, guidelines for local off-campus activities,
- c. **TESDA's consultation workshops, TWG meetings** on EBET Law and Microcredentials and High-level Forum "Shifting Mindset: Reshaping Youth Perception of TVET in Southeast Asia;
- d. **EDCOM 2's Roundtable Discussion** on Internationalization, Hybrid Roundtable Discussion on Horizontal Typology, Legislated Courses, Subjects and Activities in Basic Education and Higher Education.

PACU also reached out to a few PACU member institutions who were randomly identified to participate in PISA 2025 by providing vital coordination with DepEd and education partners for technical assistance, training and logistical support. as well as various position papers we have sent out

Through the Coordinating Council of Private Education Associations (COCOPEA) and our collaboration with the Private Education Assistance Committee (PEAC), we continue to push for and support policy directions that recognize the critical role of private HEIs in delivering accessible, quality education—**not in competition with, but in complementarity** to the public sector. PACU also co-organized the COCOPEA Electoral Forum and the National TVET Congress initiated by UniTVET.

**Staying true to PACU's position as an active founding member of COCOPEA, and as accomplishments under PACU's Policy, Legal and Legislative Advocacies**, we attended various activities in line with our education reform advocacies such as the Consultation for the IRR of Basic Education Mental Health and Well-Being Promotion Act (RA 12080), and the Education Pathways Act, among others.

Additionally, through our membership as one of the Trustees of the PEAC, we continue to engage in meaningful collaboration with no less than the Secretary of the Department of Education for the efficient implementation of the Government Assistance to Students and Teachers in Private Education (GASTPE) through the Education Service Contracting (ESC), Teacher Salary Subsidy (TSS) and the Senior High School Voucher (SHSV) Programs.

One of the most critical initiatives moving forward is to advocate for the passing of the Complementarity bill through our legislators. This will codify and operationalize true complementarity between both private and public education sectors, a principle clearly enshrined in the 1987 Philippine Constitution.

## 2. PACU Events (November 2024-Present)

- a. **PACU Orientation on CHED and TESDA's policy on lifelong learning and microcredentials and Enterprise Based Education and Training (EBET) Law under TESDA.**
- b. **Legal and Policy Insight: The Legal Mind Executive Session**  
In March, we held the first **Legal Mind Executive Session**, which brought together legal experts and education leaders to discuss pressing legal issues affecting our institutions—from data privacy and labor issues to the regulatory environment. This initiative supports our priority on **database and policy literacy**, equipping our members with the knowledge to navigate complex legal landscapes.
- c. **Innovation and Lifelong Learning: PACU LAMP Summit**  
The **PACU Learning and Advancement for Management and Professionals (LAMP) Summit** was successfully held in April and focused on **microcredentials** and **lifelong learning pathways**. These conversations are critical as we reimagine the relevance of our curricula in the face of evolving learner needs and industry expectations.
- d. **PACU–FranklinCovey Workshop on *The Four Disciplines of Execution*** equipped participants with practical, repeatable skills to achieve breakthrough results and sustain excellence in executing their most important goals across all roles.
- e. **Technology in the Classroom: Khan Academy for Educators**  
PACU piloted a workshop series in partnership with Khan Academy, to train educators in using this platform to supplement instruction. We believe that empowering educators with globally relevant tools is key to enhancing **teaching and learning outcomes** in both traditional and blended environments.
- f. **Webinar on Academic Integrity in the Age of AI**  
The webinar in collaboration with Turnitin examined how institutions could uphold ethical standards while integrating AI into teaching and assessment. The session offered strategies for developing transparent governance policies, minimizing risks, and responsibly leveraging AI's potential in higher education.
- g. **Webinar on Navigating Generative AI: Maximizing Its Benefits and Minimizing Misuse** explored how higher education institutions had begun to harness the benefits of generative AI while addressing its potential for misuse. This insightful webinar, co-designed with Turnitin for academic leaders and educators, shared strategies for responsible AI use, maintaining academic integrity, and understanding its evolving impact on teaching, learning, and assessment.
- h. **Initial dialogue of PACU with Times Higher Education on the Sustainability Strategy Framework.** PACU held an initial dialogue with Times Higher Education to explore the Sustainability Strategy Framework, a holistic approach aimed at identifying key challenges faced by Philippine HEIs and developing a strategic roadmap to enhance their performance, community impact, and global recognition.

## 3. Consultative Workshops and Hearings participated by PACU

- a. **DOLE Stakeholder consultation on Jobs and labor market forecast**



- ▶▶
- b. Arangkada Philippines Forum
  - c. DOST-NAST Round Table Discussion
  - d. ECOP Consultation Meeting
  - e. DICT AI Policy Workshop
  - f. DSWD Consultation-workshop on No Permit No Exam Law IRR

## Toward Resilience and Sustainability

PACU recognizes that sustainability—academic, operational, and financial—is at the heart of institutional survival and relevance, which in turn contributes to the strength of our organization. To that end, we are planning to roll out **capacity-building seminars and workshops** on topics such as AI integration in the workplace and in the classroom, mental health and well-being in our schools, digital transformation, succession planning, and the like.

## Building Stronger Partnerships

Collaboration remains a hallmark of this administration. We've strengthened ties with COCOPEA and PEAC for unified advocacy and program development. We have also fostered ongoing engagements with **DepEd, CHED, TESDA, and civil society partners** to push for inclusive, coherent education reform.

We feel that we are at a critical junction in the history of Philippine education, where reforms that may stem from the work of the Second Congressional Commission on Education may have a tremendous impact on the future of education in the country. Our active collaboration and engagement with key stakeholders and policymakers will hopefully pave the way for a more sustainable and inclusive private education sector.

## What Lies Ahead

The coming academic year promises more exciting initiatives aligned with our strategic goals:

- **Industry-Academe Linkage (IAL) Summit 2025:** On June 30, July 1 and 2, 2025, PACU—together with Singapore's Institute for Adult Learning, CIT-University, and PEAC—will hold its first Industry-Academe Linkage Summit, "Transforming Education and Learning: Fostering Entrepreneurship and Industry Collaboration." The event will convene education and industry leaders to explore how entrepreneurial mindsets and partnerships can drive innovation, workforce readiness, and long-term sustainability in Philippine higher education.
- **PACU AI and EdTech Summit:** A high-level gathering of innovators, policymakers, and educators to discuss the implications of artificial intelligence in education—and how we can lead in adapting to it.
- **Amplified Advocacy on Complementarity and Academic Freedom:** With support from COCOPEA, we will launch a sustained **advocacy and communications campaign** to mainstream the importance of complementarity and Academic Freedom in ensuring inclusive education, quality education, and educational excellence in the Philippines.

## Gratitude and Appreciation

None of these accomplishments would have been possible without the tireless support and collaborative spirit of our community.

To the **PACU Board of Trustees**, thank you for your support, wisdom, and strategic guidance that are critical in keeping our organization in the right direction.

To the **PACU Executive Committee**, our legal team, and the various standing committees, your contributions—whether through drafting policy briefs, position papers, designing programs, or leading discussions—have been instrumental.

To the **PACU Secretariat**, thank you for being the reliable backbone of our day-to-day operations.

To our **member institutions** and **partner organizations**—COCOPEA, PEAC, EDCOM 2, CHED, DepEd, TESDA, industry associations and our industry sponsors—your partnership and trust fuel our mission.

And to our **general membership**, thank you for your continued engagement and unwavering support. You are the heart of PACU, and your presence in our activities affirms the relevance of what we do.

## Closing Thoughts

As we look ahead, let us remain grounded in our mission to be champions of quality private education—but let us also be bold in reimagining what that means in a world of accelerating change.

We will continue to be a voice of reason, of collaboration, and of courage, advocating for balanced, inclusive, and forward-looking policies for Philippine education.

Let us move forward together—with strength, with wisdom, and with a shared sense of purpose.

*Mabuhay ang PACU, at mabuhay tayong lahat.* 🇵🇭



# PACU Legal & Legislative Update: Striking the Balance Between Student Welfare and Institutional Autonomy

Atty. Maya Angelique Jajalla

**T**he Philippine Association of Colleges and Universities (PACU), continues to actively engage in policy discussions to ensure that education reforms uphold student welfare, institutional autonomy, and financial viability. Through formal submissions and consultations with CHED, DepEd, Congress, and other stakeholders, PACU has helped shape legal and legislative policy on issues ranging from class suspensions to curriculum reform, tuition regulation, labor mandates, and student services. Below is a summary of PACU's legal and legislative positions, as presented in its various position papers on key national education issues.

## Class Suspensions During Calamities: Prioritizing Safety with Flexibility

PACU strongly supports the protection of students and school personnel during natural disasters and extreme weather conditions. It acknowledges the existing DepEd and CHED policies on automatic suspension of classes based on PAGASA alerts, but also calls for clearer LGU criteria and decision-making protocols. More importantly, PACU recommends that private HEIs be given authority to suspend classes promptly, in light of their specific local conditions.

In order to reduce academic disruption, PACU urges the integration of flexible learning modalities, such as online synchronous or asynchronous classes, tailored to each institution's capacity. With nearly three months of learning time lost in SY 2023–2024 due to weather-related suspensions, PACU emphasizes the need for technology-enabled continuity strategies that safeguard both quality and safety. It also supports devolving suspension decisions to school associations and remains open to continuing dialogue with DepEd, CHED, and LGUs.

## House Bill No. 11376 (₱200 Daily Wage Hike): A Call for Sustainable Solutions

While PACU supports the goal of just and equitable wages, it raises serious concerns about the financial burden that a ₱200 across-the-board daily wage increase could place on private schools. Many HEIs depend on fixed tuition rates agreed upon at the start of the academic year and lack the flexibility to absorb such increases mid-year, particularly amid rising costs and declining enrollments.

PACU points to existing laws such as RA 6728 and applicable wage orders, which already earmark portions of tuition increases for employee compensation. With additional mandates proposed, PACU urges that any wage increases implemented under these frameworks or under valid CBAs be recognized as compliance with the new law to avoid duplication. Without adjustments, HEIs may be pushed toward unsustainable financial positions.

To support proactive compliance, PACU proposes incentives for HEIs that voluntarily implement wage increases, such as additional tax deductions. These reforms would promote fairness to workers while supporting the financial viability of private schools, helping to balance educational access with economic responsibility.

## Strengthened Senior High School Curriculum: Reform with Alignment and Support

PACU affirms its support for the Department of Education's strengthened SHS curriculum, noting its timely responsiveness to global education trends and evolving labor market demands. It welcomes the consultative approach behind the proposed revisions but raises concerns over the alignment of SHS tracks with college programs and the potential narrowing of learner choices.

PACU recommends that DepEd conduct a Regulatory Impact Assessment and include orientation and career guidance in the curriculum reform strategy. It also calls for private HEIs to be allowed to participate in the pilot phase through a simplified process, with flexibility in offering electives and customizing content aligned with institutional goals. A more generalized curriculum risks under-preparing students for specialized tertiary programs, especially in fields like Engineering or Accountancy.

PACU likewise supports elective co-delivery with industry partners, integration of emerging subjects, and optional micro-credentialing. However, it requests an extension of the pilot application period and emphasizes the need for clearer templates, rubrics, and assessment tools. A comprehensive implementation guide remains necessary to assist in institutional planning and instructional preparation.

## CHED TOSF Guidelines: Fair Tuition Adjustments Must Reflect Real Costs

PACU member-schools raise the concern that CHED's use of the Regional Inflation Rate (RIR) as a cap for proposed increases in tuition and other school fees is inconsistent with the real costs of delivering quality education. While the RIR may serve as a useful guide, PACU notes that it should not serve as a strict ceiling, especially as faculty salaries and operational costs often outpace inflation. It should be only one of many factors—and not the sole consideration—in determining any increase in TOSF.

The association asks whether cumulative inflation over several years may be a valid basis for proposed increases, particularly for institutions that have not raised fees in prior cycles. It also warns that the required online posting of fee consultations may invite misinterpretation and backlash, despite proper engagement with recognized student and faculty representatives. ➡



► PACU further seeks clarification on templates and CHED Memorandum Orders relevant to incoming students and TOSF processes. It reiterates that wage orders must take into account the financial impact on HEIs. Above all, the association calls for a process rooted in reasonableness, transparency, and stakeholder consultation, rather than rigid financial formulas.

### **RA 11984 (“No Permit, No Exam Prohibition” Act): Balance Compassion with Operational Realities**

PACU supports the intent of the “No Permit, No Exam Prohibition” Act, which aims to shield disadvantaged learners from exclusion due to unpaid fees. It recommends that “disadvantaged students” be defined as those temporarily unable to pay due to circumstances such as calamity, emergency, or loss of income. The classification should be valid only for the affected exam period, not the entire academic program.

The association calls for documentation requirements to ensure integrity and proposes that HEIs be allowed to extend compassionate accommodations even without DSWD certification, consistent with their internal policies. To maintain program fairness, coordination between DSWD and HEIs must include focal persons, periodic meetings, and aligned verification systems.

PACU also stresses that RA 11984 does not extinguish a student’s financial obligations. Schools must retain the right to withhold credentials or initiate collection, while offering promissory note arrangements and lawful remedies. It pledges continued support for the IRR drafting process to ensure both learner protection and institutional sustainability.

### **SK NSTP Exemption: Supporting Service Without Sacrificing Scholarship**

PACU supports the exemption of SK officials from the NSTP under RA 11768, affirming that SK involvement is a valid form of civic participation. It also agrees that SK officials should be excused from classes for official duties upon submission of proper certification. These provisions recognize youth engagement in governance.

However, PACU stresses that academic accommodations such as make-up exams or alternative delivery modes must remain subject to the discretion of the institution. These are not mandated by law and should not infringe on academic freedom. Leadership requires commitment and must not come at the expense of educational responsibilities.

To avoid academic conflicts, PACU

recommends that SK activities be held outside class hours. It also calls on CHED and NYC to issue clearer guidelines on the timing and scope of exemptions and to standardize certification processes to ease the administrative burden on HEIs.

### **CMO No. 9 (Student Affairs and Services): Inclusive but Flexible Implementation Needed**

PACU supports the expanded provisions of the revised CMO No. 9, particularly those that address the needs of students with disabilities and other vulnerable groups. However, it recommends phased or differentiated implementation strategies to accommodate HEIs with limited resources. Staffing mandates such as full-time health professionals or strict counselor ratios should be aspirational, not compulsory.

The association asks CHED to clarify provisions such as the role of Guidance Associates and the requirement to establish new offices like Culture and the Arts. For student handbooks, PACU supports the five-year review cycle and the inclusion of critical topics such as AI use and mental health protocols. Accessibility across formats must also be ensured.

PACU highlights the need to balance compliance with flexibility in the delivery of student services. It stresses that financial aid systems, policy updates, and monitoring mechanisms should be supportive and outcome-based. A clear distinction between minimum requirements and best practices is necessary to prevent overregulation and to support small institutions in meeting core standards.

### **CMO No. 63 (Off-Campus Activities): Protecting Learning, Not Just Paperwork**

PACU expresses concern that the proposed CHED memorandum on local off-campus activities, while well-intentioned, imposes regulatory burdens that may deter Higher Education Institutions (HEIs) from conducting such activities. The draft appears to prioritize compliance over educational value, with stringent standards that exceed the legally established diligence of a “good father of a family.” PACU warns that adopting a higher standard, such as “extraordinary diligence,” may lead to a presumption of liability that could discourage institutions—particularly small or resource-limited ones—from engaging in experiential learning due to increased legal and administrative risks.

PACU outlines specific concerns and suggestions across several sections of the draft. These include the need to reduce regulatory overload for minor or student-

initiated activities, the disproportionate inclusion of graduate students in the policy’s full scope, and the overly broad application of requirements such as medical clearance, notarized consent, and LGU endorsements—even for low-risk, local trips. The group also recommends clarity on terms like “stakeholders” and “parallel activities” and calls for streamlined documentation practices, such as allowing a single notarized consent per semester and accepting existing insurance policies as sufficient.

The association advocates for flexibility in faculty designations, allowing part-time instructors with direct teaching responsibilities to serve as Persons-in-Charge (PICs). It further proposes exemptions or relaxed requirements for institutions with Autonomous or Deregulated status, Centers of Excellence, and accredited Level II programs, arguing that these schools have already demonstrated strong internal quality assurance systems. PACU recommends adjusting deadlines for activity submissions and replacing ambiguous terminology like “Mobility of Students” with more accurate language like “Field Trip Transportation.”

In its formal recommendations, PACU calls for recalibrating the policy to align with existing legal norms, safeguard academic freedom, and reflect practical realities in institutional planning and resource capacity. It supports the use of scalable and context-sensitive approaches to risk management, rather than one-size-fits-all compliance protocols. Documentation requirements, medical clearances, insurance coverage, and reporting mechanisms should be designed to facilitate, not hinder, student engagement in safe and meaningful off-campus experiences.

In conclusion, PACU reaffirms its commitment to supporting CHED’s goal of ensuring student safety while preserving the educational value of off-campus activities. However, it urges CHED to adopt a more balanced, enabling, and student-centered framework—one that fosters learning opportunities instead of discouraging them through excessive regulation. PACU remains open to collaborative policy development and refinements to ensure the successful implementation of off-campus activity guidelines.

PACU remains committed to supporting sound, inclusive, and student-focused education policies. It continues to advocate for frameworks that allow schools to innovate and serve their students effectively, while respecting academic freedom and institutional integrity. As the education sector faces new challenges and reforms, PACU reaffirms its role as a reliable partner in shaping policies that work—for both students and schools. 🌟



# PACU holds its annual General Assembly, Election in Quezon City

**QUEZON CITY, Philippines** – The Philippine Association of Colleges and Universities (PACU) held its Annual General Assembly and Election on September 28, 2024 at Monet Ballroom 3, Novotel Manila Araneta City, Cubao with the theme, “PACU @ 92: Lifelong Education Pathways for Success.”

PACU 2nd Vice President and Capitol University Trustee Laurice Faye R. Juarez acknowledged the participation of PACU Member Schools from the National Capital Region (NCR), Luzon, Visayas, and Mindanao in the event.

In his opening remarks, PACU President and Cebu Institute of Technology University President Engr. Bernard Nicolas E. Villamor recognized the collective efforts and support of all the PACU trustees, officers, and members, from attending numerous board meetings to taking part in the organization’s various initiatives—all of which were anchored in the association’s commitment to strengthening education in the Philippines.

PACU Legal Counsel and Dean of the Adamson University College of Law Atty. Anna Maria D. Abad discussed the guidelines for the election of the members of the PACU Board of Trustees as well as the amendment to the by-laws. An online system called ElectionBuddy served as the voting platform.

Following an in-depth review and deliberation by the Commission on Constitution and By-laws, comprising the PACU Legal Team and the Membership Committee during the preceding meeting, former PACU President Anthony Tamayo presented the board’s approved amendments to the organization’s by-laws to the general membership for ratification.

During the learning session, Dr. Karol Mark Yee, the Executive Director of the Second Congressional Commission on Education (EDCOM 2), highlighted some of the policy wins in 2024, such as the passage of the new Enterprise-Based Education and Training (EBET) Law, which aims to “rationalize the dual training system and apprenticeship programs into one law that makes sense and has a clear framework,” and the newly signed Implementing Rules and Regulations (IRR) for the Expanded Career Progression System,

which promotes the continued professional growth and career development of public school teachers.

Citing the current educational crisis, he presented some findings of EDCOM in the past few months. They discovered that the Philippines has the highest prevalence of bullying. Studies show that this situation is a result of an insufficient number of guidance and counseling graduates in the country and “lack of coordination in a system that does not work.”

Further, EDCOM found the prevalence of mismatch among high school teachers who teach students in areas they did not take in college. Teachers of Araling Panlipunan instruct in TechVoc, while Filipino educators focus on Math. English instructors handle MAPEH.

They discovered that those studying Technical-Vocational Education and Training (TVET) now have a different profile. Back then, high school graduates and middle-level abilities were the main focus. Recent data, however, indicates that the majority of TVET students are either college graduates or dropouts. Additionally, if this puts emphasis on income, NC III and NC IV are what benefit TVET graduates the most, according to EDCOM’s analysis of the Technical Education and Skills Development Authority’s (TESDA) 2021 data.

In light of this, Dr. Yee expressed his trust in the newly appointed TESDA Director General Dr. Jose Francisco “Kiko” Benitez, who committed to expanding the NC III and NC IV program numbers by 2025.

“The work is immense, and the work will take years to bear fruit. One hope we have is finally, hopefully, our agencies can work together if they are anchored by one clear plan,” Dr. Yee said.

The second part of the program featured PACU’s collaborative milestones as shown in the reports from the committee chairs and officers.

PACU 1st Vice President and Membership Committee Chair Marco Alfredo M. Benitez presented key accomplishments of the committee. These included cleaning up membership records, ►►



► ensuring thorough and transparent processing of applications, and strengthening membership guidelines. The Membership Dues Amnesty Program significantly improved dues collection and member engagement. The committee generated Php 2.1 million in revenue from membership dues and public relations fees.

Meantime, Juarez shared the hard work of the Public Relations Committee in improving communication with PACU members. They redesigned the PACU website to make it safer and easier to use, published four issues of the PACU newsletter, and enhanced brand recognition with personalized Christmas cards.

Dr. Ma. Socorro M. Eala from the Programs Committee reported that they provided several webinars and seminars for member schools, covering valuable topics for guidance counselors, college deans, assistant deans, financial managers, faculty, and college presidents.

Atty. Abad, together with members of the Legal and Legislative Committee, shared their work over the last two years to establish PACU's legal stances on important educational issues. This included submitting position papers and engaging in Senate and House hearings. They opposed foreign ownership of higher education institutions, ensured protections for the sustainability of private colleges in the final version of the RA 11984, known as the "No Permit, No Exam Prohibition Act," and advocated for the preservation of academic freedom while promoting accountability in private higher education.

Public Policy Committee Chair, Dr. Vicente K. Fabella, discussed the committee's work on summarizing the outcomes of the recent policy workshop. Key themes identified include the review of regulations and government policies, the need for internationalization and globalization to meet global standards, funding and financial support, development for faculty and staff, partnerships and collaborations, and the importance of digital transformation and assessment audits.

Dr. Caroline Marian S. Enriquez, Chair of the Institutional Quality Improvement Committee, stated that the committee worked with several PACU schools to develop a handbook on acceptable AI use in education. They held multiple LAMP Summits to help institutions improve performance through sharing best practices and quality assurance methods. Additionally, they organized a Transnational Education Benchmarking Visit to South Korea to enhance the skills of PACU member school leaders by examining effective practices in global and transnational higher education.

PACU Executive Director Joyce Anne Samaniego, representing

Industry-Academe Linkage Committee Chair Atty. Christopher Tan shared several achievements of the committee. These included a webinar titled "PACU Usapang Industriya on Cybersecurity," held in partnership with the Philippine College of Criminology, which focused on bridging the skills gap and tackling cybersecurity issues for law enforcement. Moreover, they organized a webinar on workforce development in collaboration with Philippine Business for Education and partnered with the Digital Marketing Association of the Philippines to offer a series of master classes on digital marketing.

Dir. Samaniego also presented the Research Committee's reports led by Dr. Dodjie S. Maestrecampo. This highlighted PACU's collaboration with EURAXESS, a European initiative aimed at enhancing researcher mobility and career growth, which hosted an info session on funding and collaboration under Horizon Europe.

In addition, PACU worked with the United States Agency for International Development (USAID) on the Opportunity 2.0 Grants Info Session, aiming to positively influence the lives of Filipino out-of-school youth by providing them with a "second chance" for education and better job opportunities.

Atty. Abad announced that all amendments to the organization's by-laws received unanimous approval. She announced the newly elected PACU Board of Trustees for the Academic Year 2024-2026. The universities that represent in the National Capital Region include Adamson University, Centro Escolar University, Far Eastern University, Jose Rizal University, Mapua University, Our Lady of Fatima University-Valenzuela, Philippine Women's University, Technological Institute of the Philippines, and University of the East. Furthermore, six positions were filled for Luzon, four for Visayas, and four for Mindanao.

PACU President Engr. Bernard expressed his gratitude to all the committee chairs, committee members, PACU members, support staff, and his family for their unwavering dedication, hard work, and encouragement. He also commended the tireless efforts of the Coordinating Council of Private Educational Associations (COCOPEA), headed by Fr. Albert Delvo for effectively leading the endorsements whenever the Department of Education (DepEd) and TESDA need it.

PACU officials recognized Dr. Sergio S. Cao, Manila Tytana Colleges President, for hosting this year's general assembly.

The event concluded with a tribute video honoring outgoing PACU President Engr. Villamor, followed by a dinner fellowship and a performance by a show band. 🎵



# PACU installs new officers, Board of Trustees at Manila Hotel



The Philippine Association of Colleges and Universities (PACU) held the installation of PACU officers and the Board of Trustees for the academic years 2024-2026 on January 24, 2025, at the Champagne Salon, Manila Hotel in Ermita, Manila.

The event started with the singing of the Philippine national anthem and an invocation led by a student from the Philippine Women's University School of Music, Faith G. Losito, with accompaniment from Asst. Prof. Christopher G. Borela.

In his welcome remarks, former PACU President and Cebu Institute of Technology University President Engr. Bernard Nicolas E. Villamor expressed his heartfelt appreciation to the various committees that served throughout the academic years 2022-2024 for their hard work and shared commitment to strengthening the quality of the Philippine education system.

Additionally, he affirmed the association's full support for its new set of officers and Board of Trustees. "There will be trials. There will be surprises. But the good thing is, behind all of these, all of these presidents will support you all the way."

One of the key moments of the occasion was when former PACU President Engr. Villamor handed the PACU flag to Mr. Marco Alfredo M. Benitez, the new PACU President and President of the Philippine Women's University (PWU), marking the transition of leadership in PACU.

Honorable Jose Francisco "Kiko" B. Benitez, Director General of the Technical Education and Skills Development Authority (TESDA),

served as the distinguished guest of honor and the inducting officer at the event. He highlighted in his speech the importance of upholding the public-private sector's complementarity in delivering "quality and relevant education."

He also shared that TESDA is collaborating with the Department of Education (DepEd) to update the Senior High School curriculum to better prepare skilled individuals for national growth. Furthermore, TESDA collaborates with the Commission on Higher Education (CHED) to improve the ladderization of the Technical-Vocational Education and Training (TVET) courses into degree programs.

TESDA Director General Benitez wrapped up his message by extending his support and encouragement to the new officers and Board of Trustees of PACU. "Let us continue to work together to do more, to do better for our nation. Maraming hamon. Pero kapag tulong-tulong, sabay-sabay tayo susulong. Dahil, sabi nga namin sa TESDA, basta't sama-sama, sa TESDA, Kayang Kaya!"

(There are numerous challenges ahead. However, by supporting one another, we can progress together. As we often say in TESDA, united with TESDA, we can achieve our goals!)

Dr. Kiko, the inducting officer, conducted the official installation and induction of the PACU officers and board of trustees representing the National Capital Region (NCR), Luzon, Visayas, and Mindanao following his speech.

Several government officials from the education sector, including DepEd Sec. Juan Edgardo "Sonny" Angara, Sen. Sherwin T. ►►



► Gatchalian, Chairperson of the Senate Committee on Basic Education, Hon. Roman T. Romulo, Chairperson of the House Committee on Basic Education and Culture, Hon. Mark O. Go, Chairperson of the House Committee on Higher and Technical Education, and CHED Chairperson Prospero E. De Vera III, congratulated the newly installed PACU officers and board of trustees and expressed confidence in their leadership through a written or recorded video message.

Jose Rizal University President Dr. Vicente K. Fabella initiated the wine toast for the new PACU President Marco Alfredo M. Benitez, who subsequently gave his speech.

In his message, President Benitez extended his gratitude to the event's guest of honor, TESDA Director General Kiko Benitez, and other colleagues in the education sector for dedicating their time to attend this important event. He also conveyed his sincere appreciation to his fellow Board members and the entire PACU community for their trust in him and the newly installed officers.

He acknowledged the former presidents and officers of PACU, whose insights, guidance, and steadfast dedication to the organization's values and standards consistently inspire the new officers as they face upcoming challenges.

He pointed out major issues in the Philippine education system, noting poor student performance in the Programme for International Student Assessment (PISA) for reading, math, and science, revealing significant systemic gaps that require immediate attention. The Second Congressional Commission on Education (EDCOM 2) reports a critical lack of textbooks, poor facilities, and insufficient qualified teachers, which aggravates the learning crisis. Additionally,

external challenges such as geopolitical conflicts, economic instability, and rapidly evolving technology pose significant threats to the education sector.

In light of this, the newly installed PACU President emphasized the organization's role and presented key initiatives to tackle current challenges. These efforts involve ongoing dialogue with policymakers to foster a balanced regulatory framework and highlight the significance of private education in national development. Additionally, there will be a focus on enhancing partnerships with similar organizations to strengthen efforts in addressing educational issues. Finally, the President aims to support programs that encourage financial and operational resilience, enabling member institutions to effectively manage uncertainties.

He further expressed his deepest gratitude to the PACU Secretariat, the PACU Legal Team, and his PWU family, who organized the occasion, for their tremendous support and strong commitment to their shared mission.

PACU President Marco urged his fellow colleagues, including the Executive Committee and Board of Trustees, to continue their dedication to serving the broader PACU community. "Let's continue to approach this responsibility with humility, courage, and a shared commitment to excellence. Together, we can continue to uphold the ideals of PACU and ensure that private education continues to thrive, adapt, and contribute meaningfully to our nation's future."

The event concluded with a photo opportunity. Dr. Mark Harvey Adamson, Program Chair of the PWU School of Pharmacy, hosted the gathering. 📸

# Philippine Association of Colleges and Universities Schools with Autonomous Status



Adamson University



Angeles University Foundation



Baliuag University



Capitol University



Cebu Institute of Technology University



Centro Escolar University - Manila



Emilio Aguinaldo College



Far Eastern University



FEU-Nicanor Reyes Medical Foundation



FEU Institute of Technology



Holy Angel University



John B. Lacson Foundation Maritime University - Molo, Inc



Jose Rizal University



La Consolacion University Philippines



Lyceum of the Philippines University - Batangas



Lyceum of the Philippines University - Cavite



Lyceum of the Philippines University - Laguna



Lyceum of the Philippines University - Manila



Manila Central University



Manuel S. Enverga University Foundation



Mapua Malayan Colleges Laguna



Mapua University



Misamis University



National University



Our Lady of Fatima University - Antipolo



Our Lady of Fatima University - Quezon City



Our Lady of Fatima University - Valenzuela



Panpacific University



Saint Louis College - La Union



Saint Michael's College of Laguna



Southville International Schools and Colleges



St. Paul University Philippines



STI West Negros University



Technological Institute of the Philippines - Manila



Technological Institute of the Philippines - Quezon City



University of Asia & the Pacific



University of Baguio



University of Batangas



University of Mindanao



University of Perpetual Help System DALTA - Las Piñas



University of Perpetual Help - Dr. Jose G. Tomayo Medical University



University of Santo Tomas



University of the Cordilleras



University of the East - Manila



University of the Visayas



Wesleyan University - Philippines

## Philippine Association of Colleges and Universities Schools with Deregulated Status



Colegio de San Juan de Letran



Liceo de Cagayan University



Lyceum - Northwestern University



Northwestern University



Philippine Women's University



San Beda University



University of Perpetual Help System DALTA - Calamba

# PACU Person of the Year

## Dr. Ester Albano-Garcia Honored as UE President Emeritus



The University of the East (UE) has conferred the prestigious title of President Emeritus upon Dr. Ester Albano-Garcia, in recognition of her exemplary 17-year leadership as UE President and her profound contributions to Philippine higher education.

Dr. Garcia, who was named PACU Person of the Year in 2022, received the award during PACU's milestone year. This recognition is the highest honor bestowed by the Philippine Association of Colleges and Universities (PACU) to a Filipino educator whose work has significantly advanced the private higher education sector.

The conferment ceremony was held on November 11, 2024, at the UE Manila Conference Hall, where Dr. Garcia was presented with the President Emeritus stole, medallion, and certificate by UE Vice Chairman David Chua, in the presence of incumbent UE President Dr. Zosimo Battad, distinguished university officials, and invited guests. Dr. Garcia is the first woman and only the second person in UE's history—after founding president Francisco T. Dalupan Sr.—to receive this esteemed title.

In his tribute, President Battad shared: “Dr. Garcia's UE presidency has been marked by her unwavering dedication and commitment to quality, excellence, and global competitiveness, resulting in significant improvements in the University's three core functions: instruction, research, and extension.”

Under Dr. Garcia's leadership, UE experienced a period of significant academic advancement. When she assumed the presidency in 2006, the university had only five accredited programs. By the end of her tenure, UE had over 52 accredited programs, and both its Manila and Caloocan campuses had achieved autonomous status from the Commission on Higher Education (CHED). She was also instrumental in elevating UE's College of Computer Studies and Systems into a recognized Center of Excellence in Information Technology Education.

Dr. Garcia continues to serve as a Trustee of both UE and the UE Ramon Magsaysay Memorial Medical Center (UERM), a role she has held since January 2006.

The ceremony was attended by key university officials and members of the PACU Board of Trustees, who were invited to witness the conferment of one of PACU's most respected leaders.

### *Some Career Highlights of Dr. Ester Albano-Garcia:*

- Spearheaded the establishment of the College of Science at UP Diliman
- Conceptualized and helped organize the PhD consortium in Chemistry, Mathematics, and Physics among UP, Ateneo de Manila University, and De La Salle University
- Served two terms as Chair of the UP Diliman Chemistry Department and later became Associate Dean of the Division of Natural Sciences and Mathematics
- Authored over 140 scholarly and policy papers, including 20 peer-reviewed scientific papers published in international journals
- Held the positions of Vice-Chancellor (1990–1991) and Vice-President (1991–1993) of the University of the Philippines System
- Appointed as CHED Commissioner (1994–1999) and subsequently CHED Chairperson (1999–2003)
- Championed national reforms in science and engineering education, including the World Bank-funded Engineering and Science Education Project

Sources:  
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## PACU's 7th LAMP Summit: Shaping Education for a Skills-Driven Future

The 7th Leadership and Management Perspectives in Higher Education (LAMP) Summit of the Philippine Association of Colleges and Universities (PACU), held at the University of Asia and the Pacific (UA&P), brought together thought leaders and policy makers to confront a critical challenge in Philippine education: aligning curricula, credentials, and systems with the demands of the 21st-century workforce.

The theme, *“Fortifying the Curriculum and Embracing Lifelong Learning Pathways,”* echoed throughout the summit’s sessions, which emphasized the urgent need for coherence, innovation, and collaboration across higher education, technical training, and industry.

Dr. Roberto Miguel Roque of UA&P opened with a philosophical call to preserve the human spirit amid technological change. As AI and automation redefine work, he urged educators not to lose sight of cultivating integrity, empathy, and creativity—qualities that make education transformative and human-centered. “We must affirm the use of technology in the service of the human person,” he reminded attendees, grounding the conversation in values.

PACU President Marco Alfredo Benitez challenged higher education institutions to rethink their programs to be both competitive and inclusive. “We must design learning pathways that empower individuals,” he said, highlighting the shift from rigid, degree-based trajectories to more agile and personalized modes of learning. This, he emphasized, would require bold leadership, innovation, and a shared vision for reform.



Photo by: UA&P Corporate Communications Office

One of the key developments discussed was the accelerated adoption of micro-credentials—modular, skill-specific certifications that can be earned quickly and stacked toward broader qualifications. TESDA Director General Jose Francisco Benitez outlined the agency’s initiative to develop 55 micro-credentials aligned with high-growth sectors such as advanced manufacturing, digital technology, and healthcare. TESDA’s three guiding principles—speed, stackability, and seamlessness—are reflected in its plans to integrate micro-credentials into the national certification framework and develop an AI-powered course builder to accelerate program development.

TESDA’s Enterprise-Based Education and Training (EBET) Law was also a highlight. The law enables learners to gain real-world skills within the workplace and use those experiences as the basis for certification. This shift toward industry-based training reduces bureaucratic friction and ▶▶



Photos by: UA&amp;P Corporate Communications Office

- ▶ ensures that skills development directly corresponds to workforce demand. The skills passport—a forthcoming TESDA innovation—will digitally align a graduate’s skills with available job opportunities, enabling more seamless labor market transitions.

Commissioner Ethel Agnes Valenzuela of CHED underscored the need for higher education to embrace micro-credentials and lifelong learning. Citing fast-changing industry demands in AI, cybersecurity, and digital finance, she emphasized that traditional degrees alone cannot keep pace. While CHED currently allows only 30% of degree programs to include micro-credentials, efforts are underway to formally recognize industry-issued certifications and embed micro-credentials more deeply within academic structures.

Dr. Angelica Cortez, who serves on CHED’s Technical Working Group for Lifelong Learning, proposed a three-pillar framework for system-wide adoption: CHED for policy support, higher education institutions for delivery, and industry for design. She called for micro-credentials to be learner-centered, outcomes-based, and portable across sectors and countries. With active legislative support—

particularly through the Lifelong Learning Bill—she believes micro-credentials will soon become an integral part of Philippine education.

Beyond individual programs, systemic reform is essential. Dr. Karol Mark Yee, Executive Director of the Second Congressional Commission on Education (EDCOM 2), emphasized the need for coordination among CHED, TESDA, and DepEd to address inefficiencies and skills mismatches. According to Dr. Yee, 20% of college graduates in the Philippines are not functionally literate, and even 8% of those with Master’s and PhD degrees struggle with basic competencies. EDCOM’s Workforce Development Plan proposes aligning curricula with labor market data and identifying priority sectors—including healthcare, digital services, and advanced manufacturing—to ensure education investments yield employable graduates.

One notable insight from Dr. Yee is that merging agencies is not the answer; rather, collaboration, shared principles, and coordinated planning are. The plan also outlines strategies to embed tech-vocational education in Senior High School, operationalize laws such as EBET and PQF, and promote functional literacy through digital skilling. ▶▶



▶ The private sector plays an equally vital role in workforce transformation. Ms. Josephine Romero of the Philippine Sector Jobs and Skills Corporation (PCORP) introduced the *Workforce and Industry Transformation Through Technology and Innovation (WITTI) initiative*. WITTI supports the National Education and Workforce Development Plan (NatPlan) and focuses on building digital literacy, hosting job fairs, digitizing MSMEs, and providing workforce training for industries like electronics, healthcare, and tourism.

The Health Information Management Association of the Philippines (HIMAP), led by Mr. JL Botor, is helping train US-licensed registered nurses and expand clinical and non-clinical remote roles. HIMAP is also pioneering the use of AI in workforce planning and remote triaging—critical in a post-pandemic healthcare system increasingly reliant on technology.

Mr. Sherwin Pelayo of the Analytics & AI Association of the Philippines reminded participants that education must evolve beyond static models. Lifelong learning must be embedded institutionally, and faculty development is crucial for delivering new credentials. He warned that as the world races ahead in AI integration, the Philippines must

accelerate or risk falling behind. His call to treat workforce development as a true system—not a set of fragmented programs—resonated deeply.

These principles are already being realized in campuses across the country. The Philippine Women’s College (PWC) of Davao, under Prof. Vicente Antonio Pijano III, has embedded micro-credentials in diploma programs that align directly with industry needs. Despite facing barriers like standardization and institutional resistance, PWC’s model has improved student employability and built stronger partnerships with employers.

The University of Nueva Caceres (UNC), led by Dr. Fay Lea Patria Lauraya, is implementing the Multiple Qualification Program, allowing students to earn global certifications like Coursera and LinkedIn badges alongside academic credits. UNC’s English immersion initiative ensures students achieve a minimum B1 proficiency, enhancing global job readiness. Its motto, *“Makakatapos, magkakatrabaho, at magkakatagumpay”* (“Will graduate, will get a job, and will succeed”), exemplifies the summit’s spirit: education not just for a diploma, but for a dignified and empowered future. ▶



Photos by: UA&P Corporate Communications Office




Photos by UA&P Corporate Communications Office

► PACU’s 7th LAMP Summit marked a critical point of convergence of policy, practice, and innovation, it championed a future-ready, learner-centered approach to curriculum design, credentialing, and workforce alignment.

PACU President Marco Benitez closed with a vision of inclusive transformation:

*“We must design learning pathways that empower individuals—not just for employment, but for lifelong growth.”*

Through collaboration among HEIs, industries, and government, the summit reinforced PACU’s commitment to building a resilient, innovative, and equitable education system for the 21st century. 



## Transforming Education and Learning: Fostering Entrepreneurship and Industry Collaboration

**T**he Philippine Association of Colleges and Universities (PACU) extends its deep gratitude to the Institute for Adult Learning (IAL) Singapore for the success of the inaugural IAL Summit held at the Cebu Institute of Technology – University. The three-day summit convened over 120 delegates from Philippine higher education institutions, education officials, and Singapore’s Adult Educator Practitioners to explore the future of adult education, entrepreneurship, AI-driven learning, and industry collaboration. It fostered cross-border partnerships, regional cooperation, and future

skills development through the sharing of insights, innovations, and best practices.

A highlight of the summit was the in-depth dialogue on Singapore’s Continuing Education and Training (CET) landscape, particularly the SkillsFuture movement. These discussions emphasized the need to reimagine academe-industry partnerships—moving beyond traditional models toward genuine co-ownership of learning. Such transformation is essential in designing curricula that are agile and responsive to the evolving demands of both the labor market and society. ▶





► This partnership marks a significant step forward. Together, we will co-develop contextualized training programs that support professional development, promote knowledge exchange, and align with TESDA’s Enterprise-Based Education and Training (EBET) Law. These initiatives aim to bridge the gap between education and employment by embedding work-based, real-world, and technology-enabled learning experiences.

But this is more than capacity building. It is about shaping a shared future—one in which our educational ecosystems are entrepreneurial, future-ready, and resilient in the face of a rapidly changing and BANI (brittle, anxious, non-linear, and incomprehensible) world.

The IAL delegation, led by Associate Professor (Practice) Yeo Li Pheow, Executive Director of IAL, marked a historic milestone with the signing of IAL’s first Memorandum of Understanding (MOU) in the Philippines. This partnership with PACU expands our joint commitment to advancing adult education and workforce development across Southeast Asia.

We especially thank the leaders and adult educators from IAL Singapore whose trust, commitment, and adventurous spirit made this milestone possible.

We look forward to a dynamic and productive collaboration—one that reimagines and transforms the learning ecosystem to empower our institutions, educators, and learners for the future. 🌐





# Charting the Course: Practical Steps for Philippine HEIs to Embark on Internationalization

Engelbert C. Pasag

The landscape of higher education is rapidly evolving, marked by an undeniable global imperative for internationalization. No longer a peripheral activity, it has become a central pillar for universities worldwide to enhance their reputation, enrich the learning experience, and ensure the competitiveness of their graduates in an increasingly interconnected world. This drive is reflected in the emphasis placed by global ranking bodies like QS and THE, which increasingly

consider internationalization metrics in their assessments.

The rankings focus on student mobility on both inbound and outbound metrics. Table 1 shows data from UNESCO 2021 giving us an insight on this. The focus here will be on the row SEA-South East Asia. For Afghanistan, Bangladesh, Bhutan, the Maldives, Nepal, Pakistan, Cambodia, the Philippines and Thailand due to non-availability of inbound student data in the UNESCO database for the year 2021.

| Sub-regions  | Countries        | Inbound (Asia-Pacific) | Inbound (sub-regional total) | Inbound (% of Total) | Outbound (Asia-Pacific) | Outbound (sub-regional total) | Outbound (% of Total) |
|--------------|------------------|------------------------|------------------------------|----------------------|-------------------------|-------------------------------|-----------------------|
| SEA          | Brunei           | 302                    | 57,058                       | 7                    | 683                     | 163,268                       | 21                    |
|              | Cambodia         | NA                     |                              |                      | 3,167                   |                               |                       |
|              | Indonesia        | 6,448                  |                              |                      | 27,374                  |                               |                       |
|              | Laos             | 444                    |                              |                      | 6,783                   |                               |                       |
|              | Malaysia         | 40,842                 |                              |                      | 24,271                  |                               |                       |
|              | Myanmar          | 1,972                  |                              |                      | 5,721                   |                               |                       |
|              | Philippines      | NA                     |                              |                      | 9,095                   |                               |                       |
|              | Singapore        | NA                     |                              |                      | 9,824                   |                               |                       |
|              | Thailand         | NA                     |                              |                      | 14,181                  |                               |                       |
|              | Viet Nam         | 7,050                  |                              |                      | 60,243                  |                               |                       |
| SA           | Afghanistan      | NA                     | 27,203                       | 3                    | 5,581                   | 217,533                       | 28                    |
|              | Bangladesh       | NA                     |                              |                      | 18,043                  |                               |                       |
|              | Bhutan           | NA                     |                              |                      | 3,699                   |                               |                       |
|              | India            | 25,748                 |                              |                      | 91,300                  |                               |                       |
|              | Maldives         | NA                     |                              |                      | 2,380                   |                               |                       |
|              | Nepal            | NA                     |                              |                      | 62,297                  |                               |                       |
|              | Pakistan         | NA                     |                              |                      | 18,104                  |                               |                       |
|              | Sri Lanka        | 1,455                  |                              |                      | 16,129                  |                               |                       |
| EA           | China (Mainland) | NA                     | 294,105                      | 37                   | 362,734                 | 404,029                       | 51                    |
|              | China, Macau     | 17,579                 |                              |                      | 970                     |                               |                       |
|              | China, Hong Kong | 39,925                 |                              |                      | 10,436                  |                               |                       |
|              | Japan            | 167,402                |                              |                      | 5,164                   |                               |                       |
|              | South Korea      | 69,199                 |                              |                      | 24,725                  |                               |                       |
| OC           | Australia        | 368,823                | 411,397                      | 52                   | 3,303                   | 4,933                         | 1                     |
|              | New Zealand      | 42,574                 |                              |                      | 1,630                   |                               |                       |
| <b>Total</b> |                  | <b>789,763</b>         | <b>789,763</b>               | <b>100</b>           | <b>789,763</b>          | <b>789,763</b>                | <b>100</b>            |

Table 1: Student Mobility in Asia-Pacific

In essence, the analysis reveals significant student flows within the Asia-Pacific, with East Asia (driven by China) being the largest source and countries like Australia and Malaysia being major destinations, with Australia particularly reliant on students from within the region.

- **Key Regional Destinations:** Malaysia, India, Japan, and Australia are the primary destinations for students from within the Asia-Pacific region.
- **Major Origin Countries:** China, India, Nepal, Vietnam, Bangladesh, and Pakistan send the largest numbers of students to other Asia-Pacific countries for higher education.
- **Dominance of East Asia:** Despite significant outflows from South Asian countries, East Asia, largely due to mainland China's sheer volume of outbound students, contributes over half of all intra-Asia-Pacific student movements.

- **Oceania's Role (especially Australia):** The Oceania region (Australia and New Zealand), a net exporter of education services, receives 52% of all inbound students from within the Asia-Pacific. Australia alone accounts for almost 90% of these students, highlighting its strong reliance on intra-regional mobility for its education exports.
- **South Asian Outbound Trends:** India, Nepal, Pakistan, Bangladesh, and Sri Lanka collectively represent nearly 95% of South Asia's outbound students heading to other Asia-Pacific destinations. While India's large population explains its lead, Nepal surprisingly ranks as the second-largest source of outbound students from South Asia, surpassing its more populous neighbours.

In the Philippines, the government has also recognized the critical role of internationalization in elevating the quality and global ▶▶

▶ standing of its higher education institutions (HEIs). Landmark legislation such as Republic Act (RA) 11448, the Transnational Higher Education Act, provides a framework for facilitating cross-border education and fostering international collaborations. Furthermore, the Commission on Higher Education (CHED) Memorandum Order (CMO) No. 55, series of 2016, outlines the Policy Framework and Strategies on the Internationalization of Philippine Higher Education, underscoring its commitment to this transformative agenda.

For members of the Philippine Association of Colleges and Universities (PACU), embracing internationalization is not just an aspiration but a strategic necessity to remain relevant and impactful.

This article aims to provide practical, actionable steps that Philippine HEIs can take to initiate or strengthen their internationalization journey. Drawing upon the successful experiences and best practices of Panpacific University (PU) as a compelling model, we will highlight the importance of global collaborations, student and faculty mobility, and strategic academic partnerships in keeping Philippine HEIs competitive on the global stage. The other best practises across Philippines HEIs were also taken and adapted like from Marina Marcos State University (MMSU), University Santo Tomas (UST) and others around ASEAN HEIs

In this short paper, we will explore the best practices taken and consolidated into seven steps, as shown in Figure 1.

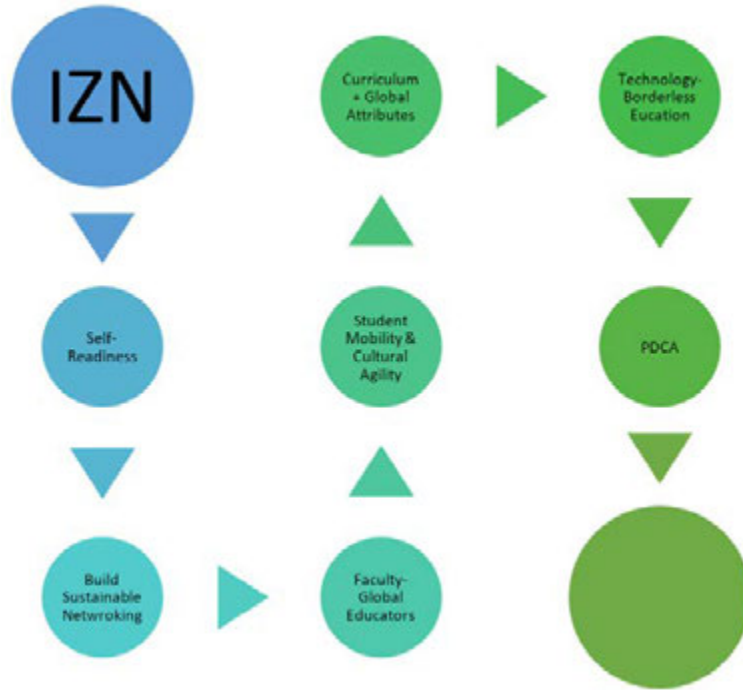


Figure 1

**Step 1: Conduct a Comprehensive Institutional Readiness Assessment**

The first crucial step in embarking on meaningful internationalization is to understand the institution’s current standing. This involves a thorough SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis specifically focused on international engagement. This self-assessment should delve into various aspects, including existing international collaborations (if any), faculty qualifications and international experience, infrastructure readiness to support international students and programs (including digital infrastructure), curriculum content with global perspectives, and administrative processes for international partnerships.

Aligning these findings with global standards is essential. For instance, evaluating the proportion of faculty with international qualifications or research collaborations can provide insights into areas needing strengthening. Understanding the technological infrastructure’s capacity to support online international collaborations or virtual exchange programs is also vital.

Panpacific University Example: In 2016, Panpacific University undertook a comprehensive institutional audit with a keen eye on internationalization readiness. This assessment revealed key areas for improvement, leading to strategic investments in enhancing faculty qualifications through international training and development programs, upgrading research facilities, expanding

extension services with a global outlook, and bolstering digital infrastructure to facilitate online learning and international communication.

**Step 2: Build Strategic, Sustainable Partnerships**

Forging meaningful international partnerships is at the heart of successful internationalization. The key is to be strategic and prioritize collaborations that align with the institution’s strengths and long-term goals. It’s often wise to start small with Memoranda of Understanding (MOUs) focused on specific, shared objectives, such as faculty or student exchanges, joint research projects, or collaborative online international learning (COIL) initiatives.

Prioritization is crucial. HEIs should identify institutions abroad whose academic strengths complement their own or offer unique opportunities for their students and faculty. Due diligence in researching potential partners and ensuring mutual benefits is paramount for building sustainable relationships.

Panpacific University Example: Panpacific University strategically began its internationalization journey by focusing on partnerships within ASEAN. This initial focus was driven by factors such as relative affordability and visa-free travel for Filipino citizens within the region. Starting with just two ASEAN partner institutions, PU has steadily expanded its network to encompass over 15 global collaborations. These partnerships include diverse initiatives, such as dual-degree programs that offer students the opportunity to earn degrees from both Panpacific University ▶▶



- ▶ and a partner international institution, enhancing their global employability.

### Step 3: Empower Faculty as Global Educators

Faculty are the cornerstone of any academic institution, and their engagement is vital for successful internationalization. This involves equipping faculty members with the necessary skills and mindset to thrive in a globalized educational environment. Training in intercultural pedagogy can help educators effectively teach diverse student populations and incorporate global perspectives into their curriculum. Encouraging and supporting collaborative research projects with international colleagues not only enhances the institution's research output but also broadens faculty horizons.

Providing incentives for international engagement is also crucial. This can include funding for faculty to attend international conferences, support for co-publications with international researchers, and recognition for incorporating internationalization efforts into their teaching and research portfolios.

**Panpacific University Example:** Panpacific University implemented a “Global Faculty Initiative” aimed at fostering international engagement among its faculty. This program provided opportunities for faculty members to participate in international workshops, seminars, and exchange programs. As a result, a significant 40% of PU's faculty are now actively involved in globally-engaged teaching practices, bringing international case studies, perspectives, and collaborations into their classrooms.

While extensive, funded international research collaborations may take time to fully develop for some Philippine HEIs, immediately leveraging faculty potential through innovative teaching internationalization strategies offers a tangible starting point. The focus should be on transforming educators into globally-engaged teaching professionals who can infuse international perspectives into both physical and virtual learning environments.

### Step 4: Prioritize Student Mobility and Cultural Agility

Providing students with opportunities for international exposure is a key aspect of internationalization. Student mobility programs, ranging from short-term exchanges and summer programs to semester-long or year-long study abroad opportunities, can significantly enhance students' cultural understanding, adaptability, and global citizenship. However, these programs need to be accessible to a diverse student body. Creating scholarships, facilitating virtual internships with international organizations, and developing short-term, focused exchange programs can help overcome financial and logistical barriers.

**Panpacific University Example:** Panpacific University has implemented innovative programs to promote student mobility and cultural agility. Their “Global Classmates” initiative connects PU students with their peers in partner universities for collaborative virtual projects, fostering intercultural understanding without the need for physical travel. Additionally, PU offers subsidized exchange programs, making international experiences more accessible to its students. These efforts have demonstrably contributed to a 20% increase in student enrollment, highlighting the attractiveness of internationalization initiatives to prospective students.

### Step 5: Embed Global Perspectives into Curriculum

Integrating global perspectives into the curriculum ensures that all students, regardless of whether they participate in physical mobility programs, develop a broader understanding of global issues and diverse cultures. This can be achieved through various means, such as incorporating international case studies, integrating the study of foreign languages, or utilizing Collaborative Online International Learning (COIL) modules that connect classrooms in different countries for joint learning experiences.

**Panpacific University Example:** Panpacific University has consciously revised its business curriculum to incorporate ASEAN economic policies and regulations, reflecting the importance of regional integration. Furthermore, they have developed sustainability projects in collaboration with partner universities in Indonesia, providing students with practical experience in addressing global challenges within an international context.

### Step 6: Leverage Technology for Borderless Learning

Technology plays a crucial role in facilitating internationalization efforts, especially in making learning more accessible and borderless. Investing in digital tools and platforms enables HEIs to offer online courses that can reach students globally, host virtual international conferences and seminars, and deliver micro-credentials in collaboration with international partners.

**Panpacific University Example:** Panpacific University has embraced technology to expand its international reach. Their “Global Webinars” feature experts from around the world, providing students and faculty with access to diverse perspectives. They have also developed online certificate courses co-taught with universities in Vietnam, demonstrating the potential of technology to create collaborative learning opportunities across borders.

### Step 7: Measure Progress and Adapt (PDCA)


Internationalization is an ongoing process that requires continuous monitoring and evaluation. It is essential for HEIs to define Key Performance Indicators (KPIs) related to their internationalization goals. These could include the number of international partnerships established, the rate of student and faculty mobility, the number of joint research publications, the enrolment of international students, and the integration of global perspectives into the curriculum.

Regularly reviewing progress against these KPIs allows institutions to identify areas of success and areas needing further attention. Gathering feedback from stakeholders, including students, faculty, and international partners, through surveys and consultations is also crucial for strategy refinement and ensuring that internationalization efforts remain relevant and impactful.

**Panpacific University Example:** Panpacific University has developed an “Internationalization Dashboard” to track key metrics related to their international engagement. They also regularly conduct stakeholder surveys to gather feedback and inform their internationalization strategy, demonstrating a commitment to continuous improvement and adaptation.

### Summary

The journey towards robust internationalization may seem daunting, but by taking these practical steps, Philippine HEIs, particularly PACU members, can effectively chart their course towards global engagement. Panpacific University's experience serves as an inspiring example of how strategic planning, commitment, and a focus on building meaningful partnerships can lead to significant advancements in internationalization.

We encourage PACU member institutions to take that crucial first step, whether it's initiating discussions about potential international partnerships or exploring ways to integrate global perspectives into their existing curriculum. By leveraging the collective strength and collaborative spirit within the PACU network, Philippine HEIs can collectively elevate their global standing and ensure that their graduates are well-equipped to thrive in the interconnected world of tomorrow. The time to embrace internationalization is now, to position Philippine higher education as a dynamic and significant contributor to the global academic community and to shape future-ready graduates who can make a meaningful impact on the world stage. 

# Fostering Lifelong Learning for a More Inclusive Nation: A Data-Driven Assessment

Dr. Bernardo C. Lunar  
San Pablo Colleges

In today's rapidly changing world, the importance of lifelong learning has become increasingly evident, especially in graduate education, where future educators and leaders are shaped. As the educational landscape shifts toward self-directed and inclusive learning models, there is a growing need to examine how these values are internalized by graduate students.

In the Philippine context, lifelong learning is not only a personal endeavor but a strategic tool for inclusive nation-building, aligned with national education priorities and global targets such as the Sustainable Development Goals (SDGs).

A survey of 103 graduate fellows enrolled in the MAEd and EdD programs at San Pablo Colleges revealed that participants exhibit a strong lifelong learning mindset, characterized by self-directed learning, civic engagement, and a commitment to inclusive, ethical leadership.

By examining key areas such as motivation, adaptability, community participation, and advocacy for inclusion, the study aims to inform curriculum enhancement and policy development in graduate education. Its findings offer valuable insights for educators and policymakers seeking to strengthen graduate programs that produce both competent professionals and socially responsive citizens.

## Lifelong Learning as a Personal and Social Imperative

The study shows that learners are actively setting goals, managing their time, and seeking out opportunities for personal growth. High agreement with statements such as "I take responsibility for identifying what I need to learn" and "I regularly evaluate and reflect on my learning progress" suggests that participants view learning as a continuous, self-directed journey.

This autonomy in learning reflects a broader shift in educational paradigms—from teacher-led instruction to learner-centered engagement. For educators, this reinforces the need to design curricula that cultivate independence, self-reflection, and intrinsic motivation. Policymakers, in turn, must support institutional policies that allow for flexible learning pathways, especially those that encourage learners to integrate education with real-life experiences.

## Civic Engagement and Ethical Participation in Nation Building

The assessment reveals that participants closely connect their learning with a sense of community responsibility. Many indicated strong agreement with values such as being mindful of how their actions affect the community and environment, and supporting initiatives that empower marginalized groups.

These responses illustrate a direct link between

lifelong learning and ethical citizenship. Such attitudes are especially relevant in the formation of educational goals at both the institutional and national levels. Schools and universities must treat civic education not as an add-on but as an integral part of academic programs—one that fosters responsibility, inclusion, and social justice. For policymakers, investing in service-learning and community-based education initiatives can help embed civic participation as a core outcome of formal education.

## Openness, Adaptability, and Inclusive Leadership

Participants in the study demonstrated a strong openness to diverse ideas and perspectives, along with a willingness to lead and advocate for positive change. They expressed valuing diversity as a strength in nation-building efforts and influencing others to participate in social causes. These attitudes reflect a generation of learners prepared to contribute meaningfully to inclusive and equitable progress.

For educators, these findings support the integration of interdisciplinary and multicultural approaches in teaching and learning. They also affirm the importance of leadership training—not only for formal managerial roles but for


cultivating everyday leadership grounded in empathy and inclusivity.

Policymakers, on the other hand, are encouraged to ensure that national education frameworks prioritize equity, diversity, and social empowerment across all levels.

## Implications to Graduate Education

Graduate education stands at a strategic intersection between advanced learning and societal impact. Insights from this assessment highlight the need for graduate programs to intentionally cultivate lifelong learning competencies, ethical responsibility, and civic engagement.

This involves embedding critical reflection, community involvement, and interdisciplinary collaboration throughout the graduate experience. Educators must shift from simply delivering content to facilitating real-world problem-solving, encouraging learners to become agents of change.

Policymakers should support the retooling of graduate curricula to incorporate service-based research, policy engagement, and leadership development, thus aligning advanced education with inclusive nation-building goals. 



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## UST-SHS Holds two-day INSET to strengthen PE curriculum, teaching strategies

Dr. Raymond M. Anselmo  
Chair, Physical Education and Sports  
Track, UST Senior High School

The University of Santo Tomas Senior High School (UST-SHS) conducted a two-day in-service training (INSET) for Health Optimizing Physical Education (HOPE) and Physical Education and Sports (PES) teachers at the Frassati Gymnasium to prepare for Academic Year 2024–2025.

Sixteen faculty members participated in the training on July 20 and August 2, 2024, which aimed to enhance teaching strategies, update the curriculum, and align content with current trends and institutional goals.

The program featured hands-on sessions, discussions, and collaborative activities designed to improve classroom delivery in HOPE's core areas—Fitness, Sports, Dance, and Recreation—as well as the specialized subjects in the PES track.

On the second day, focus shifted to refining curriculum guides and learning area plans.


Teachers revisited the alignment of the Most Essential Learning Competencies (MELCs) with the Student-Identified Learning Outcomes (SILOs), the University's Mission and Vision, and the SEAL of Thomasian Education.

The integration of broader frameworks such as the Sustainable Development Goals (SDGs), Philippine Development Plan (PDP), and Global Competence Education (GCE) was also emphasized.

Michael S. Landicho from the Training Output Quality Assurance Committee (TOQAC), delivered a comprehensive briefing on curriculum review.

He outlined best practices for updating content, stressing alignment with educational standards and relevance to today's learners.

The training reinforced UST-SHS's "4Ms" philosophy in PE instruction—Mapatayo, Mapagalaw, Mapasaya, and Mapaginhawa—which guides teachers in creating engaging, dynamic, and student-centered classes.

The event concluded with a writeshop, where teachers collaborated in finalizing curriculum revisions. The activity strengthened faculty capacity and reaffirmed their role in promoting student fitness, well-being, and success through quality physical education. 



The Academic staff of the UST Senior High School PES and HOPE Learning Area readily took time for a joint photo opportunity during the In-service Training Program for the School Year 2024-2025.



# CIT University Pioneers First-of-Its-Kind Global Academic Model with ServiceNow and EY GDS



EY GDS L-R: Dr. Lornie S. Feliscuzo (CIT-U Director for External Affairs), John Gregory B. Escario (CIT-U Vice President for Administration), Engr. Bernard Nicolas E. Villamor (CIT-U President), Raymond Gomez Go (EY GDS Philippines Consulting Leader), Maria Elisabeth De Guzman (EY GDS Philippines Cybersecurity Leader), Mark Anthony Colabong (EY GDS Philippines ServiceNow Leader), Dr. Cherry Lynn C. Sita, Romana (CIT-U College of Computer Studies Dean), Eleanora Ong (EY GDS Philippines Consulting Strategy and Operations Lead)

L-R: Dr. Cheryl B. Pantaleon (CIT-U College of Computer Studies IT Department Chair), Dr. Lornie S. Feliscuzo (CIT-U Director for External Affairs), Dr. Cherry Lynn C. Sita, Romana (CIT-U Dean of the College of Computer Studies), Atty. Corazon Evangelista Valencia (CIT-U Vice President for Academic Affairs), Mr. John Gregory B. Escario (CIT-U Vice President for Administration), Mr. Paritosh Kumar (ServiceNow Director of Regional Partner Excellence), Engr. Bernard Nicolas E. Villamor (CIT-U President), Mr. Mark Anthony Colabong (EY GDS Philippines, ServiceNow Leader), Mary Antonette Arnes, Yee and Aurea Marie Pustillo (EY GDS Philippines ServiceNow Members)

ServiceNow L-R: Heidi Holter (ServiceNow Senior Vice President), Engr. Bernard Nicolas E. Villamor (CIT University President), They Hemmingsen (ServiceNow Academic Partnership Senior Manager for the U.S.)

At Cebu Institute of Technology – University (CIT University), students are not just getting hired early; they are getting hired by top-tier global companies.

CIT University continues to break new ground in industry-academe collaboration with a pioneering academic model developed in partnership with ServiceNow, a global leader in digital workflow, and EY Global Delivery Services (GDS) in the Philippines, one of ServiceNow’s six Global Elite Partners. This initiative marks a significant milestone: it is ServiceNow’s first academic partnership in the Philippines, opening up a new pathway for students to gain hands-on experience with emerging digital technologies.

As part of this landmark collaboration, EY GDS plays a critical role in delivering industry-grade training to CIT University students, equipping them with in-demand digital skills highly valued by notable global enterprises. The initiative helps prepare the next generation of technology professionals while positioning Cebu as a key talent hub for ServiceNow-certified professionals.

“The Philippines is a robust market for skilled talent. Our academic partnership with CIT-U enhances this pipeline by offering emerging talent hands-on training and certification on the ServiceNow platform,” said **Shelly Holt**, Global VP for Learning Business Partners at **ServiceNow**.

“Aligned with ServiceNow’s mission to expand access to digital skills, through this partnership with EY, students can experience a learning model that embeds real-world skills into their education, setting them up for success in technology,” Holt added.

## Partnerships Designed to Elevate Student Success

Through the academic partnership agreement with ServiceNow, CIT University students now have access to ServiceNow learning instances—resources typically reserved for industry professionals—which bridge the gap between classroom instruction and real-world application. They also receive complimentary access to the ServiceNow Learning Platform and the opportunity to take the Certified System Administrator (CSA) exam at no cost.

As a 70,000-strong global delivery network working across business, technology, and talent, EY GDS brings its extensive experience in digital transformation to this collaboration. By delivering hands-on training, mentoring, and industry insights, EY GDS empowers CIT University students with practical skills that can advance their careers even before graduation.

This partnership reinforces CIT University’s commitment to developing future-ready graduates, while simultaneously supporting the global push toward digital transformation.

## Preparing Graduates for Immediate Employment and Entrepreneurial Success

Currently, close to 300 students from CIT University’s Bachelor of Science in Information Technology (BSIT) program are undergoing rigorous training on the ServiceNow platform under the mentorship of EY GDS. The clear objective is ServiceNow certification before graduation, ensuring that students are job-ready and globally competitive. Many are expected to receive job offers even before completing their degrees.

Notably, CIT University’s College of Computer Studies has long been recognized for producing highly employable graduates. In the past three years, 90% of BS Computer Science and 70% of BS Information Technology students received job offers before graduation. Within six months, 100% of these graduates find employment in industry-aligned roles—some even venturing into tech-based startups, a testament to CIT University’s dual emphasis on employability and innovation.

## A Trailblazing Model for the Future of Tech Education

This collaboration between CIT University, ServiceNow, and EY GDS is more than just an academic partnership—it is a transformative model for 21st-century tech education. By embedding industry expertise and platforms into the academic curriculum, students receive real-world exposure, hands-on experience, and globally recognized certifications, ensuring they are well-prepared to meet the needs of a rapidly evolving digital economy.

As ServiceNow’s first academic partnership in the Philippines, CIT University is setting a new benchmark for how academic institutions can effectively collaborate with technology leaders and industry giants to shape the next generation of digital professionals.

With CIT University at the forefront, the next generation of IT professionals is poised to impact the world—even before they graduate.



**MCNP EXPANDS GLOBAL FOOTPRINT WITH STRATEGIC PARTNERSHIP IN**

# **POLYTECHNIC SSR - INDONESIA**

**THE MCNP HAS FORGED A LANDMARK PARTNERSHIP WITH POLYTECHNIC SSR TO ADVANCE GLOBAL EDUCATION, COLLABORATIVE RESEARCH, AND IMPACTFUL COMMUNITY SERVICES.**



The collaboration was formally established through the signing of a Memorandum of Understanding (MOU) at an official ceremony held at the Pullman Hotel Thamrin in Jakarta, Indonesia. The agreement highlights key initiatives aimed at enhancing education and research through:

- **IMPLEMENTATION OF EDUCATION AND COMMUNITY SERVICE PROJECTS**
- **CONDUCTING SEMINARS AND WORKSHOPS**
- **ORGANIZING INTERNSHIP PROGRAMS**
- **ENHANCEMENT OF HUMAN RESOURCE COMPETENCIES**
- **COLLABORATIVE RESEARCH VENTURES**

Through this collaboration, we aim to open new doors for innovation, progress, and development that will benefit not just our institutions, but also our students and the communities we serve.

This initiative underscores the importance of international collaboration in education and research, fostering shared learning and innovation to address global challenges and enrich academic and professional communities.



**THE MCNP ADMINISTRATION FORGED A MEANINGFUL PARTNERSHIP WITH TENMA HOSPITAL GROUP**

# MCNP EXPLORES INTERNATIONAL PARTNERSHIP WITH JAPAN'S TENMA HOSPITAL GROUP

The Medical Colleges of Northern Philippines (MCNP) is set to engage in a collaborative meeting with TENMA Hospital Group, a distinguished provider of medical care, elderly care, and welfare services in Japan.

Japan's aging population has significantly increased the demand for skilled nursing care workers, creating avenues for partnerships with ASEAN institutions. The discussion will explore opportunities for academic cooperation, student internships, and career placements in Japan's healthcare sector.



**THE MCNP ADMINISTRATION LOOKS FORWARD TO FOSTERING A MEANINGFUL PARTNERSHIP WITH TENMA HOSPITAL GROUP, FURTHER STRENGTHENING ITS COMMITMENT TO PRODUCING HIGHLY SKILLED AND GLOBALLY COMPETENT HEALTHCARE PROFESSIONALS.**

# SBU strengthens ties with Konan University thru academic exchange, leadership dialogue

Greg Emmanuel D. Baniaga



SBU representatives, Prof. Dr. Tita Evasco-Branzuela, Vice President for Linkages and International Affairs; Mr. Gregorio Borja, III, Dr. Jackqui Moreno, and Dr. Jenny de Guia, Program Chairs of the Departments of Marketing, Accountancy, and Business Management and Entrepreneurship Focus Group Discussion with Dr. Brent Allen Jones, Director of the Language Program of Konan University, Japan on February 24, 2025.

**S**an Beda University, through the Office of the Vice President for Linkages and International Affairs (OVPLIA) and the College of Arts and Sciences (CAS) – Business Cluster, on Feb. 24, 2025 welcomed faculty and student representatives from Konan University, Japan, an active bilateral partner and collaborator of SBU since 2016.

The academic visit was part of OVPLIA's program aimed at providing pathways for international and intercultural awareness opportunities for faculty and students in the fields of accountancy, business management, and entrepreneurship.

Dr. Brent Allen Jones delivered a talk on Chip Conley's PEAK Experiences, which applies Maslow's hierarchy of needs to business leadership. He emphasized how organizations can foster peak experiences for employees, customers, and investors.


According to him, companies thrive when they move beyond basic transactions to create emotional connections and a sense of purpose.

Drawing from his experience in the hospitality industry, he provided insights into employee motivation, customer loyalty, and corporate culture.

By aligning business strategies with human psychological needs, PEAK

offers a roadmap for sustainable success and deeply engaged stakeholders.

During the visit, Dr. Moreno, Mr. Borja, and Dr. de Guia, Program Chairs of the Departments of Accountancy, Marketing, and Business Management and Entrepreneurship, respectively, had a Focus Group Discussion with Dr. Brent, along with the Vice President for Linkages and International Affairs, Dr. Tita Evasco-Branzuela.

The session focused on future projects, programs, and activities between the two institutions to further strengthen international ties between SBU and Konan University in the pursuit of quality education. 



The College of Arts and Sciences-Business Cluster, together with its administrators, faculty, and students actively participated in the talk of Dr. Brent Allen Jones on Chip Conley's PEAK Experience on February 24, 2025.

# Transformative Social Entrepreneurship: SEED Vietnam 2024 spurs local impact, global learning

Jhade J. Reyes



International students gathered in Vietnam's picturesque Vinh Long Province for the Social Entrepreneurship for Economic Development (SEED) Vietnam 2024, aimed at empowering participants to tackle real-world business challenges and support community development through entrepreneurship, Jul. 24 to Aug. 3, 2024.

Spearheaded by the School of Business at the University of Applied Sciences and Arts, Northwestern Switzerland and the College of Business and Management at the University of Economics Ho Chi Minh City, Vietnam, this year's SEED Vietnam was participated by 36 students of diverse backgrounds, hailing from ASEAN Learning Network (ALN) and Swiss ASEAN Learning and Teaching Association (SALT) member universities from Switzerland, Thailand, Indonesia, and Vietnam.

The delegates were guided by 12 project managers, experts, and facilitators from Switzerland, Indonesia, Vietnam, and the Philippines.

Among the facilitators were three distinguished representatives from San Beda University: Mr. Christian R. Caro, the Social Action Program Coordinator of IBED; Mr. Bryan James S. Uy, Assistant Prefect of Student Discipline of IBED SHS-Rizal; and Mr. Jhade Jacob Reyes, Associate for Staff and Students of the Linkages and International Affairs Office.

The program commenced at the University of Economics Ho Chi Minh City, where Day 1 was dedicated to equipping students with essential knowledge and tools.

Participants received valuable insights into Vietnam's economic landscape and policies, an overview of the business cases they would undertake, and a deep dive into the business model they would employ.

This foundational knowledge set the tone for the meaningful experiences that followed.

Days 2 to 6 were devoted to field visits in Vinh Long Province, where students had the opportunity to engage directly with six local businesses: Sticky Rice Cake Co Ba Giang, Tu Boi Pottery House, Quang Vinh Agar-Agar Jelly, Phuoc Tanh IV – Rice Factory, Ngat Ngoc Sweet Potato Cake, and Heritage Tourism Coco Home.

These visits were not just observational; they were integral to the students' preparation for the Value Proposition Presentation, which took place at Ut Trinh Homestay.

The presentation session was particularly enriching, as the owner of Ut Trinh Homestay shared her inspiring journey of starting and growing her business. Her story had a profound impact on the participants, influencing how they approached problem-solving for the businesses they were helping.

Day 7 featured a seminar at the UEH Vinh Long Campus, focusing on empowering communities through partnerships with local entrepreneurs. The topic resonated deeply with the objectives of the SEED program.

This seminar provided students with fresh perspectives and practical strategies, further enhancing their ability to contribute meaningfully to the business cases they were working on. The day also included one-on-one consultations with faculty members, who provided expert advice on handling the complexities of real-world business challenges.

Upon returning to Ho Chi Minh City, the program shifted focus to the financial aspects of the business cases, with a session on Project Accounting designed to aid students in preparing accurate and meaningful financial statements.


The culmination of the program was the presentation of the Business Model Canvas by each group. These presentations showcased the students' ability to develop feasible, innovative solutions aimed at driving the growth of the businesses they had been working with throughout the program.

SEED Vietnam 2024 was not just an academic exercise; it was a transformative experience for all involved. The program's blend of theoretical knowledge, practical application, and community and social engagement provided a comprehensive learning environment.

The facilitators played a crucial role in guiding the students through this journey, ensuring that they could apply their learning in ways that would make a lasting impact on the local businesses and communities they served.

Moreover, the experiential learnings the facilitators gained during the program can contribute to the implementation of the ALN SEED in the Philippines, hosted annually pre-pandemic (2014–2019) by our institution, San Beda University, through the Office of the Vice-President for Linkages and International Affairs.

The insights and experiences gained from SEED Vietnam 2024 are invaluable. The learnings can now be leveraged to enhance the SEED Philippines hosted by SBU.

By incorporating the successful elements of the Vietnam program, the upcoming SEED Philippines can be even more impactful. It holds the potential to empower local businesses and communities, driving positive change and further solidifying SBU's reputation as a leader in social enterprise and community engagement. 

# STI West Negros University: Championing Global Engagement through Internationalization

Dr. Yasmin Pascual-Dormido

In a bold move that surprised the academic community, STI West Negros University (STIWNU)—one of Bacolod City’s youngest universities—was granted autonomous status by the Commission on Higher Education (CHED) in September 2024.

Once seen as a wildcard among older institutions, STIWNU defied expectations through its commitment to academic excellence, innovation, and global engagement. At the heart of its success is a dynamic internationalization program that aligns with both CHED’s quality assurance standards and the United Nations’ Sustainable Development Goals (SDGs).

In 2023, STIWNU made history as the first higher education institution (HEI) in Bacolod City and Negros Occidental to sign a Memorandum of Agreement (MOA) with the Metro Bacolod Chamber of Commerce and Industry (MBCCI), highlighting its leadership in tripartite collaboration between government, business, and academe. It was later recognized at the 32nd Visayas Business Conference for its efforts to ensure graduates are aligned with global industry demands.

Strengthening its global presence, STIWNU embarked on key academic engagements in Indonesia. Executive Vice President Dr. Ryan Mark S. Molina led a delegation of academic administrators and student leaders to partner schools in Indonesia in November, culminating in his participation as a speaker at the Eurasia Foundation’s International Public Lecture at Universitas Galuh, West Java.

Dr. Molina shared the university’s initiatives on sustainable entrepreneurship education, contributing to important global dialogues on education reform.

Meanwhile, academic administrators such as Dr. Mima M. Villanueva and Dr. Yasmin Pascual-Dormido conducted international lectures at Universitas Cipasung in Tasikmalaya, STAI Putra Galuh in Ciamis, and Institut Bisnis dan Informatika Kesatuan in Bogor, tackling issues like digital transformation, sustainable development, risk communication, and innovation. Dr. Mae B. Lodana also shared expertise on cybersecurity and the integration of IT innovations in business and education.



Student leaders Michael John Javier and Kyrie Meliz Ferrer further strengthened cultural ties by showcasing Filipino heritage and participating in Indonesian cultural traditions such as batik weaving and martial arts exhibitions, emphasizing the role of cultural diplomacy in education.

Highlighting environmental stewardship, STIWNU partnered with Universitas Galuh for a tree-planting and extension activity in Kampung Kuta, a conservation village in Indonesia. This activity, aligned with SDG 15 (Life on Land), went beyond symbolic gestures—fostering community engagement and appreciation for indigenous environmental practices.

Further expanding its global footprint, STIWNU nurtures partnerships with international organizations such as the American Field Service (AFS), promoting multiculturalism and volunteerism, and Nanhua University in Taiwan, a leading Green University, reinforcing their shared commitment to sustainability and research. Collaborations with Grow Forward JP Inc. through programs like the SDG Summit and Next Leaders Academy offer platforms

for students to develop leadership skills and engage in global advocacy.

In research, STIWNU’s ongoing partnership with Huachiew Chalermprakiet University (HCU) in Thailand has been pivotal. By co-hosting HCU’s International Academic Conference, STIWNU provides students and faculty opportunities for international academic exchange, interdisciplinary collaboration, and regional research addressing societal challenges.

STIWNU’s internationalization program is a testament to its vision of producing globally engaged, sustainability-conscious leaders. By aligning initiatives with SDG 4 (Quality Education) and SDG 17 (Partnerships for the Goals), STIWNU has firmly positioned itself as a rising force in global education. Through research, cultural diplomacy, sustainable partnerships, and student leadership development, the university continues to inspire transformative change both locally and globally—proving that true excellence lies in innovation, resilience, and an unwavering commitment to global citizenship. 



# Southville Business School joins IACBE

Southville International School and Colleges' (SISC's) Southville Business School (SBS) has been accepted as an educational member of the International Accreditation Council for Business Education (IACBE).

This achievement reinforces the institution's commitment to the delivery of world-class business education and enhances its credibility among students, parents, and industry stakeholders both locally and globally.

SBS Dean Dr. Victor C. Manabat emphasized the importance of this membership.

“Becoming an Educational Member of the IACBE is a pivotal step for us. It reflects our commitment to excellence in business education and our dedication to providing top-tier educational resources for our students. This partnership strengthens our vision of developing future business leaders who are not only knowledgeable but also ethical and globally competitive,” he said.

With this membership, SISC gains access to IACBE's vast network, cutting-edge research, and best practices that will further elevate the quality and effectiveness of its business programs.

More importantly, this affiliation sets the foundation for the institution to pursue its goal of acquiring full international accreditation, ensuring that its business education remains competitive and globally recognized.

As SISC embarks on this transformative journey, the institution invites aspiring business professionals to be part of this new era of academic excellence.

By choosing Southville, students are not just earning a degree—they are joining a dynamic community dedicated to innovation, leadership, and global impact. 🌍

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# Bridging nations, empowering educators: UBLC goes global thru SEA-Teacher Program

Nikko Laylo  
Shiela Rodriguez  
Czarlenne Reyes



## *Fly, future educators, fly!*

Pre-service teachers from the University of Batangas Lipa City (UBLC) went beyond borders as they joined the SEAMEO SEA Teacher Batch 10 International Internship Exchange Program in Cao Lãnh City, Vietnam, in October 2024.


Through the Southeast Asia (SEA) Teacher Project—an international exchange program initiated by the Southeast Asian Ministers of Education Organization (SEAMEO) for pre-service teachers—UBLC’s College of Education successfully completed its first international teaching internship at Future Integrated School in Cao Lãnh City, Vietnam.

Eight students majoring in English, Social Studies, and Early Childhood Education immersed themselves in the challenges of international exchange and gained invaluable teaching experience.

UBLC’s Teacher Education Program began its journey toward internationalization through benchmarking initiatives in Singapore and Vietnam, which inspired efforts to promote global engagement and cross-cultural understanding. In line with internationalized learning, fourth-year Teacher Education students from UBLC served as official representatives.

Their participation aligns with the Commission on Higher Education’s (CHED’s) drive to internationalize Philippine education, reflecting a shared commitment to academic excellence and global competitiveness. This initiative also supports Sustainable Development Goal (SDG) 4: Quality Education and SDG 17: Partnerships for the Goals by promoting international collaboration and providing meaningful global exposure for future educators.

In addition to their cultural immersion, personal growth, and exploration, the SEA-Teacher Project paved a significant pathway for these aspiring educators—along with two peers who remained in the Philippines—to engage in international collaborative research with the following institutions: Saint Louis University (SLU), Universitas Negeri Jakarta (UNJ), Halu Oleo University (UHO), and Dong Thap University (DTHU).

This study was largely inspired by their frequent observations of Vietnamese students struggling to use English or appearing hesitant to express themselves verbally in class. This prompted the researchers to identify possible causes and determine which language support strategies used by teachers in Vietnam could be adapted to both local and global classroom settings to boost students’ confidence and improve their English-speaking skills. 



# CEFI: A beginner's road to internationalization

**Fernando P. Tiu Jr.**  
Director, Marketing and Promotions  
Calayan Educational Foundation, Inc.

*For the first four decades of its existence, Calayan Educational Foundation, Inc. (CEFI) operated comfortably within its own orbit—its partnerships with other institutions, industries, and organizations were limited mostly to what was necessary for compliance with the Commission on Higher Education (CHED), and later, with accreditation bodies such as the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA).*

Over the last decade, we have witnessed the trend towards internationalization among Philippine HEIs, intensifying particularly in the post-Pandemic era. Global partnerships, the pressure of international rankings, alignment with sustainable development goals, among others were all alien to CEFI at the time.

However, the tide of internationalization has proven inevitable. Programs, standards, and expectations related to internationalization are increasingly becoming embedded in the requirements of CHED and accrediting bodies. While CEFI had long excelled within its familiar sphere, the institution ultimately had to break out and begin navigating the uncharted waters of global education.

From there, CEFI stumbled into the first challenge encountered by fledgling HEIs on the road to internationalization: getting noticed. While CEFI had indeed made a name for itself among Philippine HEIs, particularly in the field of health education, it must be confessed that its shine still paled in comparison to that of the country's most prestigious institutions. HEIs hopping on the internationalization wave naturally gravitate toward others that can boost their prestige and offer benefits commensurate with what they themselves provide.

Because of this, HEIs are wary of institutions that might assume a parasitic

role in what should be a mutually beneficial partnership. While this may sound harsh—and while many institutions may deny such a discriminating practice—this is the reality. And so, CEFI found itself having to constantly prove what it could bring to the table.

Ironically, CEFI must also remain vigilant and discerning in its choice of partners, lest it continually end up with the short end of the stick. One cannot be so naïve as to overlook the fact that in this chaotic surge toward internationalization, there are not a few institutions that engage merely for clout and one-sided benefit. These less-than-scrupulous entities pose a real threat to the very essence and purpose of internationalization.

Given these, CEFI faces additional challenges—chief among them the need to evaluate itself against new and

even higher standards associated with internationalization, and to respond accordingly. Otherwise, it risks being caught in the classic chicken-or-the-egg conundrum: to benefit from internationalization, one must already meet international standards.

By “standards,” we refer not only to universally accepted benchmarks such as the UN’s Sustainable Development Goals (SDGs), but also to those imposed by international ranking institutions (which only seem to be growing in number), not to mention the expectations of potential partner institutions themselves. Like other HEIs venturing into this global trend, CEFI must navigate these varying—and at times conflicting—standards and determine which ones to prioritize, because resources are limited. As the saying goes, “One who chases two rabbits catches neither.”



► Fortunately for humbler institutions like CEFI, change and improvement do not always have to be drastic; they can be gradual, consistent, and purposefully guided. In September 2023, CEFI secured its first international partnership with Indonesia's Universitas Sarjanawiyata Tamansiswa (UST). This collaboration opened doors for research engagement and publication opportunities, giving CEFI its first taste of participating in an international research conference. Before long, CEFI advanced to the role of event partner, with its faculty serving as evaluators in research competitions.

In January 2024, CEFI landed another key partnership—this time with Huachiew Chalermprakiet University (HCU) of Thailand. Like the alliance with UST, this provided opportunities for research presentations and publication in international journals. More significantly, the strength of this partnership lies in its student mobility programs. To date, CEFI has sent over 200 students from its Nursing, Medical Technology, and Criminology programs to HCU for month-long training. There, students were exposed to advanced equipment and facilities rarely available in Philippine HEIs, such as DNA testing and various forensic laboratories. In addition, HCU generously guided CEFI in navigating international ranking systems, which CEFI is now actively pursuing.

In June 2024, CEFI secured partnerships with Germany-based training and employment firms Care Beyond Borders (CBB) Global Recruitment GmbH and Pro Civitate. These collaborations provide



“  
**...To benefit from internationalization, one must already meet international standards.**

CEFI's Nursing and other health-related students with direct access to the growing demand for healthcare professionals—not only in Germany but across Europe.

While the internationalization journey can start slowly for many HEIs, the advantage is that once a foothold is gained, new opportunities often follow. Through CEFI's engagement with UST in Indonesia, potential partnerships are now being explored with Dong Nai Technology University in Vietnam and Universiti Teknologi MARA in Malaysia.

Engaging in international partnerships is also an effective way to build and strengthen local collaborations. In September 2024, CEFI marked another milestone by signing a Memorandum of Understanding (MOU) with World Citi Colleges (WCC) in Quezon City. The agreement covers curricular enhancement, student internships, faculty and student exchanges, and joint research projects. It also includes joint seminars, training sessions, and conferences aimed at fostering knowledge-sharing and resource exchange.

Today, CEFI finds itself growing at a more rapid pace than ever before—thanks in no small part to the momentum fueled by the support and guidance of its international partners, and the institution's own relentless drive to fulfill its mission: to develop holistic, self-fulfilling, and productive citizens who are actively engaged in both national and international development, and who are imbued with the values of honor, scholarship, and service—deeply committed to raising the quality of human life. 🌍



# A Strategic Pathway to International Student Exchange Opportunities: UST-SHS's Cultural Immersion Experience in Brunei

**Dr. Raymond M. Anselmo**  
Chair, Physical Education and Sports Track, UST Senior High School



*The administrators and academic officials of the UST Senior High School and Seri Mulia Sarjana International School Brunei readily took time for a memorable joint photo opportunity after the successful conduct of the cultural immersion program.*

Cultural immersion programs support the vision of the Philippine Development Plan (PDP) of developing globally competitive and responsible citizens. These programs promote civic responsibility, enhance social skills, and build cultural awareness.

The PDP emphasizes the importance of an educational system that encourages creativity and innovation while also instilling a strong sense of social responsibility. Such an approach equips students to excel both academically and socially, empowering them to engage meaningfully with our continuously changing world, cultivating a sense of connection and responsibility.

Undoubtedly, cultural immersion plays a significant role in promoting understanding among various communities. Engaging with different cultures equips individuals with the skills necessary for meaningful global interaction.

This approach directly aligns with our goals and strategic objectives, ensuring that we are promoting long-term growth and sustainability in line with the United Nations Sustainable Development Goal (SDG) 4—Quality Education—which seeks to ensure inclusive and equitable quality education while promoting lifelong learning opportunities for all.

By integrating cultural immersion into educational programs, educators can cultivate essential competencies such as social awareness, communication skills, empathy, critical thinking, adaptability, and personal growth—abilities that are vital in our rapidly changing environment.

From this perspective, the administrators and academic

officials of the University of Santo Tomas Senior High School had a valuable opportunity in July 2024 to visit Seri Mulia Sarjana International School in Bandar Seri Begawan, Negara Brunei Darussalam. This international school provides an immersive cultural experience, enriching students' learning while instilling valuable social skills.

This visit was thoughtfully planned to promote collaboration and the exchange of innovative educational practices. During this visit, the UST administrators and academic officials immersed themselves in the country's rich traditions, acquiring valuable insights from Brunei's unique cultural background.

This experience brought out the promising potential for establishing future international student exchange programs. By engaging with one another's culture firsthand, they gained significant insights into the challenges and opportunities encountered by students, thereby enhancing their capacity to promote international collaboration.

A study by the American Council on Education (ACE) showed that students who participate in international experiences develop better skills for understanding different cultures and are more ready to face the challenges of a global society (ACE, 2017).

Certainly, this cultural immersion empowered the participants to design more creative programs that effectively address the needs of a global community—making it a very fruitful experience that enhanced their perspectives and inspired new ideas. 🌍



# AI in the Classroom:

## Smarter Teaching, Wiser Learning

### *Practical Strategies and Ethical Insights for Today's Classrooms*

Imelda A. Agorto, MAIDT  
Faculty, St. Paul University Philippines

**AI** is changing everything—including how we teach. But instead of asking “Will AI replace teachers?” the better question is: “How can we use AI to teach better, think deeper, and learn smarter?” As educators, the real magic happens when we use AI purposefully, ethically, and creatively in our classroom practice.

How do we harness AI to improve student learning and maintain pedagogy, ethics, and academic standards? Here are some insights, I believe, each teacher, the designer of learning, must understand.

#### Why Integrate AI in the Classroom?

You may have already heard it over and over—AI is not here to replace teachers; it is here to augment what we can do. From automating many of our routine tasks to offering instant feedback, AI can support diverse learners with differentiated and contextualized material, promote inquiry and performance learning, encourage metacognition and critical thinking, and help students reflect and revise with intent.

Remember, we don't teach the tool—we teach with it. It is still the teacher who helps learners use AI as a thinking partner, not a shortcut. Here are some pragmatic approaches.

#### *Practical Strategies for AI-Empowered Teaching and Learning*

##### 1. Design AI Assignments that Build Higher-Order Thinking (HOTS)

Teachers should avoid allowing AI to serve as an immediate solution to assignments. Instead, they should design tasks that require students to critically evaluate arguments, compare human reasoning with AI-generated thinking, make their own reasoning and revisions visible, and focus on the learning process rather than simply the end result.

As an example: In Araling Panlipunan, students can ask AI to describe the West Philippine Sea conflict, then criticize the answer for bias, accuracy, and completeness. This develops critical thinking and evaluation skill. Another one is in Mathematics, ask students to ask AI to compare simple interest and compound interest for two of the local banks' savings plans, then criticize the explanation and check the

computations. This promotes financial literacy and critical thinking.

##### 2. Utilize AI to Scaffold and Not Solve

AI can summarize essays, dissect complicated content, or generate topic suggestions for discussion. Allow the students to add their voice, connect to their day-to-day life and make their own original work.

Lead your students to apply the **G.U.I.D.E. Framework**



► **GATHER** insights from AI-generated work. Observe what AI provides them with. What information and patterns did it generate them with?

**UNPACK** how AI influenced or constrained their thought. Have them look at how AI may have overlooked some assumptions. What is lacking?

**INCORPORATE** peer feedback and self-perspective. Have them discuss with their classmates, their friends, or even with you as the teacher and the mentor. Various perspectives cause one to perceive things differently.

**DRAW** connections to real-world or significant context. Contextualize the AI insights in real-world situations. How does it apply to life.

**EXPRESS** their process of thinking, their decisions, and final insight. Have them describe how they reached such insight.

### 3. Foster Inquiry-Based and Project-Based Learning

Let AI become more of a brainstorming buddy, not the end of the process. Encourage students to make queries and gather AI-generated views, use the tool to investigate counterarguments, and develop ideas into a project, debate, or presentation.

AI complements inquiry—but students must make sense of it.

### 4. Model Ethical AI Use

One of our most important roles as teachers is instilling digital responsibility in our students. It is essential to establish clear expectations: discourage copy-paste behavior, require proper citation of AI tools used, and promote transparency in student reflections.

Remind learners that AI is trained on data—therefore has inherent biases, blind spots, and limits. Encourage learners to interrogate, fact-check, and reformulate what it produces.

These won't stick unless we walk the talk. When students observe us crediting sources, fact-checking AI responses, and talking about its limits, they acquire the same habits.

So, what are some practices ensuring proper use of AI in our classrooms?

### Ethical Considerations for AI Use in Education

Teachers must foster openness by encouraging students to disclose their use of AI and explain how it has influenced their work. Maintaining academic integrity is also crucial; this can be achieved by designing assignments that require personalization or substantial reworking of AI-generated responses.

Developing AI literacy is another key aspect—students should be taught what AI is and isn't, how it works, and why understanding it matters. Finally, ensuring equitable access is vital; all students should have access to AI tools and digital resources, regardless of their home technology situation.

With these insights, one might wonder: does a teacher need to be a technical expert to begin creating an AI-empowered classroom? The answer is no.

### Creating an AI-Empowered Classroom

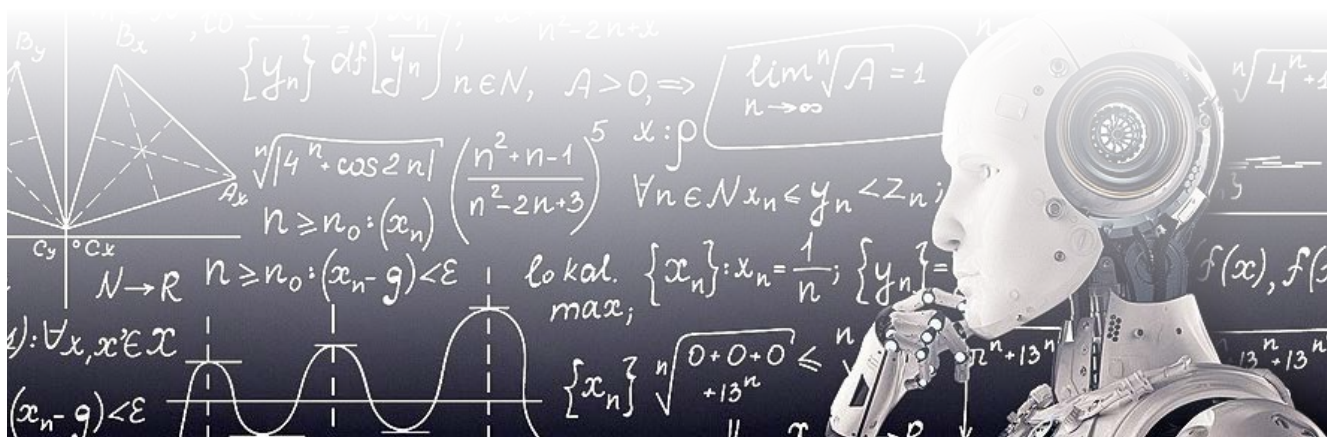
You don't necessarily have to be a technical wizard to begin benefiting from AI well. Start small. Select a single lesson. Utilize AI to create an activity. Then pause and reflect: Did it enhance critical thinking? Did the students engage critically?

Did it enhance or weaken the learning outcome?

One useful mindset here is: It's not the tool—it's how we define and follow through on its application. By designing carefully, asking exactly, and debriefing thoughtfully, we make AI a driver of engagement rather than a substitute for effort.

Implementing AI in education isn't about following a trend. It's about preparing our learners for a future when AI will be a part of daily life. To do this responsibly, however, we must: be mindful that pedagogy drives AI technology tools, align AI utilization alongside learning outcomes and model ethics alongside innovation.

Let us empower our learners not merely to utilize AI—but also to make wise use of it. Let us challenge them not merely to think—but also think better because of it. And let us embody what it means to lead through curiosity, integrity, and humanity in this AI-driven era. Let's AI'nize instruction boldly, ethically, and creatively. Our students—and our future—deserve nothing less. 🌍





# Adamson University soars to QS World Rankings

Adamson University has made its debut in the 2026 QS World University Rankings, placing in the 1001–1200 bracket based on results released by Quacquarelli Symonds on June 19.

The university is one of only six Philippine HEIs to make the list this year and one of just two new entrants from the country.

The QS World University Rankings is one of the most respected global ranking systems, evaluating universities based on academic reputation, employer perception, faculty-student ratio, internationalization, and research impact.

Adamson's inclusion marks a critical step forward for the institution and contributes to the collective advancement of Philippine private higher education through strengthened global visibility, academic benchmarking, and increased opportunities for international collaboration.

This achievement comes on the heels of Adamson's earlier success in the QS Asia University Rankings 2025, where it ranked fifth in the country and 71st in the Southeast Asian region.

"This is not so much a badge of honor as a humble validation of the hard work of our faculty, staff, administrators, students, and alumni," said Adamson University President Fr. Daniel Franklin E. Pilario, CM.

He noted that the ranking reflects not just recognition, but a responsibility to uphold and improve the university's academic standards in line with its Vincentian mission of service and transformative education.

Fr. Pilario also emphasized that the milestone signals Adamson's growing relevance in the global academic community and reinforces the university's commitment to forming socially responsible professionals.

"Vincentian education strives to form people of competence, character, and charity, values that remain relevant far beyond national borders," he said.

Adamson's recognition opens further possibilities for international partnerships, student exchange, and collaborative research, reinforcing the role of PACU member schools in shaping globally engaged yet socially grounded professionals.

The banner features the Adamson University logo at the top left, with the text "ADAMSON UNIVERSITY" in large white letters. Below this is a blue rounded rectangle containing the text "SOARING AMONG THE WORLD'S FINEST" in white. The central part of the banner is a yellow and white graphic with the "QS" logo and the text "WORLD UNIVERSITY RANKINGS". To the right is a gold and black "RANKED" badge for "QS WORLD UNIVERSITY RANKINGS 2026". The ranking "#1001-1200" is displayed in large white numbers, with "NEW ENTRANT" written below it. The background shows a silhouette of people in a meeting in front of a building. At the bottom, a dark blue bar contains the text "PROUDLY VINCENTIAN, PROUDLY ADAMSONIAN, PROUDLY WORLD-CLASS" in white.

# WUP Accreditors Share Best Practices at ACSCU

**Fernando P. Tiu Jr.**  
Director, Marketing and Promotions  
Calayan Educational Foundation, Inc.

Accreditors from Wesleyan University-Philippines participated and shared best practices during the North Luzon Regional Convention of the Association of Christian Schools, Colleges and Universities (ACSCU), held at Easter College in Baguio, Apr. 28, 2025.

Anchored on the theme “Navigating the Changing Academic Terrain: Strategies for Institutional Sustainability,” the event gathered almost a hundred participants from across the region.

United Church of Christ in the Philippines Bishop and ACSCU Executive Director Dr. Elorde M. Sambat opened the convention by expounding on the association’s purpose, shared goals, and mission, emphasizing the role of collaboration among Christian academic institutions in a time of rapid educational shifts.

WUP Vice President for Academic Affairs Dr. Wilfred C. Ramos presented the institution’s accreditation journey.

“Wesleyan University-Philippines remains committed to innovation and excellence as it strives to fulfill its vision of becoming an internationally recognized institution of learning, proudly standing as the only Methodist university in the Philippines,” Ramos said.

“Accreditation is not only a process; it is a way of life,” he furthered.

Breakout sessions on key areas such as Basic Accreditation Requirements, Compliance with DepEd and CHED Standards, and Strategies for Continuous Improvement were led by academic leaders and seasoned accreditors from Wesleyan University-Philippines.

WUP Basic Education Principal Dr. Tita B. Camat facilitated the Secondary group discussion.

“Accreditation should not be feared of in the midst of educational operation



for it’s a gateway to a strong, viable and competitive and to establish a quality education,” she said.

“Accreditation experiences in our school, Wesleyan University-Philippines, reflect our mission to deliver transformative education that is responsive, relevant, and resilient,” Dr. Camat added.

Meanwhile, Graduate School Dean Dr. John Mark F. Bondoc addressed the Graduate group, stressing the importance of holistic program evaluation.

“If we want to evaluate our programs, curriculum review is imperative, faculty must also be evaluated, their qualifications would tell how compliant they are, they have to be in research, and industry practice is essential as well. We have to make sure that their quality of instruction is compliant to the standards, engaged in professional organizations,” said Bondoc.

“Sustain it, elevate it to higher standards, continuous improvement is the name of the game,” he added.

WUP Quality Assurance Director Dr. John Jason M. Villaroman led the tertiary group, reminding participants of the role faculty play in sustaining quality education.

“We have to ensure that we maintain and emphasize high standards of quality management. We don’t have


ourselves accredited for the rank but to comply to quality delivery of instruction,” said Villaroman.

“Every day should be an accreditation day. Faculty are hidden gems of an academic institution. Faculty with PhDs should not only teach but also produce research.”

The event culminated in a panel discussion focused on institutional growth and unity.

Meantime, WUP President Dr. Irineo G. Alvaro, Jr. presented the university’s initiatives aligning with global trends and the United Nations Sustainable Development Goals (UN SDGs).

“Our broken seal mirrored decades of conflict... Restoring it marks a new beginning. Through our 5Ps—people, planet, prosperity, peace, and partnership—we’re fostering inclusion, sustainability, and meaningful partnerships, aligned to the United Nations Sustainable Development Goals, proof that Wesleyan’s resilient, intelligent, and compassionate spirit is ready to soar,” said Dr. Alvaro.

Alvaro ended his presentation with a challenge: “We’re not just a school with books and a bell, we are a mission in motion, with stories to tell. Not just ticking boxes, not just a name, but hearts that are burning, a world to reclaim.” 



(L-R) Professor Emeritus Dr. Paul A. Dumol, University Professor Emeritus, Dr. Bernardo M. Villegas, and University Professor Emeritus Dr. Jesus P. Estanislao with UA&P BOT Chairman Ambassador Jose L. Cuisia, Jr. and UA&P President Dr. Winston Conrad B. Padojino

# A Legacy of Excellence: UA&P Confers Highest Academic Titles

The University of Asia and the Pacific (UA&P) on April 2 held a historic Conferment Ceremony at the Li Seng Giap Auditorium where the titles of *University Professor Emeritus* and *Professor Emeritus*—the highest academic distinctions conferred by the University—were awarded to three of its most esteemed scholars.

UA&P founders Dr. Jesus P. Estanislao and Dr. Bernardo M. Villegas were named *University Professors Emeriti*, while College of Arts and Sciences Full Professor Dr. Paul A. Dumol was conferred the title of *Professor Emeritus*.

These honors recognize decades of outstanding scholarly achievement, exemplary service, and enduring contributions to the University and the nation.

The event brought together administrators, faculty, staff, students, and distinguished guests in a moving celebration of lives lived in pursuit of truth, excellence, and nation-building.

The atmosphere was one of reverence and gratitude as the University paid tribute to individuals whose work has shaped not only UA&P but also the nation's academic, economic, and cultural landscape.


In his tribute, Mr. Rex Drilon II, Chairman of the Institute of Corporate Directors (Philippines), highlighted Dr. Estanislao's foundational role in UA&P, describing him as “*the Founding President credited with building the solid foundation and the hard and soft infrastructure required to establish a great university that UA&P is today.*”

Drilon continued, “It is with great honor and privilege for me to have fought battles all these years with this Man for All Seasons, Dr. Jesus P. Estanislao.”

Meanwhile, Dr. Villegas was remembered not only for his academic brilliance but also for his deeply human qualities. UA&P Center for Research and Communication (CRC) Associate Professor Dr. Antonio Torralba, one of the speakers during the ceremony, shared a personal anecdote: “*His first question would always be, ‘How is your mother?’ His second question, ‘And how have you been?’ was never perfunctory.*” Dr. Torralba added, “*He IS economics ... he IS economics education, who made me love economics with enough passion to teach it with ease, comfort, and daring.*”

Dr. Paul Dumol, a playwright, historian, and longtime faculty member, was honored for his profound impact on the Humanities and the lives he has quietly shaped over the decades. Humanities Program Director and Associate Professor Dr. Joachim Emilio Antonio, one of his former students and now colleague, spoke of Dr. Dumol's humility and mentorship: “*Dr. Dumol's professional achievements aren't just a mere display of prowess; it is, rather, a duty. To be able to give, one must have something worthwhile to give. And when Dr. Dumol gives, he gives.*”

The conferment served not only to recognize three extraordinary individuals, but also to renew the University's commitment to the values they have long embodied—excellence in thought, generosity in spirit, and a deep and active love for country and fellowman.

As UA&P continues its journey, it does so standing on the shoulders of these giants—educators and visionaries—whose wisdom and example light the way for generations to come. Their legacy will continue to guide the University in shaping future leaders and scholars. 

# A Bold New Chapter with CHED Autonomous Status

Khrisna Paula P. Salcedo, LPT

It's not every day that a University steps into a new era with the wind fully behind its sails—but for STI West Negros University, the announcement from the Commission on Higher Education (CHED) on September 23, 2024 was just that: a powerful push forward.

CHED's grant of Autonomous Status to STIWNU wasn't just a title. It was a recognition of the University's commitment to quality education, institutional maturity, and innovation—and a gateway to an exciting new range of opportunities.

Since earning the Autonomous Status, STIWNU has embraced a newfound academic freedom that has allowed it to respond faster and smarter to the evolving needs of students, industries, and the global education landscape.

Autonomy has unlocked the doors to expanded partnerships, both local and international. STIWNU has been able to sign collaborative agreements with global institutions more efficiently, increasing opportunities for student exchange programs, joint research, and faculty development. The University is no longer just a participant in international conversations—it's becoming a recognized contributor.

Another major win? Research. With fewer administrative hurdles, STIWNU's research departments have seen a surge in activity. Faculty and students alike have more room to experiment, publish, and pursue community-driven innovation.

At the heart of all these developments are the students. The Autonomous Status means faster access to upgraded programs, more diverse learning pathways, and enhanced services. It has also given rise to digital transformation projects that are streamlining administrative processes—from enrollment to grades release—making the student experience smoother and more efficient.

While the recognition from CHED is worth celebrating, STIWNU knows this isn't the finish line—it's the beginning of something bigger. The Autonomous Status is a challenge to keep raising the bar, to stay bold, and to lead with purpose.

As the University continues to grow in influence and innovation, one thing is clear: Autonomy has sparked a renaissance at STIWNU—and it's only just begun. 🌟



# UA&P Launches CORE Cebu



The University of Asia and the Pacific (UA&P) launched its first regional executive education hub, UA&P CORE Cebu, on March 28, 2025, in a milestone event held at Citadines Cebu City that formalized the university's partnership with real estate development company Cebu Landmasters, Inc. (CLI).

The launch marks a pivotal step in realizing UA&P's Strategic Vision 2030, which includes establishing a national presence across three strategic locations in the country.

Through CORE Cebu, the university aims to deliver executive-level education that emphasizes both technical excellence and values-driven leadership.

Ambassador Jose L. Cuisia Jr., Chairman of the Board of Trustees of UA&P Foundation Inc., said, "Cebu City was a natural and strategic choice for this expansion," citing the Queen City of the South's robust economy, accessibility to Visayas and Mindanao, and the strong support of alumni in the region, both from UA&P and its forerunner, the Center for Research and Communication (CRC).

"We are particularly heartened by the strong presence of our active alumni network here," he said.

The event featured a partnership signing ceremony between UA&P and CLI, with Amb. Cuisia Jr., UA&P President Dr. Winston Conrad Padojinog, CLI Chairman Jose Soberano III, and CLI Executive Director & Senior EVP Jose Franco Soberano as signatories.

The partnership secures CORE Cebu's headquarters at the Latitude Corporate Center in Cebu Business Park.

CORE, which stands for Continuing Real-World Education, will offer a suite of executive-level certificate programs and short courses tailored to the needs of industries in the Visayas and Mindanao.

Upcoming offerings include programs on Data Governance, Sustainability Management, Project Management, and the much-established Strategic Business Economics Program (SBEP).

The facility—designed by world-renowned architectural firm AIDEA—will span approximately 470 square

meters, with a large multipurpose area, a tech-enabled case room, faculty offices, and coaching rooms to host both local and international lecturers, including faculty from the IESE Business School in Barcelona.

UA&P President Dr. Padojinog expressed deep gratitude to the project's key benefactors. "They have set a shining example of collaboration," he said. "Your belief in our mission will undoubtedly create ripples of positive impact—not only in Cebu but also in the VisMin area, and, in the future, in Vietnam and Indonesia."

The soft launch was attended by members of the UA&P Board of Trustees and Management Committee, alumni from UA&P and CRC, institutional partners, and representatives from Cebu's business community.

Cebu City Mayor Raymond Alvin N. Garcia, who is a UA&P alumnus, also graced the occasion. 🌟

# La Consolacion University Philippines (LCUP) Garner Prestigious Awards in 2025

Dr. Jay Mark B. Santos



La Consolacion University Philippines (LCUP), one of the 77 higher education institutions granted Autonomous Status by the Commission on Higher Education (CHED) in September 2024, continues to receive accolades that affirm its commitment to academic excellence, quality assurance, and global engagement.

Most notably, LCUP has been ranked among the Top 100 Private Universities in the ASEAN Region 2025 by AppliedHE, an international body based in Singapore that evaluates institutions based on Teaching and Learning, Employability, Research, Community Engagement, Internationalization, and Institutional Reputation.

This recognition underscores LCUP's excellence in delivering innovative programs and strengthening its learner-centered approach to education. The announcement was made on November 19, 2024, during the AppliedHE Xchange Conference in Kuala Lumpur, attended by Dr. Jay Mark Santos, Director of Academic Assurance of LCUP.



On March 17, 2025, LCUP also received the Philippine Quality Award (PQA) Level 2 for Proficiency in Quality Management from the Department of Trade and Industry (DTI) PQA Regionalization Program.

This award, the country's highest national recognition for exemplary organizational performance, affirms LCUP's strong commitment to a resilient, data-driven, strategically aligned, and high-performing quality management system.

The awarding ceremony was held at Atis Hall, Barcic International Center, in the City of Malolos, Bulacan, and was attended by prominent DTI officials: DTI Competitiveness and Innovation Group Assistant Secretary Dr. Leonila Baluyut, DTI-3 Regional Director Edna Dizon, Assistant Regional Director Richard Simangan, Officer-in-Charge Provincial Director Maria Cristina Valenzuela, and Division Chiefs Kaye Malig and Lota Yasa.

Dr. Niño Corpuz of Tarlac State University, a member of the PQA Subcommittee on Performance Excellence, also joined the ceremony.

Dr. Baluyut led the PQA Regionalization Awarding Ceremony, emphasizing the importance of continuous improvement and national recognition for quality performance.

"Quality is not just a standard but a way of life," she said, underscoring the core values of the Philippine Quality Award.

The Proficiency in Quality Management Award was received by LCUP Board of Trustees Chairman Atty. Dominador D. Buhain and University President Sr. Niceta M. Vargas.


The LCUP PQA team and faculty members joyfully witnessed the handing over of the award, marking another milestone in the university's pursuit of innovation and quality education.

In addition to institutional achievements, LCUP was also recognized for the global contribution of its student, Mhikyla Elaine Reyes, a Grade 11 Student Coordinating Body Executive Secretary, who represented LCUP at the Future Actions Summit 2025 hosted by Echo Change in Kuala Lumpur, Malaysia, from April 25 to 28, 2025. The international summit focused on sustainability and future-forward leadership.

Reyes' inspiring participation earned her the Future SDGs Champion Award, making her one of just 30 recipients among 150 international delegates. Her achievement not only reflects her personal excellence but also amplifies LCUP's global reputation for nurturing forward-thinking and socially responsible youth leaders.

"According to the other delegates, I stood out because of how I carried myself and how I presented my advocacies. I didn't let being one of the youngest participants hold me back from speaking up or representing what I believe in. I made sure to make the most of the opportunity so that nothing would go to waste," Reyes shared.

As LCUP continues its journey toward institutional transformation and educational distinction, these recognitions affirm its commitment to academic quality, operational excellence, and global relevance.

Backed by visionary leadership, a dedicated academic community, and outstanding students, La Consolacion University Philippines stands grateful for the many opportunities for growth and development as it looks forward—with great hope—to greater educational excellence in the service of the youth. All for the Glory of God. 

# SPC Ravens redeem glory with PRISAA 2025 National Championship

Angelique D. Perez

**TUGUEGARAO CITY, CAGAYAN** – The SPC Ravens Men’s Basketball Team has proven that redemption is not just a goal—it’s a mission fulfilled.

With unwavering determination, strategic refinement, and a hunger born from last year’s bronze finish, the Ravens rose to the top and claimed the championship title at the 2025 Private Schools Athletic Association (PRISAA) National Basketball Tournament.

The journey back to the national stage was anything but easy. Determined to avoid the outcome of the previous season, the team committed to daily training and constant adjustments on both ends of the court.

Focused on elevating their defensive game while improving offensive movement, the Ravens emphasized ball circulation and ensured that every player on the floor was involved in scoring opportunities.

This year’s campaign centered on redemption, turning last season’s heartbreak into fuel for a stronger, more focused run. Despite Tuguegarao’s grueling heat, the Ravens’ resilience, grit, and unity carried them through every game.

Consistency was the backbone of their success, as the Ravens maintained control, executed their plays, and stuck to their game plan from the elimination rounds to the finals. Their collective performance reflected maturity, discipline, and a strong commitment to one another that set them apart from the competition.



This triumph was the result of a collective effort, but several standout players left a remarkable impact on the tournament. Paul Heinrich Caponpon led the charge and was named Most Valuable Player. He was also one of the Mythical Five awardees, alongside Kim Maligaya and Justin Tan.

Supporting them were John Gerald Landig and steady point guard Jenz Mathew Madlangbayan, whose composure and skill contributed significantly to the team’s success.


These key players not only delivered when it mattered most but also embodied

the heart and soul of the Ravens. Head Coach Francis Natividad, whose leadership shaped the team’s redemption journey, was rightfully recognized as the Best Coach of the tournament.

But the victory goes beyond the players and coaching staff—it stands as a proud moment for the entire San Pablo Colleges Sports Program, which continues to grow and inspire. This win highlights the strength of the institution’s athletic development and sends a clear message to future student-athletes that success is rooted in dedication, resilience, and teamwork.

The SPC Ravens now set their sights on Bacolod, determined to carry this momentum forward. With national championships—Zamboanga in 2023 and now Tuguegarao in 2025—the team has reestablished itself as a powerhouse, not only in CALABARZON but on the national stage.

This championship is a shared triumph—a tribute to the unwavering support of the San Pablo Colleges community, led by School President Dr. Ma. Socorro M. Eala, the ever-present Prof. Carmela Ma. Cielito M. Eala, Chairman Jose Emmanuel M. Eala, and Sports Director Prof. Jonathan Z. Reyes.

The SPC Ravens soared high, not just for themselves, but for every individual who believed in their journey every step of the way. 





# Mentorship on the Move: Southville Business School joins Go Negosyo's Mentor on Wheels

**G**o Negosyo, founded by Joey Concepcion in 2005, is a non-profit organization dedicated to promoting entrepreneurship and economic development in the Philippines. Through mentorship, training, and networking programs, it empowers micro, small, and medium enterprises (MSMEs) and aspiring entrepreneurs.

One of its flagship programs, Mentor on Wheels, brings business mentorship directly to communities across the country, offering expert guidance to those looking to start or grow their businesses.

For over eight years, Southville Business School has actively contributed to Go Negosyo's Mentor on Wheels. Led by Dr. Victor Manabat, Dean of Southville Business School, alongside Mr. Aris Lacuna (Entrepreneurial Mindset and Innovation) and Mr. Jones Guevarra (Entrepreneurship and Business Startups), their mentorship has helped numerous aspiring business owners navigate the challenges of entrepreneurship.

As part of Go Negosyo's Mentor on Wheels, they travel across the country, collaborating with experienced mentors and industry leaders to offer guidance on business strategy, financial management, marketing, and innovation. This hands-on approach bridges academia and industry, equipping entrepreneurs with real-world insights and practical solutions.

Through workshops, networking sessions, and one-on-one mentoring, Southville's faculty plays a vital role in strengthening the Philippine entrepreneurial ecosystem. Their unwavering commitment to mentorship and business education empowers MSMEs and inspires future business leaders. By bringing their expertise directly to aspiring entrepreneurs, they reinforce Southville's role as a key player in fostering a thriving, innovation-driven business community.





# SISC soars with multiple Awards & Accolades



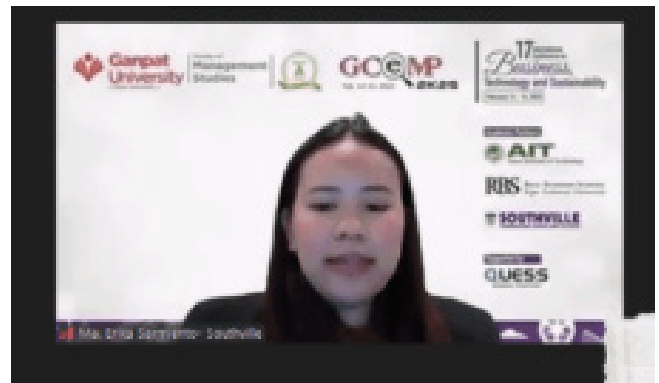
## SISC researchers Jodi Sta. Maria, Maurine Dollesin, land top awards at nat'l and int'l conferences

Researchers from Southville International School and Colleges (SISC) took home honors for their distinguished work at two esteemed research conferences. At the Consortium of the South's (CoTS) 1st International Faculty Research Conference held at San Beda Alabang, SISC College of Psychology's Jodi Sta. Maria won Best Oral Research Presentation with a perfect score of 100, while Maurine Dollesin earned Best Research Poster Presentation with a score of 97. Their research was guided by their thesis adviser, Juli-Ann Balmonte.

SISC also received recognition for the Most Number of Research Papers Qualified, further highlighting the institution's commitment to academic research.



On the international stage, Ma. Erika Sarmiento from the Southville School of Business and Accountancy secured 5th place at the 17th International Conference on Business, Technology, and Sustainability conducted by Ganpat University in India.



The conference featured research and conceptual papers from management students, research scholars, and practicing managers from around the world, with Sarmiento's achievement elevating SISC's presence in the global research community. Her research was guided by her thesis adviser Jose Nestor S. Guevara II.

These research successes reaffirm SISC's commitment to giving its students hands-on opportunities to engage in research and present their work for evaluation. This experience is invaluable in encouraging them to advance knowledge and learning in their respective fields and demonstrate a high level of academic excellence and dedication.

## Southville alumnus receives prestigious ACES Award for Transformative Contributions to Education

Southville International School and Colleges alumnus Rex Wallen Tan has been recognized with the Asia Corporate Excellence & Sustainability (ACES) Award as one of Asia's Most Admirable Young Leaders for his transformative contributions to education in the Philippines.

Tan is the visionary behind the Virtual Online Learning & Teaching (VOLT) program, which enabled over 5,000 students to transition smoothly to online learning during the height of the COVID-19 pandemic. His efforts ensured continuity, accessibility, and innovation at a time when education systems faced unprecedented disruption.

By integrating platforms like Khan Academy and the Duolingo English for Tagalog Speakers app, Tan championed inclusive and globally competitive learning.

Tan graduated from Imperial College London with a Master's degree in Artificial Intelligence. His exceptional efforts have highlighted his commitment to raising educational standards and bridging gaps in the Philippine education system.

With over a decade of senior leadership experience in technology and education, he brings a results-driven approach to his roles. ▶▶



As the Director of Information Technology at the Southville Global Education Network (SGEN) and Director at Hopkins International Partners, he continues to positively influence the educational landscape.

SGEN, a network of seven schools with 4,500 students, has been recognized as one of the best educational groups in the Philippines, thanks in part to Tan's contributions.

His academic excellence, including graduating in the top 3 of his Master's program, underscores his dedication to personal and professional growth.

Rex Wallen Tan's story is a testament to the impact of visionary leadership and innovation in education, inspiring future generations of leaders.



### Southville wins international business plan competition

Southville's College of Business bested a total of 44 teams from all across the globe, including participants from India, the UK, Dubai, Poland, and Slovenia in the recent Innometrix Business Plan Competition 2025.

Among the standout contestants, Josh R. Adap, a second-year BS Entrepreneurship student, emerged as the champion of the competition, showcasing his exceptional entrepreneurial acumen.

Additionally, the team consisting of fourth-year BS Entrepreneurship students named: Sean Walden Tuliao-Reyes, Casey E. Dowling, and Julius Alexander B. Reyes, secured the 1st runner-up position, further elevating SISC's reputation in international business competitions and ventures.

In addition to these top finishes, Southville International School and Colleges (SISC) had another team reach the semi-finals, while three other teams ranked within the Top 6.

The participating teams were composed of Jose V. Sering III, Jerome B. Ebuenga, and Jensen A. Sanchez, all fourth-year BS Entrepreneurship students; Princess Keila S. Cadutdut, a third-year BSBA Financial Management student; and the team of Jhoan Mae I. Guadamor and Mary Darell T. Gallenero, both fourth-year BS Entrepreneurship students, along with Shintaro Takimura, a second-year BS Entrepreneurship student.

This outstanding performance is a testament to the high level of entrepreneurial talent nurtured at SISC. The competition, conducted in collaboration with Seshadripuram College, underscores the school's commitment to achieve and develop world-class entrepreneurs equipped to compete in the global marketplace.

Through this achievement, SISC continues to demonstrate its dedication to excellence and innovation in business education, further solidifying its standing as a leader in fostering entrepreneurial talent.

### Southville's Cloud and Network Teams Shines in Huawei ICT Competition

Southville's Cloud and Network Teams from the College of Information Technology and Engineering (CITE) emerged victorious among 2,700 students in the Huawei ICT Competition 2024-2025, securing an impressive 3rd place finish.

This remarkable achievement underscores the exceptional talents, commitment, and teamwork exhibited by Southville students, bringing well-deserved recognition to CITE.



Renowned for its rigorous standards and challenging tasks, the competition drew participants from numerous institutions all striving for top honors. Southville's strong performance in this prestigious event reflects the passion, innovation, and determination of its future IT professionals.

This achievement not only marks a significant milestone in their academic journey but also sets a higher benchmark for aspiring tech leaders. *"We are incredibly proud of our Cloud and Network Team,"* said Dr. Aris Ignacio, Dean of CITE.

*"Their success in the Huawei ICT Competition reflects the high standards of education and training we provide at Southville. It also highlights the students' unwavering dedication to their craft and their ability to excel in a highly competitive environment,"* he added.

The Huawei ICT Competition, known for fostering innovation and technological advancements, provided a platform for students to showcase their expertise in areas such as cloud computing, network engineering, and cybersecurity.

Southville's achievement not only brings honor to the institution but also serves as an inspiration for other students to pursue their dreams with determination and enthusiasm.

Congratulations to our talented teams for this well-earned accomplishment! 🎉

# San Pablo Colleges shines at the 9th ICRI

Angelique D. Perez

The 9th International Conference on Research Innovations (iCRI-2024), organized by the Society for Research and Development (SRD) in collaboration with San Pablo Colleges, Universitas Muhammadiyah Purwokerto, and Thammathirat Open University, was held on August 2-3, 2024, in Bangkok, Thailand.

The conference served as a vibrant platform for the exchange of groundbreaking research and innovative ideas, attracting scholars from around the globe. It brought together researchers from a diverse array of countries, including South Korea, Mexico, Cyprus, the Philippines, Nigeria, Uzbekistan, India, Indonesia, Malaysia, Singapore, the UAE, China, Thailand, and Japan. A total of 114 research papers were presented, showcasing a wide range of studies and findings.

San Pablo Colleges (SPC) made a significant impact at the conference, with a commendable 36 research papers presented. These presentations included 29 papers from its graduate fellows, four from its graduate school faculty members, and three from its academic council members. This strong participation underscored SPC's commitment to fostering research and academic excellence.

Dr. Bernardo C. Lunar, the Director of the Graduate School and the Office of Research and Evaluation at SPC, delivered a highly anticipated talk titled



“Beyond the Books: How AI is Rewriting the Rules of Research.”

His insights into the transformative role of AI in contemporary research were well-received and sparked engaging discussions among attendees.

Dr. Venus Ibarra, the Dean of the MBA and DBA programs at SPC Graduate School, served as the Session Chair for Parallel Session 1, further highlighting the leadership role of SPC faculty in the international research community.

A standout moment for SPC was the recognition of the research paper titled “Probing Practices, Processes, and Perspectives on Quality Assurance: Towards Institutional Sustainability.” Authored by Dr. Bernardo Lunar, Prof. Carmela Ma. Cielito Eala, Vice President

for Administrative Affairs and Human Resource Director, and Prof. Angelique Perez, Research Associate, this paper won the Best Paper Award in the Educational Administration category. This accolade reflects the high standards of research and academic rigor upheld by SPC.

In a significant development, SPC, represented by Dr. Lunar, signed a Memorandum of Understanding (MOU) with Sharda University of India. This MOU marks a major milestone in enhancing global partnerships and advancing research initiatives at SPC. It paves the way for collaborative research, academic exchanges, and shared knowledge between the two esteemed institutions.

The 9th International Conference on Research Innovations (iCRI-2024) was a resounding success, fostering a rich exchange of ideas and forging meaningful connections among researchers worldwide. San Pablo Colleges emerged as a key player in this global academic arena, demonstrating its dedication to research excellence and international collaboration. The achievements and contributions of SPC at this conference will undoubtedly inspire future research endeavors and continue to elevate the institution's standing in the global academic community. 🌟



# SPC Basketball Seniors Men Capture Historic Championship

Dr. Bernardo C. Lunar

*Waited nearly two decades for this moment, and it's finally achieved!*

The SPC Ravens Men's Basketball team has attained a historic victory, clinching the championship against the PCU Dolphins in a thrilling finale at NCAA South Season 25, held at Emilio Aguinaldo College in Cavite.

This remarkable win stands as a testament to the Ravens' relentless hard work, grit, and the unbreakable spirit of their outstanding players: Paul Heinrich F. Caponpon, John Gerald O. Landig, Miko Sydamen C. Macaraya, Jenz Mathew Madlangbayan, Kim Julius V. Maligaya, Merald C. Manalansan, Jhon Raymart N. Marasigan, Andrei Jezter Mirabel, Jan Henrick R. Natividad, Edrian P. Palma, Vince Kristoffer E. Ras, Nathaniel T. Solasco, and Justin Miguel C. Tan, all under the adept guidance of their coaching staff.



Triumphs, however, are not simply handed out. The Ravens' journey to this coveted title was paved with tremendous effort and perseverance. The foundation for their success was laid well before the season began. Their extensive preparation started in the off-season, marked by a series of tune-up games against teams from UAAP and NCAA Manila. These games were important in enhancing their competitive edge and boosting their morale.

During practices, the focus extended beyond individual talents to a collective effort, with meticulous study and scouting of opponents' games. This rigorous preparation ultimately paid off, culminating in their success.

Despite that, the road to glory was fraught with challenges. Injuries struck the team, with some key players enduring minor setbacks throughout the season. The loss of two players from the lineup added to the hurdles faced. Yet, the Ravens' resolve never faltered.

They came strong to the finals, where their resolve was truly tested. Giving their all, the team overcame a larger opponent to secure the trophy in a fiercely contested series.

The emotional high of winning Game 1, coupled with the near victory in Game 2, was followed by a decisive Game 3

where the team dominated to claim the championship. The Ravens' young roster, with only two players graduating, was exceptionally talented and deeply committed.

Several players stood out, like Landig, the energy guy who gave everything for the team; Caponpon, the steady and calm player who provided consistent scoring; Maligaya, the sniper who shot the lights out in the three crucial games; Madlangbayan and Macaraya, the point guards lauded for their smart plays and defensive skills; and Natividad, whose experience in the middle proved invaluable. Nevertheless, all the players did their share. In the end, it wasn't just individual brilliance but the collective heartbeat of the team that brought home the crown.

The team's remarkable feat this season can be largely attributed to the unwavering support from the entire SPC community. This includes the students and staff who cheered the team both in person and online, the collaborative effort of the academic departments, and the instrumental role played by the Eala family—Chairman Jose Emmanuel Eala, School President Dr. Ma. Socorro M. Eala, Vice President for Administrative Affairs and Human Resource Director Prof. Carmela Ma. Cielito M. Eala, and Board Member Ma. Rosario M. Eala-Cruz, alongside her husband Peter Cruz—all of whom offered steadfast encouragement.

Additionally, the dedication of Prof. Jonathan Z. Reyes, the Athletics Head, was indispensable. The Ravens' Head Coach, Francis S. Natividad, and Assistant Coaches Lloyd Manalo and Albert Adan, whose presence was equally vital, meticulously crafted game plans and strategies to ensure the team's peak performance. Most importantly, it was the players who poured their hearts into every game, leading to the Ravens being hailed as the Season 25 champions.



This honor marks a historic milestone for the Ravens, being the first title in the school's history since joining NCAA South 18 seasons ago. It not only secures their place in the annals of SPC history but also fosters a culture of excellence that will inspire future generations of SPCians.





# National University honors 125 years of Nation-Building

As NU reaches its quasiquintennial, it celebrates the trials it surpassed, the achievements it unlocked and its continuous growth throughout 125 years of service.

It is the Institution's mission to provide quality education and to focus on molding globally competitive and well-rounded individuals be it in academic or sports. With this, National University has been reinforcing its performance in the board examinations, producing nine topnotchers in 2024 and being recognized as a Top Performing School for Nursing and Sanitary Engineering Programs. Outside the classroom, its students also excel in sports, claiming 14 championship titles, 11 silver trophies, four bronze awards and a historic back-to-back Golden Double Collegiate Volleyball Championship in the University Athletic Association of the Philippines (UAAP) Season 87.

On top of academic and sports excellence, NU also strengthens its pillars as an institution with its QS (Quacquarelli Symonds) 3-Star Rating Overall – highlighting the University's commitment to quality education by sustaining an esteemed level of teaching and employability. It also ranks 13th in the Webometrics' Philippine Rankings as of January 2025 and is granted an autonomous status by the Commission on Higher Education (CHED) which emphasizes the continuous quality assurance, program excellence, and institutional maturity of National University.

The Institution continues to grow in number with 70,000 students enrolled as of A.Y. 2024 – 2025. With this, NU ensures accessible education with 14 campuses nationwide but still continuously reassures its students of quality learning with its advanced facilities and local and international accredited academic courses including 24 PACUCOA accredited programs.

In this constantly evolving digital era, the university upholds its core value of Innovation, standing as a Center of Excellence in Information Technology Education while celebrating its growth in Research Culture and Productivity. Among other Philippine Higher Education Institutions (HEIs), NU ranked 13th in terms of research productivity with a total of 756 total publications and 3,239 total citations. Through strengthened internationalization initiatives, it also enhances global

**NATIONAL UNIVERSITY**  
*by the numbers.*

- 70,000** enrolled students
- 14** campuses nationwide
- Awarded with 3 QS Stars Rating Overall by international certifying body Quacquarelli-Symonds (QS)
- AUTONOMOUS STATUS** Granted by the Commission on Higher Education (CHED) since 2019.
- CENTER of EXCELLENCE** in Information Technology Education. Recognized by CHED as the Center of Excellence in Information Technology Education.
- Ranked 13th** in the Research Productivity Ranking among Philippine higher education institutions. (as of July 5, 2024)
- REPORTER STATUS** in the Times Higher Education (THE) 2025 World University Rankings.
- 117** faculty members across 12 campuses are now certified Microsoft Innovative Education Experts.
- 24** PACUCOA accredited programs
- 14 at Level III** accreditation
- Ranked 13th** in the Webometrics' Philippine Rankings as of January, 2025.
- Great Place To Work** Certified and Re-certified as a Great Place to Work.
- Education that works.®**

**National Topnotchers 2022 - 2025**

| 2022       | 2023       | 2024       | 2025       |
|------------|------------|------------|------------|
| 1. [Name]  | 1. [Name]  | 1. [Name]  | 1. [Name]  |
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| 3. [Name]  | 3. [Name]  | 3. [Name]  | 3. [Name]  |
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| 7. [Name]  | 7. [Name]  | 7. [Name]  | 7. [Name]  |
| 8. [Name]  | 8. [Name]  | 8. [Name]  | 8. [Name]  |
| 9. [Name]  | 9. [Name]  | 9. [Name]  | 9. [Name]  |
| 10. [Name] | 10. [Name] | 10. [Name] | 10. [Name] |

We consistently maintain board exam passing rates that exceed the national average in the fields of **Dentistry, Architecture, Sanitary Engineering, Pharmacy, Nursing, and Medical Technology.**

**UAAP Season 87**  
**14 Gold | 11 Silver | 4 Bronze**

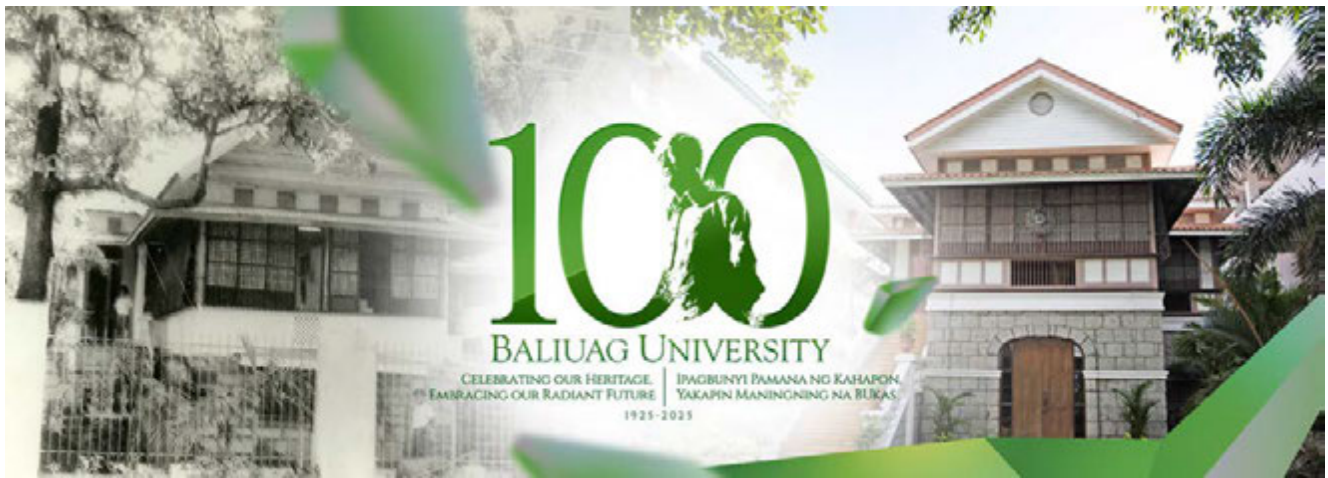
**FOUNDED FOR FILIPINOS, BUILT FOR THE NATION**

engagement through international linkages, mobility programs, foreign student assembly and research colloquium – producing young professionals ready to shape the future.

More than its tangible achievements, National University values the trust and the relationship it built among its stakeholders, benefactors and its students. The University's

drive will always rely upon its purpose of serving the Filipino people and mount its achievement on helping build a better nation through affordable, accessible and quality education.

NU envisions to remain a Great Place to Work and a great place to study with "Education That Works."



## Baliuag University celebrates 100 years with the launch of College of Law

In 2025, Baliuag University (BU) marks a historic milestone—its 100th founding anniversary—with the theme *“Celebrating our heritage, embracing our radiant future”* (*“Ipagbunyi pamana ng kahapon, yakapin maningning na bukas”*). As part of this centennial celebration, BU proudly announces the establishment of the Baliuag University College of Law (BU CoL), further reinforcing its commitment to innovation, excellence, and social responsibility.

Founded in 1925 as a modest high school with just 75 students, Baliuag University has evolved through the decades, transforming into Baliuag Junior College in 1947, Baliuag Colleges in 1968, and attaining full university status in 2001. Later in 2001, it was granted autonomous status by the Commission on Higher Education—making it the first institution in Bulacan to receive such distinction.

As BU reflects on a century of service, it also looks toward the future with renewed purpose. The launch of the College of Law represents not only an expansion of academic offerings but also a deeper investment in shaping ethical, legal professionals who will serve the community and the nation.

### A Century of Impact and Service

For 100 years, Baliuag University has played a vital role in transforming lives through accessible and high-quality education. It has become a pillar in the local community, offering academic excellence while also engaging in numerous outreach initiatives and partnerships with both local and international organizations.

BU’s legacy includes nurturing leaders and innovators across various fields—liberal arts, education, health sciences, social sciences, engineering, IT, hospitality, and business. Its scholarship programs and commitment to inclusive learning have allowed generations of students to achieve success and contribute meaningfully to society.

“As we celebrate our centennial year, we not only honor our rich past but also reaffirm our commitment to a brighter, more inclusive future,” said Dr. Patricia Bustos-Lagunda, President of Baliuag University. “The establishment of the BU College of Law is a fitting tribute to our vision of empowering individuals to become agents of change.” ▶▶



*Baliuag University President Patricia Bustos-Lagunda is determined to lead the university amidst the changing education landscape through agile innovation, internationalization and relevant program offerings whilst making positive impact to the community and society at large.*



*The governing Board of Directors is poised to bring Baliuag University to greater heights beyond its 100th year. (Seated L-R: President Patricia B. Lagunda, Dr. Norman S. Bustos, Chairman Atty. Asteya M. Santiago, Atty. Abigail M. Santiago; Standing L-R: Corporate Treasurer Monina B. Santos, Corporate Secretary Atty. Susan B. Jacinto; Not in picture: Mr. Nelson R. Santiago)*

## ► Introducing the BU College of Law

The BU College of Law is set to open in 2025 as one of the cornerstone projects of the university's centennial celebration. It is designed to offer a progressive legal education that prepares students for leadership in law, governance, and social justice.

The mission of BU CoL is to cultivate a community of future legal professionals who are not only academically competent but also deeply rooted in ethical practice and a strong sense of civic duty. The College will align with BU's long-standing values—social responsibility, academic rigor, and a commitment to nation-building.

### Four Strategic Pillars

The College of Law will operate under four strategic pillars:

- **Academic Excellence:** A robust curriculum that balances foundational legal theory with practical applications, including legal clinics, moot court competitions, and professional internships.
- **Access and Inclusivity:** BU CoL aims to break barriers to legal education, ensuring students from diverse backgrounds receive the support and opportunities needed to thrive.
- **Research and Innovation:** Faculty and students will be engaged in impactful research addressing legal and policy issues relevant to Philippine society and the global legal landscape.
- **Community Engagement:** Strategic partnerships with law firms, government agencies, and non-profit organizations will provide students with real-world exposure and a platform to serve their communities.

### Campus and Facilities

To house the BU College of Law, the university is repurposing and upgrading an existing building on its main campus.

The new facility will feature:

- Modern, inductive-learning classrooms
- A fully equipped moot courtroom

- A comprehensive law library
- Collaborative student workspaces
- Online learning infrastructure for flexible education delivery

These facilities are designed to foster an environment that supports critical thinking, ethical debate, and leadership development.

### Leadership and Accreditation


BU is committed to assembling a distinguished faculty composed of legal scholars and experienced practitioners. An administrative team will support academic advising, student services, and career development.

To ensure full compliance with national standards, BU is working closely with the Legal Education Board and relevant educational authorities. The university is determined to make BU CoL a recognized and accredited institution from the outset.

### Centennial Year Activities and Vision Forward

Baliuag University's centennial celebration extends beyond the launch of the College of Law. The university has lined up a series of events throughout 2025, beginning in February, to honor its past, celebrate the present, and embrace the future.

Alumni, partners, and community members are invited to participate in forums, exhibits, cultural activities, and academic conferences designed to reflect on BU's enduring legacy—from its roots as Baliuag Institute, to Baliuag Junior College, then Baliuag Colleges, and now Baliuag University in the newly declared City of Baliwag, Bulacan.

Looking ahead, BU remains committed to innovation and responsiveness to societal needs. Plans are underway to introduce more programs focused on sustainability, entrepreneurship, and leadership development, ensuring that the university continues to serve as a vital force in national development. 

# 95 years of legacy and leadership: Misamis University's Milestone Celebration

Ishamae B. Villaruz  
Office of Marketing and  
Public Relations

**M**isamis University proudly celebrated 95 years of unwavering commitment to quality education and community development. Established in 1929 as Kolambugan Academy—the first private high school in Kolambugan, Lanao del Norte—the institution has evolved into one of the most respected educational establishments in the Philippines. Just two years after its founding, the school relocated to Misamis (now Ozamiz City) and was renamed Misamis Institute, setting the foundation for what is known today as Misamis University.

## *A Grand Celebration and Community Engagement*

To commemorate 95 years of educational excellence, Misamis University hosted a dynamic week-long celebration from October 3 to 11, 2024, uniting the entire university community. Guided by the theme, “95 Years of Excellence: Educating for the Future, Building a Stronger Tomorrow,” the celebration kicked off with the Basic Education festivities, followed by a university-wide parade around Ozamiz City.

Each college participated in the float parade, proudly showcasing their creativity, identity, and school spirit to the community. The week included a vibrant mix of sports, musical and literary competitions, and community outreach initiatives—highlighting the university’s commitment to holistic education and meaningful community engagement.

Among the standout events were the spirited inter-college musical showdown, the Battle of the Bands, and the Cheer Dance competition—showcasing the creativity, talent, and team spirit of the students.



Alumni Talks offered students the opportunity to be inspired by the journeys of successful graduates, reinforcing the importance of perseverance and education. The Barrio Fiesta brought everyone together for a lively gathering, celebrating food, culture, and camaraderie in a relaxed and festive environment.

Other key events included the Miss Misamis University pageant, where candidates championed causes aligned with the university’s core values; the vibrant Faculty and Staff Night, which provided

an evening of entertainment and fellowship among the university’s dedicated employees; and the highly anticipated Students’ Night 2024, which saw the entire community come together for an unforgettable evening of music, dancing, and celebration. The week also underscored the university’s ongoing commitment to global growth and innovation through events focused on internationalization and forward-thinking development.



Capping off the celebration was the announcement of the College of Business and Management as the undefeated overall champion—a testament to its consistent excellence and spirited participation across various competitions.

As part of the celebration, and in line with its mission to be a catalyst for sustainable development, the Misamis University Community Extension Program (MUCEP) strengthened its partnerships through various outreach activities. Since its establishment in 1977 under the leadership of the late University President Dr. Nestor Feliciano (1984–2006), MUCEP has served as a central arm of the university’s commitment to community engagement.

## *Honors, Partnerships, and Forward Momentum*

On November 14, 2024, the university honored Dr. Feliciano with the celebration of Nestor Feliciano Day, recognizing his pivotal role in the university’s legacy of community extension. A signing ceremony for the Memoranda of Agreement was held under the banner of “Partnerships for Sustainable Development,” formalizing collaborations with key partners such as the Mt. Malindang Tourism Federation, Bangko Sentral ng Pilipinas, Misamis Annex Integrated School, Mayor Hilarion A. Ramiro Sr. Medical Center, Linusas-Laburak Cooperative, Barra Elementary School, and the Barra Barangay Council.

These efforts reflect the university’s active role in addressing global challenges aligned with the United Nations Sustainable



► Development Goals—from environmental preservation and youth empowerment to public health, literacy, and livelihood. All initiatives are anchored in the university’s core values of I-CARE: Innovation, Compassion, Adaptability, Responsibility, and Excellence.



Cementing its role as a premier educational institution, Misamis University was conferred the Outstanding Institution Award during the prestigious Gabi ng Parangal, a highlight of the 95th Provincial Anniversary of Misamis Occidental. This recognition affirms the university’s enduring impact in shaping individuals who contribute to the growth and vitality of the province.

Further solidifying its reputation, Misamis University was granted Autonomous Status by the Commission on Higher Education (CHED) in 2024, making it the only autonomous institution in Misamis Occidental and Northwestern Mindanao. This prestigious recognition—officially received on November 24, 2024, at the Philippine International Convention Center—honors the university’s consistent excellence in academic governance, program quality, and institutional integrity.

In addition, the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) honored Misamis University for having the highest number of accredited programs in Region X and the most programs with Level II Reaccredited Status in the country. This recognition continues nearly a decade of consistent academic excellence, with MU receiving similar distinctions in 2014, 2015, 2018, 2019, 2020, 2021, 2022, 2023, and now, 2024.

These accolades speak not just of institutional achievement but

of a collective spirit—the dedication of faculty, the perseverance of students, the leadership of administrators, the trust of partners, and the support of alumni and the broader community.



*Reflecting on the Past, Envisioning the Future*

As Misamis University celebrates 95 fruitful years, it reflects with deep gratitude on its humble beginnings in 1929, when it started as Kolambugan Academy in a small town in Lanao del Norte. From those modest roots, the university has grown into an institution of academic excellence and community service. Today, it stands proud of all its achievements and looks forward with a bold vision for the future.

The university’s impact extends far beyond its campus, echoing in communities uplifted by its outreach engagements, in industries transformed by its graduates, and in lives shaped by the transformative power of education. This celebration not only marks a significant milestone in the university’s long history but also highlights its unwavering commitment to fostering leaders, creativity, and community engagement.

MU remains steadfast in its mission to deliver values-driven learning, continuing to build a legacy of purpose, leadership, and progress for generations to come.



# Dr. Battad formally installed as 12th UE President



CHED Chairperson J. Prospero De Vera III (2nd from left) administering the oath of office to UE President Battad (4th from left) at the investiture. In attendance were Dr. Battad's wife, Philippine Carabao Center Executive Director Liza Battad (2nd from right), children led by Zedrick Anthony Battad (far right), UE Registrar Marcelo E. Vergara (far left) and other UE officers

The University of the East conducted an investiture to formally install Dr. Zosimo M. Battad as the 12th UE President and Chief Academic Officer. The ceremony was held on May 2, 2024, at the UE Theater.

Dr. Battad has been UE President-CAO effective January 1, 2023, after having been the Chancellor of UE's Caloocan campus from May 2, 2011, up to December 31, 2022. His immediate predecessor is former Commission on Higher Education Chairperson Ester Albano Garcia, who had been UE President-CAO for nearly 17 years.

Dr. Battad, a native of Kabacan, North Cotabato, earned his Bachelor of Science in Agriculture, Magna Cum Laude, from the former Pampanga Agricultural College (PAC) in Magalang Town in 1982.

A licensed agriculturist, Dr. Battad finished his Master of Science in Animal Science and Ph.D. in Animal Science studies at UP Los Baños (UPLB) in 1985 and 1990, respectively, while he was a faculty member of the Mariano Marcos State University (MMSU) in Batac, Ilocos Norte.

Dr. Battad has had a rich experience in teaching, research, administration, and institution-building. He helped transform the research and development system of MMSU as the best in Region I when he was its Director for Research and Development.

Moreover, he helped build the Philippine Carabao Center R&D system and the realization of a viable buffalo-based dairy

enterprise nationwide when he was its Deputy Executive Director, and led PAC to greater heights as its fourth President.

He went on to become a professor and two-term President—from July 23, 1999, to July 23, 2007—of the then PAC, which is now the Pampanga State Agricultural University (PSAU).

During his nearly 12-year chancellorship of UE Caloocan, within which he was designated Chair of UE's University Research Council (URC) and focal person of the University's Internationalization Program, Dr. Battad was instrumental in the realization of numerous milestones and feats involving individual members of or the entire UE Caloocan community.

Foremost of these is the granting by the Commission on Higher Education (CHED) of the Autonomous Status to the campus effective 2019 up to Academic Year 2023-2024. Others include increased and higher accreditation levels by the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU), of UE Caloocan's degree programs and K-10 program.

Faculty development was likewise further realized under Dr. Battad's watch, having constantly and consistently encouraged further studies and continued training of the Caloocan Campus' professors and teachers.

Battad has also led the University in strengthening its linkages with international colleges and universities, with UE having

forged formal academic partnerships with more than 25 international HEIs since 2011.

On top of all these is his chairmanship and leadership of an array of the University's short-term or seasonal committees, including of the steering committees of the UE Foundation Anniversary celebrations from 2013 to 2022. He has also been a member of the UAAP Board of Directors since September 2019, and was the Assistant Team Manager of the UE Red Warriors Men's Basketball Team for UAAP Season 81. He also became the President of the UAAP for Season 86, of which UE is the host.

Dr. Battad is also the Charter President of the Rotary Club of Magalang, Pampanga, and has so far authored, co-authored, edited and published numerous scientific articles, brochures, books and journals in the fields of agriculture, agritourism and related sciences.

He received more than 60 citations, awards and other forms of recognition in the field of research, administration and socio-civic involvement. These include Soka University's Award of Highest Honor on March 15, 2006, in Tokyo, Japan, and a visiting professorship at Tianjin Agricultural University of Tianjin, China, on June 27, 2007. He was awarded as the Philippine Society of Animal Science's Outstanding Young Professional in Animal Science in 1996; as an Outstanding Alumnus of Pampanga Agricultural College in 2007; and as Outstanding Alumnus of the UPLB College of Agriculture in 2009. 🌱

# T.I.P. appoints Lahoz as new President

The Technological Institute of the Philippines (T.I.P.) is set to begin a new chapter as Angelo Q. Lahoz takes over the helm of the institution's presidency. The announcement was made by T.I.P. Chairman Dr. Elizabeth Quirino-Lahoz on February 21, 2025, during the school's 63rd anniversary celebrations.


President Lahoz is the firstborn of Dr. Quirino-Lahoz and Angel Lahoz, and the grandson of T.I.P. founders Engr. Demetrio Quirino and Dr. Teresita Quirino. He previously served as Assistant Vice President for Administration for 15 years, then as Senior Vice President and Vice Chairman for eight years.

Lahoz, having always been deeply involved in the school's business affairs, is set on continuing his grandparents' legacy, but he is determined to imbue it with a modern perspective and refine T.I.P.'s brand of excellence through the lens of constructivism.

Lahoz's educational philosophy centers around the idea of "learning by doing," or experience-based learning. This approach is manifested through the establishment of T.I.P. TechnoCoRe, the institution's thrust towards Technopreneurship and Industry-Academe Collaborative Applied Research.

In TechnoCoRe, T.I.P. engages students and faculty in collaborative projects with industry giants to gain real-world technopreneurship experience, which at present has led to a host of T.I.P.-developed patents being brought to market today. TechnoCoRe allows students and faculty to gain hands-on experience in using equipment and facilities to solve real-life challenges in their chosen fields. It is also an avenue for students and faculty to connect with key industry players and expand their perspectives.

Lahoz completed his undergraduate degree, BS in Management Information Systems, at the Ateneo De Manila University in 2000. Then he graduated with distinction at the Asian Institute of Management in 2006 for his Masters' degree in Management. He is currently finishing his PhD in Education major in Educational Administration at the University of the Philippines.

Lahoz is an entrepreneur as well. He serves as President and CEO of SEBI, T.I.P.'s first-ever spin-off which provides integrated school management systems to client schools around the Philippines. Lahoz is also active in the Academic community in general, taking on different roles such as the position of Assistant Treasurer in the educational partnership between FEU and T.I.P., Edustria High School. 





## Dr. Guzman installed as MCNP 2nd Prexy, Continues legacy of founding leaders

**PEÑABLANCA, Cagayan** – In a solemn and historic ceremony held on June 29, 2024 at the Medical Colleges of Northern Philippines (MCNP), Dr. Christian R. Guzman was formally installed as the second president of the twin institutions—ushering in a new era of leadership built on a strong foundation of legacy and excellence.

Dr. Christian R. Guzman, son of the late founder and first president, Dr. Ronald P. Guzman, and co-founder, Dr. Wilma Roa Guzman, assumes the presidency with a deep sense of purpose and vision. His leadership honors the mission of delivering quality, holistic, and transformative education to communities in Northern Luzon and beyond.

The installation ceremony was attended by members of the academic community, government officials, industry partners, alumni, students, and friends of MCNP.

The event served as a tribute to the legacy of the institution’s founding leaders and a celebration of a future grounded in continuity, service, and innovation.

In his inaugural address, Dr. Guzman paid tribute to his parents and their pioneering vision. “Today, we honor not only a transition in leadership but also the unbroken thread of a vision that began with my father, Dr. Ronald P. Guzman, and my mother, Dr. Wilma Roa Guzman. Their dream was to build institutions that serve as beacons of hope, service, and transformation. I am deeply humbled to continue this mission,” he said.

Dr. Guzman pledged to lead with a firm commitment to academic innovation, social responsibility, and global relevance.

With his solid background in leadership and his concurrent roles as Chairperson of the Regional Development Council and Private Sector Representative on Health,

Education, and Manpower Development, he is well-positioned to strengthen the institutions’ status as premier centers of learning and development in the region.

Highlights of the ceremony included the formal turnover of leadership symbols, a moving tribute to the late Dr. Ronald P. Guzman, and heartfelt messages of support from various stakeholders.

Many expressed their confidence in Dr. Guzman’s ability to advance the core values of MCNP: Integrity, Service, Accountability, and Professionalism.

As the torch of leadership is passed on, MCNP reaffirms its unwavering commitment to nurturing individuals who are not only academically excellent but also socially responsible and globally competitive—true to the enduring legacy of the Guzman family. 🌐



# UA&P welcomes new University President

**T**he Board of Trustees of the University of Asia and the Pacific Foundation, Inc. on March 19, 2025 announced the appointment of Atty. John Philip R. Yeung as the fifth President of the University of Asia and the Pacific effective August 18, 2025.

Atty. Yeung brings with him a wealth of experience in entrepreneurship, law, teaching, and public service, as well as a strong commitment to the values and mission of the university as a homegrown UA&P alumnus.

He graduated with a degree in Humanities with a Professional Certificate in Political Economy in 2005. Thereafter, he obtained his Master's in Entrepreneurship and, subsequently, his Juris Doctor degree.

His initial foray into business consisted of running his parents' pharmaceutical manufacturing company before venturing into entrepreneurship with business interests in real estate, beverage manufacturing, food service, finance, and information technology.

As a passion project, he founded the Yeung Law Office, a property litigation firm assisting entrepreneurs with their property and business issues while maintaining a no-corruption, no-influence peddling policy.

In 2023, Atty. Yeung was elected as a village councilor in Ayala Alabang, where he crafted ordinances and policies to improve the safety and security of the residents. As a pro-family advocate and a dedicated father of six, he has also spearheaded an effective parenting program conducted by Educhild Foundation.


Atty. Yeung is a faculty member of San Beda College-Alabang and UA&P Institute of Law, teaching Constitutional Law, Local Government Law, and Property Law.



As President, Atty. Yeung will lead UA&P into its next chapter of growth and innovation, continuing our pursuit of academic excellence, research advancement, and community engagement while safeguarding the university's Christian identity.

UA&P is confident that under his leadership, the university will achieve new milestones and further strengthen its reputation as a leading institution of higher learning.

UA&P expresses its deepest gratitude and appreciation to Dr. Winston Conrad B. Padojinog for his 10 years of exemplary leadership and dedicated service to the University as President.

Under his stewardship, the University, among many other accomplishments, hurdled the transition of basic education to the K-12 curriculum through the 6-Year Integrated Program (6YP); diversified the University's program offerings with the launch of the Continuing Real-World Education (CORE) dedicated to customized professional and executive education, and the Center for Family Business Excellence (CFBE) focused on the values-driven transformation of family enterprises, and pursued digitalization that facilitated UA&P's transition during the lockdown and post-lockdown. 

# CEU names Concepcion as President, Padolina as President Emeritus

Manila Bulletin



Danilo "DaniCon" Lardizabal Concepcion



Ma. Cristina D. Padolina

The Centro Escolar University announced the appointment of lawyer and educator Danilo "DaniCon" Lardizabal Concepcion as its new President and Chief Academic Officer. He succeeds Ma. Cristina D. Padolina who has been designated as President Emeritus.

Concepcion, the 21st president of the University of the Philippines, who served from 2017 to 2023, brings with him a wealth of experience and knowledge to steer the university to even greater heights.

Padolina, on the other hand, who was the seventh President and Chief Academic Officer of CEU since August 2006, will remain a major stakeholder at the university in her new role as President Emeritus.

Concepcion will also assume the posts of President and Chief Academic Officer of Centro Escolar Las Piñas, a sister institution of CEU.

The extensive experience of Concepcion at the helm of both public and private higher education institutions gives him a broad perspective from which to lead CEU.

Before assuming the Presidency of the University of the Philippines, he was Dean and Professor of the UP College of Law and Executive Director of the UP Bonifacio Global City Campus.

Prior to his academic leadership roles at UP, he was President of the De La Salle-Araneta University where he completed his BS in Agricultural Engineering, summa cum laude.

At present, Concepcion is the Regent of the Pamantasan ng Lungsod ng Valenzuela, a public higher education institution established by the local government. He is also a faculty of the Philippine Judicial Academy, a training institution for justices, judges, court personnel, and aspirants to judicial posts.


His understanding of the aspirations of the youth which is vital for an educational leader has roots in his stints as President of the Kabataang Barangay Federation of Metro Manila, National President of the Kabataang Barangay National Federation, and Youth Sector representative in the Interim Batasang Pambansa.

The previous position of Concepcion as Associate Commissioner of the Securities and Exchange Commission and his robust practice of law will stand in good stead for his leadership of CEU, as a private educational institution and publicly listed corporation.

CEU, one of the leading educational institutions in the country, was founded on June 3, 1907, as the "Centro Escolar de Señoritas" by two visionaries - Librada Avelino and Carmen de Luna - who were inspired by the patriotic movement to nationalize schools.

CEU has steadily grown as an institution under the leadership of noted educators and now holds the distinction of being one of only four higher education institutions in the Philippines, out of more than 2000, certified at the institutional level by the ASEAN University Network - Quality Assurance.

In addition, all of its campuses in Manila, Makati, and Malolos were granted Autonomous Status by the Commission on Higher Education (CHED), and all campuses also recently passed the combined audit for ISO 21001:2018 (Educational Organizations Management Systems) and ISO 9001:2015 (Quality Management Systems).

The experience of Padolina, the outgoing CEU President, as the first Chancellor of the University of the Philippines Open University, and that of Concepcion, the incoming CEU President, as General Manager of TVUP, provide an excellent backdrop for CEU's leadership in open online education boosted by developments in artificial intelligence and in the provision of micro-credentialing for preparing students for a skills-based economy and for the retooling and upskilling of the country's workforce. 



## MANILA CENTRAL UNIVERSITY AT 120: CREATING THE FUTURE TODAY

Manila Central University at 120: Creating the Future Today Manila Central University (MCU) proudly marks its 120th founding anniversary this year—an extraordinary milestone that reaffirms its legacy as one of the Philippines' pioneering institutions in higher education. Established in 1904 as the Escuela de Farmacia del Liceo de Manila, MCU has evolved into a comprehensive university recognized for its excellence in health sciences, business, education, and technology.

At the heart of this journey is Atty. Filemon D. Tanchoco, Sr., MCU's visionary founder, who believed in providing accessible, quality education for Filipinos. His unwavering commitment to academic excellence, innovation, and nation-building laid the foundation for a thriving institution that has produced generations of professionals

Anchored on the theme "Creating the Future Today," MCU's 120th anniversary is a celebration of its storied past and a bold commitment to future-ready education. This commitment is underscored by its historic Autonomous Status conferred by the Commission on Higher Education (CHED) in 2024—a recognition of MCU's academic excellence, institutional maturity, and its capacity to lead in innovation and global engagement.



Further solidifying its reputation, MCU earned a 4-Star Rating from Quacquarelli Symonds (QS), a global recognition of excellence in teaching, employability, academic development, and facilities. The university was also ranked 9th among Philippine universities by AppliedHE, highlighting its emphasis on graduate employability and community engagement.

In addition, MCU showcased its commitment to sustainability, placing 3rd in Metro Manila in the UI GreenMetric World University Rankings. This recognition reflects MCU's proactive approach to environmental stewardship and sustainable campus initiatives. A significant highlight of the anniversary year was the

launch of the Filemon D. Tanchoco (FDT) Scientific Discoverer Award, an annual tradition celebrating groundbreaking innovations.

The inaugural award recognized MCU innovators for their revolutionary SafeWaTrS mobile water disinfection system, embodying the university's dedication to research excellence and social responsibility. As it celebrates 120 transformative years, Manila Central University stands strong—guided by its founding principles, driven by new achievements, and poised to create the future today for the communities it serves, the nation it uplifts, and the world it seeks to impact.





## PACU Gathers Educational Leaders for NCR and Luzon Expanded Board Meeting at LPU Cavite

The Philippine Association of Colleges and Universities (PACU) convened its Expanded Board Meeting for NCR and Luzon at the Lyceum of the Philippines University – Cavite, bringing together academic leaders and institutional representatives to discuss current educational priorities and policy directions.

The meeting was led by the President of PACU, Mr. Marco Alfredo Benitez, and formally opened by LPU Cavite President, Atty. Roberto P. Laurel. Key agenda items included updates on the Senior High School Curriculum, the Reproductive Health Education (RHE) Policy, and developments from the Department of Education (DepEd) and Commission on Higher Education (CHED).

Financial reports, minutes from the previous meeting, and internal organizational updates were also addressed. The event reinforced PACU's commitment to collaborative governance, academic excellence, and responsive policy-making in Philippine higher education. 🌐





# PACU 92nd General Assembly & Election

September 28, 2024



Installation of Officers and Board of Trustees 2024-2026

January 24, 2025







## Regular Board Meetings

July 19, 2024



August 24, 2024





January 24, 2025



March 31, 2025



June 20, 2025



### Expanded Board Meeting - Visayas

February 21, 2025



### Expanded Board Meeting - NCR & Luzon

May 23, 2025





## Committee Meetings

### EXECOM

July 18, 2024



August 7, 2024



November 8, 2024



December 16, 2025



March 19, 2025



May 9, 2025





June 18, 2025



### COMMISSION ON CONSTITUTION AND BY-LAWS

August 12, 2024



### MEMBERSHIP COMMITTEE

August 14, 2024



May 21, 2025



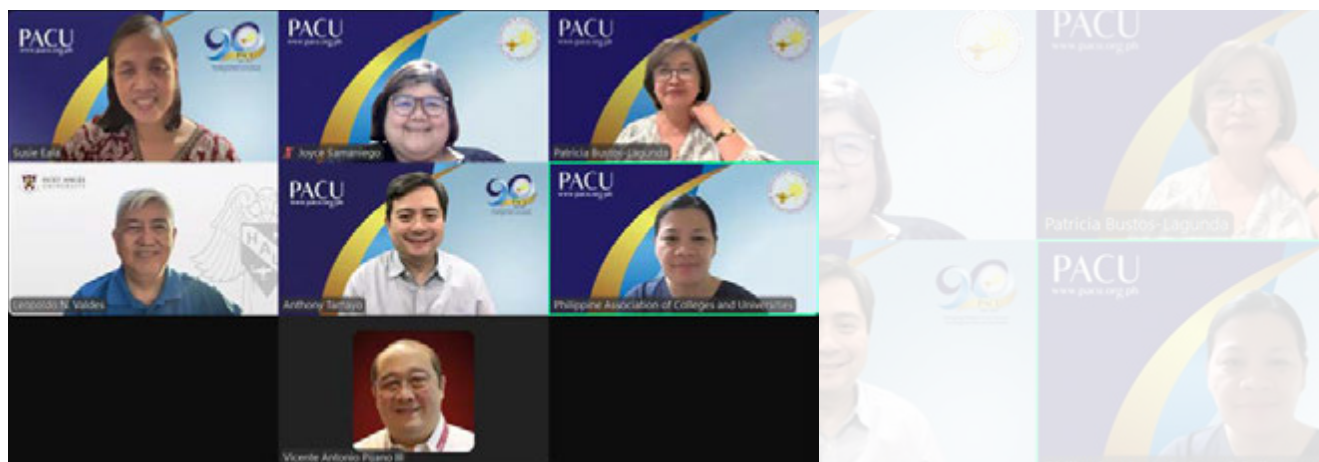
**PUBLIC RELATIONS COMMITTEE**

March 13, 2025



**PROGRAMS COMMITTEE**

March 14, 2025



May 8, 2025





### COMMITTEE ON INSTITUTIONAL QUALITY IMPROVEMENT

March 12, 2025

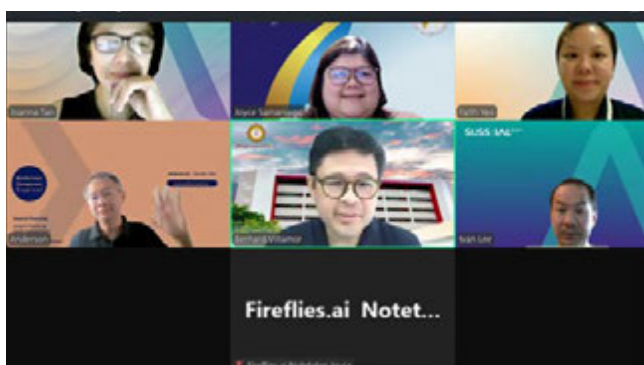


March 27, 2025



### INDUSTRY ACADEME LINKAGE COMMITTEE

March 26, 2025



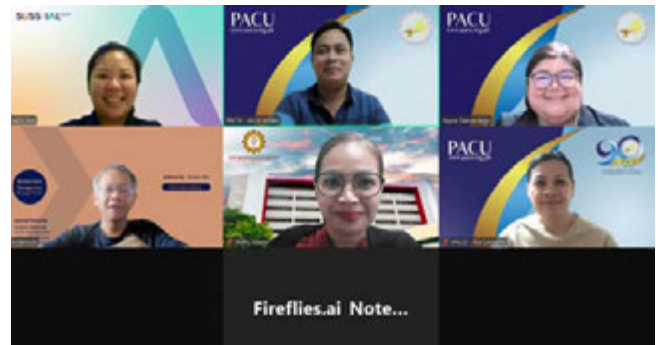
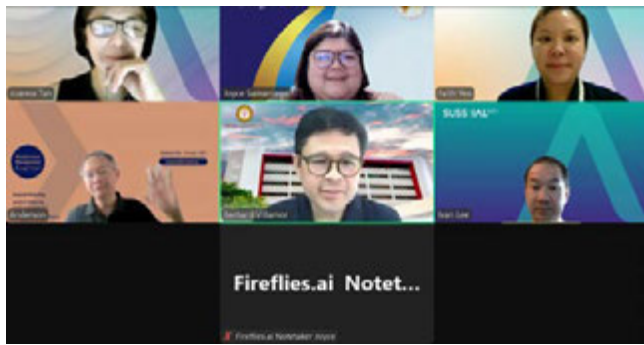
June 10, 2025



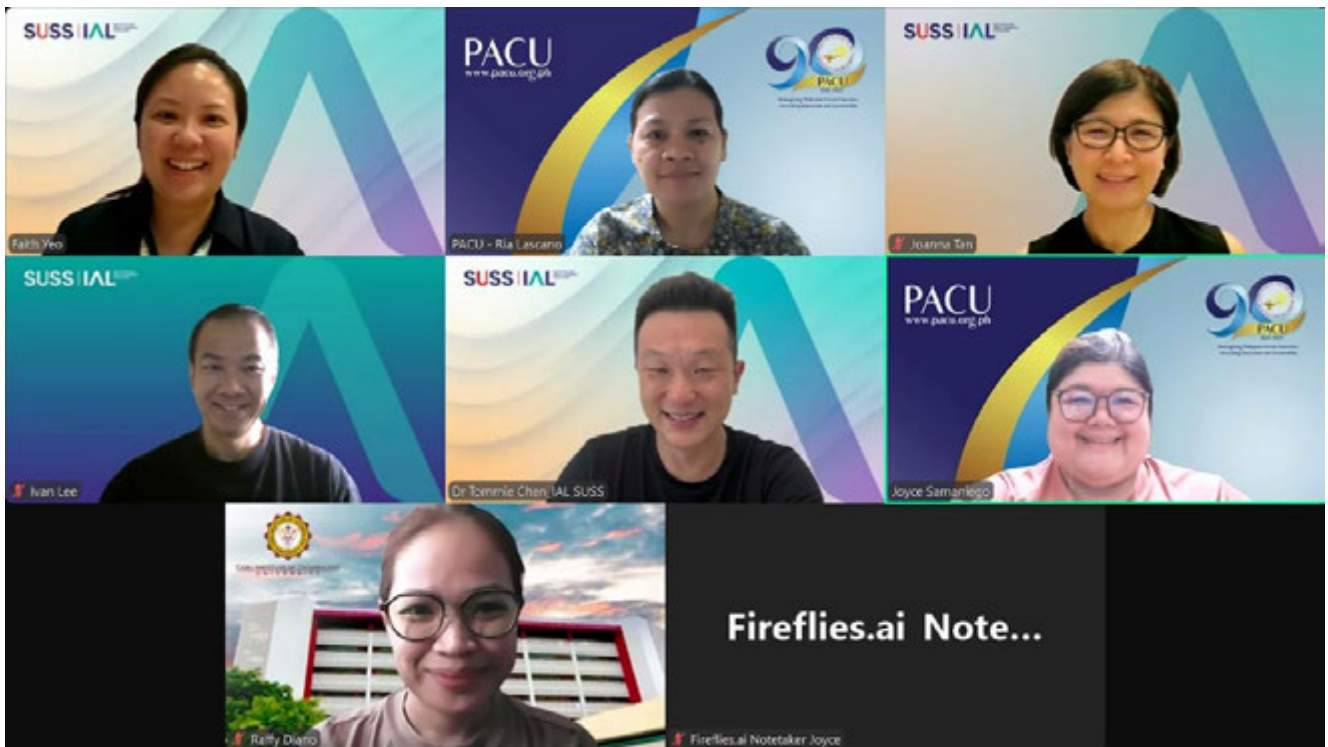
### INDUSTRY ACADEME LINKAGE COMMITTEE WITH SUSS-IAL

March 26, 2025

June 24, 2025

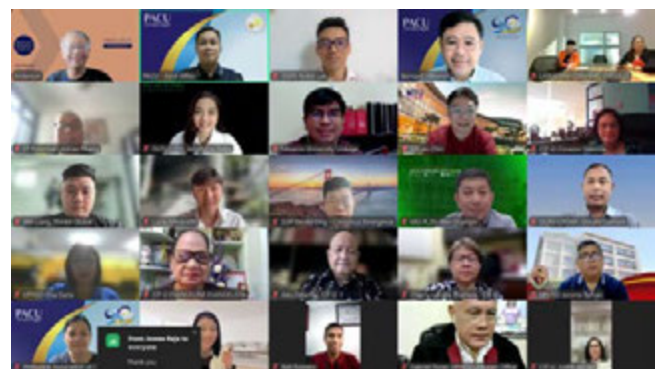
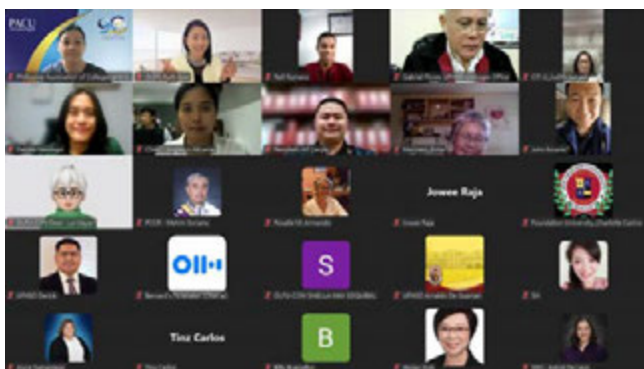


May 20, 2025



### PACU IAL PRE-SUMMIT ORIENTATION

June 26, 2025





# COMELEC

August 20, 2024



September 6, 2024



Strategic Planning

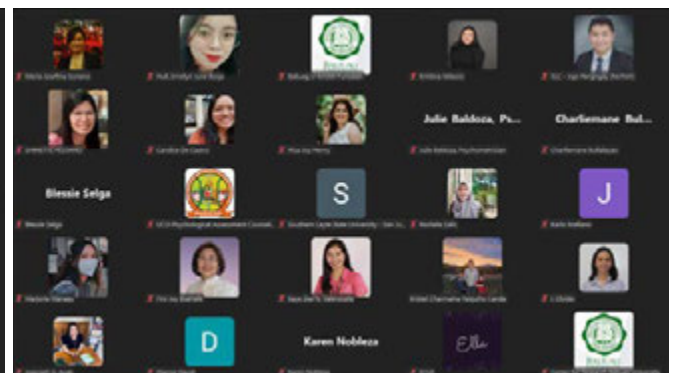
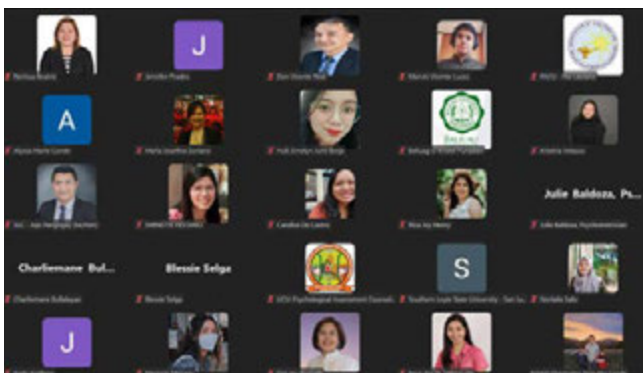
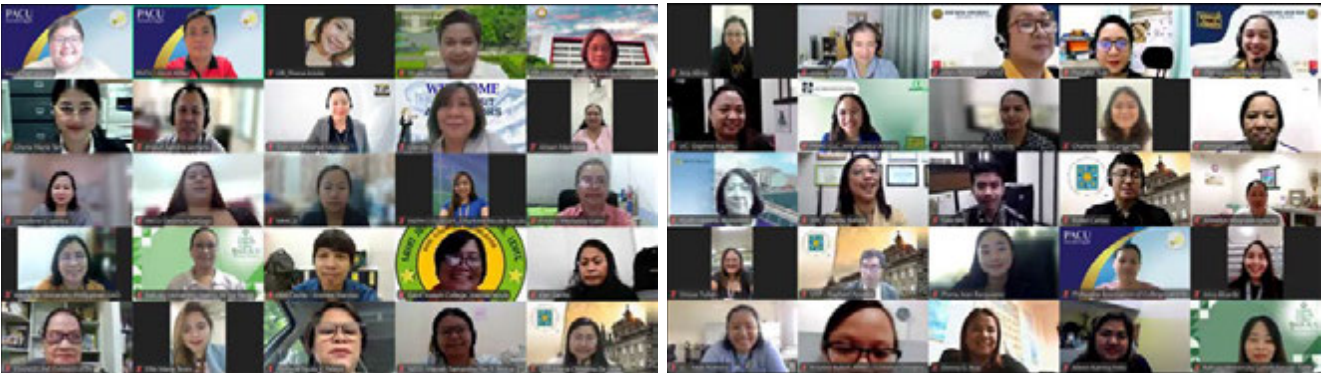
February 21, 2025





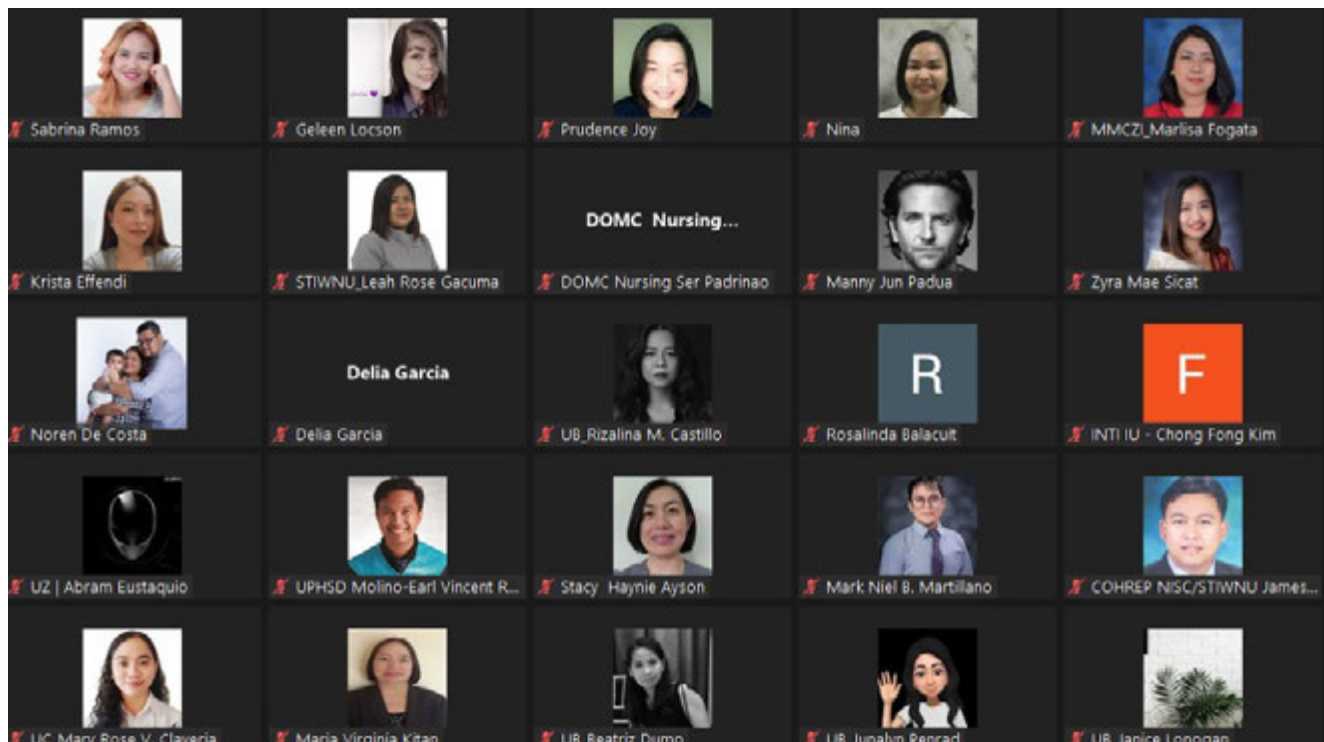
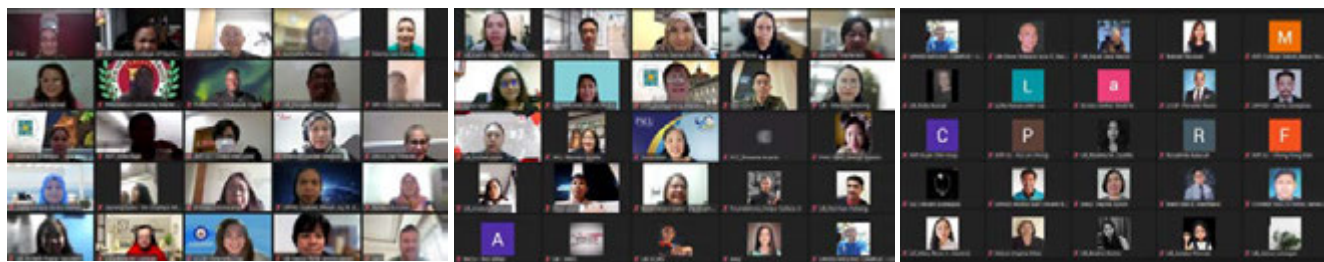
# PACU Webinar on Suicide Prevention and Awareness in Higher Education Institutions and Info Session on the College Experience Survey (CES)

July 16, 2024



# PACU-Turnitin Webinar on Secure Assessment in the Age of AI Protecting Professional Standards in Education

July 24, 2024





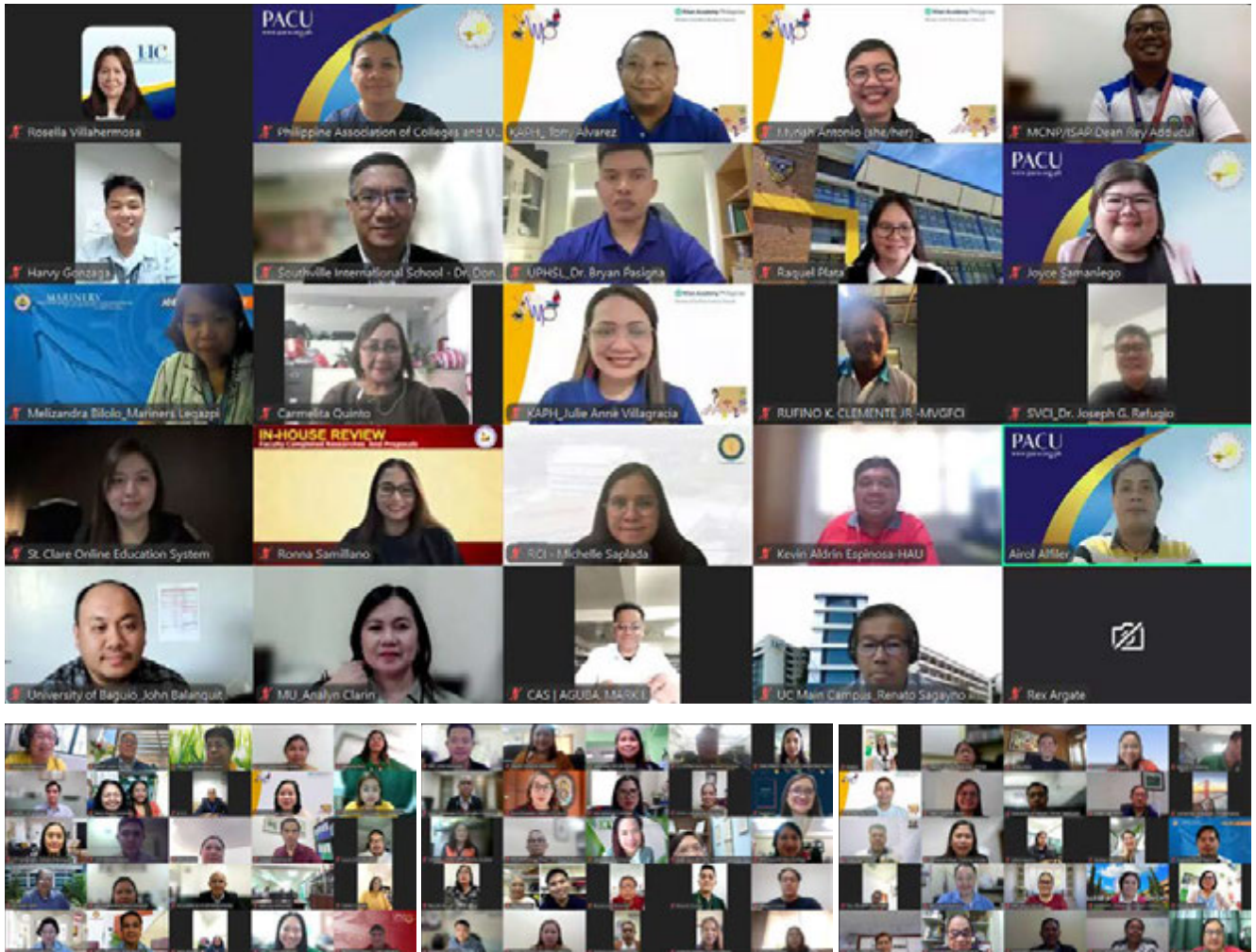
## PACU-FranklinCovey Workshop: The 4 Disciplines of Execution (4DX) Workshop for Educators

February 17-18, 2025



**PACU-Khan Academy Philippines Orientation Workshop: Empowering Edtech Educators: Building the Classroom of the Future with AI**

March 14, 2025



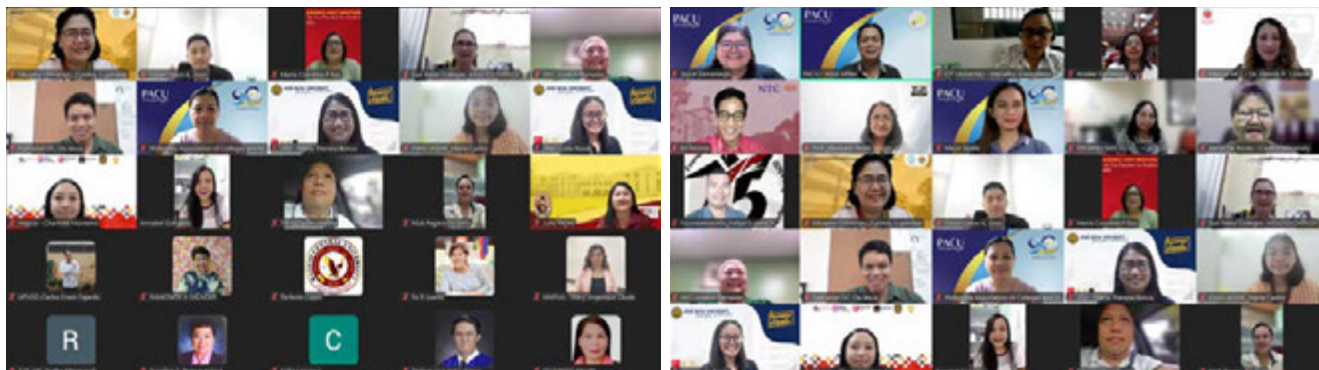
**PACU-Khan Academy Workshop entitled Empowering Edtech Educators: Building the Classroom of the Future with AI**

April 14, 2025



## Consultation Briefing regarding Strengthened SHS Curriculum with Dr. Ed Fermin

April 11, 2025



## The Legal Mind Executive Sessions for Private Higher Education

April 22, 2025



PACU 7th LAMP Summit  
"Fortifying the Curriculum and Embracing Lifelong Learning Pathways"

May 28, 2025



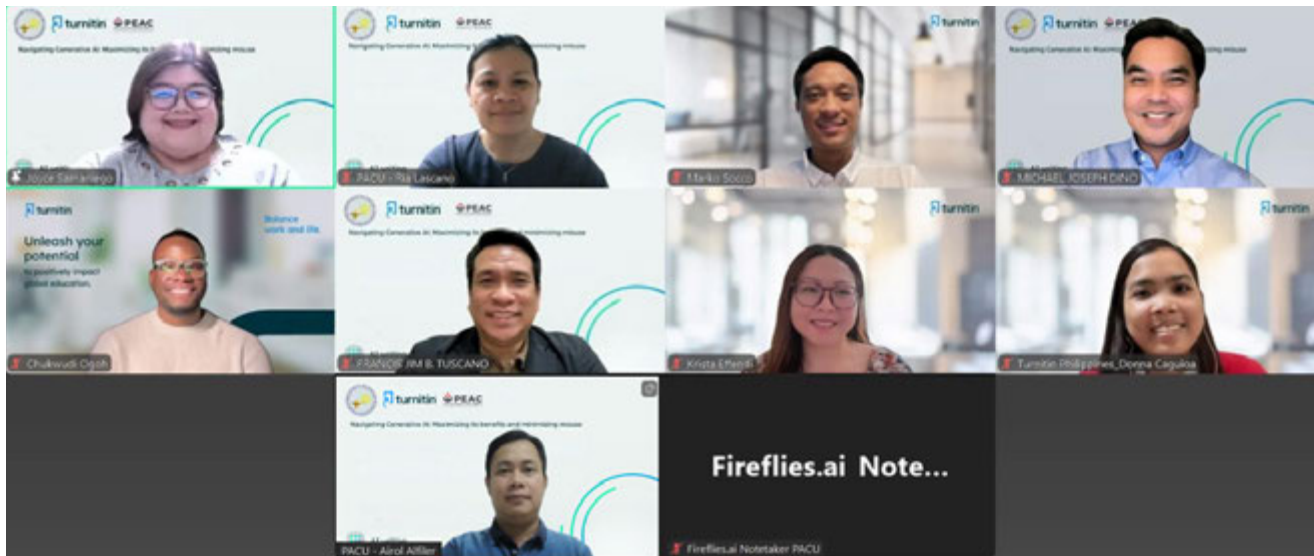






## PACU-TurnItIn Webinar on Navigating Generative AI: Maximizing its Benefits and Minimizing Misuse

June 17, 2025



## PACU Thanksgiving Dinner for TESDA Director General Jose Francisco B. Benitez

September 12, 2024



## National Launching of TVET Micro-Credentials

March 14, 2025



PACU Inaugural IAL Summit: Transforming Education and Learning:  
Fostering Entrepreneurship and Industry Collaborations

June 30 - July 2, 2025



## COCOPEA EXECOM Meeting

May 14, 2025



## COCOPEA 9th National Congress

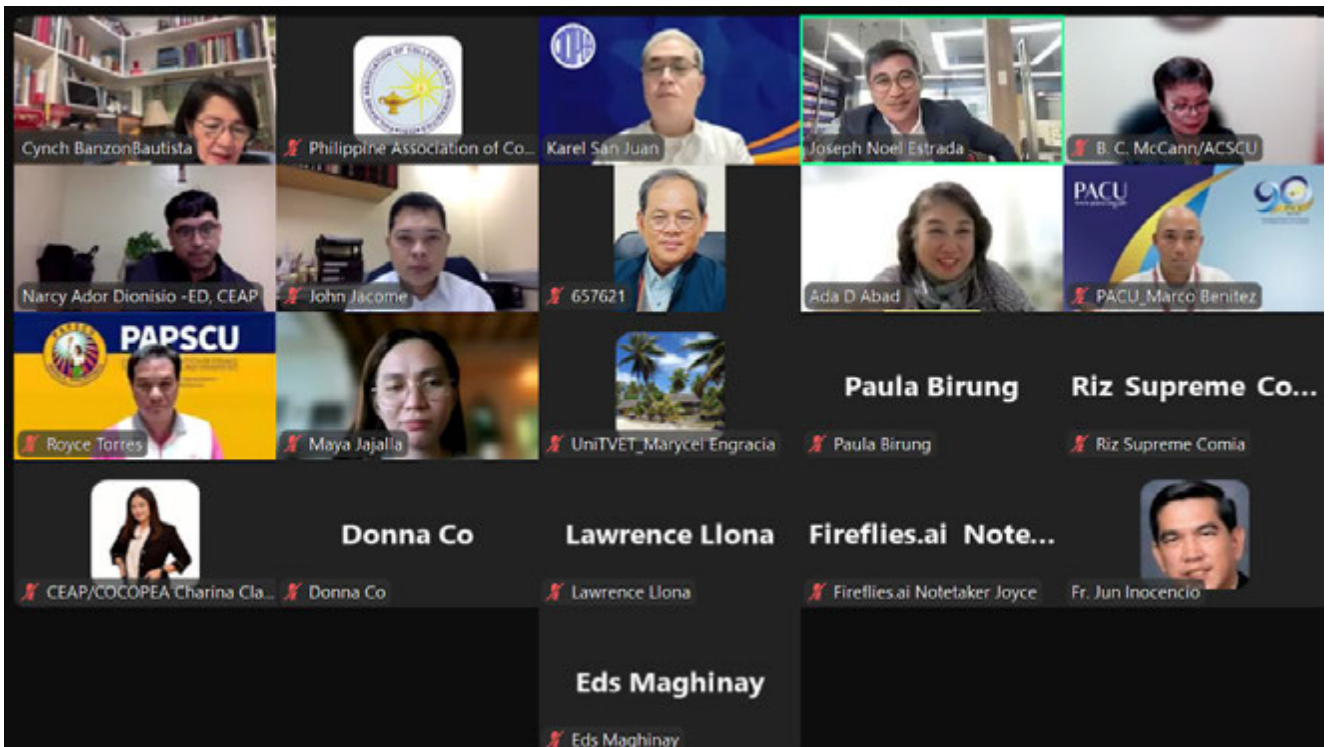
July 1-2, 2024





## COCOPEA Meeting with EDCOM 2

March 17, 2025



**COCOPEA-PACU-Private Schools Dinner and Consultation Meeting with Senator Sonny Angara (Incoming DepEd Secretary)**

July 16, 2024



**COCOPEA 3rd Quarterly Board Meeting**

August 8, 2024



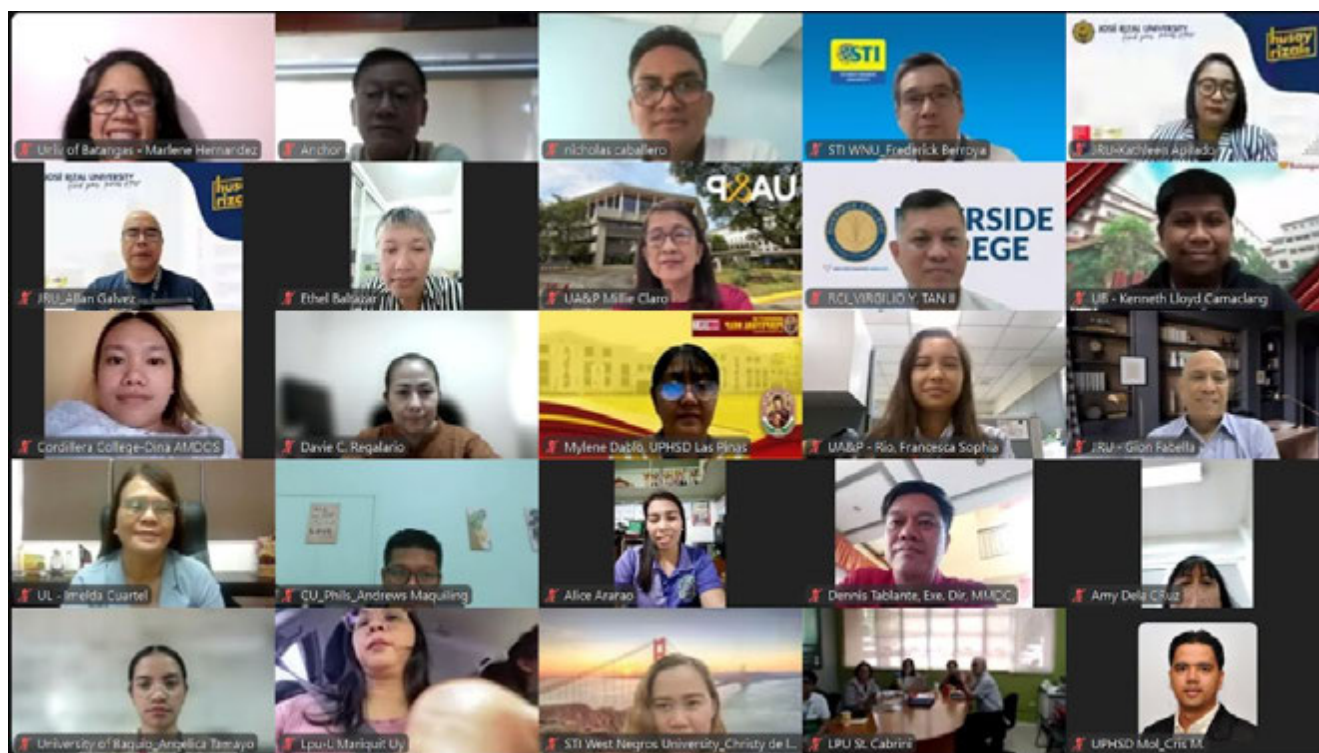
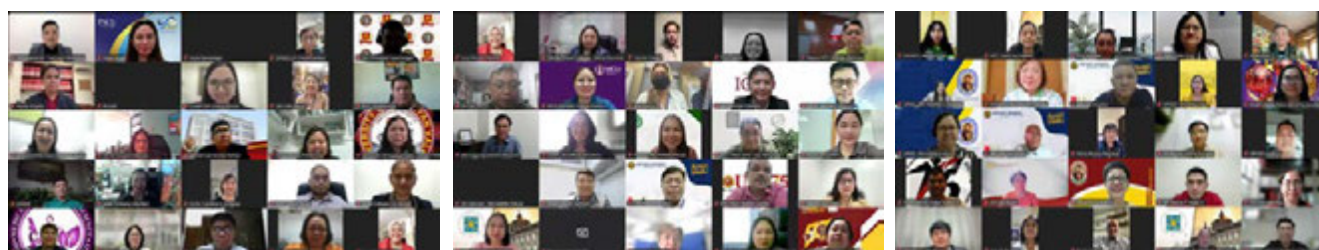
**CHEd FGD on Higher Education Sector Development Plan 2040**

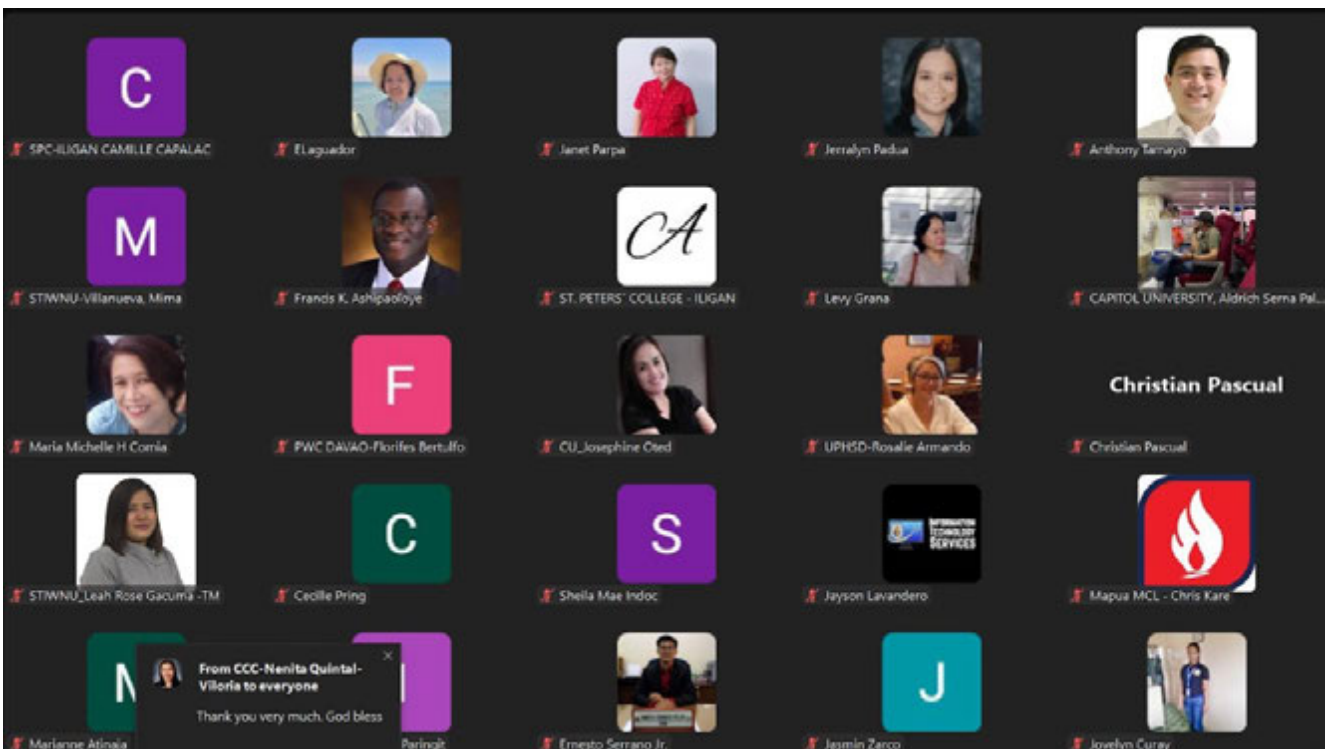
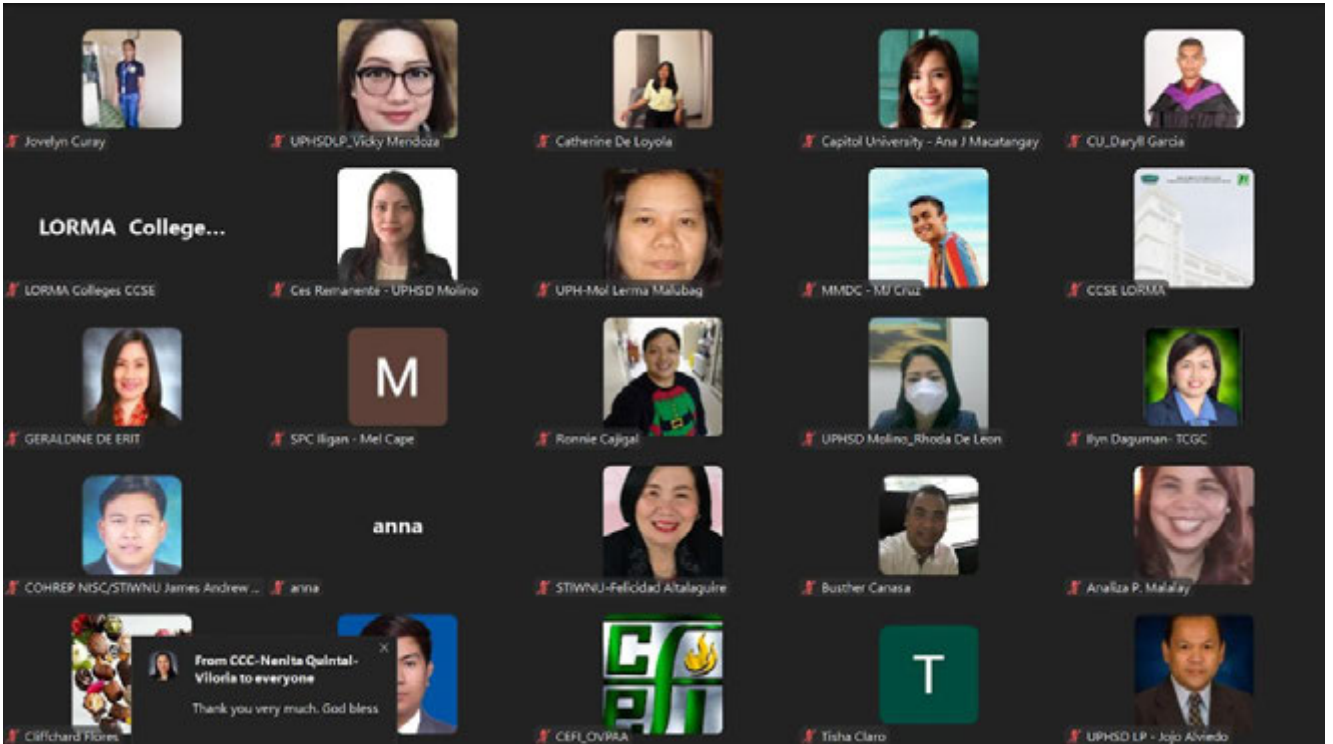
July 5, 2024



PACU-CHED Orientation on CMO No. 1, 2025, Guidelines for Microcredentialed Development, Approval, and Recognition in Higher Education

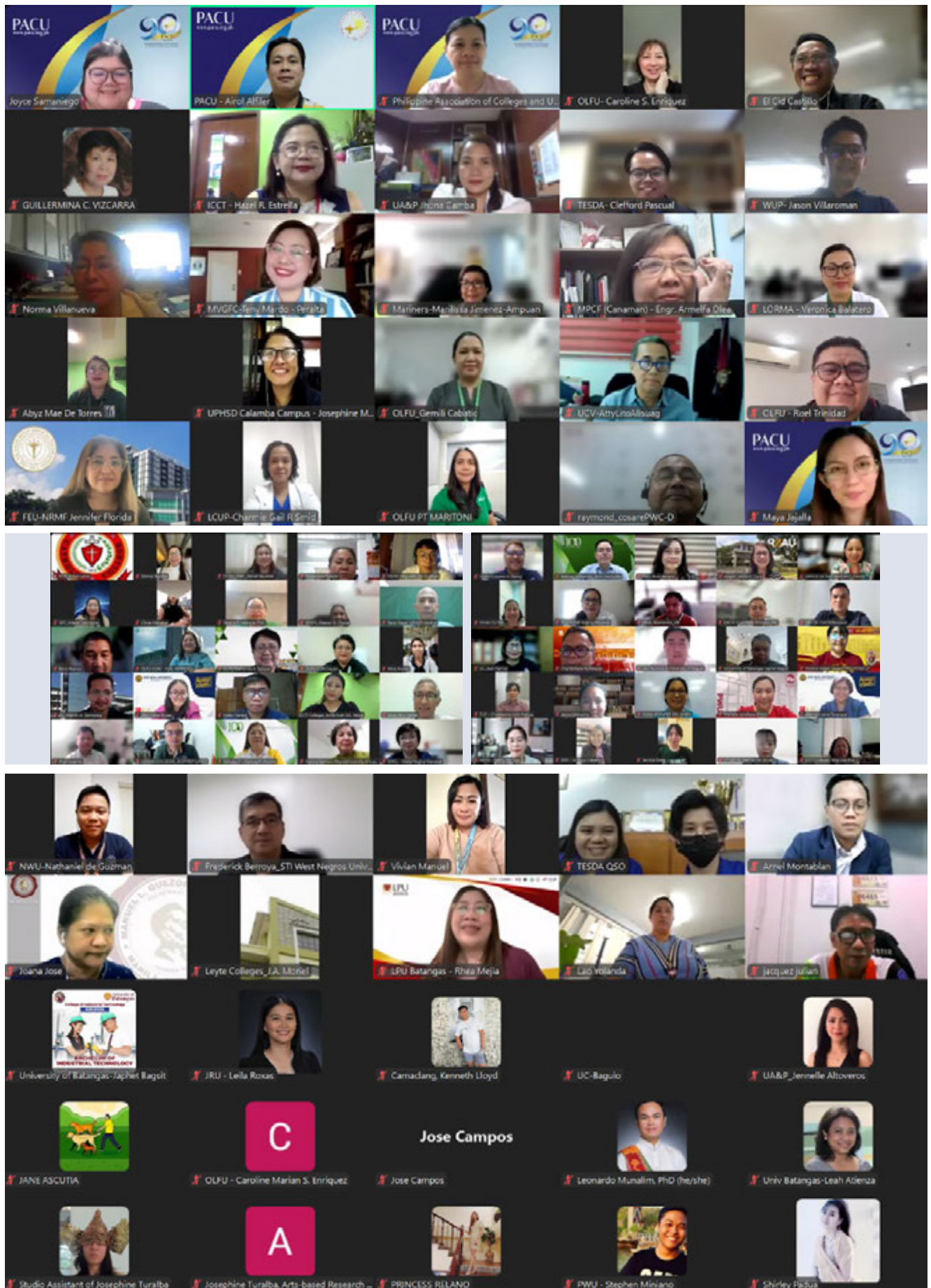
February 26, 2025





TESDA Orientation on Microcredentials and EBET Law IRR

April 10, 2025





|                          |                                    |                            |                             |  |
|--------------------------|------------------------------------|----------------------------|-----------------------------|--|
| EAC-Norma G. Nunez       | Mariphe Oslan  University of Luzon | WUP-Wilfredo Ramos         | Arlyn R. Alifo - SISFU      | ROWENA SAGAYSAY                        |
| NWU Juan Jobelle Acosta  | MJoy Mansbridge                    | Bluehjay Viray             | LPU-L - Dr. Dennis Catapang | OLFU CON Carol San Diego               |
| Baliuag University CNAHS | Baliuag University - Rolando Calma | Heraclio Lagrada           | <b>NWU - Nora Cle...</b>    | Dean Emerlyn Darling Engralla-Managuan |
| Harvey Canal- NWU CAHS   | OLFU- Miguelito De guzman          | ANN B. MONTALBO            | Dr. Arnelita J. Driz        | Patricia Bustos-Laguardia              |
| Maureen Perez            | Nhalie Pangan PWU                  | UPHSD, Blanz Angel Donasco | Marlon Mendina              | Lee Marie O. Castro                    |

|  |                           |                            |                            |                            |                            |                     |                            |
|--|---------------------------|----------------------------|----------------------------|----------------------------|----------------------------|---------------------|----------------------------|
| Dean Emerlyn Darling Engralla-Managuan | Patricia Bustos-Laguardia | Lee Marie O. Castro        | Maureen Perez              | Nhalie Pangan PWU          | UPHSD, Blanz Angel Donasco | Marlon Mendina      | Lee Marie O. Castro        |
| Patricia Bustos-Laguardia              | Lee Marie O. Castro       | Maureen Perez              | Nhalie Pangan PWU          | UPHSD, Blanz Angel Donasco | Marlon Mendina             | Lee Marie O. Castro | Maureen Perez              |
| Lee Marie O. Castro                    | Maureen Perez             | Nhalie Pangan PWU          | UPHSD, Blanz Angel Donasco | Marlon Mendina             | Lee Marie O. Castro        | Maureen Perez       | Nhalie Pangan PWU          |
| Maureen Perez                          | Nhalie Pangan PWU         | UPHSD, Blanz Angel Donasco | Marlon Mendina             | Lee Marie O. Castro        | Maureen Perez              | Nhalie Pangan PWU   | UPHSD, Blanz Angel Donasco |

|                           |                                  |   |                          |                                |
|---------------------------|----------------------------------|---|--------------------------|--------------------------------|
| Shirley Padua             | Angelina C. Buenaventura         | LPU Laguna - Von Rein Prince Pasco (Fu... | Ree Chee Inojaldo        | Office of the School Director  |
| UPHSD-ORLEC               | Marla Michelle H Comla           | NU MOA, Dolly Manalang                    | Pet Agcaoil              | FoundationU, Felipe Sullera Jr |
| PWU - Izza Michaela Palma | UNC- Christine Baudista          | <b>Bob Tomas</b>                          | ICCTColleges_Rose Ostria | Edwin Bernal                   |
| Remedios Cruz             | CCELL, University of Batangas    | Leomir Paz                                | Cindy Almazon            | UPHSD Derick                   |
| Ma. Morena Ranera         | OLFU - DR. FRANCIS JAY DELA CRUZ | UPHSL Isabela - Warren L. Callung         | Cristina Obispo          | <b>Vicente Credo</b>           |

Partners

Stratbase

July 5, 2024



Turnitin

July 19, 2024



August 28, 2024





### USAID UPSKILL

August 7, 2024



### Eskwelabs

August 7, 2024



### FranklinCovey

August 14, 2024



### AASHPI

August 21, 2024



### Kahoot!

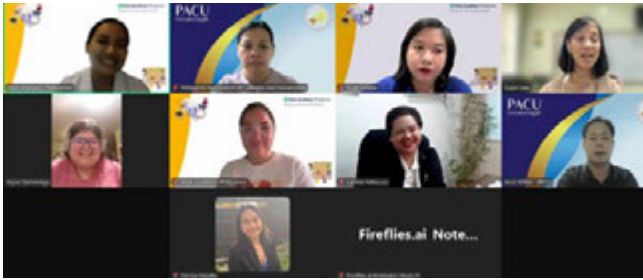
August 28, 2024





### Khan Academy Philippines

March 12, 2025



March 20, 2025



### D2L

May 7, 2025



### HIMAP Partnership Meeting

May 8, 2025



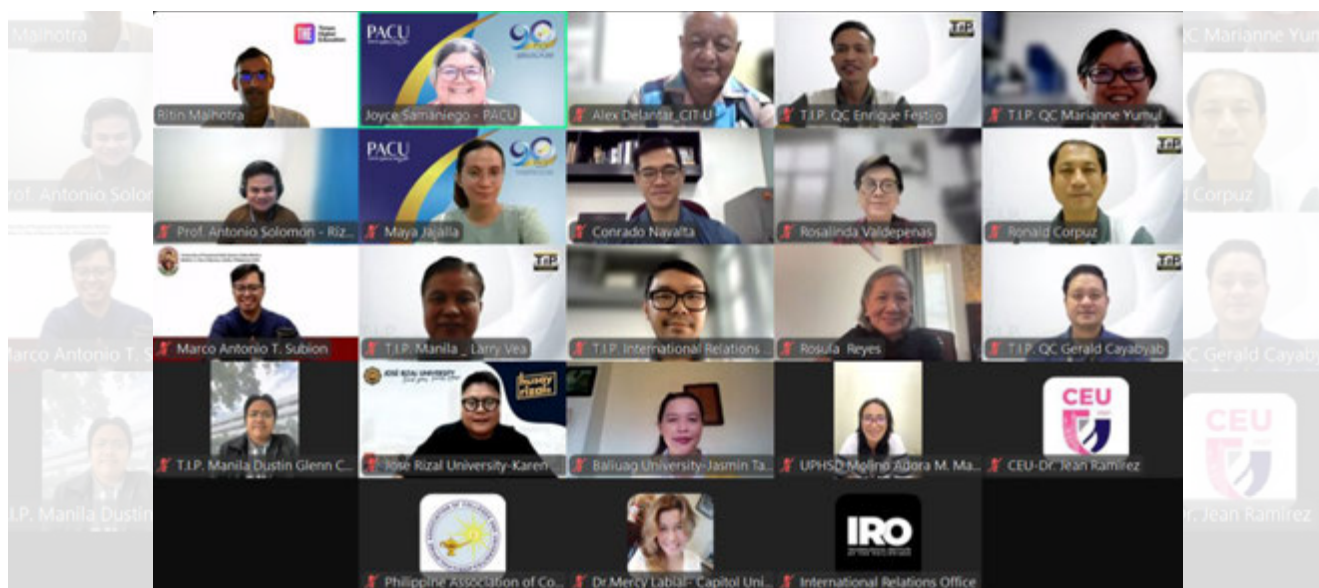
Lyceum of the Philippines University - Cavite

May 13, 2025



Times Higher Education (THE)

May 22, 2025



University of Asia and the Pacific

May 20, 2025





# Philippine Association of Colleges and Universities

## WORKING COMMITTEES

2024-2026

### Public Relations Committee

Ms. Laurice Faye R. Juarez  
*Committee Chair*

Dr. Karen Belina F. De Leon  
Dr. Caroline Marian S. Enriquez  
Dr. Zorba Bnn R. Bautista  
Dr. Anthony Jose M. Tamayo  
Dr. Victoriano B. Tirol III  
Dr. Patricia B. Lagunda  
Dr. Irene Joyce V. Evangelista  
Mr. Marco Alfredo M. Benitez  
*Permanent Secretary:*  
Ms. Joyce Anne C. Samaniego

### Programs & Projects Committee

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