



Newsletter

A Publication of the Philippine Association of Colleges and Universities



▲ Smiles from delegates highlight the conclusion of the PACU General Assembly and National Conference held last September 27, 2025 at the Makati Diamond Residences where shaping the future of higher education took center stage.



▼ The PACU Executive Committee is at the forefront as the General Assembly and National Conference begins.

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PRESIDENT'S REPORT

Advancing Complementarity, Innovation, and Sustainability in Private Higher Education

Mr. Marco Alfredo M. Benitez & Ms. Joyce Anne C. Samaniego

The past several months have been both dynamic and consequential for the Philippine Association of Colleges and Universities (PACU). From July 2025 to February 2026, the association continued to strengthen its role as a national voice for private education while expanding programs that support institutional sustainability, innovation, and collaboration with government and industry.

Representing 190 member institutions nationwide with over 1.5 million students enrolled from basic education up to post graduate education, PACU remains committed to advancing quality education, promoting access and equity, and ensuring that private education continues to play a vital role in national development. Guided by the strategic priorities adopted by the PACU Board of Trustees, the association deepened policy engagement with government agencies, strengthened partnerships with education stakeholders, and expanded learning and collaboration opportunities for academic excellence, institutional sustainability and professional development for member institutions.

When we outlined our administration's key priorities earlier this year, we set our sights on four key pillars: proactive advocacy for balanced policies (particularly the complementarity of private and public education); research and database development geared towards the private education sector; strengthening quality and innovation particularly on the role of artificial intelligence; and, building institutional resilience and sustainability by forging robust collaborations, and empowering our students and communities.

Looking back at the past few months, I am incredibly proud to report that our collective actions have not only responded to current realities but have paved the way for a more strategic, future-oriented Philippine education system.

Priority 1: Complementarity Between Public and Private Education Systems and Jobs

PACU continued to advocate for stronger recognition of the complementary roles of public and private institutions in delivering quality education and preparing graduates for employment. In partnership with organizations under the Coordinating Council of Private Educational Associations of the Philippines (COCOPEA), PACU participated in consultations with key government agencies, including DepEd, CHED, and TESDA as well as with the Senate and the House of Representatives, to advance policy frameworks that recognize private education as a strategic partner in expanding access, improving learning outcomes, and supporting workforce development. ▶▶

► Engagement with the Department of Education

PACU continued its engagement with the Department of Education (DepEd) in discussions on policies, reforms, and strategic directions shaping Philippine basic education. These engagements reflect the constitutional principle of complementarity between the public and private education sectors, which recognizes the shared responsibility of both sectors in expanding access to quality education. PACU remains committed to supporting evidence-based and forward-looking reforms that respond to the evolving needs of learners, educators, and institutions.

PACU participated in national discussions on strengthening the Senior High School component of the K–12 reform, emphasizing its role in improving graduate employability, workforce readiness, and lifelong learning pathways. DepEd has since institutionalized its Public–Private Complementarity Policy Framework, marking an important step toward reinforcing collaboration across the education sector.

To ensure that the perspectives of private schools are reflected in ongoing reforms, PACU organized a series of technical working group meetings and information sessions with DepEd and PACU member institutions. These engagements contributed to the development of sector position papers on key policy issues, including the proposed three-term school calendar, the Strengthened Senior High School Curriculum, the draft Expanded Government Assistance to Students and Teachers in Private Education (E-GASTPE) guidelines, and the Senior High School recognition policy and assessment tool.

Through these consultations, PACU consolidated feedback from private institutions and contributed recommendations aimed at strengthening quality learning, institutional sustainability, and learner development within the Philippine basic education system.

Moving Forward with TESDA

PACU will continue working with TESDA to strengthen pathways between technical-vocational education and higher education, particularly through the development of ladderized diploma-to-degree programs aligned with the Pilipinas Merit Scholarship Program. Discussions also emphasized the need to streamline certification processes to enable higher education institutions to offer TVET programs more efficiently, while maintaining TESDA standards. PACU likewise proposed establishing a designated focal point for continued coordination to advance complementarity and expand opportunities for students and institutions.

PACU will continue working with DepEd, CHED, TESDA, and sector partners to advance policies that strengthen complementarity, promote lifelong learning pathways, and support institutional development across the Philippine higher education system.

Engagement with CHED on Higher Education Complementarity

PACU, through COCOPEA, also shared the private education sector’s perspectives during a courtesy call with CHED Chairperson Dr. Shirley Agrupis on August 6, 2025. The dialogue discussed key policy issues affecting higher education, including the review of MORPHE and the need to build a revitalized higher education ecosystem anchored on balanced public–private collaboration, including partnerships with state and local universities and colleges (SUCs and LUCs).

The discussion likewise highlighted the sector’s support for CHED’s strategic priorities under the A.C.H.I.E.V.E. framework, particularly initiatives that advance accessible lifelong learning, a unified national human capital development plan, harmonized research and innovation aligned with the Sustainable Development Goals, integrated data and analytics systems, expanded internationalization, strengthened governance, and more efficient public service delivery. Opportunities for cooperation were also explored in areas such as off-campus learning initiatives, internationalization programs, and participation in UniFAST technical working groups relevant to private education. ►►

- ▶ Another key milestone was the January 29, 2026 dialogue between COCOPEA and CHED forming a Technical Working Group (TWG) where both sides affirmed the importance of pursuing a model of “coopetition”—combining healthy competition with structured collaboration between public and private higher education institutions. CHED also expressed openness for COCOPEA to help develop a sector-driven Complementarity Framework, drawing inspiration from international models such as the European Bologna Process.

Initial discussions with the CHED TWG emphasized complementarity as a guiding principle, recognizing that both sectors must work together to address challenges in quality assurance, student welfare, and institutional development, while continuing to respect institutional autonomy and academic freedom. PACU, through COCOPEA, remains committed to supporting the development of a collaborative and balanced framework that advances excellence, innovation, and quality tertiary education. Further consultations are expected with CHED Chairperson Dr. Shirley C. Agrupis as the complementarity framework continues to take shape.

Priority 2: Private Education Industry Study and Database Development

PACU initiated the development of a private education industry study and database aimed at generating reliable sector data to inform national education planning and policy discussions. In partnership with the Private Education Assistance Committee (PEAC), the Catholic Education Association of the Philippines (CEAP) and COCOPEA, PACU through the Policy Committee has commissioned a comprehensive Private Education Sector Study that will examine the strengths, challenges, and economic contributions of private education in the Philippines.

The study will analyze long-term trends in student enrollment, graduate outcomes, and workforce deployment, while assessing how well the sector is preparing students for emerging industries and global opportunities. It will also identify policy and capacity gaps affecting the sustainability of private schools.

Ultimately, the study aims to demonstrate how stronger public–private collaboration in education can help revitalize the Philippine education system, highlighting the important role that private institutions play in expanding access and improving learning outcomes for Filipino students. The study will commence in March 2026 and we are expected to have a report from the researchers at Carillon & Associates by September 2026.

Priority 3: Artificial Intelligence and Emerging Technologies

PACU began supporting member institutions in navigating the growing impact of artificial intelligence and emerging technologies in education. As part of this effort, the 8th LAMP Summit on AI was held on 19 November 2025 at Our Lady of Fatima University (OLFU) in Valenzuela City, bringing together nearly 200 presidents, academic leaders, and administrators from PACU member institutions.

With the theme “Redesigning Education Through AI Integration,” the summit highlighted the urgent need for institutions to integrate AI responsibly into teaching, governance, and institutional operations. Discussions explored practical applications of AI in academic delivery, curriculum development, institutional leadership, and workforce preparation.

Speakers and panelists emphasized a human-centered approach to AI, recognizing technology as a strategic tool that could enhance learning and decision-making while preserving the essential role of educators. The summit also underscored the importance of updating curricula, strengthening ethical governance of AI, and preparing Filipino graduates with the digital and critical skills required in an increasingly technology-driven global economy. ▶▶

- ▶ The forum marked an important step in PACU's efforts to promote responsible innovation and institutional readiness for AI-driven transformation in Philippine higher education.

Priority 4: Institutional Sustainability

Institutional sustainability remains a key concern for private educational institutions as they navigate evolving enrollment patterns, financial pressures, and regulatory changes. To support member schools, PACU will conduct an Institutional Sustainability Seminar in March 2026 at St. Paul University Philippines in Tuguegarao City.

The seminar will bring together academic leaders and policy experts to discuss strategies that strengthen the competitiveness, resilience, and long-term viability of private schools, while identifying policy directions that support the sustainability of the sector.

Discussions will focus on key areas including governance and strategic leadership, financial and resource sustainability, academic quality and innovation, community and environmental stewardship, and legislative and regulatory compliance, while also exploring practical ways to operationalize complementarity between the public and private education systems.

Financial Stewardship

PACU maintained sound financial stewardship during the reporting period. Treasurer's reports confirmed stable financial reserves and responsible fiscal management supporting PACU's administrative operations, advocacy initiatives, and member programs. The Board also explored prudent strategies to optimize available resources while maintaining transparency and accountability through regular reporting, external audits, and regulatory compliance.

Engagement with Government

PACU actively engaged with key education agencies including the Department of Education, TESDA, CHED, UniFAST, and EDCOM II.

With DepEd, PACU participated in consultations on the Public-Private Complementarity Framework, revisions to the Manual of Regulations for Private Schools, SHS curriculum validation workshops, the Teacher Education Roadmap, and school safety initiatives.

PACU also engaged with TESDA on workforce development initiatives including the Digital Skills Passport and demand-driven TVET programs aligned with labor market needs.

Legislative Engagement

PACU and its partners also participated in Senate Committee on Basic Education hearings on the proposed Private Basic Education Voucher Assistance Act.

Key recommendations included expanding voucher coverage across the entire basic education cycle, simplifying eligibility criteria to support low- to middle-income families, strengthening student choice through improved school information systems, and ensuring stronger quality assurance across both public and private schools.

Looking Ahead

The Philippine education landscape continues to evolve in response to policy reforms, technological ▶▶

► transformation, and changing workforce demands.

PACU remains committed to supporting its member institutions through policy advocacy, professional development programs, and strategic partnerships. Together with its 190 member schools, PACU will continue working toward a stronger, more innovative, and more sustainable private education sector for the Philippines.

Appreciation and Acknowledgments

The progress and initiatives highlighted in this report are the result of a collective effort. PACU's work is sustained by the commitment, collaboration, and shared purpose of many individuals and institutions that continue to support the association's mission.

I would like to express my sincere appreciation to the PACU Board of Trustees for their leadership, insight, and strategic direction. Your guidance ensures that the organization remains focused, responsive, and forward-looking as we navigate the changing landscape of education.

My gratitude also goes to the PACU Executive Committee, our legal advisers, and the various standing committees, whose contributions—from policy analysis and position papers to program development and dialogue facilitation—have significantly strengthened the association's work.

The PACU Secretariat likewise deserves special recognition. Their professionalism, dedication, and careful coordination of our day-to-day operations enable the organization to function effectively and serve our members with consistency and reliability.

We are equally grateful to our member institutions and partner organizations, including COCOPEA, PEAC, CHED, DepEd, TESDA, EDCOM II and industry associations, corporate partners and supporters. Their cooperation and engagement continue to expand opportunities for collaboration and strengthen the impact of our initiatives.

Most importantly, I extend my thanks to the PACU general membership. Your participation in our programs, policy discussions, and collective advocacy affirms the continuing relevance of our work and reinforces the role of PACU as a community of institutions committed to educational excellence.

Moving Forward Together

As we look toward the future, the mission of PACU remains clear: to champion the role of private education in delivering quality learning opportunities for Filipino students.

At the same time, the education sector is undergoing rapid transformation. Technological innovation, shifting workforce demands, and evolving policy reforms require us not only to adapt but also to think boldly about the future of education.

PACU will continue to serve as a platform for collaboration, thoughtful dialogue, and principled advocacy. We will work to advance policies that are balanced, inclusive, and responsive to the needs of learners, educators, and institutions across the country.

Let us move forward with shared resolve—strengthening our partnerships, deepening our commitment to excellence, and ensuring that private education continues to contribute meaningfully to national development.

Mabuhay ang PACU, at mabuhay tayong lahat! 



LEGAL UPDATES

PACU in Action: Driving Legal, Legislative, and Policy Advocacy Forward

Atty. Maya Angelique Jajalla

The Philippine Association of Colleges and Universities (PACU) continues to take an active leadership role in shaping national education policy – championing reforms that protect student welfare, uphold academic freedom and institutional autonomy, and ensure financial sustainability across the private education sector.

Through formal position papers and sustained engagement with CHED, DepEd, Congress, and other stakeholders, PACU has advanced evidence-based recommendations on key reforms ranging from tertiary education financing and government subsidy programs to regulatory modernization, curriculum reform, and academic calendar restructuring.

On the Senate Bills seeking to amend the Universal Access to Quality Tertiary Education Act (R.A. No. 10931)

On proposed amendments to the Universal Access to Quality Tertiary Education Act (R.A. No. 10931), PACU reaffirmed strong support for the law's equity objectives, emphasizing that the Tertiary Education Subsidy (TES) remains a lifeline for financially disadvantaged students in both public and private institutions. Drawing from six years of implementation experience, PACU identified persistent challenges – delayed releases, inconsistent regional administration, limited institutional support, and fragmented beneficiary tracking – and endorsed reform proposals that establish clearer TES

allocations, improve disbursement systems, strengthen monitoring, and institutionalize program evaluation.

The Association further recommended prioritizing students in areas without SUCs or LUCs, mandating semester-based releases, increasing administrative cost support, strengthening validation units, adjusting TES amounts for inflation, and enhancing collaborative quality assurance, ensuring that access, accountability, and institutional excellence move forward together.

On the Draft Omnibus Guidelines on Government Assistance and Subsidies (GAS) Programs

PACU likewise submitted comprehensive comments on the draft Omnibus Guidelines

on Government Assistance and Subsidies (GAS) Programs, raising concerns over operational feasibility, funding predictability, proportionality of sanctions, and legal clarity.

The Association urged streamlined and digitized verification processes, clearer eligibility rules, stronger due process protections, predictable funding mechanisms, periodic subsidy review through the General Appropriations Act, and transitional safeguards to prevent mid-cycle disruptions for students and teachers.

Clarifying the advisory role of the State Assistance Council and reaffirming Congress' authority over subsidy levels were emphasized as essential to strengthening legal certainty and program sustainability. ►►

► On the proposed revisions to the Manual of Regulations for Private Higher Education (MORPHE)

In response to proposed revisions to the Manual of Regulations for Private Higher Education (MORPHE), PACU welcomed regulatory modernization while underscoring the constitutional guarantees of academic freedom and institutional autonomy.

The Association advocated preserving performance-based autonomous and deregulated status, curricular flexibility, self-accreditation privileges, and streamlined program approvals. PACU also called for parity between public and private HEIs in regulatory requirements, practical governance standards, reasonable faculty and quality assurance provisions, and transitional and due process safeguards – ensuring that regulation empowers rather than constrains innovation and sustainability.

On the proposed revisions to the CHED Policies and Guidelines on Local Off-Campus Activities

On student mobility and experiential learning, PACU expressed support for CHED's commitment to safety in the proposed revisions to CMO No. 63 (s. 2017) but cautioned against overly stringent compliance standards that may discourage local off-campus activities.

The Association proposed recalibrating liability standards, streamlining procedures for minor and student-led

activities, clarifying ambiguous provisions, and allowing flexible documentation mechanisms, balancing safety with educational enrichment.

On the proposed Basic Education Three-Term School Calendar

Regarding DepEd's proposed Three-Term School Calendar, PACU recognized its potential benefits but recommended a phased or pilot implementation beginning SY 2026–2027, with flexibility for private schools, particularly for Senior High School programs operating on semestral structures. Careful consultation on grading cycles, faculty workload, tuition billing, and credit transfer systems was emphasized to ensure reforms are practical, student-centered, and sustainable.

On the Strengthened Senior High School Curriculum

PACU also engaged actively on the Strengthened Senior High School Curriculum, urging evaluation of pilot results prior to nationwide rollout, particularly in areas with limited industry partners for immersion and TechPro tracks. The Association stressed thoughtful transition planning for teachers to prevent displacement and ensure adequate retraining or reassignment.

On the Draft E-GASTPE Guidelines

In its comments on the draft E-GASTPE Guidelines, PACU affirmed support for public-private partnerships that expand educational access

while advocating streamlined accreditation processes, precise terminology, proportional sanctions, and respect for student and parental choice.

On the Senior High School Recognition Policy and Tool

Similarly, in response to the proposed Senior High School Recognition Policy and Tool, PACU recommended context-sensitive compliance standards, streamlined recognition for autonomous and ISO-certified institutions, shared facility utilization, clear due process protections, and transition planning in cases of program suspension or closure – always prioritizing learner continuity and welfare.

Across these initiatives, PACU remains committed to collaborative reform that strengthens the quality, equity, and sustainability of Philippine private education while preserving its diversity and dynamism.

We encourage all member schools to actively participate in these discussions, share their insights, and contribute to shaping policies that reflect the realities of learners, educators, and communities. Your engagement ensures that reforms are practical, student-centered, and supportive of excellence across the sector.



Empowering the Future: PACU marks 93 Years with a Focus on Innovation and Employability in Higher Education

Alessandra C. Frianela

Makati City, Philippines – The Philippine Association of Colleges and Universities (PACU) successfully held its 93rd Annual General Assembly and National Conference on September 27, 2025, at the Makati Diamond Residences in Makati City.

With the theme “Driving Innovation, Inclusiveness, and Complementarity to Achieve Outcomes and Employability: Shaping the Future of Higher Education,” the event convened academic officials, industry partners, and key stakeholders to engage in meaningful dialogue on the challenges and opportunities confronting Philippine higher education.

The event commenced with welcoming remarks from Mr. Marco Alfredo Benitez, President of PACU and the Philippine Women’s University (PWU), who underscored PACU’s vital contribution to national development by championing quality, sustainable, and inclusive private higher education in complementarity with the public sector. ►►



► “Our utmost priority, particularly in this current 20th Congress, is the passage of the Complementarity Bill, together with legislation aligned with this principle, such as the expansion of GASTPE to the lower levels of Basic Education; and engaging with government agencies and legislators when regulations risk undermining the vitality of our institutions,” said Benitez.

“At the same time, PACU is strengthening quality and innovation through capacity-building programs, dialogues on AI and emerging technologies, and initiatives to build institutional resilience,” he added.

He further noted that recent concerns over public fund misuse underscore the urgency of investing in education, noting that—with the support of education agencies, Congress, and EDCOM 2—private education is well-positioned to assert its vital role in nation-building.

Dr. Victoriano B. Tirol III, 1st Vice President of PACU, acknowledged the active participation of representatives from member institutions across the National Capital Region (NCR), Luzon, Visayas, and Mindanao, reflecting the broad and diverse reach of PACU’s membership.

Messages of support from key government stakeholders were delivered virtually, including Senator Paolo Benigno “Bam” Aquino IV, Chairperson of the Senate Committee on Basic Education, Arts, and Culture, and Dr. Shirley C. Agrupis, Chairperson of the Commission on Higher Education (CHED), both of whom reaffirmed their commitment to advancing access and quality in Philippine Higher education.

“Magkakasama po tayo sa paniniwala na ang kabataan ang ating kinabukasan. Kaya inaasahan ko po na magtutulungan tayo para maisulong ang mga reporma sa edukasyon na mas maghahanda sa atin para sa ating kinabukasan,” said Senator Aquino.

CHED Chairperson Agrupis, meanwhile, extended her warm congratulations to PACU for its steadfast leadership in advancing higher education and fostering meaningful public–private collaboration.

The keynote address was delivered by Dr. Karol Mark R. Yee, Executive Director of the Second Congressional Commission on Education (EDCOM 2), who presented recent findings and policy recommendations related to national education reforms and workforce development strategies.



Acknowledging that raising the percentage of senior high school students who meet proficiency standards is a complex challenge with no quick solutions, he urged all stakeholders to work together in addressing the systemic issues in education.

With this, he emphasized the need for stronger alignment between education and industry, enhanced teacher training, and curriculum reforms to improve employability among graduates in the country.

A legal discussion led by Atty. Joseph Noel M. Estrada, Legal Counsel of the Coordinating Council of Private Educational Associations (COCOPEA), explored the intersection between academic freedom and regulatory oversight. This was followed by key updates from the Private ►

► Education Assistance Committee (PEAC), presented by its Executive Director, Dr. Rhodora Angela F. Ferrer.

Annual Business Meeting and Organizational Reports

The second half of the program featured PACU’s Annual Business Meeting, during which Mapúa Malayan Colleges Mindanao was formally inducted as the organization’s newest member institution, represented by its President, Dr. Dodjie S. Maestrecampo.

Subsequently, reports were presented by the PACU Secretary, including the reading and approval of the minutes from the 2024 General Assembly and the ratification of Board Resolutions for Academic Year 2024–2025.

This was followed by the presentation of the annual reports from the Treasurer, the President, and various committees, encompassing the areas of Membership, Public Relations, Programs and Projects, Legal and Legislative Affairs, Policy Development, Institutional Quality Improvement, Industry Academe Linkages, and Research.


Throughout the day, participants engaged with education technology exhibitors and service providers, including the Philippine Statistics Authority (PSA), D2L Asia Pte Ltd, REX Education, Teachmint Technologies Inc., Parchment, ClassIn,

and DataMobility Corporation.

An extended Exhibitor’s Hour in the afternoon featured presentations and exhibits from strategic partners such as Metrobank, GLOBE Business, Canvas by Instructure, Coursera, SeeMeSOL, and eduCLaas, providing attendees with access to innovative solutions for teaching, learning, and institutional management.

The program drew to a close with a keynote address by Dr. Edizon A. Fermin, Vice President for Academic Affairs at the National Teachers College. His presentation, titled “Shipwreckers, Shepherders, Shapeshifters: Shielding the Soul of Higher Education Leadership in the BANI World,” offered a thought-provoking perspective on leadership amid the complexity and volatility of today’s educational landscape.

In her closing remarks, Ms. Laurice Faye R. Juarez, PACU 2nd Vice President, expressed her sincere gratitude to all participants and partners for their presence and continued support of PACU’s mission.

The event formally concluded with a special video presentation that captured the spirit of the day’s activities, providing participants with a lasting reflection on the insights shared, the collaborations forged, and the collective achievements celebrated throughout the conference. 



PACU Participates in the 10th Annual EdTech Asia Summit 2025 in Singapore



The Philippine Association of Colleges and Universities (PACU) participated in the 10th Annual EdTech Asia Summit 2025 held in Singapore on October 17–18, 2025, with the theme, “Catalyzing the Future of Education and Work through Innovation, Investment, and Impact.”

The summit brought together education leaders, EdTech innovators, investors, policymakers, and industry partners from across Asia and the MENA region to discuss emerging trends, strategic priorities, and collaborative opportunities shaping the future of education and workforce development.

The event featured over 50 sessions with participants from 30 countries, highlighting

innovations in learning technologies, human capability development, digital transformation, and cross-sector partnerships. Discussions emphasized the importance of aligning education, technology, policy, and investment toward equitable and future-ready learning systems beyond the current Sustainable Development Goals (SDG) framework.

PACU’s delegation reflected strong participation from Philippine higher education institutions and education networks, with representatives holding key leadership and management positions including presidents, executive vice presidents, administrators, school directors, ICT leaders, and association executives.

Participating PACU member institutions ►►

► included Capitol University, Pan Pacific University, PHINMA Education Network, Philippine College of Criminology, Saint Joseph Institute of Technology, Southville International School and Colleges, University of Perpetual Help System DALTA, University of Santo Tomas, and World Citi Colleges.

Through its participation, PACU strengthened its engagement with regional and global education stakeholders. It reaffirmed its commitment to advancing quality education, innovation, digital transformation, and international collaboration in Philippine higher education.

Looking ahead, the 11th Annual EdTech Asia Summit 2026 will convene Asia's foremost leaders in education, EdTech, and Human Capability on October 22–23, 2026 for two days of strategic insights, high-impact

discussions, curated networking, and expert-led sessions.

Recognized as one of the region's premier gatherings on the future of education, workforce innovation, and technology-enabled learning, the summit will bring together global thought leaders, senior executives, investors, foundations, policymakers, and industry pioneers driving the transformation of education, skills development, and workforce readiness across Asia and the Global South.

PACU encourages member institutions and education leaders to continue participating in regional and international platforms that foster collaboration, innovation, and forward-looking solutions for the future of learning and work. 🌐





HIMAP and PACU Make Hire-Ready the New Standard for HIMS

Taguig City, September 16, 2025 – During HIMAP’s Q3 General Membership Meeting at Bonifacio Hall C, Shangri-La The Fort, BGC, the Healthcare Information Management Association of the Philippines (HIMAP) and the Philippine Association of Colleges and Universities (PACU) signed a memorandum of understanding that elevates hire-ready as the benchmark for Health Information Management Services careers.

The agreement establishes a jobs-first partnership that aligns classroom learning with current employer requirements. HIMAP and PACU will bring industry subject-matter experts into courses, coordinate internships and immersions that progress to interviews and offers, and pilot practical learning experiences and certifications.

Faculty will gain access to up-to-date cases and materials to keep programs market-

relevant, while companies will obtain a consistent avenue to engage with campuses and identify job-ready candidates.

“...Together with PACU, we will offer internships, certifications, and practical learning opportunities, enabling schools to produce job-ready graduates and employers to hire with confidence,” said Vincent Remo, President of HIMAP. **“It is an outcomes-focused way to build a stronger HIMS talent pipeline,”** he added.

“...Ensuring that our programs remain responsive to the fast-evolving needs of the HIMS sector. Together, we will work on curriculum alignment, faculty and student engagement, internships and career opportunities, and research and innovation initiatives that will help shape a globally competitive workforce,” said Laurice Juarez, Second Vice President of PACU. ▶▶

► HIMAP and PACU will now designate official representatives, invite interested PACU member schools to participate, and publish an initial calendar of joint activities. HIMAP will coordinate with member companies to list internship and immersion opportunities and will share participation guidelines with partner institutions. The pact positions hire-

ready as the benchmark for the Philippine HIMS pipeline and sets a clear framework to scale it through the coming academic cycles. 🌐

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(L-R): Florence de Castro, HIMAP Executive Director; Vincent Remo, HIMAP President and Trustee; Laurice Faye Juarez, PACU 2nd Vice President; and Joyce Samaniego, PACU Executive Director, at the HIMAP x PACU partnership signing.



HIMAP and PACU leaders in one frame after the partnership signing.

OLFU Hosts PACU 8th LAMP Summit, Advances Human-Centered AI

Raymond Lumagsao



More than 200 presidents, academic leaders, and administrators from member universities of the Philippine Association of Colleges and Universities (PACU) convened on November 19, 2025 at the Our Lady of Fatima University (OLFU) RISE Tower in Valenzuela City for the 8th LAMP Summit, which centered on redesigning Philippine education through responsible and innovative AI integration.

Anchored on the theme *“Redesigning Education Through AI Integration,”* the forum underscored the rising urgency for institutions to embrace AI in teaching, leadership, governance, and institutional transformation.

The Summit was led by the PACU Committee on Institutional Quality Improvement, chaired by OLFU President Dr. Caroline Marian Enriquez, in collaboration with OLFU and

the Private Education Assistance Committee (PEAC), with the support of partners including D2L, Parchment by Instructure, C&E Adaptive Learning Solutions, and ClaaS2Saas.

Opening formal proceedings, Dr. Enriquez emphasized that AI must serve as a strategic partner rather than a replacement for educators.

“We have to consider AI as our ally—not the main cast, but an ally that will support us because we can use the data on each learner’s needs, interests, and goals,” she said.

The president added that the summit is not merely about emerging technologies but “about human potential and harnessing the potential of learners and educators.”

PACU: Responsible Innovation is now a Leadership Imperative

In his opening remarks, PACU President Marco Alfredo Benitez stressed that the rise▶▶

► of AI is fundamentally reshaping teaching, learning, and operations.

He noted that the shift presents immense potential for innovation but demands accountable and ethical governance, adding that PACU's approach remains rooted in "collaboration, quality, and responsiveness" as its guiding values.

Meanwhile, PACU Executive Director Joyce Anne Samaniego delivered the acknowledgement of participants, recognizing the turnout of almost 200 leaders from diverse member institutions.

She emphasized the shared challenge to uplift the competitiveness and employability of Filipino graduates aligned with national development.

"Our collective challenge is clear: how do we elevate the qualifications and career prospects of Filipino graduates in ways that drive broad-

based, inclusive economic growth?" she asked, adding that through a growing and active Community of Practice in AI, "we become part of the solution."

AI Landscape in Education

The first major learning session featured Chor Meng Tan, Senior Director of Wiley Asia, who delivered a comprehensive review of global and national trends in AI in higher education.

His session also included an interactive Q&A where he recommended that institutions must assume that students already use AI in some capacity and therefore must rethink curriculum and assessment frameworks to meet this new reality.

"You should also assume... that students are already using AI... which is why revamping the curricula and the assessment is more critical now than ever," he said. ►►





► Panel Discussions

The first panel, Practice-Based Innovators: AI Use Cases and Opportunities in Various Fields, showcased insights from two leaders: Dr. Michael Joseph Diño, Director for Research, Development, and Innovation Center of OLFU, who presented Hybrid Artificial Intelligence for the Health Sciences: Theories, Tools, and Tricks, and Dr. Marloun Sejera, Chief AI Integration Officer of Mapúa University, who discussed technology use cases across science, engineering, and IT.

Dr. Diño highlighted the balance between care and technology, asserting that while “no robot can replace a good healthcare provider,” highly capable technology can “replace a bad one.”

He urged that Filipino AI models and systems must be developed using localized data to ensure relevance and reliability, and added that educators must excel not only in teaching and communication but also in ethics and professional character.

The second panel tackled how schools and

communities can realistically measure and improve readiness.

Dr. Eufrecina Jean D. Ramirez, Head of the Center for Excellence in Learning and Teaching of Centro Escolar University, discussed readiness assessment frameworks.

Roberto Paolo T. Sangil, Community Engagement Officer of Cyberguardians PH, explored capacity-building for AI-ready schools and communities.

Strengthening Academic Delivery and Reimagining Curriculum

Following a brief health break, the summit continued with two major keynote addresses.

Dr. Aileen Wanli Lam, Senior Lecturer and Resident Fellow of the National University of Singapore, detailed practical implementation strategies for introducing AI tools in authentic educational practice.

Her session provided framework-level guidance for institutional use and policy grounding. ►►

► This was followed by Prof. Vicente Antonio Pijano III, Chancellor and COO of the Philippine Women's College of Davao, discussing how curriculum must evolve through synchronized industry collaboration.

He asserted that AI instruction must begin much earlier in the learning journey.

“To create a holistic approach to education, exposure to AI must start in Basic Education. If we do it only in higher education, that's too late,” he stressed. He later served as the program's concluding speaker.

The afternoon resumed with a session by AI Strategist and Thought Leader Adrian Chin, who spoke on how AI impacts the education business.

“AI will not replace universities. AI will replace universities that refuse to evolve. The future belongs to institutions that act now,” he emphasized.

Collaborative Workshops and Sector-based Breakout Sessions

Participants were then organized into themed focus groups for a 90-minute collaborative workshop on AI-driven challenges, solutions, and opportunities.

Sessions were facilitated by respected academics from multiple PACU member institutions across diverse fields, including business, tourism, health sciences, IT, humanities, and social sciences.

Following the group sharing, highlights were delivered by Dr. Michael Diño before participants completed the evaluation and appreciation ceremonies.

Before the program concluded, PACU formally presented OLFU with a Plaque of Appreciation for hosting the 8th LAMP Summit, recognizing the University's sustained support for PACU initiatives and its leadership ►►



► in advancing AI-driven transformation in Philippine higher education.


Prof. Pijano brought the event to a close with his final reflections and the next steps forward.

Human-centered AI Direction for Higher Education

Throughout the Summit, speakers and discussants agreed that AI is no longer an optional enhancement but a strategic imperative.

The PACU 8th LAMP Summit stands as a milestone gathering, signaling a collective move

toward an academically sound, ethical, and human-centered AI direction for Philippine higher education.

With strong institutional participation and cross-sector collaboration, PACU, its Committee on Institutional Quality Improvement, and its member institutions appear on course toward establishing a unified AI roadmap for educational transformation, ensuring that Filipino learners and educators are ready not only for the future of education but the future of work. 



From Academic Integrity to Authentic Learning: Higher Education in the Age of Artificial Intelligence

Teresa R. Perez, Ph.D., Senior Vice President, Academic Affairs | Centro Escolar University

Artificial intelligence (AI) is no longer a distant concept—it is already reshaping higher education. For educators, administrators, and students, AI represents not just a technological disruption but a cultural and pedagogical shift. It challenges our assumptions about integrity, creativity, and the role of human judgment in academic spaces.

Recent studies show that one in three university students has used AI tools to complete academic tasks. Interestingly, while 75% of these students believe that using AI to cheat is wrong, nearly 30% assume their professors will never detect it. This paradox highlights the real disruption: not the technology itself, but the attitudes and behaviors surrounding its use.

Globally, universities have responded in varied ways. Some banned AI outright, while others classified unauthorized use as misconduct. At Centro Escolar University (CEU), however, the approach has been different. CEU asked a critical question: What if the problem isn't AI itself, but AI without literacy? This reframing shifted the conversation from prohibition to empowerment, leading to a principled framework for responsible integration.







CEU's Approach: Principles Over Prohibition

PRINCIPLES VS. PROHIBITION

<p style="text-align: center;">PRINCIPLES</p>  <ul style="list-style-type: none"> • Empowerment • Ethical guardrails • Focus on responsible use 	 <ul style="list-style-type: none"> • Restriction • Strict rules • Focus on prevention • Resist new developments
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Rather than banning AI, CEU built ethical guardrails anchored on six guiding principles. These principles ensure that AI supports—not undermines—the mission of higher education.

ETHICAL PRINCIPLES FOR AI

 <p>FAIRNESS</p> <p>Treat all students equitably</p>	 <p>RELIABILITY AND SAFETY</p> <p>Ensure predictable, trustworthy AI</p>	 <p>PRIVACY AND SECURITY</p> <p>Protect student data</p>
 <p>INCLUSIVENESS</p> <p>Support all learners</p>	 <p>TRANSPARENCY</p> <p>Explain AI's decisions</p>	 <p>ACCOUNTABILITY</p> <p>Maintain human oversight</p>

1. **Fairness.** AI must treat all students equitably. Because AI systems learn from data, they risk reproducing biases. CEU emphasizes regular auditing of AI tools to prevent unfair outcomes, such as admissions models disadvantaging public school applicants over private schools.

2. **Reliability and Safety.** AI must be predictable and trustworthy. CEU prohibits the use of AI for academic decision-making without human verification, ensuring that “hallucinations” or inconsistent grading do not compromise academic quality.

3. **Privacy and Security.** Student dignity and data protection are paramount. CEU anonymizes identities when analyzing learning progress, feeding only trends—not personal data—into AI systems. ▶▶

► 4. Inclusion. AI should close gaps, not widen them. Tools must be compatible with assistive technologies, training must be accessible, and support must be available for all learners, regardless of digital fluency.

5. Transparency. AI cannot remain a “black box” in education. If an AI flags plagiarism, it must explain why, showing the specific phrases or patterns detected. Transparency enables fair and informed decisions.

6. Accountability. Humans remain in charge. AI may assist, but professional judgment is non-negotiable. For example, if AI recommends failing a student, the professor must review the work and make the final call.

Pathways for Students and Faculty

Principles alone are insufficient without practical guidance. CEU developed clear pathways to help both students and faculty navigate AI responsibly.

- For Students:
 - » Disclose AI use honestly.
 - » Follow usage limits (no more than 60% AI-generated content).
 - » Critically evaluate AI outputs, treating them as tools rather than shortcuts.
- For Faculty:
 - » Set clear AI expectations in syllabi.
 - » Use AI as a teaching partner, e.g., asking students to critique AI drafts.
 - » Design assessments that AI cannot easily answer, such as reflection papers and oral defenses.

These pathways encourage honesty, critical thinking, and creativity, ensuring that AI becomes a catalyst for deeper learning rather than a shortcut to completion.

The Administrative Roadmap

At the institutional level, CEU has committed to:

- Acquiring vetted AI tools.
- Developing faculty training programs.
- Offering student orientations on responsible AI use.
- Continuously updating policies with community input and emerging research.

The official policy adopted in September 2023 states: Using generative AI is similar to seeking unauthorized assistance unless explicitly allowed by the instructor. Yet CEU emphasizes that policies are not static—they evolve alongside technology and pedagogy.

From Integrity to Authentic Learning

From Academic Integrity to Authentic Learning: Higher Education in the Age of Artificial Intelligence



Academic Integrity

- Empowerment
- Ethical guardrails



Authentic Learning

- Restriction
- Strict rules

The challenge before us is clear: unmanaged AI risks undermining learning, but guided AI can amplify human creativity and understanding. Academic integrity must evolve into authentic learning, where students disclose, critique, and contextualize AI use rather than conceal it.

Authentic learning in the age of AI means:

- Students use AI transparently, integrating it into their work without losing their own voice.
- Faculty design assessments that emphasize process, reflection, and originality.
- Institutions provide ethical guardrails that empower rather than restrict.

AI should never replace the human voice—it should amplify it. By embedding fairness, reliability, privacy, inclusiveness, transparency, and accountability into our policies, higher education can transform AI from a threat into a catalyst for deeper, more authentic learning.

Conclusion

AI is not the enemy of education. The real danger lies in unmanaged, uncritical use. By shifting from prohibition to principles, CEU demonstrates how higher education can embrace AI responsibly. The journey from academic integrity to authentic learning requires courage, creativity, and collaboration—but it also offers an extraordinary opportunity. In the age of AI, our task is not to fear technology but to shape it. By doing so, we ensure that higher education remains a space where human judgment, creativity, and integrity thrive—supported, but never replaced, by machines.



Redesigning Education for an AI-Integrated Future: San Pablo Colleges' 2025 Research Initiatives on Artificial Intelligence

Angelique D. Perez | San Pablo Colleges

Artificial intelligence (AI) is no longer a distant concept—it is already shaping how students learn, how teachers teach, and how schools assess performance. From writing assistance and automated feedback to data analysis and lesson planning, AI tools are becoming part of everyday academic life. Recognizing both the opportunities and risks that come with this shift, San Pablo Colleges (SPC) has taken a research-based approach to understanding how AI can be used responsibly, effectively, and ethically in education.

In 2025, SPC advanced a focused body of scholarship examining AI integration across basic education, higher education, graduate studies, and community-based learning environments. Anchored on the institution's research agenda, these studies collectively explore how AI can enhance learning outcomes while safeguarding academic integrity, equity, and human-centered values. To date, SPC has completed ten (10) AI-related research studies and is currently undertaking three (3) ongoing studies, reflecting both consolidation of evidence and sustained inquiry into emerging issues.

Several completed studies examined how teachers and faculty members are adapting to AI in classroom instruction. One institution-wide study assessed how college faculty integrate AI in General Education courses using the TPACK framework and found that while teachers demonstrate strong pedagogical and content knowledge, they still need support in applying AI in ethical, learner-centered ways (Alvero, 2025a). At the basic education level, another study showed that teachers generally feel ready and optimistic about AI integration, but emphasized the need for continued training to translate positive attitudes into effective practice (Foster, Venzon, & Lunar, 2025).

The ethical dimension of AI use emerged as a major theme across SPC's research. A qualitative study on generative AI policy implications revealed that faculty members hold varying ethical views, ranging from strict rule-based positions to outcome-based reasoning, yet share a common concern about the absence of clear institutional guidelines (Lunar, Barradas, & Perez,


2025). This concern was echoed in a mixed-methods study on AI use in research supervision, which found that advisers value AI as a support tool but stress transparency, disclosure, and strong mentoring to protect research integrity (Alvero, 2025b). Complementing these findings, a faculty training intervention demonstrated that targeted professional development significantly improves teachers' confidence in identifying ethical risks and mentoring students in responsible AI use (Lunar, Perez, & Alvero, 2025).

Student perspectives were also central to SPC's AI research agenda. A mixed-methods study among senior high school learners showed that while students widely use generative AI for schoolwork, they remain deeply aware of its risks, including overdependence and reduced critical thinking (J. Z. Lunar, J. N. Lunar, & Religioso, 2025). Among STEM students, research in physics education revealed generally positive attitudes toward AI-supported learning, although engagement levels varied depending on instructional design (Venzon, 2025). In the field of accounting, a phenomenographic study of Junior Philippine Institute of Accountants (JPIA) officers highlighted diverse views of AI—as a productivity tool, a source of innovation, a professional threat, and a complement to human judgment—underscoring the need for balanced, ethics-driven integration in business education (J. A. Lunar & Reyes, 2025).

Beyond classroom learning, SPC researchers explored how AI supports academic productivity and inclusion. A quantitative study on graduate fellows found that generative AI provides moderate but meaningful assistance in managing teaching and research tasks, suggesting that AI works best when guided by institutional support rather than used independently (Lunar & Geronimo, 2025). In community-based education, a developmental study in the DREAMS Free Daycare Program demonstrated that AI tools can help teachers design differentiated learning activities for young learners, especially in resource-limited settings (Roño, Garingan, & Makatangay, 2025). These studies reflect SPC's commitment to extending AI benefits

beyond formal classrooms and into outreach and extension services.

In parallel with these completed works, SPC is currently advancing three ongoing studies that deepen understanding of AI's impact on teaching and learning. Research on pre-service teachers is examining their levels of AI literacy and ethical awareness, highlighting the importance of preparing future educators for responsible AI use from the very start of their careers (Pramis, Fruel, Mandia, & Gesmundo, 2025). Another ongoing investigation explores how students' confidence in AI-assisted learning aligns—or misaligns—with actual academic performance, shedding light on potential overconfidence in AI-supported environments (Natalio-Comia, Untiveros, & Aguba, 2025). A third study focuses on basic education teachers' perceptions of generative AI for assessment and feedback, aiming to inform fair and effective evaluation practices (Alvero & Saldua, 2025). Together, these ongoing works signal SPC's sustained commitment to evidence-based innovation.

Collectively, these thirteen studies demonstrate how San Pablo Colleges approaches AI not as a shortcut or replacement for teaching, but as a tool that must be carefully guided by pedagogy, ethics, and institutional values. By grounding AI integration in research, faculty development, student voice, and community engagement, SPC contributes to the broader goal of redesigning education for a future that is not only technologically advanced, but also human-centered, inclusive, and socially responsible. 

Scan for References:



From Calculators to ChatGPT: **How CEFI Plans to Integrate AI into Research Writing**

Fernando P. Tiu, Jr.



Every major technological shift in education has been met with resistance—from calculators to computers to the internet—only to become indispensable over time. Artificial Intelligence now stands at the center of a similar debate, raising concerns about academic integrity while simultaneously reshaping how learning and research are conducted.

Rather than being viewed as a threat, AI can be intentionally integrated into education, as demonstrated by the experience of Calayan Educational Foundation, Incorporated (CEFI), where it is used to strengthen research writing, deepen analytical thinking, and elevate scholarly rigor when guided by clear principles and institutional standards.

The Cycle of Resistance to Progress

Back in the 80s, the entire education community polarized between allowing or banning the

use of calculators in class. In the 90s, it was the use of computers. In the early 2000s, we argued whether the Internet should be considered a legitimate learning assistance tool. We also know how all these turned out, don't we?

Now, we stare down the barrel of yet another breakthrough, as Artificial Intelligence rapidly found favor among students and faculty alike. We also repeated the cycle of resistance in how many schools pontificated on the dangers of using AI, and pursued policies to limit its use.

Calayan Educational Foundation, Incorporated (CEFI) considers itself among the institutions to recognize early that AI in education is not only inevitable, but a game-changing tool that will revolutionize how learning is conducted and assessed. As early as 2024, our Academic Council already tasked itself with the mission to integrate AI into the basic and higher education curricula.

CEFI Explores AI-assisted Research

It can be argued that among all student academic activities, AI exerted the greatest impact on research writing. What used to take students months can now be done in a single sitting, given AI's ability to churn out entire manuscripts in the blink of an eye. The smell of ChatGPT even permeated international research conferences, meaning that while many academicians were vocal against the use of AI, they are just as into it as students. It is also in this discipline where students appeared to exercise the least – well – discipline. Many choose to leave everything to AI and hope the advisers and panelists will be too lazy to read.

To this end, our Research and Publications Office is in full gear to develop detailed guidelines on the use of AI in writing. Said guidelines will be based on observations and realizations made by our research ►►

► instructors, and will include some of the practices they are already implementing regarding the use of AI.

The following hopes to find their way to the said proposed guidelines. Some of these might already be a no-brainer, others controversial.

Development and writing of introduction, background, and literature review

Students will be taught and trained on how to “have a long and detailed conversation with AI” regarding their proposed topic/s. They will be taught how to create project folders within AI to organize all AI-related output. They will be encouraged to question and debate the output of AI so that they can gain better confidence and understanding on the subject.

To address the hallucinations of AI, instead of asking AI to generate references as many are tempted to do, AI can be asked to provide links to studies from reputable sources. While AI readily offers the gist of the manuscripts, it will be up to the students to manually extract the relevant content from the papers.

A document can be created containing the title, author/s, publication details, and extracted content of the papers, presented in tabular format. This singular file can be uploaded to AI, from which it can create Introduction, Background, and Literature Review based on format and other requirements.

Data analysis

Language models like ChatGPT excel in thematic and similar analyses, as proven by one of our studies that cross-checked AI-generated analyses with manual analyses. A file containing entire interview transcriptions can be uploaded to AI, from which it can be instructed to construct content into themes, or organize said content into

predetermined themes.

AI tools – even language models – also accept raw data and perform basic and inferential statistics. We cross-checked AI-generated tables with tables generated by Excel and SPSS, and the results checked out. Students can also be trained in how to use AI integrated tools like Copilot to assist in quantitative data analysis.

Writing of discussion of results

Students will be encouraged to write their own discussion of results in the language they are comfortable with, such as Taglish (Tagalog-English). This can be translated by AI into English. This way, the content of the discussion still authentically belongs to the students, sans the grammar headache.

While AI can easily compose discussion of results, this will be discouraged. AI can instead be called upon to connect applicable literature to different parts of the results.

Writing draft in native language

Students can also be encouraged to write the entirety of their paper in their preferred language, which can be translated later by AI. Some academic departments in CEFI have already tried this out, with surprisingly positive results.

In the past, researchers with good analytical skills often faced this language barrier, while writers with good command of grammar but have shallow analytical skills often ended up getting all the praises. This will no longer be the case.

Grammar and format

Students will be trained on how to “train” AI to strictly follow the CEFI research manuscript format, which at present sits between the traditional Germanic and IMRAD.

They will also be trained to use AI in checking grammar and spelling, which in many ways can

be considered superior and more practical than traditional editors like Grammarly.

Evaluation of study

Using AI will supposedly take a lot of the writing tasks off the students’ hands. To compensate, more will be expected from their studies, such as greater coverage, more challenging variables, sounder methodologies, etc. The evaluation criteria will be less forgiving.

Panel evaluation will focus less on the format and technical compliance of the paper, and more on the understanding and performance of the presenters themselves. The panel can focus more, for example, on questioning the validity and veracity of results. Anyway, long before AI, many departments in CEFI already dropped the pedantry of critiquing papers based on grammar and format (unless the violations are very serious), as such menial tasks can just be noted in the manuscript.

Parting shot

History shows how resistance to new tools in education is often loud but ultimately temporary, while integration proves enduring. AI, particularly in research writing, is neither a shortcut nor a substitute for thinking. It is a powerful amplifier of a student’s analytical capacity when used with intention, discipline, and clear boundaries.

We at CEFI recognize that the real challenge is not whether AI will be used, but how it will be used in ways that elevate rather than dilute scholarly rigor. By consigning mechanical tasks to AI, we can focus more on deeper inquiry, methodological soundness, and intellectual ownership.

In embracing AI with structure instead of fear, CEFI positions itself not merely to keep up with educational change, but to shape it.



Empowering Innovation: UST IPEA Explores VR, Metaverse, & AI Application for Education and Sports

Dr. Raymond M. Anselmo

Chairperson, Bachelor of Science in Fitness and Sports Management Department, Institute of Physical Education and Athletics, University of Santo Tomas



The University of Santo Tomas (UST) Institute of Physical Education and Athletics (IPEA) recently hosted a groundbreaking seminar titled “VR, Metaverse, and AI Applications in Education and Sports.” The event commenced on March 27-28, 2025, with a formal opening ceremony.

Following the Opening Prayer and the National Anthem of the Philippines, participants were welcomed by Rev. Fr. Rodel S. Cansancio, O.P., Director and Regent of the Fitness and Sports Management Program. In his welcome remarks, he emphasized the importance of embracing technological advancements in education and how these innovations align with UST’s commitment to providing dynamic, forward-thinking learning environments.

This two-day seminar marked a significant advancement in exploring how emerging technologies can revolutionize education and sports. This significant event was organized by Dr. Rebecca L. Adri, Internationalization and Linkages Coordinator of the Institute, with the valuable contributions of Sir Mark Angelo S. Tolibas, Sir Mike Lopez, and the rest of the dedicated organizing team—whose collaborative efforts ensured the seminar’s success.



One of the highlights of the event was the series of expert-led workshops, which demonstrated how VR, the Metaverse, and AI are enhancing physical education. Dr. Naoki Suzuki, an authority on the Metaverse in education, discussed how these technologies create immersive and engaging learning experiences for students,


a more interactive and motivating experience for students. Dr. Walter King Yan Ho showcased the application of VR in education, offering new ways for students to engage with movement and physical expression. Meanwhile, Asst. Prof. Takashi Fukushima, an expert in sports technology, shared insights into the use of motion capture for sports instruction—highlighting its potential to improve athletic performance and teaching methodologies. He demonstrated how technology can offer real-time analysis of athletes’ movements, leading to improved techniques and training strategies.

As we continue to move forward to the digital age, the influence of technology on education has become increasingly evident. Tools such as Virtual Reality (VR), the Metaverse, and Artificial Intelligence (AI) are reshaping how educators and learners approach teaching, engagement, and skill development. This seminar provided a valuable opportunity for educators and students, to explore how these innovations can be applied in physical education and sports, creating new possibilities for immersive and interactive learning.

Student-participants were given the chance to directly engage with ideas and tools that are transforming the landscape of sports education. The seminar offered students valuable insights into how they can apply these innovations in their own learning and future careers. It highlighted the importance of understanding and utilizing technologies like VR, the Metaverse, and AI, which are becoming essential components of the modern education.



The workshop concluded with the Awarding of Certificates of Appreciation, where Dr. Suzuki, Dr. Ho, and Asst. Prof. Fukushima were recognized for their exceptional contributions to the event’s success.

The seminar highlighted the immense potential of technological tools to innovate the way we teach, learn, and experience sports. It served as a reminder that the future of education is driven by continuous innovation—creating more engaging, effective, and meaningful learning environments. Thanks to the vision and leadership of Dr. Rebecca L. Adri and the organizing committee, as UST continues to be at the forefront of promoting innovation in education, preparing Thomasians to excel in an increasingly Digital World. 

The Strategic Ascent: La Consolacion University Philippines and the Imperative of Internationalization

Internationalization has ceased to be an optional endeavor for modern Higher Education Institutions (HEIs) and has instead become a core strategic pillar for achieving academic excellence and global relevance. La Consolacion University Philippines (LCUP) exemplifies this commitment through a concerted effort focused on forging critical ASEAN linkages, benchmarking best practices, and engaging with premier quality assurance and ranking organizations. This strategy ensures LCUP not only enhances its internal systems but also prepares its graduates to thrive in a competitive global landscape.

LCUP's commitment to regional leadership is profoundly demonstrated by its series of strategic benchmarking activities across Southeast Asia. The visits to institutions in Thailand, Vietnam, and Malaysia were not mere courtesy calls but rigorous exercises designed to facilitate mutual learning and establish foundational partnerships.

The success stories from these activities highlight their transformative impact. In Thailand, while visits may involve renowned institutions such as Shinawatra International University, LCUP has notably achieved practical success, such as securing the country's first post-pandemic Student Internship Abroad Program (SIAP) approval, allowing College of International Tourism and Hospitality Management (CITHM) students to complete their on-the-job training in Phangnga. Furthermore, students



from the College of Arts, Sciences, and Education had their practicum in the schools operated by the Archdiocese of Thare-Nongseng. This direct student mobility outcome is a powerful validation of the linkage efforts.

Similarly, LCUP's engagements in Vietnam, including visits to Ton Duc Thang University and Van Lang University in Ho Chi Minh, and its benchmarking activities in Malaysia with Universiti Teknologi MARA, Cyberjaya University, and Sunway University, reveal a consistent focus on institutional diversity. These engagements provided invaluable insights into varying regional models of excellence—from Vietnam's fast-paced digital integration in education to Malaysia's highly developed mechanisms for industry-academe collaboration. Crucially, the Vietnamese linkage also fostered faculty mobility,


evidenced by the participation of three university personnel in the International Summer English Program held in Nghe An Province, Vietnam, underscoring LCUP's investment in teacher professional development and cross-cultural exchange. By studying the operational frameworks of these leading regional peers, LCUP can identify critical gaps, adopt innovative curricula, and integrate best practices in research administration and student support services, effectively leveraging ASEAN diversity for institutional improvement.

Beyond direct institutional partnerships, LCUP's robust engagement with major international organizations and quality bodies underscores its dedication to meeting and exceeding global standards. The University maintains active memberships in influential networks such as the ►►

► Association of Universities of Asia and the Pacific (AUAP), the Association of Southeast Asian Institutions of Higher Learning (ASAIHL), and the ASEAN University Network-Quality Assurance (AUN-QA), and was recently recognized as an Honorary Companion of Ethos Universitas. These strategic affiliations significantly amplify LCUP's global reach and reputation. Membership in AUAP, for instance, provides a vital platform for regional academic exchange and has yielded tangible results. Furthermore, LCUP's commitment to its Catholic Augustinian mission is continually renewed through global church-related academic forums, such as the attendance of top administrators in the Conference on the Purpose of the University held at the Pontifical University of the Holy Cross in Rome, Italy, while ASAIHL affiliation reinforces development of institutions themselves, cultivate a sense of regional identity and interdependence. These engagements are crucial for two primary reasons. First, the AUN-QA process—and LCUP's

subsequent recognition as an Associate Member—provides a rigorous, regional framework for programmatic and institutional quality assessment, compelling LCUP to self-assess and align its standards with regional counterparts. Second, LCUP has gained global recognition, marking its first appearance in the prestigious World University Rankings for Innovation (WURI) by securing the 42nd spot in the Ethics and Integrity category. This particular distinction, earned for the College of Medicine's innovative curriculum that embeds Augustinian values of compassion and integrity, validates the university's mission-driven approach on an international stage. The recent recognition as an Honorary Companion of Ethos Universitas, an international initiative that champions ethical leadership in academia, further validates LCUP's core focus on integrity, reinforcing the principles that led to its success in the WURI Ethics category. Participating in platforms managed by Applied HE and THE further raises LCUP's international visibility

and drives an internal culture of continuous improvement, pushing the university to optimize its performance across teaching, research, and international outlook categories.

In conclusion, La Consolacion University Philippines' drive toward internationalization is a comprehensive, multi-faceted strategy. The benchmarking successes in Thailand, Vietnam, and Malaysia have yielded tangible outcomes in academic mobility and institutional refinement. Coupled with its strategic alignment with AUN-QA, AUAP, ASAIHL, Applied HE, its recognition by WURI, and its leadership participation in global forums like the conference in Rome and its new status as an Honorary Companion of Ethos Universitas, LCUP is effectively building an educational ecosystem that is globally competitive and regionally relevant. This strategic ascent ensures the university remains a leading center for Augustinian-Marian education, producing graduates prepared to contribute meaningfully to the ASEAN region and the wider world. 





MCNP Advances Institutional Sustainability with 2025 Solar Energy Implementation in Support of SDG 2030

Reynaldo M. Adducul

Demonstrating strong leadership in environmental stewardship and long-term institutional resilience, the Medical College of Northern Philippines (MCNP) has successfully advanced its sustainability agenda through the implementation of solar power system in 2025, solidifying their commitment to the United Nations Sustainable Development Goals (SDGs).

This year, MCNP made a significant investment in solar photovoltaic technology, marking a major milestone in their institutional sustainability strategy.

The newly installed solar energy system now supplies clean, renewable power to key academic and administrative facilities, reducing the institutions' dependence on the traditional power grid and decreasing their overall carbon footprint.

The initiative supports several global goals, particularly SDG 7: Affordable and Clean Energy, SDG 11: Sustainable Cities and Communities, and SDG 13: Climate Action.


The transition to solar energy not only brings environmental benefits but also enhances operational efficiency and energy security—critical for maintaining

uninterrupted educational services in a region vulnerable to natural calamities and power disruptions.

Beyond the installation, MCNP continues to implement broader sustainability-focused programs, including campus-wide energy conservation policies, responsible consumption practices, and the integration of environmental education and climate awareness into institutional activities.

These efforts aim to cultivate a culture of sustainability among students, faculty, and staff.

“The implementation of our solar energy system in 2025 is a significant milestone in building sustainable and future-ready campuses. MCNP is committed to championing innovation, resilience, and environmental responsibility as we align our actions with the Sustainable Development Goals,” school President Dr. Christian R. Guzman stated.

With the successful rollout of solar energy this year, MCNP reaffirms its position as a leading institution in Region 2 championing sustainable development—demonstrating how education, innovation, and ecological responsibility can work together to shape a greener future for the next generation. 

Foundation University Estudio Damgo: A Trailblazer

Maria Cecilia M. Genove, Ed.D., Ph.D.



A university cognizant of the role it plays in the community it serves and as it expands its reach to the world consciously works toward the betterment of its academic programs. One of those that have been comparable to national standards, including the performance of its graduates in licensure examinations, is the Department of Architecture of Foundation University.

From its being part of the College of Arts and Sciences, the department has been recently merged with the Department of Fine Arts to now become a separate entity, the Department of Architecture and Fine Arts (DAFA).

Considered as the flagship project of the Department of Architecture is its Estudio Damgo program, an innovative brainchild of university president Victor Vicente “Dean” G. Sinco, himself an architect. It goes down in history as the first and only student-led design, fund, and build program in the country.

According to an informational material provided by the department about Estudio Damgo, “students apply their skills on the entire building process from schematic design to construction documents, permitting and construction administration with hands-on experience

on a real project.” Moreover, the “program is designed to challenge students to view community/area ‘problems’ as design opportunities.

Its goals are: to empower students with the tools and experience necessary to be relevant in the changing face of Architecture; build skills and knowledge first-hand by taking an idea through all phases of design and development until the idea is fully implemented in built form; and work with the community to design a culturally relevant, innovative structure that will create a sense of pride for students and local residents.”

Now on its 14th year, the designs of the Architecture students who reach their fifth and last year continue to amaze the community and the beneficiaries, especially when the project is turned over to them.

The designs of the students through the years since the inception of Estudio Damgo reflect their conscious effort to use sustainable materials, like bamboo, and come up with eco-friendly designs that are both functional and visually stunning.

These are the students’ projects primarily focusing on community spaces that generally blend with nature: ►►

► **Estudio Damgo 1**



Estudio Damgo 1 Team. The project was lead and constructed by these students within 194 days.

A daycare classroom (Dungga Daycare) in Brgy. Malaunay, Valencia, Negros Oriental that serves as a K-6 elementary school after Typhoon Sendong in 2011, it is a single classroom for 25 elementary students and one teacher. It was supported by the Department of Education and received two national awards from the Ten Accomplished Youth Organizations (TAYO).

Estudio Damgo 2



MULTIPURPOSE HALL

EstudioDamgo's second project is an 82 sq.m multipurpose hall to unite Core Shelter and Caritas 1 communities in Bajumpandan, Dumaguete City, who are flood survivors of typhoons Ondoy and Sendong, which occurred last 2009 and 2011.

A multipurpose hall at the Core Shelter in Barangay Bajumpandan that serves more than 200 households from three communities: Habitat 4, Core Shelter, and Caritas 1 developed by the City of Dumaguete and partners for displaced families from Typhoon Ondoy in 2009 and Typhoon Sendong in 2011. The multipurpose hall is designed for 50 occupants for training, assembly, and medical services.

Estudio Damgo 3



**ESTUDIO DAMGO 3:
FLOATING GUARD HOUSE**

This time, EstudioDamgo year 3 takes us to the shore of barangay Bantayan, Dumaguete City. The proposed marine sanctuary center is a floating structure in pyramidal shape that intends to serve as a guard house for the fish warden and at the same time a sanctuary for the marine life beneath.

A Marine Sanctuary Center in Barangay Bantayan, Dumaguete City that serves as a base for fish wardens and a marine sanctuary education center.

Estudio Damgo 4

**ESTUDIO DAMGO 4:
DUMAGUETE TOURIST
INFORMATION AND
ASSISTANCE CENTER**

The Tourist Information and Assistance Center is a sustainable project of the Philippine Ports Authority, built in partnership with Foundation University through the Estudio Damgo Team IV. The 72 sq.m. structure is located in Brgy. Looc, Port Area, Dumaguete City, a popular tourist hub. Its purpose is to provide information to tourists on vacation spots, local delicacies, and corresponding pasalubong shops and restaurants.



A sustainable and eco-friendly Tourist Information and Assistance Center at the entrance of the Dumaguete City Port Area in partnership with the Philippine Ports Authority Management (Dumaguete-Siquijor) that addresses concerns on organizing port services and facilities. This showcases a traditional blend of design and construction methodology, the culture and the arts, and the eco-tourist spots of the city and the province.

Estudio Damgo 5

**ESTUDIO DAMGO 5:
PEOPLE COMFORT
LOUNGE**

People's Comfort Lounge was a student-led project that aimed to address the lack of public restroom facilities in the south-end of Rizal Boulevard in Dumaguete City, Philippines. The project started with data gathering and design in April 2016 and construction was completed in December 2017 with a budget of Php 1,543,909.75.



The People's Comfort Lounge is a restroom facility with a suitable and sustainable design at the Dumaguete City Rizal Boulevard in partnership with the local government unit of Dumaguete. This addresses unsanitary problems along the coastal area and the promenade.

Estudio Damgo 6

**ESTUDIO DAMGO 6:
OUTDOOR
PLAYGROUND FOR
GRADE SCHOOL**

ESTUDIO DAMGO 6 is a grade school playground project constructed in 2017 at Taclobo, Dumaguete City, specifically within the grounds of Foundation Preparatory Academy (FPA). It is near the elementary classrooms, principal's office, and dining area, and is close to university facilities such as a carpentry workshop and a bamboo treatment facility.



An outdoor playground, Turf City, for Foundation Preparatory Academy - Grade School in Dumaguete ►►

► City, the project aims to address the concern on how to keep track of the pupils and to ensure their safety while playing. The pupils then only made use of the corridors and any random spot inside the campus as play area. It was supported by the Foundation Preparatory Academy Parents Teachers Association and the Foundation University Alumni Association, Inc.

Estudio Damgo 7

ESTUDIO DAMGO 7: BASLAY HIGHLAND AND ECO-TOURISM PARK

The Estudio Damgo 7 Baslay Highland Brew Coffee is a project under Foundation University's Estudio Damgo program. It aims to establish the Baslay Highland Eco-Tourism Park in Dauin, which supports ecotourism, sustainable development, and inclusive growth for the communities. The building has a ground floor size of 100 square meters and a height of 13.67 meters.



A three-storey viewing tower in partnership with the Baslay Farmers Association for Baslay Highland Brew Coffee in Upper Baslay, Dauin, Negros Oriental, the project aims to enrich the sustainability of the resources and the livelihood of the community. It serves as an extension to the existing coffee shop in the area.

Estudio Damgo 8



ESTUDIO DAMGO 8: VETERINARY QUARTER

The Estudio Damgo 08 Project which was located at Pancil, Sibulan started in the year 2019 and ended in the year 2022 with a budget of 404,000. This structure is intended for the CARE Organization, which was formed by Engr. Christian Faith Crielia, to provide shelter for stray animals. With a height of 7.2 meters, this building has a total space of 30 square meters on the ground floor and 18 square meters on the mezzanine.

A veterinary quarters in partnership with the Combined Animal Rescue Endeavor (CARE), in Pancil, Sibulan, Negros Oriental, it serves as a shelter for visiting CARE veterinarians and volunteers, which allows for rescued animals to receive the constant attention they sorely need. It also helps to lessen expenses for visitors during their altruistic stay

Estudio Damgo 9



ESTUDIO DAMGO 9: ORGANIC WELLNESS CENTER

The project was proposed to the Saint Nicolas of Tolentino Parish, whose client is Rev. Msgr. Julius S. Hueruela. The Structure was a Organic Wellness Center- Alternative Medicine Processing Facility, located at Brig. Poblacion II Dauin Negros Oriental. The structure has a total floor area of 69.899 sqm. The project was conceptualized and designed by the Studio Damgo 9 students which was finished in the year 2022.

An organic wellness center at the St. Nicholas de Tolentino Parish in Dauin, Negros Oriental, the project aims to help the locality to have a sustainable and enhanced livelihood, provide the community with alternative medicine, and to have a designated area for the production of such.

Estudio Damgo 10



ESTUDIO DAMGO 10: CHAPEL OF RESURRECTION

ESTUDIO DAMGO 10 is a Catholic Cemetery Chapel located in San Jose, Negros Oriental particularly in barangay Lalaan, Municipality of San Jose. This is officially a project spearheaded by the client, Rev. Fr. Carmelito Q. Limbaga Jr. the parish priest of St. Joseph the Worker Parish in San Jose. The chapel is situated at the center of the cemetery, with an area of 252.2 sq m. The chapel's main purpose is to hold burial rites and mass gatherings for the people of San Jose.

A chapel inside the Roman Catholic cemetery at Barangay Santo Niño, San Jose, Negros Oriental which is used to hold Holy Masses and burial rites.

Estudio Damgo 11

The South Negros Sea Turtle Conservation Research Center is located in Danjungan Island, Cauayan, Negros Occidental. It aimed to design and build a structure that will help conservationists and non-government organizations in the protection and study of the turtle nesting grounds on the island.



SOUTH NEGROS SEA TURTLE CONSERVATION RESEARCH CENTER

With a total floor area of 156.61 sqm., the project will be valuable in monitoring and safeguarding the breeding and nesting grounds of sea turtles around Danjungan Island. Its hatchery will improve the chances of survival for the endangered sea turtles, as climate change and sea level rise threaten their nests. This project is in partnership with Philippine Reef and Rainforest Conservation Foundation Inc., funded by the people of Negros Occidental through the Provincial Government, the structure is funded by both the government and non-government.

It is in partnership with the Philippine Reef and Rainforest Conservation Foundation, Inc. (PRRCFI), a non-government organization based in Bacolod. This was completed and turned over to the local government units of Cauayan, Sipalay, and Hinoba-an, members of the South Negros Coastal Development Management Council toward the last quarter of 2023.

Estudio Damgo 12

Called Creative Sanctuary Performance Space situated in Barangay Balugo, Valencia, Negros Oriental, this is in partnership with the Youth Advocates Through Theater Arts (YATTA), an artistic organization that has ►►

► been around for some 20 years in Dumaguete. The 200-square meter sanctuary serves as a multifunctional hub, facilitating workshops, rehearsals, performances, and community gatherings. The site spans 1,171 square meters where construction was started immediately after the team completed laying the foundations.



Estudio Damgo 13

Located in Barangay Tinago, Dumaguete City, this is an immersion project in identifying everyday problems of the waterfront urban community. The students created a maker space/community kitchen for the small businesses of the Department of Social Welfare and Development (DSWD) Women’s Eagle, such as the production of banana chips.

Moreover, the students likewise solved the new challenges of docking and departing fishing boats from the wider hardscapes of the reclamation project by providing a non-slip ramp cover made of upcycled tires.

Estudio Damgo 14

For the current academic year 2025-2026, the project has taken on “Books on Wheels,” a pioneer mobile library for the seniors of Valencia, Negros Oriental to help improve the Philippines’ functional illiteracy by introducing the “joy of reading” to the youth. The students will be retrofitting a chariot/carrier vehicle as

the mobile library. It will be building its headquarters at the Valencia local government unit.

It is worthy to note that through the years, Estudio Damgo projects by Architecture students have been getting better, becoming more innovative and exploratory.

According to Charlotte Schmidt, former program chair, the students of Estudio Damgo 12, particular, “started to explore alternative materials . . . even before the design phase, the students engaged in a series of material studies and workshops as part of the Experimental Materials Lab program of the department.” Moreover, starting with Estudio Damgo 12, students from the lower levels have now joined and experienced the construction process firsthand as part of their Building Technology class.

Schmidt added: “This marked a significant shift in the support system of the program. Instead of being guided by only one architect advisor, the students benefited from the presence of a diverse and interdisciplinary set of experts and coaches. Accomplished design experts and industry partners also conducted the first community design workshop and delivered lectures.”

As current program head, Vanessa Gaston-Copeland, a 2025 Blue Mango Award for Creative Leadership, intones: “The creativity and enthusiasm of our student architects is infectious. I have observed their passion and interest in engaging with the local communities, oftentimes exploring possibilities. I admire their desire to leave a lasting impact, which eventually redounds to their fulfillment.”

Estudio Damgo is the brainchild of its co-founders, Foundation University president Victor Vicente “Dean” G. Sinco and Ray Villanueva, while the core team includes high-caliber local and international architects.



Southville Strengthens Industry Linkages with Strategic Visit to Unilab Pharma Campus

Abigail Bay




In line with its mission to bridge academia and industry, Southville International School and Colleges (SISC) and its sister school, Southville International Medical Health Science Institute (SIMHSI), formerly known as South SEED-LPDH College, conducted a strategic ocular visit to Unilab's Pharma Campus in Mamplasan, Biñan, Laguna on October 19, 2025.

The visit brought together Southville's College Heads and Unilab's representatives to explore opportunities for academic collaboration in the areas of internships, career development, co-branding, continuing professional education, and community outreach.

Through this event, the Southville visiting team gained firsthand insights into Unilab's world-class pharmaceutical operations and quality assurance systems.

The engagement underscored Southville's commitment to providing students with industry-aligned education and fostering meaningful partnerships that prepare graduates for the demands of the global workforce.

This initiative is part of Southville's continuous efforts to strengthen linkages with leading industry partners, ensuring that its academic programs remain innovative, relevant, and impactful. 



A Game-Changing Collaboration: Dong-A University and UST IPEA’s Winning Partnership for Academic and Sports Excellence

Dr. Raymond M. Anselmo

Chairperson, Bachelor of Science in Fitness and Sports Management Department, Institute of Physical Education and Athletics, University of Santo Tomas



Following the successful signing of the Memorandum of Understanding between Dong-A University and UST, the Administrative and Academic Officials cheerfully flaunted their best smiles for a photo opportunity

The University of Santo Tomas (UST) Institute of Physical Education and Athletics (IPEA) sealed a new partnership with the signing of a Memorandum of Understanding (MOU) on January 15, 2025.

This innovative agreement gets things ready for mutual academic growth, and educational cooperation between the two esteemed institutions.

The MOU was officially signed by Dr. Ju Yong Bae, Director of Physical Education Major in Graduate Studies at Dong-A University, together with Dr. Oh-Eung-Soo, the visionary Founder and Facilitator of Fun-Eball.

Representing UST at the ceremony was Rev. Fr. Rodel S. Cansancio, the Regent/Director of UST IPEA.

This partnership marked the beginning of an exciting academic journey based on mutual respect and shared values.

By joining forces, the two universities committed to building a deeper connection between their faculties and students, enhancing

opportunities for cross-border learning, which will surely open new doors for research collaborations, promoting global understanding and academic innovations.

The signing of the MOU was made possible through the dedicated efforts and initiatives of Prof. Jerome A. Port, Institute Secretary, and Dr. Rebecca L. Adri, Internationalization Coordinator of the Institute.

Their commitment to advancing global partnerships played a crucial role in bringing this collaboration to fruition.

This collaboration indeed strengthened academic bonds and signified a shared vision for the future—one where knowledge and research cross borders, creating a global network of scholars, researchers, and students united by a passion for growth and discovery.

Dong-A University and UST IPEA are now ready to explore new paths in education, setting the stage with a partnership that will encourage innovation for the future of higher education institutions worldwide. 🌐



The Administrators of Dong-A University readily took time for a joint photo opportunity during their Tour in the University of Santo Tomas

SPC Champions Future-Ready Education Through Wadhvani Micro-Credentials: A Model for Skilling in Philippine Higher Education

John Clifford M. Alvero | San Pablo Colleges

As industries across the globe undergo rapid digital and economic transformation, higher education institutions face the urgent task of preparing graduates for a work environment defined by automation, global connectivity, and continuous learning. One of the most significant innovations emerging in response to these demands is the growing adoption of micro-credentials—short, skills-focused learning modules that certify specific competencies aligned with workforce expectations.

At San Pablo Colleges (SPC), micro-credentials have become a key driver of institutional innovation through a strategic partnership with the Wadhvani Foundation, enabling students to gain critical employability skills alongside their academic studies.



For the past two years, SPC has been one of the active implementers of Wadhvani's Job Ready and Job Rise Programs in the Philippines. These programs deliver industry-aligned training through an AI-enhanced digital platform, strengthening the institution's commitment to transforming students into workplace-ready, globally competitive professionals. The initiative has positioned SPC as a leading example of how micro-credentials can be meaningfully integrated into formal education systems.

Micro-Credentials in a Transforming Higher Education Landscape

Micro-credentials have rapidly gained traction worldwide as industries shift from degree-centered hiring to skills-based hiring, where competency, adaptability, and workplace behavior matter as much as academic specialization. Rather than replacing traditional degrees, micro-credentials enhance them by certifying specific capabilities—communication,

professionalism, problem solving, innovation, leadership, digital literacy—that employers consider essential.

These credentials are modular, stackable, and flexible, enabling learners to acquire relevant skills at their own pace. For students, micro-credentials provide tangible, verifiable evidence of abilities not always reflected in academic transcripts. For institutions, they create pathways for continuous skilling. For employers, they serve as reliable indicators of job readiness.

In the post-pandemic era—characterized by remote work, hybrid teams, and rapidly evolving technology—micro-credentials have become indispensable to ensuring that graduates can thrive in dynamic and demanding environments.

The SPC–Wadhvani Partnership: Strengthening Skills, Confidence, and Workplace Readiness



San Pablo Colleges' partnership with the Wadhvani Foundation supports the Foundation's mission to "Create Jobs. Change Lives." Through this collaboration, SPC implements two flagship skilling programs:

1. **Job Ready** – integrated into Senior High School Work Immersion
2. **Job Rise** – integrated into General Education and Practicum/OJT courses for college students

Each program consists of comprehensive, scenario-based modules designed to build competencies that employers consistently rank as essential. These include:

- Effective speaking and listening
- Self-management and work discipline
- Professionalism and ethical behavior
- Teamwork and interpersonal skills

- ▶ • Customer-centric service orientation
- Problem solving and innovation
- Financial literacy and entrepreneurial mindset
- Leadership and strategic thinking

Delivered through a modern, AI-supported learning platform, the modules allow for self-paced completion and offer a highly engaging multimedia experience. Upon completing each module, students receive a micro-credential certificate—evidence of skill attainment that they can use for internships, job applications, or career portfolios.

SPC has successfully embedded these micro-credentials into multiple academic programs, ensuring that students across disciplines benefit from structured, values-driven, and industry-aligned skilling.

**A Whole-Institution Approach:
Integration Across Academic Levels**

One of SPC’s most noteworthy accomplishments is the seamless integration of micro-credentials into existing academic requirements. Rather than offering them as optional or extracurricular training, SPC ensured that micro-credentials directly support and enhance core curricular outcomes.

**Senior High School
Work Immersion**

The Job Ready Program is embedded into Grade 12 Work Immersion, where students cultivate foundational workplace values and behaviors before entering industry settings. Through guided reflections and teacher-facilitated discussions, SHS learners connect module insights to real immersion experiences, resulting in deeper understanding and improved workplace performance.

**General Education:
The Contemporary World**

In college, Job Rise modules complement the course *The Contemporary World*, enabling students to link global issues with workplace realities. Leadership, communication, ethics, and strategic decision-making gain relevance when contextualized alongside globalization, citizenship, and international labor trends.

**Practicum / OJT
for Graduating Students**

For graduating learners, micro-credentials are integrated into Practicum/OJT subjects, creating a direct bridge between skilling and actual workplace application. Students use the modules to reflect on professional experiences, strengthen real-time decision-making, and reinforce competencies required for full-time employment.

This whole-institution integration ensures that SPC students develop skills progressively and coherently from SHS through college.

**A Model for PACU Institutions:
Scalable, Sustainable, Impact-Driven**


SPC’s success demonstrates that micro-credentials are most impactful when:

1. Deeply embedded within curriculum
2. Supported by faculty facilitation and structured monitoring
3. Integrated with institutional values and graduate attributes
4. Grounded in data-driven evaluation
5. Accessible to all students through flexible digital platforms

These principles offer a replicable model for other PACU institutions seeking to strengthen graduate

employability and align curricular outcomes with industry demands.

San Pablo Colleges’ partnership with the Wadhvani Foundation illustrates the transformative potential of micro-credentials in Philippine higher education. Through innovative integration, strategic implementation, and values-based skilling, SPC empowers its learners with the competencies, behaviors, and confidence needed not only to secure employment—but to excel, adapt, and lead in a rapidly changing world.

Micro-credentials at SPC are more than digital badges—they are pathways to opportunity, engines of empowerment, and foundational tools for lifelong success. 

IMCC Beyond Boundaries: Transforming Communities Through Education, Livelihood, and Environmental Stewardship

Helen S. Tejero and Johnnel S. Cagod

Iligan City – Iligan Medical Center College (IMCC) continues to strengthen its role in community development through a growing suite of community extension services that bring education, livelihood support, social inclusion, and environmental action directly to grassroots communities in Iligan City.

IMCC anchors its outreach on a simple principle: higher education reaches its fullest value when it improves lives beyond campus. Through long-term partnerships and sustained community presence, the institution supports learners, parents, vulnerable groups, and local communities while nurturing civic responsibility among students and personnel.

Early Work in Barangay Saray

IMCC began its sustained community engagement in Barangay Saray through the Cherubim Child Development Center, implemented in partnership with the Department of Social Welfare and Development of Iligan City. The initiative supported children from underprivileged families through basic literacy and numeracy development, strengthened by values formation and health awareness sessions. Parental involvement became a key feature, reinforcing learning at home and promoting family-level support for child development.

The program reflected coordinated efforts of the College of Education, the Basic Education Department, the IMCC Center for Research and Creativity, and the National Service Training Program. Alongside education support, IMCC also responded to livelihood needs, particularly among women and mothers, through skills training that opened opportunities for income, confidence building, and stronger participation in community efforts.

Food security and sustainable gardening in Barangay San Roque

The IMCC Graduate School expanded the institution's outreach by adopting Barangay San Roque as a beneficiary community under the Food Security Program. Residents gained training in backyard farming and sustainable gardening practices appropriate for low-income households. The project promoted practical approaches such as organic fertilizer use and simple home based food production.

The program also introduced herbal gardening, featuring indigenous plants and their traditional uses. This community level initiative supported family health and offered an entry point for small livelihood activities tied to herbal products and local resources. ►►



Learning support activities with children at the Cherubim Child Development Center

► **Empowering Students to Build Healthier Communities**



IMCC-NSTP students during the 1st IMCC Blood Letting Activity

The Amai Pakpak Medical Center Team of Marawi City and IMCC’s Community Extension Service successfully held their 1st Blood Letting Activity as part of the said activity is to promote volunteerism and improve community health programs. This stressed the community’s continued need for a safe and enough supply of blood. NSTP students supplied the majority of the 38 bags of blood that were collected. The blood drive was conducted in compliance with accepted medical practices and safety guidelines to guarantee everyone’s health.

Serving communities often left behind

IMCC also supports Balay Pag-asa, a home for Children in Conflict with the Law. Through literacy support, psychosocial sessions, and values centered activities, the institution helps promote self-worth, responsibility, and hope among youth.

Literacy and family support in Villaverde

In Villaverde Elementary School, IMCC implemented a literacy program focused on reading and comprehension development. The extension effort also involved sessions for parents that linked education with livelihood awareness and environmental responsibility. This family centered model strengthened learning outcomes while supporting resilience at the household level.

Environmental stewardship through student-led action

Environmental protection remains a core priority in IMCC extension work. Through NSTP participation, students join local conservation efforts that respond to ecological challenges in Iligan City. The Pakgang Baha

Flood Control Program includes mangrove planting in coastal areas to support flood mitigation, reduce soil erosion, and protect marine ecosystems.




IMCC-NSTP students and community members during mangrove tree growing

These efforts are reinforced by coastal clean up drives that reduce marine waste and build environmental awareness among residents and schoolchildren. IMCC also promotes bamboo planting along riverbanks as a natural barrier that supports riverbank stability and provides future livelihood potential through bamboo based products and industries.

Aligned with global development goals

IMCC positions its extension initiatives within the framework of the United Nations Sustainable Development Goals, with programs that support quality education, gender equality, decent work, climate action, environmental protection, and stronger institutions. By linking education, livelihood, social inclusion, and ecological action, the institution demonstrates a connected approach to sustainable development at the community level.

Sustaining impact through partnerships and shared responsibility

Grounded in its vision and mission, IMCC continues to broaden the reach of its community programs through collaboration, research-informed planning, and long-term engagement. The institution affirms that academic excellence gains greater meaning when it translates into service, dignity, and lasting community transformation. 

Southville Ranks in the Top Private Universities in the Philippines, Asia, and the World




Southville International School and Colleges (SISC) continues to strengthen its standing among the leading private universities in the Philippines, earning regional and national recognition in the AppliedHE Public & Private University Rankings 2026.

Southville ranked within the Top 1% in the Philippines and placed in the Top 2% across All Asia, reflecting its strong performance in teaching and learning, employability, internationalization, and institutional reputation.

Being ranked in the top for employability, highlights Southville's consistent strength in graduate employability, with 95% of graduates securing employment within six months. Through industry-aligned programs, experiential learning, and strong career guidance, Southville continues to prepare students for successful transitions into the workforce across Asia and the world.

Building on these recent achievements, Southville also placed within the Top 1% worldwide in the World University Rankings for Innovation (WURI) 2025, which recognizes institutions for innovation, real-world impact, and societal contribution beyond traditional academic metrics.

Most recently, Southville International School and Colleges was conferred the CHED Internationalization Champions of Nation-Building and Sustainability (ICONS) Award in December 2025, a national recognition affirming the institution's leadership in internationalization, quality assurance, and innovation in Philippine higher education.

The new Global Star awarded by CHED recently highlights the rankings that recognize the excellence at Southville. 

T.I.P. Secures Local, International Accreditations

Denise Santos



The Technological Institute of the Philippines (T.I.P.) continues to strengthen its brand of globally trusted academic excellence by securing local and international accreditations for its campuses in Manila and Quezon City.

PTC Tier I Classification

T.I.P. is a Tier I institution under the Tier Classification System for Engineering Programs of the Philippine Technological Council (PTC). This recognition affirms the institution's commitment to providing high-quality engineering education to its students through programs that meet the evolving demands and needs of the industry, preparing graduates for success in the global marketplace. Accredited programs of an institution categorized as Tier I are eligible for recognition under the Washington Accord.

Aligned with these standards, the recent Philippine Technological Council Accreditation and Certification Board for Engineering and Technology (PTC- ACBET) reaccreditation visit covered all seven engineering programs across both T.I.P. Manila and T.I.P. Quezon City campuses.

The PTC-ACBET granted full accreditation to all the institution's engineering programs, reaffirming T.I.P.'s continuous pursuit of excellence in engineering education. This successful accreditation not only validates the institution's current strengths but also positions both campuses for sustained recognition and deeper alignment with the Washington Accord standards.

ABET Accreditation for 20 Academic Programs

Further cementing T.I.P.'s brand of globally trusted academic excellence is its successful reaccreditation of ABET for its engineering and computing programs.

14 of T.I.P.'s engineering programs received reaccreditation from the ABET Engineering Accreditation Commission. These programs are Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, Electronics Engineering, Industrial Engineering, and Mechanical Engineering for T.I.P. Manila and Civil Engineering, Computer Engineering, Electrical Engineering, Electronics Engineering, Environmental and Sanitary Engineering, Industrial Engineering, and Mechanical Engineering for T.I.P. Quezon City.

Meanwhile, six of the institution's computing programs have been reaccredited by the ABET Computing Accreditation Commission. These programs include Computer Science and Information Technology for T.I.P. Manila, as well as Computer Science, Information Systems, and Information Technology programs for T.I.P. Quezon City.

T.I.P. Achieves AUN-QA Institutional Assessment and Renewed Autonomous Status from CHED

T.I.P. successfully passed the ASEAN University Network - Quality Assurance (AUN-QA) Institutional Assessment, making it only the third higher education institution in the Philippines and the 10th in Southeast Asia to achieve this distinction.

In addition, T.I.P. also offers 20 academic programs accredited by AUN-QA at the program level. The AUN-QA-accredited programs of T.I.P. include architecture, accountancy, business administration, and teacher education, and some engineering, computing, and graduate programs.

Alongside this valuable achievement, the Commission on Higher Education (CHED) grants renewal of T.I.P.'s Autonomous Status. ►►

- ▶ These institutional milestones reinforce T.I.P.'s vision and mission to position the school as a provider of globally competitive higher education.

ISO 21001:2018 Certification for Both T.I.P. Campuses

T.I.P. has also been granted the ISO 21001:2018 Educational Organizations Management System (EOMS) certification for both its Manila and Quezon City campuses.

ISO 21001:2018 provides educational organizations with a standardized management framework to ensure the organizations' responsiveness to the needs of learners and other stakeholders.

T.I.P. transitioned from its long-standing ISO 9001 certification, which it had maintained since 1999, to the newly introduced ISO 21001:2018 Educational Organizations Management System (EOMS), marking more than two decades of commitment to quality assurance.

The Constructivist Mindset

Innovation is at the core of T.I.P. education. Students are trained to go beyond mastering theories and practice what they learn as they study it.


The challenge is straightforward: what are the daily problems apparent in their respective communities, and what concrete solutions can they offer to fix them?

The introduction of constructivism into the campus culture of T.I.P. gives students a clear roadmap on how to bring their innovations to life. It reframes problem-solving as an active, data-driven process.

A constructivist approach hinges on setting a clear outcome for the research and making data-informed decisions to achieve it. Students are not just asked to identify and solve a problem, but to analyze the root cause. This important step brings students out of their classrooms and into the community they want to help, enabling them to gather raw data directly onsite and get firsthand insights from community members.

Innovation at T.I.P. is also designed to foster collaboration. T.I.P. firmly believes that impactful solutions require a constant exchange of ideas and insights among community members, government officials, and industry experts. Students are looped into this conversation through the Technopreneurship and Collaborative Applied Research (TechnoCoRe), T.I.P.'s research center. Students can pitch their projects to industry partners from private and government sectors and receive professional feedback on their research.

This kind of learning opportunity not only trains students for their chosen professions, but it also emphasizes how innovation is an elaborate collective effort that is further enriched with the right partners and collaborators.

Overall, T.I.P. continuously works to refine its brand of academic excellence. Under the guidance of its new president, Angelo Quirino Lahoz, T.I.P. hopes to nurture students who champion a mindset where research is the foundation for every innovation and collaboration is the engine that powers it. As the school stands as a standard for globally competitive education, its students are shaped into models for data-driven and community-based innovations. 



PCLU Robotics Team Continues the Legacy of Champions!

Hannah Estacio, Kimberly Donan

The Polytechnic College of La Union (PCLU) Robotics Team once again demonstrated outstanding performance on the international stage, bringing home prestigious awards at the Global Artificial Intelligence Robotics (GAR) 2025 World Championship held from December 5 to 10 in Seremban, Malaysia.

The PCLU team, representing both the school and the Philippines, guided by coaches Bong John Abraham Agno and Michael James E. Ergiño, competed against teams from five countries and secured top rankings, placing within the top two and top four overall in various categories.



Among the standout performers was Thirty Yedaiah D. Agno, the youngest team member at only nine years old. Thirty earned a gold medal as first prize winner and ranked fourth overall in the elementary category. Despite his nervousness, he connected his success to faith and resilience, encouraging students to view setbacks as opportunities for growth: “Don’t cry over a low score; instead, encourage yourself to do better next time.”

The Junior High School team comprising Marizelle Dina Caitlyn L. Parejas, Jonina Avia E. Alvendia, and Joseph T. Vilorio achieved second place overall with a perfect score of 250 points, winning silver medals and a trophy. Team leader Parejas shared that their collaborative approach in dividing roles between programmers and builders enabled resolution of challenges, underscoring the importance of teamwork and constructive feedback.

Senior High School representatives John Kenneth G. Orellano, John E. Viray, and Galvin Elhi Roi P. Sison also earned the gold medal for first prize and placed fourth overall. Viray expressed hopes that their accomplishments would inspire future robotics enthusiasts to engage with the field passionately.

PCLU’s Robotics Team has maintained a strong competitive presence even before the pandemic, with sustained excellence demonstrated in recent years. In 2024, the team secured multiple awards at international and national events, including the GAR 2024 in China, where six students garnered two golds and one silver medal. The team also made significant impressions at the Philippine Robotics Olympiad (PRO) 2024 and the Robot Virtual Game (RVG) competition.

In early 2025, the team earned the Creative Explorers Award and Community Impact Award at the 14th First Lego League (FLL) Philippines competition in Bulacan, followed by a commendable 7th place finish in the Senior High School Future Innovators category at the 24th PRO, which qualified them for the World Robot Olympiad.

The 2025 GAR China event saw continued success, with the Junior High School team taking bronze and the Senior High School team securing a gold medal, further affirming PCLU’s position as a leader in robotics education.

As the team prepares for upcoming competitions, their commitment remains unwavering: to uphold and enhance the honor and pride of PCLU, inspiring the next generation of innovators and champions. 🏆





School Achievements & Accolades of the University of the Visayas

Dr. Ma. Crispy B. Velasco, Ed.D, RGC, LPY, DQM, CYLSSB



The University of the Visayas (UV), Cebu’s first university and one of the region’s most enduring educational institutions, has a rich tradition of service to humanity. Guided by its philosophy “Amor, Servitium, Humanitas” (Love, Service, and Humanity), UV has transformed—and continues to transform—communities through education.

Its contributions span academic excellence, industry-academic partnerships, global linkages, and broad national and international recognition. This profile reflects UV’s commitment to shaping globally competitive and service-driven professionals.

Academic Excellence and Instructional Innovation

UV delivers globally aligned, industry-responsive education through enhanced, contemporary curricula.

Program improvements emphasize efficient communication, high proficiency, and global employability. The Commission on Higher Education (CHED) has recognized UV’s instructional materials and enhancement efforts, affirming its dedication to high standards of performance and service. UV supports lifelong learning programs relevant to public needs and demonstrates leadership in educational planning and monitoring. Its educational programs are designed to develop students’ critical and professional skills, aligning with global trends in upskilling.

Industry Partnerships and Campus Excellence

UV’s strong industry-academic partnerships are exemplified by the Capital Jobs Opportunities Program, in which accredited laboratories operate to train competent professionals. The university’s academic excellence and graduate success rates mirror the strength of its programs and its culture of discipline and continuous improvement. State-of-the-art facilities and a supportive campus environment foster holistic education. System-wide efforts ensure high-quality instruction across UV schools from basic to tertiary education.

National and International Recognition

The University’s efforts to uphold high academic standards have earned both national and international recognition. UV continues to achieve program accreditations from PACUCOA, reinforcing its commitment to excellence, transparency, and continuous quality enhancement. Notably, the University of the Visayas has been formally recognized by PACUCOA as the institution with the Highest Number of Accredited Programs in Region VII and holds the distinction of having the Highest Number of Level I Formal Accredited Programs in the Philippines, highlighting UV’s leadership in quality assurance and its unwavering dedication to raising educational standards across all programs.

UV’s excellence has also been acknowledged through the Gawad Edukampyon awards, recognizing institutions that demonstrate innovation, resilience, and outstanding educational practices. Additionally, UV was awarded First Place as Best Implementer of the Best Practices and Developmental Plans for the “New Normal and Flexible Learning” Environment by the Commission on Higher Education (CHED) Regional Office VII.

Global and National Rankings and Quality Assurance

In global and national rankings, UV continues to be a strong performer, ranking Top 6 in EduRank among Philippine Higher Education Institutions, reflecting substantial research output, alumni impact, and academic influence. Notably, UV has also been recognized among the Top 100 Higher Education Institutions in the Philippines according to the Times Higher Education (THE) World University Rankings, further underscoring its growing academic reputation, institutional development, and alignment with international standards.

As an ISO-certified university across its system schools, ►►

► UV demonstrates its commitment to maintaining globally recognized quality management standards. One of the year’s most significant achievements is UV’s recognition of its Autonomous Status, affirming its consistent excellence in academics, governance, and student support systems, while granting the University greater academic freedom and flexibility to innovate.

On the international stage, UV excelled in the World’s Universities with Real Impact (WURI) Rankings, placing Top 24 in University Brand & Reputation, Top 39 in Visionary Leadership, and Top 46 in Infrastructure & Technologies, highlighting UV’s innovative approaches to education, leadership, and modernization.

Licensure Examination Performance

A defining mark of UV’s academic strength lies in the exceptional performance of its graduates in national licensure examinations. The nursing program demonstrated excellence with a 96.43% passing rate in the Nursing Licensure Examination—well above the national average of 90.04%—and a 77.27% passing rate in the May 2025 exam, reaffirming its reputation in producing competent, compassionate nurses. The College of Pharmacy celebrated a landmark achievement with a 100% passing rate in the November 2025 Pharmacists Licensure Examination, confirming rigorous training and strong faculty support.

In customs administration, BS Customs Administration graduates achieved an 80% passing rate in the Customs Brokers Licensure Examination, surpassing the national passing percentage and

showcasing the college’s academic strength.

UV’s criminal justice programs excelled with a 75% passing rate in the Criminologists Licensure Examination, significantly higher than the national rate, with Franz Jury Pacaldo Insaio securing Top 3 in the February 2025 Criminology Board Exam, the only placer in Cebu and the second UV topnotcher in less than a year.

The College of Dentistry achieved an 83.3% passing rate in the Dentistry Licensure Examination, again surpassing national performance, while the College of Education delivered exceptional results in the LET, with 94.87% for Bachelor of Elementary Education and 86.96% for Bachelor of Secondary Education, surpassing national passing rates by wide margins.

Commitment to Excellence and Nation-Building

These achievements—in accreditation, rankings, and licensure outcomes—affirm UV’s leadership in higher education and its role in nation-building. UV’s ISO certification, recognition for quality assurance and outcomes-based education, and sustained presence in global rankings demonstrate alignment with international standards and a culture of modernization. As UV continues to uphold its mission of shaping globally competent professionals and strengthening communities, its milestones serve as a testament to the university’s contribution to educational transformation. UV’s enduring commitment to excellence, innovation, and service solidifies its place as one of the country’s most trusted and respected institutions. 🌍



San Beda University Clinches 4th Icons Award

Greg Emmanuel D. Baniaga


San Beda University is an Internationalization Champion of Nation-Building and Sustainability (ICONS) awarded by the Commission on Higher Education (CHED) and its International Affairs Service (CHED-IAS) and Regional Office (CHED-NCR) for four consecutive years – from 2022 to 2025.

The 2025 ICONS Awards were held on December 10, 2025 at the Philippine International Convention Center (PICC), where CHED acknowledged 173 higher education institutions for excellence in global engagement. This is a significant increase from the 95 institutions awarded in 2024.

These remarkable recognitions are testament to the unflinching dedication of San Beda University to quality Catholic education and in honing Bedans in line with its vision of producing graduates who are not only academically competent but also socially responsible and culturally aware.

Moreover, the said award also manifests that San Beda serves as one exemplary champion of the future of Philippine higher education, demonstrating an unwavering commitment to internationalization and sustainability, as evidenced by its outstanding and noteworthy performance in globally recognized university rankings and ratings.

CHED's thematic focus remains on measurable impact, global visibility, and engagement, aligning well with San Beda's ongoing efforts in international partnerships, mobility programs, research, and community initiatives through the Office of the Vice President for Linkages and International Affairs.

SBU will continue its mandate to spearhead initiatives that cultivate international active involvement, ignite intercultural understanding, and empower its administrators, faculty, staff, and students' participation in meaningful academic exchanges, collaborative research, and community engagements that contribute to nation-building and sustainable development. 



San Beda University Marks 2nd Year as a Laudato Si University

Benjamin B. Sonajo, Jr.

San Beda University celebrated its Second Year Anniversary as a Laudato Si University on October 24, 2025, reaffirming its steadfast commitment to the protection of the earth.

The celebration commenced with the Laudato Si Walk, where all departments actively expressed their environmental advocacy through creative advocacy cards, themed costumes, and a shared spirit of hope and responsibility toward ecological stewardship.

This was followed by a Thanksgiving Mass presided over by the University's Rector-President, Rev. Fr. Aloysius Ma. A. Maranan, with the Benedictine Monks, university administrators, faculty members, non-teaching personnel, and the entire student body at the MVP Gym.

A significant highlight of the celebration was the symbolic submission of the Laudato Si Accomplishment Report to the Dicastery in Rome, spearheaded by Dr. Divina Edralin, Vice President for Academics, and Fr. Maranan, serving as a testament to the University's sincere and active commitment to environmental advocacy.


One of the major highlights of the celebration was the International Sustainability Conference, initiated by the Office of the Rector President in collaboration with

the Office of the Vice President for Academics.

Rev. Fr. Francis O. Gustilo, President of the Don Bosco School of Theology in Parañaque City, served as the keynote speaker and delivered an in-depth discussion on the principles of Laudato Si', emphasizing their relevance, present application, and impact in the Philippine context.

He highlighted that while Laudato Si' values are already reflected in daily practices, these principles must be more deeply rooted in the hearts and consciousness of individuals and institutions.

Further enriching the conference were the contributions of Dr. Kevin Fernandez, Deputy Director for Development, Research, and Innovation at Universiti Malaya in Kuala Lumpur, Malaysia, and Dr. Andika Putra Pratama, Associate Professor at Institut Teknologi Bandung, Indonesia. Both speakers shared meaningful institutional practices aligned with Laudato Si' within their respective academic settings.

Overall, the conference served as a timely and significant platform for dialogue and reflection, benefiting not only the Bedan community but also contributing to the broader national discourse on sustainability and ecological responsibility. 

CON's PNLE Milestones & The Work Behind Them

Greg Emmanuel D. Baniaga

For San Beda University's College of Nursing (CON), board performance is never treated as a single-season triumph. It is read as evidence that formation, done consistently, is working.

This perspective became especially clear in 2025, when the University posted a 100% passing rate among May Philippine Nurses Licensure Examination (PNLE) 2025 first-time takers, marking a defining milestone for CON.

In the November 2025 PNLE, San Beda recorded a 95.35% overall passing rate and produced 41 new Bedan nurses, surpassing the national passing rate for the same cycle.

The Professional Regulation Commission's official release for November 2025 reported 40,692 passers out of 45,192 examinees nationwide that is equivalent to a 90.04% national passing rate, making the period highly competitive even with a strong national curve. Against that national performance, San Beda's outcome reinforces that CON's systems remain steady even when the broader environment shifts.

The College emphasizes mental resilience and spiritual grounding while recognizing that Board readiness also depends on how students manage pressure, sustain focus, and hold onto purpose during high-stakes seasons. ▶▶

- ▶ To strengthen readiness at the graduating level, CON implemented a structured enhancement program for Level IV students, designed to build academic readiness while also addressing the mental and emotional well-being of examinees.

Rather than viewing strong results as a finish line, CON regards them as momentum for systematic upgrades, especially as Commission on Higher Education is expected to release a new and innovative nursing curriculum that will shape the next phase of program development. In step with that direction, the College continues reviewing and upgrading its curriculum to remain aligned with evolving healthcare standards, best practices, and regulatory requirements.

The forward push is equally visible in infrastructure planning. Facility and equipment enhancements are

underway, including the construction of a state-of-the-art skills laboratory and the acquisition of new teaching equipment models. These improvements are intended to strengthen training through more responsive learning spaces and tools.

In an interview, Dr. Febes Catalina T. Aranas, PhD., MA., RN, Dean of the College of Nursing, described the 2025 results as an affirmation of the mission to form nurses who are “skilled and compassionate... with integrity and professionalism.” As newly licensed Bedan nurses begin their professional journey, the College sends them forward with a Bedan identity that is both a reminder and challenge: *Ora et Labora* - faith that anchors, and work that serves. 🙏

SAN BEDA UNIVERSITY
COLLEGE OF NURSING

Congratulations!

NEW BEDAN NURSES

NOVEMBER 2025 NURSING LICENSURE EXAMINATION

First Time Takers: **95.35%**

"That in all things God may be glorified"

[f/SBUManilaOfficial](#) www.sanbeda.edu.ph [@SBUManila](#) #chooseSANBEDA

The banner features the San Beda University logo, accreditation icons (THE, CAC, F, Z, A), and a cartoon lion nurse character in a red uniform and white cap with a red cross. The background shows a modern building facade.

Baguio Central University at 80: From Ashes to Global Excellence

Daffodil B. Pascua, Sheryl M. Langwas, and Genevieve B. Kupang



The Cordillera Convention Hall, Baguio Country Club, venue of the 80th Founding Anniversary Employees Recognition and Awarding Ceremony, December 15, 2025.

“Eighty years is a rare blessing. It is not measured by time alone, but by relationships built, lives changed, and dreams turned into reality,” said Dr. Margarita Cecilda B. Rillera, the president of Baguio Central University, during the 80th founding anniversary of BCU held on December 15 at the Cordillera Convention Hall, Baguio Country Club.

Baguio Central University expresses its profound thanksgiving to the Almighty, as it celebrates its 80th founding anniversary, with the theme “Otsenta na po kami,” honoring not only the institution’s longevity, but also the resilience that every individual behind it has carried throughout eight decades of change. This eight-decade journey also highlights the transformative education of the university—nurturing critical thinkers, cultivating servant leaders, and empowering changemakers who reshape communities and uplift the Philippines and beyond.

From Ashes to Ascendancy: A Dream Born in 1945

Standing strong in the aftermath of World War II in 1945, Centro Academy was founded by Godofredo H. Fernandez and his wife, Margarita Joven Fernandez. The institution began as a vocational school, established to address the urgent need for practical skills during the post-war period and equip learners with competencies essential for rebuilding lives and communities.

By 1949, the institution later expanded its training programs, began offering college courses, and added a high school academic program further broadening the scope of its educational offerings. Through this institutional evolution, the institution was renamed Centro Industrial School.

The 1950s marked a transformation. As the Cordillera region grew, so did the institution’s mission. The vocational school became a private corporation, ►►



BCU administration awards long-serving employees.

► and between 1951 and 1953, college programs emerged: Bachelor of Arts, Education, and Business Administration. By 1953, Engineering joined; by 1955, graduate education with the Master of Arts in Education. The institution’s name evolved through these years—from Eastern Philippine Colleges to Lyceum of Baguio—each iteration reflecting its expanding identity and impact.

On December 2, 1978, under the leadership of President Margarita J. Fernandez, the institution reached a new milestone, becoming a newly chartered university as it blossomed into the present-day Baguio Central University.



BCU honors College Partners with Plaques and Tokens.

Decades of Innovation and Expansion

Under Dr. Fernandez’s stewardship, BCU flourished. The Growing-Up Learning Center (1987), caregiver programs (2001), and the ETEEAP program (2002) recognized that learning transcends classroom walls. The College of Medicine—the second in the Cordillera Administrative Region—and the College of Criminology (2003) addressed regional needs.

The 21st century brought accreditation milestones through PACUCOA and FAAP. In 2011, Margarita Cecilda Bulaqueña Rillera, MBA, granddaughter of Dr. Fernandez, assumed the presidency, honoring the virtues of *libertad* (liberty), *justitia* (justice), *veritas*

(truth), and *equitas* (equity) while leading BCU toward new horizons.



BCU Community and City Athletes Unite for Eagles Run.

Rising, Reflecting, and Researching: Celebrating 80 Years



Dr. Margarita Cecilda B. Rillera, University president, led the ribbon-cutting ceremony with Research Director Dr. Michael T. Sebulen and CHED-CAR Director Dr. Jimmy G. Catanes at the 15th Research Colloquium.

October 13, 2025 carried the crisp Cordilleran chill as well as anticipation, purpose, and pride. As the Hall brimmed with faculty researchers and student presenters, the 15th University Research Colloquium officially launched BCU’s 80th Founding Anniversary celebrations with the theme: “Rise, Reflect, and Research: Building a Legacy of Innovation.”

BCU’s eight-decade journey has cultivated professionals, scholars and innovators committed to advancing knowledge for the common good. Papers presented ranged across disciplines—each one reflecting the multifaceted commitment to addressing real-world challenges through rigorous inquiry and ethical scholarship.

The jubilee year brought international affirmation of BCU’s innovative spirit. In 2025, Baguio Central University achieved 302nd place in the World ►►



7th Library Books Exhibit showcases contemporary literature, latest research, and new college acquisitions.

- ▶ University Rankings for Innovation—a recognition that evaluates institutions on their contributions to addressing humanity’s most pressing challenges.

This achievement validates what generations of BCU stakeholders have known: that excellence is measured in lives transformed, communities strengthened, and solutions created.

A Living Legacy



Mr. and Ms. BCU winners shine at the Magsaysay Auditorium.

Today, the University stands as a thriving institution—a living testament to what vision, faith, and commitment can achieve.

The 80th Founding Anniversary celebration has been a joyful cascade of meaningful events: the Research Colloquium on October 13, 2025, launched the festivities. The 6th Margarita J. Fernandez Cup on November 15, the Mr. and Ms. BCU 2025 Coronation Night on November 28 celebrated student wit, beauty, and campus culture. December brought a flurry of community-building activities, including community extension events, the BCU Eagles Run and Employees Sportsfest on December 6, and the 7th Library Books Exhibit, showcasing “Eight Decades of Academic Excellence.”

The pinnacle of the celebration arrived on December 15, 2025, when President Dr. Margarita Cecilda B. Rillera, joined by her family, presided over the Employees Recognition and Awarding Ceremony at the Cordillera Convention Hall, Baguio Country Club. This tribute honored the dedicated faculty and staff whose tireless service has been the backbone of BCU’s eight-decade journey of excellence. They carry with them the values instilled within BCU’s halls: the pursuit of truth, the exercise of justice, the embrace of liberty, and the practice of equity. Dr. Perfecto M. Lopez, the Vice President for Administration, acknowledged the challenges and opportunities ahead, emphasizing the importance of unity among employees and students. He said, “Their continued dedicated service doesn’t just meet the BCU goals; they define the standard of quality and motivate everyone around them.”



College of Nursing students actively participate during the 6th Margarita J. Fernandez Cup.

As we honor 80 years, we celebrate the founders who dared to dream amid devastation. We honor the educators and personnel who invested in countless futures. We acknowledge the students who trusted BCU to prepare them for meaningful lives. And we commit ourselves to the decades ahead—with even greater courage, innovation, and faithfulness to our founding mission. 🌟

Photo Credits: The Flame / Karl Matthieu B. Rillera

University of Perpetual Help System DALTA – Las Piñas Celebrating 50 Years of Quality Education, Innovation, and Nation-Building

Ms. Rowena G. Morta

As the University of Perpetual Help System DALTA (UPHSD) – Las Piñas celebrates its 50th Founding Anniversary, it marks not only a milestone in institutional history but also five decades of sustained contribution to private higher education in the Philippines.

The Golden Jubilee reflects UPHSD’s enduring commitment to character-centered education, academic excellence, innovation, and service—values that strongly align with the ideals upheld by the Philippine Association of Colleges and Universities (PACU).

Founded on the principle that education is both a moral and social responsibility, UPHSD’s journey over the past half-century illustrates how a private educational institution can grow in scale and scope while remaining anchored in mission, quality assurance, and national development.

A Legacy of Purposeful Leadership

Guided by the belief that one must “start somewhere, or go nowhere,” Dr./BGEN Antonio L. Tamayo, together with Dr. Daisy M. Tamayo and Ernesto P. Crisostomo, established the Perpetual Help College of Rizal (PHCR) in Las Piñas with a pioneering cohort of 50 nursing students and 135 high school students. From the outset, the founders envisioned an institution that would form not only competent professionals but also upright, socially responsible citizens—captured in the enduring motto:

“Character Building is Nation Building and Helpers of God.”

Over the years, PHCR evolved into the University of Perpetual Help System DALTA, expanding its academic reach, infrastructure, and institutional impact.

In 2010, leadership transitioned to Dr. Anthony Jose M. Tamayo, marking a phase of strengthened governance, strategic expansion, and heightened focus on quality assurance, internationalization, research, and innovation. This continuity of leadership ensured that institutional growth remained aligned with UPHSD’s founding values while responding proactively to emerging national and global educational demands.

Today, UPHSD stands as a multi-disciplinary private university system offering more than 50 academic programs across allied health sciences, business, engineering, law, aviation, education, and the humanities. It maintains a strong reputation in health-related programs, including Doctor of Medicine and Doctor of Dental Medicine, as well as Graduate School and Juris Doctor programs.

Notably, the Las Piñas Campus houses the country’s first university-based aviation school, underscoring UPHSD’s responsiveness to workforce development needs.

Golden Jubilee Kick-Off

The Golden Jubilee year was formally inaugurated on August

8, 2025, through a formal opening ceremony and a holy mass, symbolically anchoring the anniversary celebration in gratitude, faith, and shared purpose.



The Era Dance participants dancing to the groove of the 80s decade.

This marked the beginning of a year-long series of academic, cultural, and community-oriented activities designed to honor the past and inspire the future.

The kick-off culminated in “The Golden Hour,” a unifying program that brought together students, faculty, administrators, alumni, and partners in a collective celebration of five decades of institutional growth. One of the program’s most anticipated segments was the Era Dance, which artistically traced UPHSD’s journey from the 1970s to the present era. The Era Dance was composed of 50 performers per decade. The dynamic and nostalgic dance performances were choreographed by the University’s Performing Arts Group, headed by Bobby John Salinas.

The celebration reached an emotional crescendo with a stirring rendition of “Tagumpay Nating Lahat,” performed by students, faculty, staff, and alumni, symbolizing unity and shared triumphs of the Perpetualite family under the direction of Love Dela Peña, moderator of the Perpetual Chorale. ▶▶



Tagumpay Nating Lahat grand Finale with Dr. Daidy Tamayo and Dr. Arnaldo De Guzman.

► Adding historical depth to the festivities was a specially curated video presentation showcasing UPHSD’s defining milestones and achievements over the past 50 years—honoring its visionary founders, dedicated leaders, committed faculty, and generations of graduates.

Earlier that day, national morning show *Unang Hirit* joined the opening festivities, further amplifying the significance of the event. The kick-off celebrations were also complemented by digital initiatives, such as the Golden Legacy and Perpetual Pride Facebook Frame Launch, inviting Perpetualites worldwide to participate in the jubilee celebration.



GMA 7’s morning show, Unang Hirit, joined the UPHSD-LP’s kick-off event.

A Year-Long Celebration

The Golden Jubilee of the University of Perpetual Help System DALTA is marked by a carefully curated, year-long series of academic, spiritual, cultural, athletic, and community-oriented activities that reflect the University’s core values of faith, excellence, and service. Designed to honor the past, celebrate the present, and inspire the future, these activities actively engage students, alumni, faculty, staff, partners, and the wider community.



Thanksgiving mass was celebrated during the kick-off celebration of the 50th founding anniversary.

The year-long celebration began with symbolic and faith-centered activities that anchored the Jubilee in gratitude and purpose. Early milestones included the Unveiling of the Official 50th Anniversary Logo, a visual emblem representing UPHSD’s enduring legacy and vision, and the solemn observance of the Feast of Our Mother of Perpetual Help, where the community offered collective thanksgiving for five decades of blessings. These spiritual foundations were further strengthened through the Mass of the

Holy Spirit, invoking divine guidance as the University embarked on its jubilee year and a new academic cycle.

Academic excellence and global engagement form a central pillar of the Golden Jubilee. Highlighting UPHSD’s growing international stature, the International Press Conference on PerpSat in Japan showcased the University’s nanosatellite initiative to the global community, reinforcing its commitment to research, innovation, and international collaboration. This was complemented by hallmark academic events such as the *Lectio Magistralis* and the launch of the Golden Jubilee Lecture Series, titled “Igniting Minds, Inspiring Futures.” Conducted in multiple installments throughout the year, the lecture series brings together distinguished scholars, experts, and leaders to foster dialogue on education, innovation, leadership, and nation-building.

Consistent with its founding mission, UPHSD integrated community engagement and social responsibility into its jubilee year through initiatives such as “Dugo Mo, Buhay Ko” blood donation drives, environmental programs like tree planting, and the continuing work of the Bilibid Extension School, reflecting a long-standing commitment to inclusive education, rehabilitation, and social transformation.

Alumni engagement stands as one of the highlights of the year-long celebration. Events such as the Grand Alumni Homecoming and Awards Night at the Manila Hotel, the Bilibid Extension School Alumni Homecoming, and the unveiling of the Wall of Excellence, Alumni, and Topnotchers honor the achievements of graduates and reaffirm the strong bonds that unite generations of Perpetualites. These gatherings celebrate professional excellence, loyalty, and lifelong connection to the University.

Cultural, artistic, and student-centered activities add vibrancy to the Jubilee year. University Week, cultural shows, talent competitions such as Perpetual Got Talent, commemorative exhibits, concerts, and creative initiatives like the Coin Mosaic highlight the diversity, creativity, and unity of the UPHSD community. Athletic events, including the Antonio L. Tamayo Gold Cup, Fun Run, and Perpetualympics, further promote camaraderie, wellness, and school spirit.

Strengthening industry linkages and professional partnerships, the jubilee calendar includes activities such as the Autobacs (a global leader in automotive parts, services, and technology) anniversary and inauguration of its new building inside the Las Piñas Campus, as well as the Asia Pacific Research Congress, which gathers researchers and academics from across the region. These initiatives underscore UPHSD’s role as an active contributor to knowledge creation and industry collaboration in the Asia-Pacific region. ►►



Broadcast Journalist, Bernadette Sembrano, personally received her award as Best Magazine Program Host during the ALTA media Icon Awards (AMIA)



Eat Bulaga's JOWAPAO won the Best Noon Time Variety Show Hosts in AMIA

- Furthermore, the Las Piñas campus once again strengthened its partnership with the media industry by recognizing outstanding practitioners, programs, and organizations in the field of mass media in the 6th ALTA Media Icon Awards (AMIA), last held on October 21, 2025. It marks the University's commitment to honoring excellence in media.

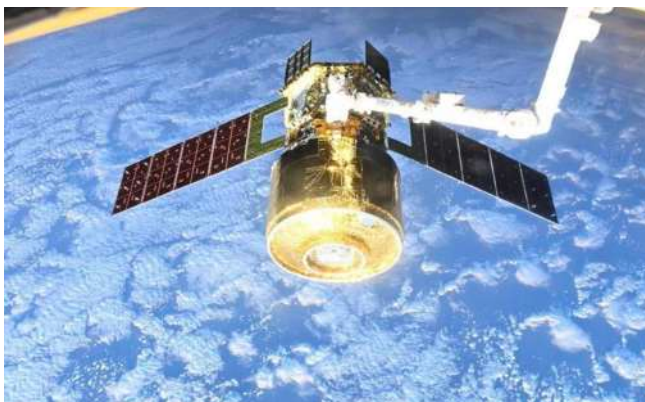
The Golden Jubilee also provides space for reflection and renewal through activities such as the Lenten Retreat for Employees and the Unveiling of the Apostolic Blessing, reaffirming UPHSD's strong spiritual identity and faith-based mission.

Culminating the year-long celebration are milestone events that both commemorate the past and look toward the future. These include the Golden Anniversary Gala Night, the Coffee Table Book Launch, the Linkages Recognition Night, and the Closing Ceremony: A Golden Legacy, A Diamond Vision, which collectively celebrate five decades of achievement while setting the direction toward UPHSD's Diamond Jubilee. The distribution of the official Souvenir Program further ensures that the memories, stories, and milestones of the Golden Jubilee will be preserved and shared for generations to come.

Together, these year-long activities reflect the depth, dynamism, and unity of the Perpetualite community—affirming UPHSD's unwavering commitment to character building, academic excellence, and service to the nation.

Golden Year, Historic Achievements

As UPHSD Las Piñas marks its 50th Founding Anniversary, the Golden Jubilee year has been distinguished by an unprecedented number of awards and recognitions that affirm the University's sustained excellence in academics, research, innovation, quality assurance, athletics, and community service.



History unfolds for UPHSD as PERPETUAL SATELLITE-1 successfully reached the International Space Station (ISS) aboard Japan's HTV-X1 spacecraft, which berthed with the ISS at exactly 20:10 JST (19:10 Philippine Time) on October 30, 2025.

Perpetual Satellite-1 (PERPSAT-1), the University's first nanosatellite, aboard Japan's H3 F7 rocket. Scheduled for deployment in January 2026, PERPSAT-1 supports Earth imaging, disaster monitoring, and research initiatives in collaboration with the Department of Science and Technology (DOST) and the Philippine Space Agency (PhilSA)—marking UPHSD's entry into the global space and satellite research community.

In the area of academic performance and outcomes, UPHSD achieved 100% passing rates in the licensure examination for most of the Allied and Humanities Programs, like Nursing, Dentistry, Radiologic Technology, and Education. It also posted above national passing averages in the Allied and Technology Programs like Medicine, Psychology, Physical Therapy, and Occupational Therapy. The University also produced a Top 2 placer in the Aeronautical Engineering licensure examination - further highlighting the strength of its engineering programs.

UPHSD continues to be recognized for its robust quality systems. The University holds the highest number of Level III reaccredited programs, with notable NCR firsts including the Doctor of Business Administration (DBA) and PhD in Education programs attaining Level III reaccredited status, and the Radiologic Technology program achieving Level IV reaccredited status. UPHSD was also conferred the PACUCOA Seal of Quality and Sustainability for BS Business Administration, BS Criminology, BS Information Technology, BS Computer Science, as well as for the Junior High School and Elementary levels.

Research, innovation, and community engagement were likewise celebrated during the jubilee year. At the PACUCOA General Assembly and related academic forums, UPHSD garnered multiple awards, including First Prize for Community Outreach through Project DAGAT: Development of Underwater Sensor Network for Tsunami Detection through Ground Station Terrestrial and Nanosatellite Communication; Second Prize for the Case Study PADAYON GITCO: Where Growth and Innovation Never Stops; and Third Prize for the Poster Making Contest on Future Proofing Education through AI Innovation and Sustainability Standards. These recognitions underscore the University's commitment to research that is innovative, relevant, and socially responsive.

Further strengthening its commitment to quality systems and continuous improvement, UPHSD maintains ISO certifications across all programs—ISO 9001:2015, ISO 21001:2018, and ISO 9001:2015 for Maritime Education—and was recognized with the Philippine Quality Award (PQA) Level 2. ►►




Dr. Anthony M. Tamayo celebrates with the UPHSD admin and academic officials the latest achievements (Autonomous, WURI, and QS Stars) of the university in 2025.

► On the international stage, UPHSD earned a 4-star QS rating, was ranked 27th in the Philippines by EduRank.org, and gained inclusion in the Times Higher Education (THE) Impact Rankings and Sustainability Impact Rankings 2025 for its strong alignment with the United Nations Sustainable Development Goals.

The University was likewise recognized in the AppliedHE All Asia Rankings 2025 and achieved global recognition in the World University Rankings for Innovation (WURI) 2025, including Top 100 placements in visionary leadership and ESG-related initiatives. UPHSD also holds AUN-QA Associate Membership, reflecting its growing regional and global engagement.

Looking Forward: From Golden Jubilee to Diamond Vision

As UPHSD Las Piñas celebrates five decades of service to education and the nation, it looks ahead with renewed resolve. Building on its Golden Jubilee, the University commits to further strengthening academic innovation, global engagement, quality assurance leadership, and research relevance, while remaining firmly grounded in character formation and social responsibility.

United as one Perpetualite community, UPHSD stands poised to contribute meaningfully to the future of Philippine private higher education—carrying forward a legacy that will continue to shape learners, communities, and the nation in the decades to come. 



Iligan Medical Center College Marks 50 Years, Welcomes Alumni Home

Mark M. Alipio

ILIGAN CITY, Philippines – Iligan Medical Center College (IMCC) marked its 50th year on August 28-29, 2025, through two campus events that drew both memory and momentum: the Golden Anniversary celebration and the Grand Alumni Homecoming. The twin activities paid tribute to five decades of education, professional formation, and community service, while also setting the tone for the institution's next chapter.

IMCC traced its roots to 1975, when five physician founders established the Iligan School of Nursing and Midwifery to help address the Iligan's growing need for competent health workers.

From that early mission grew a college known for producing graduates who carried IMCC's core values of integrity, motivation for service, compassion for people, and conscientiousness into hospitals, laboratories, classrooms, and workplaces across the Philippines and overseas.


The Grand Alumni Homecoming on August 28 gathered graduates from different generations, many of whom returned with families, colleagues, and mentors. The campus reunion served as a meeting point for shared memories and renewed ties, as alumni recalled formative years of clinical exposure, discipline, and faculty guidance.

For current students, the presence of returning graduates also offered a clear picture of how IMCC training translated into professional leadership and service.

On August 29, the Golden Anniversary program highlighted both the institution's history and its direction. A major highlight was the presentation of IMCC's new vision: a premier non-sectarian university that nurtures creative, innovative and values-driven graduates in various

medical-related fields and other disciplines. School leaders described the vision as a forward commitment to widen access, strengthen academic quality, and sustain a learning culture that keeps human service at the center of professional education.

The anniversary also underscored IMCC's progress in quality assurance, with PACUCOA cited as a key partner in strengthening institutional standards. IMCC's Nursing Program was recognized as the first in Iligan City to earn Level III accredited status, while other programs sustained Level I, Level II, and Associate accreditations. These outcomes reflected years of curriculum review, faculty development, learning resource upgrades, and student support initiatives aligned with national expectations for higher education.

As IMCC closed its Golden Anniversary weekend, the message was clear: the milestone was not treated as an endpoint. The 50th year served as a public affirmation of continuity, with IMCC renewing its promise to form professionals who combine competence with conscience, and to keep education responsive to the needs of communities that the institution has served since 1975. 



Southville Unveils New Learning Spaces in Celebration of 35 Years of Excellence

Carlota Mariquina

Southville International School and Colleges marked a major milestone this year as it celebrated 35 years of delivering quality international education.

In line with this celebration, the institution officially unveiled its newest learning spaces on November 21, 2025.

The launch of these modernized facilities reflected Southville’s unwavering commitment to dynamic learning, innovation, and student-centered growth. Specifically designed for college students, these new spaces were built to support 21st-century education and foster creativity, collaboration, and academic excellence.

This initiative is also aligned with the United Nations Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) and SDG 9 (Industry, Innovation, and Infrastructure).

The newly opened facilities include:

- Premier Psychology Hub: Located on the 5th floor of the College Building, providing specialized resources for Psychology students.
- Digilab: A high-tech space in the College Building dedicated to IT and Engineering students.

- Monarchs Hub: A versatile center designed for Nursing students and various school activities.
- College Lounge and Activity Center: A dedicated hub for all college students to collaborate and engage in campus life.

“This was more than just a renovation – it was a reflection of our vision for the future,” shared the Southville leadership team.

“As we celebrated 35 years of shaping globally competitive and values-driven leaders, we continued to invest in environments that inspire learning and empower students to thrive.”

The unveiling ceremony was held at the Southville campus and gathered students, faculty, alumni, and partners in education. The event also featured the awarding of outstanding alumni and an insightful fireside chat with them, bridging the gap between academic study and professional success.

As Southville looks ahead, these new learning spaces stand as a testament to its legacy of excellence – and its bold steps toward the future of higher education. 🌍





UPHSD-Molino at 30: A Legacy of Transforming Lives, A Vision for Global Impact

A Milestone in Philippine Higher Education

In 1995, the University of Perpetual Help System DALTA (UPHSD) established its Molino Campus in Bacoor, Cavite, with a clear mission: to extend the reach of quality education and embody its guiding principle, *“Character Building is Nation Building.”* Thirty years on, UPHSD-Molino celebrates its founding anniversary as a resilient leader in innovation, service, and excellence, producing Perpetualites—Helpers of God—who blend competence, character, and commitment.

As a member of the Philippine Association of Colleges and Universities (PACU), UPHSD-Molino draws strength from the collective vision of private higher education institutions in shaping the nation’s future. PACU amplifies the voice of institutions like UPHSD-Molino, ensuring that their innovations, advocacies, and contributions resonate nationally and globally. Conversely, UPHSD-Molino’s achievements enrich PACU’s legacy, demonstrating how member institutions transform lives and elevate Philippine education to international standards.

To bring these pillars to life, UPHSD-Molino’s 30th Founding Anniversary was designed to

unfold through a series of purposeful activities that embody innovation, service, faith, and institutional pride.

The campus’s success stems from visionary leaders. Dr. BGen. Antonio Laperal Tamayo, Founder, Chairman, and CEO, instills the philosophy of Perpetualites as Helpers of God. Dr. Daisy Moran Tamayo, Co-Founder and Chief Executive Board Chairperson, advances holistic education. Dr. Anthony Jose M. Tamayo, President, drives modernization and global competitiveness. Together, this leadership team has sustained UPHSD-Molino’s growth, ensuring that its philosophy and core values remain at the heart of its mission.

Transforming Lives: The UPHSD Legacy

UPHSD-Molino’s legacy is deeply rooted in its belief that education is not merely about achievement but about shaping individuals who contribute meaningfully to society. Guided by Catholic doctrine and Filipino Christian leadership, UPHSD-Molino champions academic excellence, ecological stewardship, and peace and harmony in global solidarity. ►►

► For three decades, UPHSD-Molino has cultivated generations of students who embody these values, becoming leaders in their fields and active contributors to their communities. This legacy underscores the institution's role as both a center of learning and a catalyst for nation-building. Every Perpetualite is trained not only to excel but to serve, to be a "Helper of God" whose character and competence radiate beyond the campus walls.

Rooted in Catholic doctrine and Filipino Christian values, UPHSD-Molino fosters academic excellence, ecological stewardship, and global harmony. Over three decades, it has shaped generations of community contributors. The anniversary began with a Thanksgiving Mass and Praise Worship, grounding celebrations in faith and gratitude.

A Vision for Global Impact

The celebration of UPHSD-Molino's 30th Founding Anniversary is marked by three pillars of achievement that define its significance: **innovation and technology, service through reserivist leadership, and global standards and recognition.** Together, they form a narrative of transformation that positions the institution as a vital player in Philippine education.

Innovation and Technology: Forging the Future



UPHSD Molino inaugurated the IoT LAB on April 23, 2023, with a ceremonial ribbon cutting, attended by DOST Secretary Dr. Renato U. Solidum Jr., and DOST-PCIEERD Executive Director Dr. Enrico C. Paringit

The rise of UPHSD-Molino as a hub of technological excellence is exemplified by its pioneering initiatives in the Internet of Things

(IoT). The establishment of the **IoT Laboratory (IoT LAB)**, funded by the Department of Science and Technology, has produced patents, research publications, and industry partnerships. This facility is not merely a laboratory; it is a center of innovation where students and faculty harness emerging technologies to solve real-world problems.



UPHSD-Molino's Internet of Things (IoT) Research Laboratory and Training Center— a pioneering hub for education, research, and innovation in IoT

The **IoTPOD Project**, a locally engineered IoT Printed Circuit Board and Online Dashboard, showcases Filipino ingenuity at its finest. Its capabilities include real-time data monitoring, device connectivity, and analytics for smart applications. Partnering with an industry collaborator has paved the way for its commercialization, ensuring that the project moves beyond research into practical deployment. By bridging education and industry, it demonstrates how UPHSD-Molino empowers students to become innovators who can thrive in the digital economy.

The institution's triumph at the **WorldSkills ASEAN 2025 Competition**, where its two student representatives clinched the Philippines' first-ever gold medal in the IoT Skills Area, is a dramatic affirmation of this vision. Their victory was not just a medal; it was a declaration that Perpetualites and the Philippines can stand shoulder to shoulder with the best in the region. **This was the first time the Philippines emerged as Champions in this** ►

► **category, marking a historic breakthrough.** This shows that Filipino talent can lead in global arenas.



Research Paper Presentation at the IEEE International Conference on Communication, Computing, Networking, and Control in Cyber-Physical Systems, hosted by the University of Dubai, UAE

They prove that innovation, when grounded in character, becomes a force for transformation. And as UPHSD-Molino celebrates its 30th year, these milestones remind us that the institution is not only keeping pace with the future—it is helping to shape it.

Service through Reservist Leadership: Character in Action

Equally compelling is UPHSD-Molino’s role as the **12th AFP Affiliated Medical Training Center (12th AMTC)** under the **1st AFP Affiliated Reserve Medical Center**. Reservists trained in first aid, emergency care, and disaster response have become vital forces in national defense and humanitarian missions.



Perpetualite Goes International: IoT Knowledge-Sharing with Higher Colleges of Technology (HCT), Abu Dhabi, UAE held last June 13, 2025

Coupled with the Philippine Technological Council’s accreditation under the Washington Accord, UPHSD-Molino’s B.S. Industrial Engineering graduates now enjoy global recognition. Their degrees are passports to international practice, underscoring the institution’s commitment to quality assurance and global competitiveness.

These breakthroughs were celebrated alongside student-centered initiatives such as the Robotics Competition held in November 2025, which showcased the creativity and applied skills of Perpetualites in engineering and technology. The ‘Perpetual Through the Years’ exhibits further contextualized these achievements, connecting present innovations to a rich institutional heritage.

Indeed, these achievements in innovation and technology are not isolated triumphs. They are the embodiment of UPHSD-Molino’s mission to produce “Helpers of God” who use their talents to uplift communities and advance the nation.



The reservists’ contributions extend beyond the classroom. Tree planting, clean-up drives, bloodletting, Brigada Eskwela, voter education, community pantry, Gender and Development, relief operations, and in the City of Bacoor’s Rescue Olympics and Urban Fire Olympics, among others—all these activities reflect the institution’s philosophy of service. ►►



► Thus, the anniversary calendar highlights service-oriented engagements, including community wellness programs, medical missions, tree planting, and outreach visits to marginalized groups. These activities were not mere side events; they were tangible affirmations of the institution’s philosophy that *“Character Building is Nation Building.”*



These initiatives highlight UPHSD-Molino’s dual role: preparing disciplined reservists for national service while fostering civic responsibility among students and faculty. The reservist program is not simply about military training; it is about instilling discipline, resilience, and compassion. It is about forming leaders who can respond to crises with courage and competence, embodying the institution’s mission in the most practical and impactful ways.

In this light, the reservist leadership program becomes a dramatic narrative of character in action. It shows that UPHSD-Molino is not content with

producing graduates who excel academically; it is committed to forming citizens who serve selflessly. And as the institution marks its 30th anniversary, this legacy of service stands as a powerful reminder that education, when rooted in character, becomes a force for nation-building.

Global Standards and Recognition: Elevating Philippine Education

UPHSD-Molino’s pursuit of excellence is validated by its global recognitions. The institution was among the first Philippine private education institution to achieve **ISO 9001:2015 certification in 2017**, covering both College and Basic Education, affirming its commitment to quality management.

Likewise, its **ISO 21001:2018 certification**, followed shortly thereafter in 2019, also covering both college and basic education, underscores its learner-centered approach. Together, these certifications highlight UPHSD-Molino’s dedication to structured quality assurance and student-focused education.

The institution’s inclusion in the **World University Rankings for Innovation (WURI) 2025**, where it ranked 340 overall—22nd in Culture/Values, 26th in Cost-Benefit Management, and 36th in Infrastructure/Technologies—is a testament to its innovative practices and contributions to society. WURI ►

- ▶ evaluates universities worldwide based on innovation, social impact, and creative approaches to education. Likewise, the **CHED ICONS Award 2025**, recognizing UPHSD-Molino under the International Rankings Awards category, further cements its place among globally competitive institutions.

In addition, UPHSD-Molino’s designation as a **Deregulated Institution** for two consecutive cycles reflects consistent compliance with the highest standards of Philippine higher education. These recognitions are not mere accolades; they are affirmations of UPHSD-Molino’s philosophy, values, and operational soundness. They prove that the institution’s commitment to producing Perpetualites as “Helpers of God” is matched by its adherence to global standards of excellence.

Together, these achievements elevate UPHSD-Molino’s celebration of its 30th anniversary. They position the institution not only as a local leader but as a global player, capable of shaping futures and contributing to international education. They remind us that UPHSD-Molino’s journey is not just about survival or growth; it is about excellence that resonates across borders.

Complementing these recognitions were institutional celebrations such as the Institutional Loyalty Program and Gabi ng Parangal (Gala Night) in February 2026, where faculty, alumni, and partners were honored for their contributions. These ceremonies reinforced that global competitiveness is inseparable from gratitude and recognition of local stakeholders.

The 30-year Milestone: Gratitude and Aspiration



The 30th Founding Anniversary is both a celebration and a reflection. It honors the achievements of the past three decades—from pioneering personnel, systems, and facilities to global recognitions—while expressing gratitude to stakeholders, including faculty, students, alumni, and partners.



The Alumni Homecoming, scheduled in the first quarter of 2026, provides a living bridge between past and present, as graduates return to share their journeys and reaffirm the enduring impact of UPHSD-Molino’s mission.

Alumni success stories, integrated into this celebration, stand as living proof of UPHSD-Molino’s impact. Their journeys connect past achievements with present initiatives, reaffirming the institution’s commitment to excellence and service. This milestone is not only about looking back but also about charting the course ahead. It is about envisioning a future where innovation, service, and global standards continue to define the institution’s journey.



Community-building moments—such as the campus-wide lunch and friendly ‘Videoke▶▶

► Challenge, employees' Cultural Night, and exhibition games in volleyball and basketball featuring alumni, faculty, employees, and students—cultivated camaraderie and institutional pride, reminding the community that joy and unity are essential to enduring excellence.

Ongoing documentation and evaluation across activities ensures that the anniversary does more than commemorate—it learns and improves, feeding insights back into academic quality, student engagement, and operations excellence.

Looking Ahead: Shaping Futures, Building Global Impact

As UPHSD-Molino enters its fourth decade, the vision is clear: to strengthen global competitiveness, inclusivity, and innovation while remaining rooted in its philosophy of producing Perpetualites as “Helpers of God” and its guiding principle that “Character Building is Nation Building.” This means not only preparing students for careers but forming leaders who embody compassion, discipline, and resilience.

The institution is poised to expand its technological frontiers, deepen its partnerships with industry and government, and continue its role as a catalyst for community transformation. Its IoT-related initiatives will evolve into broader platforms for digital innovation, while its reservist programs will expand to meet the growing demands of humanitarian response and national defense. At the same time, its adherence to global standards will ensure that Perpetualite graduates carry with them not just a diploma, but a passport to international recognition and credibility.

This forward-looking vision ensures that UPHSD-Molino will continue to transform lives and shape futures, guided by its philosophy and values. It is a vision that blends tradition with innovation, faith with science, and service with excellence.

Other Anniversary activities and events continue to integrate purposeful programming—from exhibits that chronicle institutional progress to wellness and outreach that translate values into action—ensuring that the celebration remains a

driver of learning, impact, and unity.


A Call to Collective Action

UPHSD-Molino's 30-year journey is a testament to the power of education rooted in character, competence, and compassion. Its legacy of transforming lives is matched by its vision for global impact, making it a vital contributor to Philippine education and beyond.

The institution's achievements in innovation and technology prove that Filipino ingenuity can thrive on the global stage. Its reservist leadership initiatives demonstrate that education is inseparable from service and nation-building. Its global standards and recognitions affirm that UPHSD-Molino is not only keeping pace with international benchmarks but is helping to set them.

Together, these pillars make the 30th Founding Anniversary not just a celebration of enduring significance but a declaration of impact. UPHSD-Molino is not merely surviving in the competitive landscape of the education sector; it is shaping it, redefining it, and elevating it.

As it celebrates its 30th Founding Anniversary, UPHSD-Molino joins educational institutions, educators, students, alumni, and partners in advancing a future where innovation meets compassion, and character fuels nation-building.

Together, let us carry forward this legacy of excellence—transforming lives, shaping futures, and elevating Philippine education to global heights.” 



The Heart of a New Beginning: STIWNU Salutes Dr. Ryan Mark S. Molina as its 15th President

Khrisna Paula P. Salcedo, LPT



Every university has its defining moments – moments that ignite a new spirit, renew old dreams, and remind everyone why education matters. For STI West Negros University, this moment arrived on October 1, 2025, with the installation of Dr. Ryan Mark S. Molina as its 15th University President – a leader whose journey is rooted not just in excellence, but in purpose and heart.

What brought Dr. Molina to the presidency was more than ambition—it is a story of faith meeting hardwork. Known for his hands-on leadership and visionary drive, he has long been at the heart of STIWNU's transformation – shaping programs, inspiring innovation, and nurturing a community where learning is not confined by walls but guided by purpose.


Those who have worked with him know that his leadership is not about position – it's about people. He leads with a rare blend of intellect and empathy, believing that the truest measure of education lies not in rankings or awards, but in how it changes lives. For him, every learner carries the potential to create ripples of change – to be, in their own way, a reflection of STIWNU's mission to educate minds and move hearts.

As he assumes this new mantle, Dr. Molina envisions a university

that stands firmly on its core values – Leadership, Excellence, Teamwork, and Patriotism – while reaching beyond boundaries through collaboration, creativity, and compassion. His leadership resonates deeply with the Sustainable Development Goals, especially Quality Education, Sustainable Communities, and Partnerships for the Goals – proving that global impact begins with local commitment.

But perhaps what defines this new chapter most is continuity: the belief that progress is not built overnight, but through consistent heartwork. Under Dr. Molina's presidency, STIWNU moves forward with renewed clarity – to be a place where learning transforms lives, where education empowers, and where every achievement is shared by the community that made it possible.

On this day, the STIWNU community celebrates not only the rise of a new president but the reaffirmation of a shared dream – to keep shaping a university where learning transforms lives, where innovation is born from compassion, and where faith continues to light the way.

Because in the story of STIWNU, this is not just a celebration. It is the dawn of an era of leadership, faith, and innovation that will shape generations to come. 

SPC Shines on the Global Stage: Honorees at the London School of Digital Business Educational Awards 2025

Prof. Eloisa J. Pramis



San Pablo Colleges (SPC) achieved another significant milestone in higher education as its distinguished faculty members garnered international recognition at the London School of Digital Business Educational Awards Program 2025, an event that honors institutions and individuals whose work advances excellence, innovation, and sustainability in education.

Leading the honorees is Dr. Bernardo C. Lunar, Director of the Research, Evaluation, and Publication Office and Dean of the Graduate School, who received the Director of the Year Award. The recognition affirms Dr. Lunar's strategic leadership in strengthening research governance, promoting ethical and impactful scholarship, and institutionalizing quality assurance systems that support inclusive and sustainable education. His work directly advances Sustainable Development Goal (SDG) 4: Quality Education, by ensuring that research and graduate programs at SPC remain responsive to both local and global development needs.

Also recognized was Dr. John Clifford M. Alvero, LPT, CRS, CAWS, Senior Research Faculty, who was honored with the Young Researcher of the Year Award. This distinction highlights Dr. Alvero's significant contributions to innovative and interdisciplinary research, reflecting SPC's commitment to SDG 9: Industry, Innovation, and Infrastructure. His scholarly work promotes knowledge creation that supports technological advancement, evidence-based practice,

and sustainable institutional development.

Likewise recognized by the same international awarding body was Prof. Raquel C. Mandia, Program Chair of the College of Education, whose professional achievements and academic leadership underscore SPC's dedication to excellence in teacher education. Her recognition reflects the institution's sustained efforts to advance SDG 4: Quality Education, particularly through the preparation of future educators who are competent, ethical, and responsive to the demands of 21st-century learning.

Collectively, these international accolades underscore San Pablo Colleges' growing role in advancing the United Nations Sustainable Development Goals through higher education. By fostering research excellence, innovation, and international collaboration, SPC actively contributes to SDG 17: Partnerships for the Goals, strengthening its engagement with global academic and professional communities.

This achievement not only honors individual excellence but also reflects SPC's institutional mission to develop leaders, researchers, and educators who are globally competitive and socially responsive. As SPC continues to align its academic and research initiatives with sustainable development priorities, the institution reaffirms its role as a catalyst for transformative education—locally grounded, globally engaged, and sustainability-driven. 🌍

Universidad De Zamboanga Achieves Philippine Quality Award Level 3: Mastery in Management

Jeriemay C. Polidario

On September 5, 2025, at the Heroes Hall of Malacañang Palace, the Universidad de Zamboanga (UZ) was formally conferred the Philippine Quality Award (PQA) Level 3 – Recognition for Mastery in Quality Management, the highest national recognition for organizational excellence in the Philippines. The award was presented by Executive Secretary Retired Chief Justice Lucas P. Bersamin, on behalf of the President of the Republic of the Philippines, marking a proud and historic milestone for higher education in Western Mindanao.

This remarkable achievement places UZ among the country's most outstanding institutions and affirms its long-standing commitment to excellence in all that it does, at all times.

Soaring beyond its diamond year, the Universidad de Zamboanga continues to evolve, delivering meaningful and high-quality education to its valued learners while striving for greater heights. It is a University that honors its legacy yet remains forward-looking, living out its noble purpose of changing the landscape of education through innovation, service, and integrity.

Representing the Universidad de Zamboanga during the conferment ceremony were Mr. Abram Eustaquio, University President; Dr. Azenath Eustaquio-Zamora, Vice President for Finance; and Ms. Jeriemay Polidario, Director of Quality Assurance and Risk Management. Their presence reflected the University's collective leadership—grounded in integrity, accountability, and the resolute confidence to act innovatively for the good of its stakeholders.

A Rare Honor for Region IX

The PQA Level 3 recognition is granted only to organizations that consistently deliver strong results through mature, well-integrated management systems that are actively practiced and embedded in daily operations, and not merely documented.

With this conferment, UZ now joins an exclusive roster of

institutions nationwide and becomes the only higher education institution in Region IX to attain this prestigious honor. Since its inception in 1997, approximately 158 organizations nationwide have received PQA recognition. Of these, 61 are academic institutions, and only a select few have attained Level 3.

A Testament to Excellence and Legacy

Universidad de Zamboanga, PQA Level 3 recognition is not simply an honor to be displayed—it is a reflection of its people and its principles. It highlighted the University's strong dedication to work through selfless service. Empowering faculty and staff, strengthening operations, and ensuring that learners, partners, and communities directly benefit from its quality initiatives.

For more than 77 years, UZ has remained committed to educating minds, shaping character, and serving communities. This national recognition affirms that the University's core values—excellence, selfless service, stewardship, prudence, bold innovation, and integrity are not only stated, but lived.

Behind this milestone are countless hours of collaboration, reflection, and improvement. It reflects leaders who govern with integrity, educators who teach with passion, workforce who serve with passion, and learners who aspire to become socially responsible and transformational leaders.

As UZ celebrates this historic achievement, it also looks ahead with renewed resolve. The PQA Level 3 recognition strengthens the University's commitment to continuous improvement, responsible governance, and meaningful impact for its learners, communities, and the nation.

Guided by its Vision, the Universidad de Zamboanga will continue to raise standards and expand its reach—locally, nationally, and globally. 🌍



University of Mindanao Hosts The Only Fulbrighter Scholar in Mindanao



After about 10 years of hiatus due to the pandemic and restrictive travel advisory, the University of Mindanao once again was chosen this year in the very competitive J. William Fulbright Fellowship Program of the United States of America, where eminent American Fulbright scholars were sent to Philippine HEIs.

In 2013, the university was also chosen and hosted its first Fulbright Visiting Exchange Professor, who was seconded in the College of Architecture and Fine Arts Education in the person of Dr. Jonathan H. Bouw from the Taylor University, Indiana, USA.

In 2014, the university also had the second Fulbright Visiting Exchange Professor seconded with Communications Program of the College of Arts & Sciences Education (CASE) in the person of Dr. Anne R. Richards from the Kennesaw State University, Georgia, USA.

For 2025, UM hosted its 3rd Fulbright Specialist Fellow and 12th Visiting Faculty Exchange Fellow in the person of Dr. Bryan P. McCormick from the Temple University, Philadelphia, Pennsylvania, USA. Dr. McCormick was seconded to the Psychology, Social Work, and Language programs of the CASE.

Dr. Bryan P. McCormick was the lone Fulbright Fellow Scholar who went to be assigned in Mindanao, specifically

in the University of Mindanao. The rest of the Fulbright Fellows elected to be assigned in Manila or Luzon HEIs.

Dr. McCormick's work was in mental health issues, including debriefing strategies from his comprehensive experiences from various countries, specially working in conflict-affected areas and violent-stricken countries.

He worked closely with the university's Psychology, Language, and Social Work programs under the CASE. During his Fellowship stint, Dr. McCormick did various seminars and conferences, class lectures, community visits, debriefing exercises, and finally, joint research for publication.

UM is sustaining its aggressive engagement in faculty and student exchange programs even during the pandemic up to the present. With more visiting foreign faculty and students coming from Indonesia, Netherlands, Latvia, South Korea, and Malaysia.

This is in large part in pursuit of global integration in the service of the Centennial Roadmap. With the opening of the 22-room and 44-capacity Condotti

International House, UM is now more confident and in a better position to participate and engage in hosting foreign exchange visitors and even foreign students. 🌐



PWU Opens Manila's First TESDA-Accredited Pharmacy Services NCIII Assessment Center

Alessandra C. Frianela

Manila, Philippines – The Philippine Women's University (PWU) formally announces the launch of the Pharmacy Services NCIII Enhancement and Assessment Program, establishing the first TESDA-accredited Pharmacy Services NCIII Assessment Center in Manila.

A groundbreaking initiative of PWU School of Pharmacy, supervised by the Technical Education and Skills Development Authority (TESDA), marks a significant advancement in the professionalization and quality assurance of the country's pharmacy support workforce. This program provides a structured platform for assessment, certification, and refresher training for aspiring pharmacy assistants.

Strengthening Healthcare through Competency-Based Certification

The establishment of the PWU assessment center responds to the increasing demand for qualified pharmacy support personnel capable of delivering safe, ethical, and efficient healthcare services. By

aligning with TESDA's competency-based training and assessment framework, the program ensures that all candidates meet rigorous national standards in pharmaceutical service delivery.

The center offers both enhancement programs and national assessment, reinforcing theoretical knowledge and practical competencies through enhancement programs held over one or two days. These sessions are designed to help candidates prepare effectively for the assessment process, especially those who have acquired skills through experience or non-formal education.

Eligibility and Application Process

The program is open to a diverse group of candidates who meet at least one of the following qualifications:

- Graduates of Pharmacy Services NCIII programs
- Graduates of formal, non-formal, or enterprise-based training programs
- Holders of a Bachelor of Science in Pharmacy degree

- ▶ • Pharmacy Services NCII holders with relevant work experience
- Experienced workers (wage-employed or self-employed) with at least 3 years of relevant experience in hospital, community pharmacy, manufacturing, or laboratory settings
- Employment certificates covering a minimum of three years of relevant work experience
- Certificates of training, awards, and recognition within the last five years

For individuals not enrolled in the Pharmacy Services NCIII program, a portfolio assessment is required as part of the initial screening. The portfolio must include, as applicable:

- Detailed résumé or curriculum vitae, including job descriptions and responsibilities
- Certificates or diplomas from formal, non-formal, and informal education

The center also welcomes experienced high school graduates to apply for assessment as Pharmacy Assistants, provided they meet the relevant work experience criteria.

The launch of the Pharmacy Services NCIII Assessment Center at PWU embodies the university's mission to be at the forefront of inclusive, innovative, and responsive education, particularly in the allied health sciences. It also aligns with the national agenda to promote professional certification and lifelong learning among Filipino workers. 🇵🇭



WU-P College of Allied Medical Sciences Level 1 Accreditation Visit to PACUCOA

Juliet S. Timbang, EdD, Loren Gail C. Villarosa

Wesleyan University-Philippines (WUP) welcomed the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) accreditors for the Level I Formal Accreditation survey visit of four programs under the College of Allied Medical Sciences (CAMS) on November 19–20, 2025.

The programs that were subjected to accreditation include Bachelor of Science in Medical Technology, Bachelor of Science in Pharmacy, Bachelor of Science in Physical Therapy, and Bachelor of Science in Radiologic Technology.

Before the kickoff program, the accrediting team paid a courtesy visit to Dr. Irineo G. Alvaro, University President, then proceeded to the College of Hospitality and Tourism Management Function Hall for the opening program attended by the CAMS Dean, heads and faculty members of the programs for accreditation, Vice President for Administration and Planning (VPAP), Vice President for Academic Affairs (VPAA), and directors and heads of academic and administrative support offices.

In his welcome remarks, Dr. John Jason M. Villaroman, Director of the Quality Assurance Office, expressed the University's gratitude and eagerness to learn from the evaluators.

"We are excited to learn so much from your prestigious agencies... Even though we are a newbie and still learning the ropes, we are so blessed that

you are finally here with us to share your expertise and insights as to how we will be better and achieve continuous improvement of our management system," he said.

Dr. Wilfredo C. Ramos, VPAA, communicated optimism and highlighted the preparations made by the University in his message. *"We stand confident that our preparations rise to the expectations of this formal survey visit, strengthened by Wesleyan University-Philippines' values of compassion, harmony, accountability, spirituality, and excellence."*

The team of PACUCOA accreditors is composed of:

- Dr. Vanessa Paula Garcia – Chairman, Philosophy and Objectives; Organization and Administration (all programs)
- Dr. Charito Bermido – Faculty, Instruction, and Laboratories (Medical Technology)
- Dr. Rufo Calixtro Jr. – Faculty, Instruction, and Laboratories (Pharmacy)
- Mr. Patrick Joseph Bonnevie – Faculty, Instruction, and Laboratories (Physical Therapy)
- Dr. Marifel Sison – Faculty, Instruction, and Laboratories (Radiologic Technology)
- Ms. Reina Flor Castro – Library (all programs)
- Engr. Rodolfo Mendoza – Physical Plant and Facilities (all programs)
- Dr. Felixberto Mercado – Research (all programs)
- Mr. Michael Anthony Aduan – Student Services, Social Orientation, and Community Involvement (all programs) ▶



► A brief closing program marked the end of the survey visit on November 20. During the session, the accreditors conveyed their initial observations and expressed their gratitude to WUP for its warm reception and thorough preparations.

In her message, Dr. Gladys Mangiduyos, VPAP, reflected on the significance of the visit.

“Your visit is more than an evaluation – it is a mirror. Will we choose shortcuts, or will we raise the bar? Our response: we choose honor, we choose truth, we choose to heal a broken world one ethical graduate at a time,” she underscored.

Speaking on behalf of the PACUCOA team was the team chair, Dr. Garcia, who expressed appreciation for the University’s hospitality throughout the two-day visit.

“Thank you very much for your cooperation and for the thoughtful accommodations... I am truly grateful for the opportunity to experience the congenial, warm, and family-like atmosphere of Wesleyan University-Philippines,” she noted.

The team, after providing their initial findings and observations, advised the University to anticipate the official accreditation results after the reports have been reviewed and deliberated by the PACUCOA and certified by the Federation of Accrediting Agencies of the Philippines (FAAP)

The closing program was followed by a post-evaluation conference facilitated by the VPAA and participated in by the CAMS Dean, heads and faculty members of programs that underwent accreditation, CAMS staff members, and some of the directors and heads of the academic and administrative support offices. 🇵🇭



STIWNU'S Christmas of Service

Khrisna Paula P. Salcedo



When the winds finally died down, silence took their place—but for many families across Negros, the storm was far from over.

Long after the winds weakened and the floodwaters receded, its damage remained etched into the lives of families across several communities. Roofs lay broken, livelihoods were disrupted, and for many households, daily survival replaced any thought of celebration.

In the aftermath of Typhoon Tino, Christmas arrived quietly, almost hesitantly, for families still finding their footing after the storm.

For children, the typhoon reshaped what the season looked like. Some returned to damaged homes. Others watched their parents struggle to stretch limited resources, knowing that gifts, feasts, and festivities were no longer possible. The joy that usually defines Christmas was overshadowed by uncertainty, and the season meant to be warm felt unusually heavy.

It was within this reality that STI West Negros University made a deliberate and values-driven choice.

Every year, institutions often mark the end of the academic calendar with celebrations held within their own halls. This year, however, STIWNU chose a different path. Distinguishing its role not only as a center of learning but as a partner of the community it serves, the University set aside its traditional institutional year-end party and redirected its time, drive, and resources outward—toward the communities most affected by Typhoon Tino.


What followed was more than a Christmas gathering; it was an act of solidarity.

Faculty members, staff, students, and volunteers came together to organize a community Christmas party where children were not treated as beneficiaries, but as the heart of the celebration.

There were heartfelt messages that spoke of hope and resilience, games that filled the air with laughter once more, shared meals that reminded families they were not alone, and gifts given with care—each one carrying the message that they had not been forgotten.

For STIWNU, this was a manifestation of its deeper purpose. As an institution rooted in service and social responsibility, giving back was not an obligation, but a response—one shaped by empathy and a genuine understanding that education extends beyond classrooms.

In choosing to celebrate Christmas with the community, STIWNU affirmed that its mission is not only to educate minds, but to uplift lives, especially in moments when support matters most.

In the shadow of Typhoon Tino's destruction, the University did not simply offer aid—it offered presence. And for the children whose laughter echoed through the gathering, and for the families who felt seen and supported, that presence became a quiet but powerful reminder that even after the storm, hope can still find its way home. 

Physical Education in College Curricula: A Significant Link to Health and Culture

Dr. Raymond M. Anselmo

The Latin phrase *“Mens sana in corpore sano”*, translates to *“a healthy mind in a healthy body”*; traces its origins back to the writings of the Roman poet Juvenal. The phrase highlights the link between physical and mental health, suggesting that both are crucial to a well-rounded individual.

Regular physical activity, that is always promoted through Physical Education (PE), has long been proven to enhance physical fitness, cognitive function, concentration, and mental health. Therefore, the suggestion of eliminating PE in the college curricula could pose several challenges.

Without PE, the country risks a further increase in lifestyle-related health problems, and removing PE from Higher Education could contribute to an increase in students’ sedentary behavior, a major factor in worsening national public health crisis. PE promotes social interaction, teamwork, and community building. Without these structured opportunities, students may miss valuable experiences that

contribute to both personal growth and sense of community, so, it is crucial that Physical Education remains an integral part of the curriculum in higher education to ensure students’ well-rounded and holistic educational experience.

Moreover, beyond its physical benefits, PE plays a crucial role in the preservation of Filipino culture. Physical Activities such as arnis, sipa, and laro ng lahi – traditional Filipino games, and traditional Philippine Folk Dances – as taught in PE programs, helps in passing down our rich Filipino cultural values, history, and community practices to the next generation which promotes deeper connections to our cultural identities.

Thus, it is essential that we continue to prioritize PE as core of college curricula to ensure that students will continue to succeed academically and develop into well-rounded, resilient, and culturally grounded individuals. After all, as Juvenal so wisely put it, a sound mind can only truly exist in a well-maintained body. 🌟

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TABANG TEKNOY

CIT UNIVERSITY'S STORY OF COMPASSION,
SOLIDARITY, AND COLLECTIVE HEALING

When disaster struck Cebu and nearby regions in the latter part of 2025, the Cebu Institute of Technology–University (CIT-U) responded not just with relief goods, but with presence, care, and a deep sense of shared responsibility. Through the #TabangTeknoy initiative, led by the Community Extension Services (CES), the university mobilized students, faculty, staff, alumni, parents, and partners in a sustained series of outreach efforts following the September 30, 2025 earthquake and later Typhoon Tino on November 4th.

What unfolded over the following weeks was a testament to what a united academic community can do when compassion leads the way.

WHEN THE EARTH QUAKED, #TABANGTEKNOY MOVED, REACHED, AND STAYED

In the immediate aftermath of the magnitude 6.9 earthquake that shook Northern Cebu, CIT University launched a donation drive that quickly drew an overwhelming response. Within a day of the call for help, in-kind donations began pouring in, and volunteers worked swiftly to sort, pack, and prepare relief goods for distribution to affected communities.

Even before sunrise, student and employee volunteers were already on the move. The first deliveries reached San Remigio, Cebu, where families—many of them connected to CIT-U through students and employees—received much-needed food, water, and basic supplies. Parallel to these efforts, CIT-U student volunteers also joined the Cebu Provincial Government in packing relief goods, reinforcing the spirit of bayanihan beyond campus walls.

As the relief operations expanded, subsequent waves brought assistance to multiple towns in Northern Cebu, including Medellin, Bogo City, Daanbantayan, Tabogon, and surrounding areas. These missions did more than distribute goods; they delivered reassurance to communities still shaken by aftershocks and uncertainty. At least 150 to 200 families per wave of relief operations, including CIT-U students and their families, benefited from the outreach.

Recognizing that recovery involves more than physical needs, CIT University integrated psychosocial and medical support into its operations. Licensed psychologists and trained guidance counselors conducted counseling and debriefing sessions, while doctors from the university's Medical-Dental Clinic provided health checkups and medicines to survivors. These efforts ensured that emotional well-being was addressed alongside immediate survival needs.

Support also came from various sectors of the CIT-U community. Student organizations, in partnership with the Rotaract Club of Metro Cebu – CIT University Chapter, reached out to affected families, reinforcing values of teamwork and universality. The Wildcats basketball coaches and their families traveled to upland areas of Bogo City—places often difficult for aid to reach—demonstrating that service extends far beyond sports and competition.

CIT-U alumni likewise mobilized, personally traveling to Northern Cebu to extend help to earthquake survivors. Meanwhile, the university's Civil Engineering Department worked alongside local government engineers in Bogo City to conduct structural integrity assessments, ensuring that buildings and public spaces were safe for continued use.

Addressing one of the most critical needs in disaster recovery, CIT University also facilitated the deployment of water tanks and filtration systems in partnership with the LGU of Carmen, Cebu. These installations provided access to clean and safe water, a vital lifeline for communities still rebuilding their daily routines.

The reach of #TabangTeknoy extended beyond Cebu as well. Moved by compassion, CIT University sent additional bottled water to earthquake survivors in Davao Oriental, affirming that empathy knows no geographic boundaries.

By late October, the fourth wave of operations marked a milestone. Over the course of several weeks, hundreds of families received aid, care, and encouragement. What began as emergency relief evolved into a sustained mission of presence—one that reminded communities that they were not facing recovery alone.



AFTER TYPHOON TINO: #TABANGTEKNOY BRINGS CARE, COMFORT, AND CONTINUED SUPPORT

Barely weeks after the earthquake response, Typhoon Tino once again tested the resilience of Cebuano communities. True to its commitment, CIT University reactivated **#TabangTeknoy**, shifting focus to typhoon-affected areas while continuing to prioritize its own students and their families.

The first wave of post-typhoon recovery reached several barangays in Talisay City, where volunteers distributed food, water, and essentials to families in need. To further support communities closer to campus, the university also made its on-campus water refilling station available, while preparing mobile water tanks for deployment to other affected areas.

Relief operations continued in multiple waves, extending assistance to communities in Consolacion, Liloan, Compostela, Danao City, and other parts of southern Cebu. These efforts were carried out through close collaboration among the Community Extension Services, Student Success Office, Supreme Student Government, and volunteer students and staff.

In Talisay City, Wave 3 of the typhoon response reached families in Cansojong, Deca, Wilcon, and Lawaan, including young athletes from the university's basketball teams. Volunteers brought not only relief goods but also words of encouragement—small gestures that carried significant meaning in the midst of recovery.

Understanding the impact of disasters on children, CIT University also prioritized psychological care in its typhoon response. In the southern Cebu municipalities of Balamban and Asturias, licensed psychologists and guidance counselors facilitated art therapy and debriefing sessions to help children process their experiences gently and safely.

The spirit of service was echoed by the university's Elementary Department, which led Project Dignity in Biasong, Talisay City. Faculty, staff, parents, and students worked together to provide clothing, new underwear, school supplies, and essential items to learners of Biasong Elementary School—one of the hardest-hit schools during the typhoon. What began as a donation drive became a powerful expression of care and community partnership.

ONE COMMUNITY, MANY HANDS, ONE PURPOSE

Across both crises, Tabang Teknoy became more than a relief operation—it became a living expression of CIT University's values. From students and faculty to alumni, parents, engineers, coaches, and counselors, each contribution played a role in restoring dignity, hope, and strength to communities in need.

In moments when the ground shook and storms raged, the CIT-U community stood firm—choosing compassion over complacency, action over inaction, and unity over fear. Through **#TabangTeknoy**, the university reaffirmed its commitment not only to academic excellence, but to being a steadfast partner in the lives of the people it serves.

Together, CIT University showed that even in the most uncertain times, help can move, hope can travel, and humanity can prevail.

All hail!



Digital Justice: Empowering Uniformed Personnel for a Cyber-Driven Future



Crime has expanded far beyond physical spaces. Today, many offenses unfold in the digital world - where data moves fast, identities are vulnerable, and criminals operate anonymously behind screens. As the Philippines accelerates its digital transformation, the nation faces a rising wave of cyber fraud, hacking, identity theft, online scams, digital exploitation, and other technology-enabled crimes. Responding to these emerging threats requires a new breed of “criminology” professionals – individuals who understand both human behavior and the digital systems where crime now takes place.

The **Philippine College of Criminology (PCCR)**, through the **PCCR Leadership Institute (PLI)**, is pushing forward with an innovative solution: a one-year Diploma in Cyber Criminology. Designed for the realities of today’s cyber age, this program blends criminology foundations with digital forensics, cyber investigation techniques, cybersecurity fundamentals, and behavioral analysis of online offenders. Rather than relying on traditional classroom-based instruction, the program emphasizes hands-on experience and real-world application. Students learn how to collect, preserve, and analyze digital evidence; trace online criminal activity; assess cyber threats; and respond to digital incidents using professional tools and techniques.

A distinctive feature of the program is its deep collaboration with industry and government partners. PLI works closely with law enforcement agencies, regulatory bodies, cybersecurity firms, and corporate security teams to bring authentic investigative environments into the learning experience. Through internships, case simulations, and exposure to active operations, learners gain insights into investigative protocols, digital crime workflows, and the actual challenges faced by cybercrime units. These partnerships ensure that students develop not only technical skills but also practical judgment, adaptability, and a forward-looking mindset essential in the fast-evolving cybersecurity field.

Graduates of Cyber Criminology are well-positioned for roles across multiple sectors. They may become cybercrime investigators, digital forensics analysts, intelligence researchers, cybersecurity specialists, corporate security officers, or consultants supporting digital risk management. As both public and private institutions increase their reliance on digital systems, demand for these skills continues to grow. PLI’s curriculum is designed to produce professionals who can step into these roles with confidence, ready to contribute to national security, organizational resilience, and community safety.

Despite its focus on emerging technologies, the program remains grounded in strong ethical values. Students are trained to handle digital evidence responsibly, respect privacy and legal boundaries, and navigate sensitive investigations with integrity. This ethical foundation is critical in cyber-related work, where professionals frequently interact with confidential information and complex legal issues. PCCR upholds its longstanding commitment to developing graduates who are not only capable and knowledgeable but also principled and socially responsible.

The Cyber Criminology program reflects PCCR Leadership Institute’s commitment to building a digitally competent, future-ready workforce. By combining technical mastery, hands-on training, and industry engagement, PLI prepares students to confront modern cyber threats and contribute meaningfully to public safety in an increasingly digital society. This forward-thinking approach ensures that the next generation of “law enforcement” professionals will be equipped to protect individuals, organizations, and communities in the era of digital justice.

For more information:
Please contact PCCR Leadership Institute
at pli@pccr.edu.ph

PACU Annual General Assembly & National Conference

Makati Diamond Residences | September 27, 2025



Expanded Board Meeting - Mindanao

Misamis University | July 18, 2025



Committee Meetings

EXECUTIVE COMMITTEE | August 4, 2025



August 26, 2025



October 15, 2025



November 12, 2025



January 21, 2026



PROGRAMS COMMITTEE | July 14, 2025



July 22, 2025



August 4, 2025



November 20, 2025



December 12, 2025



January 9, 2026



COMMITTEE ON INSTITUTIONAL QUALITY IMPROVEMENT | August 20, 2025



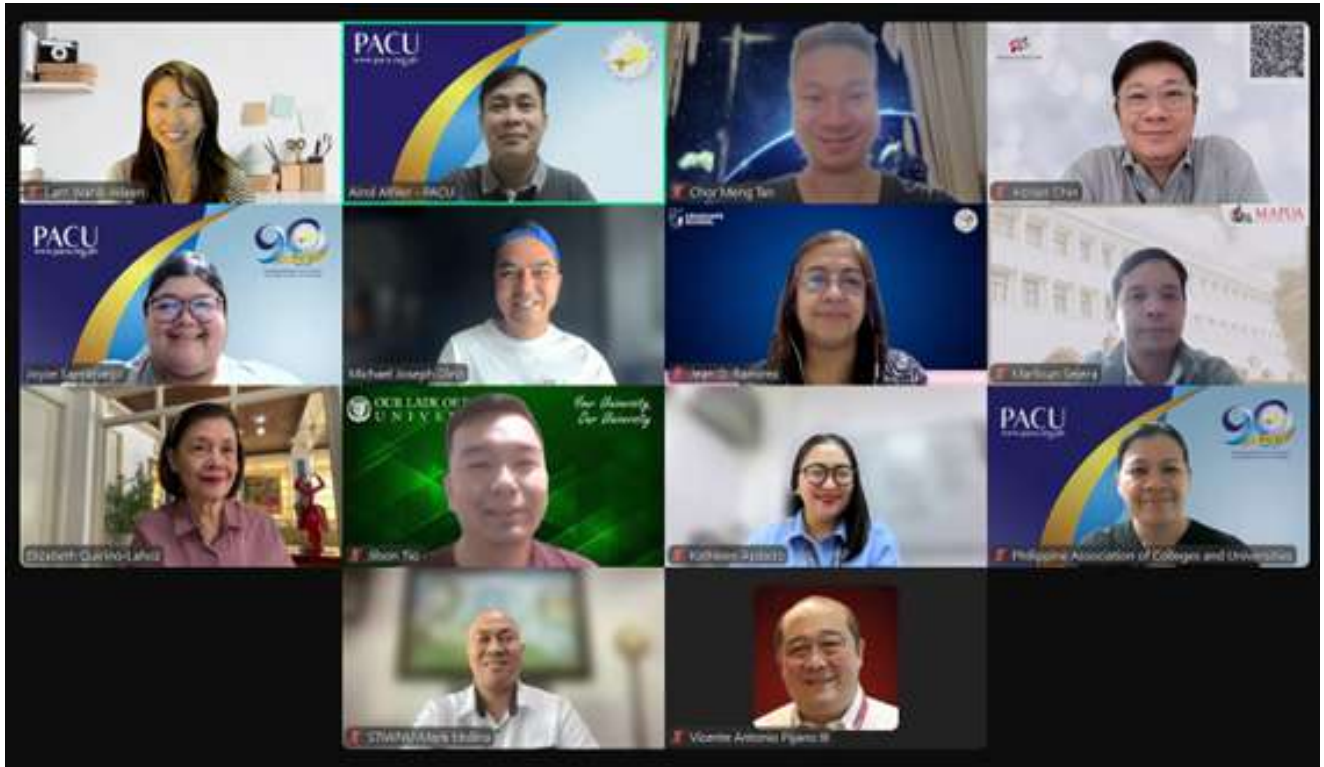
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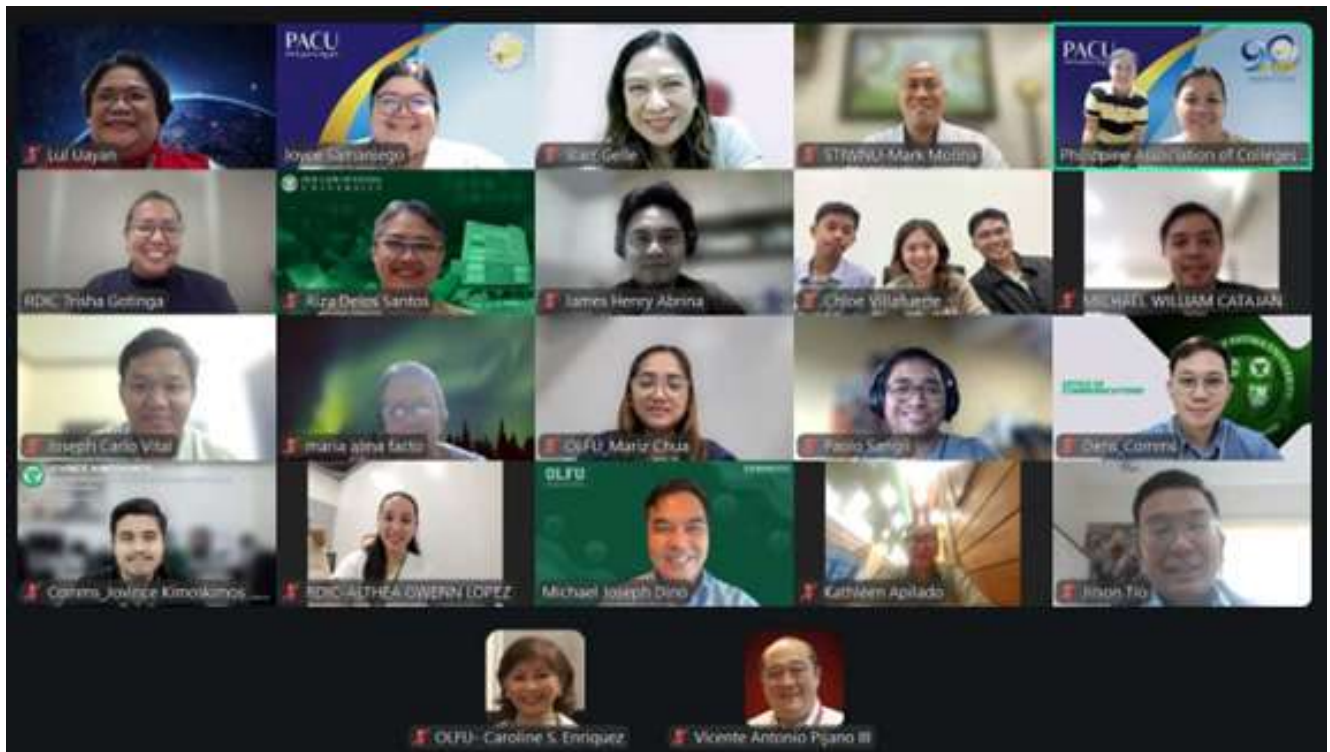
October 29, 2025



November 12, 2025



November 17, 2025



MEMBERSHIP COMMITTEE | November 20, 2025



POLICY COMMITTEE | JULY 15, 2025



**COCOPEA Board Meeting
September 9, 2025**



COCOPEA Turnover Ceremony & Installation of Officers and Board of Trustees

September 9, 2025



DepEd Ceremonial Signing of SAC Resolution on the TSS Increase

July 31, 2025



DepEd Project BUKAS

September 30, 2025



November 25, 2025



Meeting with Senator Bam Aquino

September 10, 2025



Senate Committee on Basic Education Public Hearing on E-GASTPE & SHS Vouchers

January 20, 2026



Senate Committee on Higher, Technical, and Vocational Education Convenes TWG to Discuss Proposed Amendments on UAQTEA

January 20, 2026



EDCOM II Final Report Seminar and Public Forum

January 29, 2026



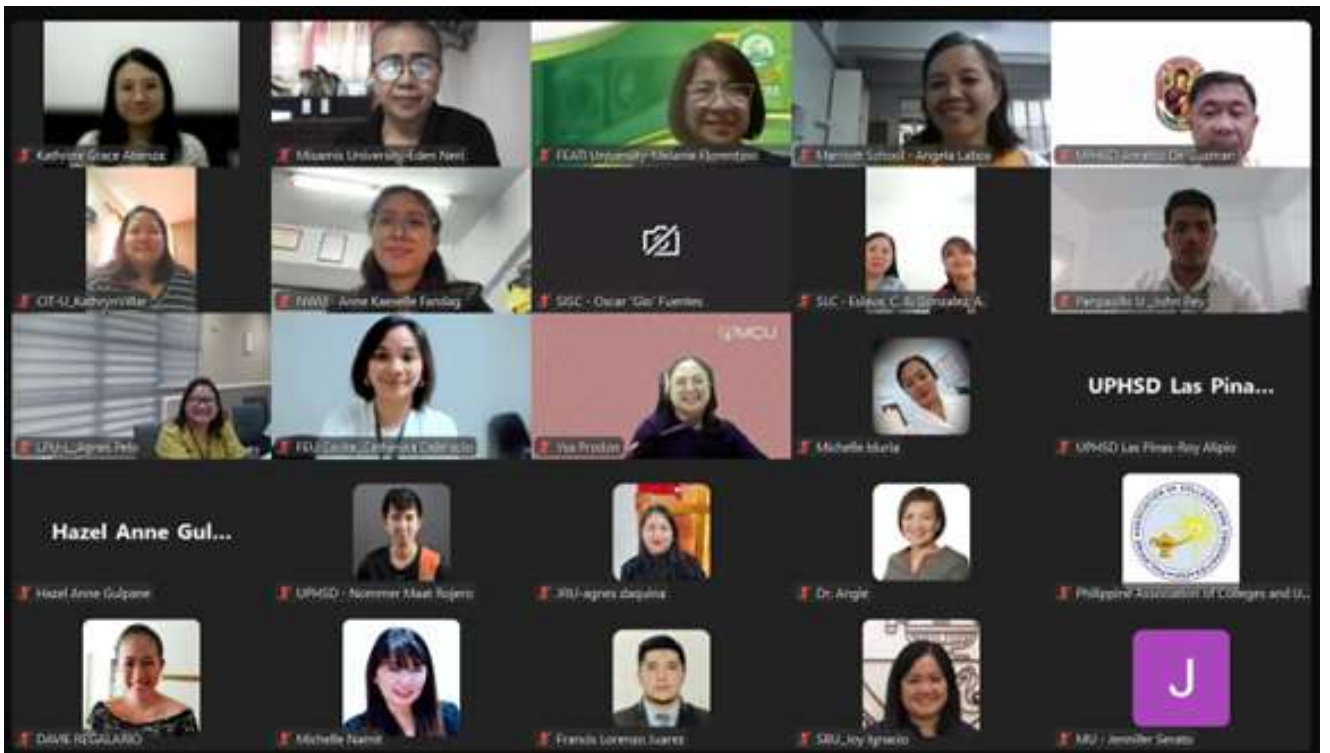
FEU-PPC Forum

January 29, 2026



PACU Webinar on Mental Health Policies and Legislations: Perspectives, Plans, and Directions in Schools and Communities

August 6, 2025



PACU 8th LAMP Summit: Redesigning Education Through AI Integration

November 19, 2025





Meetings with Partners

BUKAS | July 10, 2025



HIMAP | July 25, 2025



PACU x HIMAP MOU Signing | September 16, 2025



STRATBASE | August 7, 2025



November 27, 2025



ASU | August 26, 2025



Philippine Statistics Authority | September 2, 2025



Meeting with PACU GA Sponsors | November 7, 2025





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