



DEPARTMENT OF
ENGLISH LANGUAGE
AND LITERATURE

Words. Insights. Global Connections.



Strategic Excellence Portfolio

Advancing USM-DELL as the Regional Hub for Journalism, Language Research, and Student Media Development

A Narrative Report for AACUP Level IV Accreditation

August 12-14, 2026



Institutional Context and Strategic Rationale

Higher education today is defined not only by excellence in instruction but by the capacity to generate knowledge, transform communities, forge global partnerships, and produce graduates responsive to the evolving demands of society. Universities are increasingly called to demonstrate that their academic programs are innovative, research-driven, socially relevant, and internationally engaged, guided throughout by a culture of continuous quality improvement. Within this landscape, quality assurance is no longer a matter of compliance alone—it is a commitment to institutional excellence, accountability, and transformative education.

The Bachelor of Arts in English Language (BAEL) program of the Department of English Language and Literature (DELL) at the University of Southern Mindanao (USM) embraces this challenge, positioning itself as a program that extends beyond conventional language instruction. Rooted in the humanities yet responsive to contemporary realities, the program integrates language, literature, communication, journalism, media, research, and community engagement to develop graduates who are intellectually competent, ethically grounded, socially responsible, and globally competitive. Through outcomes-based education and evidence-informed practice, the Department continually strengthens its instructional, research, extension, and innovation initiatives to prepare graduates for leadership across professional, academic, and civic contexts.

The pursuit of AACUP Level IV Accreditation marks a significant milestone in this journey. It reflects the Department's commitment to sustaining high standards and its aspiration to demonstrate mature institutional practice—strategic planning, scholarly productivity, impactful community engagement, international collaboration, and sustained organizational improvement. Level IV accreditation recognizes programs that have moved beyond quality assurance as compliance to institutionalize excellence as an enduring organizational culture.

This narrative report presents the Department's accomplishments across the five key areas evaluated under the Level IV framework: Research, Performance of Graduates, Community Service, International Linkages, and Planning. These areas were deliberately selected because they represent the program's highest levels of institutional maturity and collectively demonstrate how the Department fulfills its academic mission while advancing the broader development goals of the University and society.

- **Research** highlights the Department's commitment to a vibrant culture of scholarship through strategic governance, faculty and student research development, interdisciplinary collaboration, innovation, and dissemination—demonstrating how research informs instruction, addresses societal issues, and contributes to knowledge in language, literature, communication, journalism, education, and allied disciplines.
- **Performance of Graduates** provides evidence of the program's effectiveness in producing graduates who are employable, professionally versatile, ethically responsible, and equipped with industry-valued competencies. Graduate tracer studies, stakeholder feedback, and alumni achievements affirm the continuing

relevance of the BA English Language curriculum to the changing demands of the workplace.

- **Community Service** reflects the Department's conviction that academic excellence finds its highest expression through meaningful service. By integrating instruction, research, and extension, the Department sustains literacy, journalism, language education, and community development initiatives that empower learners, strengthen institutions, preserve culture, and advance social transformation across the region.
- **International Linkages** demonstrates the Department's commitment to global engagement through faculty scholarship, international collaboration, academic mobility, research partnerships, and participation in international academic networks—initiatives that broaden perspectives, strengthen institutional competitiveness, and prepare faculty and students to thrive in an increasingly interconnected academic environment.
- **Planning** illustrates how strategic governance binds these initiatives into an integrated whole. Through evidence-based planning, instructional innovation, research excellence, journalism leadership, strategic partnerships, and continuous quality improvement, the Department ensures that every program and activity contributes to clearly defined institutional goals and measurable outcomes.

Together, these five areas reveal a Department whose strengths are not isolated accomplishments but interconnected components of a single academic ecosystem. Research enriches instruction; instruction develops competent graduates; graduates extend the University's impact through professional practice; community engagement translates knowledge into social transformation; international collaboration expands scholarly horizons; and strategic planning ensures these initiatives remain sustainable, measurable, and responsive to future challenges. This integration reflects the Department's commitment to the University's fourfold functions of instruction, research, extension, and production and innovation, and to its mission of producing graduates who contribute meaningfully to national and global development.

More significantly, the evidence in this report affirms the Department's distinctive institutional identity. Through flagship initiatives in journalism education, student media development, interdisciplinary research, community engagement, and strategic partnerships, DELL has built an academic ecosystem that distinguishes it within the University and across the region—advancing a singular vision: to position USM, through the Department of English Language and Literature, as the regional hub for journalism, research, and student media development in Mindanao.

Ultimately, this narrative report is more than a record of achievement—the product of purposeful planning, collaborative leadership, faculty dedication, student achievement, and stakeholder partnership. As the Department builds on these foundations, it remains steadfast in its vision of empowering minds, generating knowledge, strengthening communities, and developing the scholars, researchers, communicators, journalists, and leaders who will shape the future of Mindanao, the nation, and the global academic community.

AACCUP ACCREDITATION

Level IV Survey Visit

August 12-14, 2026

Bachelor of Arts
in English Language



AREA IV

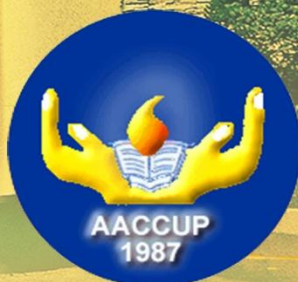
INTERNATIONAL LINKAGES

UNIVERSITY OF SOUTHERN MINDANAO
DEPARTMENT OF
ENGLISH LANGUAGE
AND LITERATURE



Management
System
ISO 9001:2015

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INTERNATIONAL LINKAGES

.....

**Strengthening Global Competitiveness through Quality Assurance,
International Scholarship, Academic Mobility, and Strategic Partnerships**

.....

Pillars of Internationalization Initiatives

- Pillar 1: **Internationalization through Quality Assurance**
- Pillar 2: **Internationalization through Faculty Scholarship**
- Pillar 3: **Internationalization through Faculty Engagement**
- Pillar 4: **Internationalization through Student Learning and Mobility**
- Pillar 5: **International Recognition**
- Pillar 6: **Continuous Quality Improvement and Institutional Impact**



USM-DELL

Building knowledge.
Building futures.

AREA IV. INTERNATIONAL LINKAGE

PILLARS OF INTERNATIONALIZATION INITIATIVES

Connecting Minds. Expanding Horizons. Creating Global Impact.





PILLAR 1

INTERNATIONALIZATION THROUGH QUALITY ASSURANCE

Align internationalization efforts with quality assurance standards to ensure globally benchmarkable programs, processes, and outcomes.





PILLAR 2

INTERNATIONALIZATION THROUGH FACULTY SCHOLARSHIP

Promote scholarly productivity with international collaborations, publications, and presentations to advance knowledge and global visibility.





PILLAR 3

INTERNATIONALIZATION THROUGH FACULTY ENGAGEMENT

Strengthen global linkages through partnerships, exchange programs, joint projects, and professional networks.





PILLAR 4

INTERNATIONALIZATION THROUGH STUDENT LEARNING AND MOBILITY

Enhance student learning experiences through international mobility, exchange opportunities, and exposure to diverse cultures and perspectives.





PILLAR 5

INTERNATIONAL RECOGNITION

Achieve and sustain international recognition through accreditations, rankings, awards, and global affiliations.





PILLAR 6

CONTINUOUS QUALITY IMPROVEMENT AND INSTITUTIONAL IMPACT

Continuously assess and improve internationalization initiatives to ensure sustainable impact on institutional excellence and global engagement.



*Global Partnerships.
Shared Knowledge.
Stronger Futures.*

USM-DELL is committed to building meaningful international linkages that enhance academic excellence, foster cross-cultural understanding, and contribute to a more inclusive and interconnected world.





Building knowledge.
Building futures.



USM-DELL
Official



dell@usm.edu.ph



University of
Southern Mindanao
Kabacan, Cotabato

#USMDELLAtTheCenter

Building a Globally Engaged AB English Language Program through Quality Assurance, International Scholarship, Academic Mobility, and Strategic Partnerships

Internationalization has become an essential dimension of quality assurance in higher education, serving as a catalyst for improving teaching, research, innovation, and institutional relevance within a global academic environment. For the Bachelor of Arts in English Language Program, internationalization extends beyond participation in overseas activities; it represents a systematic approach to enhancing curriculum quality, expanding faculty scholarship, enriching student learning experiences, and strengthening institutional partnerships that support the attainment of program outcomes.

As a language program that prepares graduates for professions requiring advanced communication, intercultural competence, critical inquiry, and global perspectives, the BAEL Program naturally benefits from meaningful engagement with international academic communities. Through the University's expanding network of global partnerships and institutional initiatives, faculty members gain opportunities to participate in international research collaborations, professional development programs, scholarly conferences, and interdisciplinary exchanges. Likewise, students are provided with opportunities to engage in international academic and cultural programs that deepen their appreciation of linguistic diversity, multicultural communication, and responsible global citizenship.

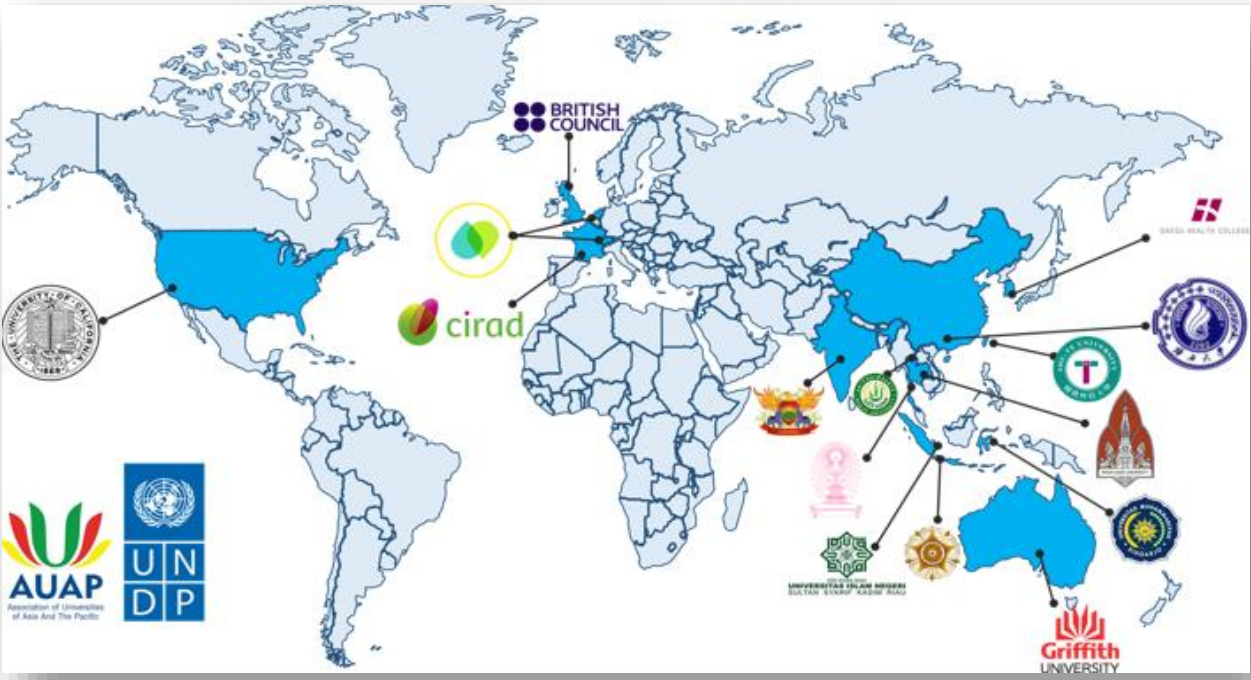
The University's institutional commitment to internationalization has created an enabling environment where the Department of English Language and Literature can align its academic initiatives with internationally recognized standards and emerging global trends in English language education. This institutional support allows the program to continuously strengthen its instructional practices, research productivity, faculty competencies, and student experiences while contributing to the University's broader internationalization agenda.

For AACUP Level IV accreditation, the BAEL Program demonstrates that internationalization is embedded within its academic and quality assurance systems through institutional policies, strategic partnerships, scholarly collaborations, faculty engagement, student mobility initiatives, and continuous quality improvement mechanisms. Collectively, these initiatives establish internationalization as a sustainable and integral component of program development rather than a collection of independent activities.

Policy Framework

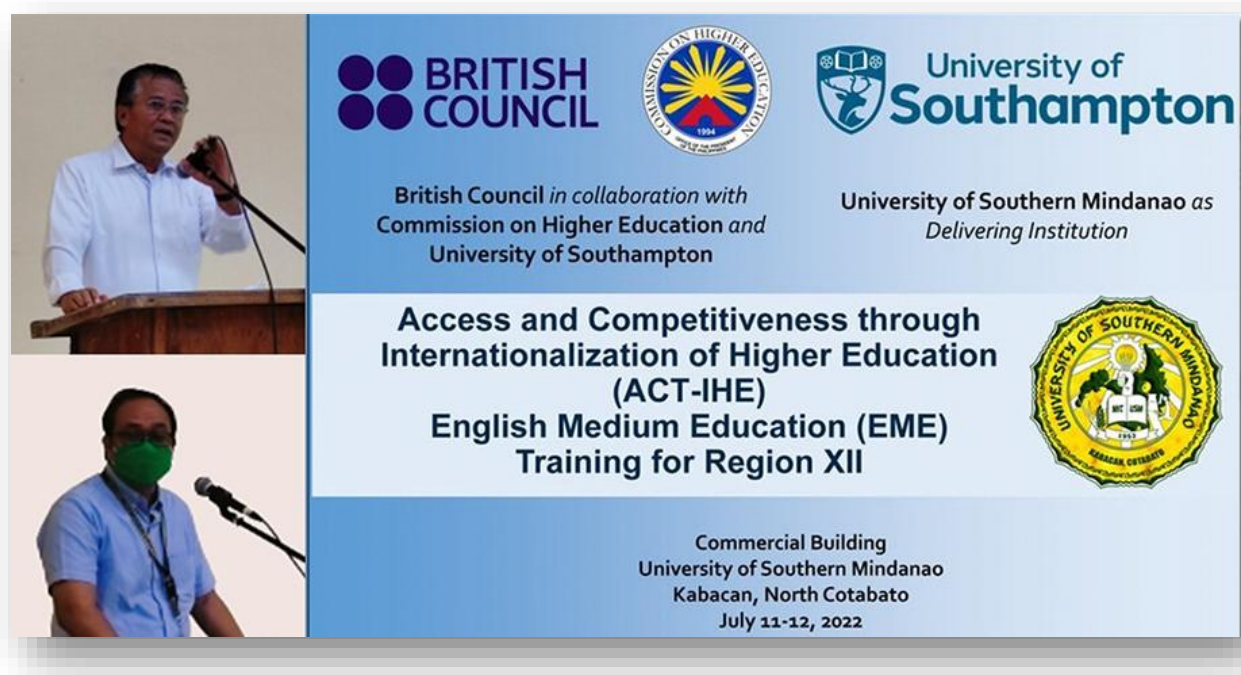
The internationalization initiatives of the Bachelor of Arts in English Language Program are guided by the institutional policies and strategic directions of the University of Southern Mindanao. Recognizing internationalization as a key driver of academic excellence, the University formally institutionalized the **Office of International Affairs (USM-OIA)** through Board of Regents Resolution No. 36, Series of 2022, establishing a dedicated mechanism for developing international collaborations, facilitating global academic partnerships,

coordinating international programs, and expanding opportunities for faculty and student engagement.



The establishment of the USM-OIA provides the governance structure through which internationalization initiatives are planned, coordinated, monitored, and evaluated across the University. Its functions include facilitating institutional partnerships with foreign universities and organizations, supporting international research collaborations, promoting faculty and student mobility, encouraging participation in international conferences and professional development activities, and strengthening the University's global visibility. These institutional mechanisms enable academic programs, including the BAEL Program, to participate in international initiatives within a coordinated and quality-assured framework.

Complementing these institutional structures is the University's active participation in nationally supported internationalization programs, including the **Access and Competitiveness through Internationalisation of Higher Education (ACT-IHE)** project implemented in partnership with the Commission on Higher Education (CHED), University of Southampton, and the British Council. Through this initiative, USM contributes to strengthening English Medium Education (EME), faculty capability development, curriculum enhancement, and internationalization competencies among higher education institutions in Region XII. Faculty members from the Department of English Language and Literature have served as certified master trainers in the implementation of English Medium Education, enabling the department to contribute directly to regional capacity-building while integrating internationally informed pedagogical practices into its own academic programs.



The BAEL Program likewise benefits from institutional partnerships with international universities, development organizations, and professional networks that support collaborative research, visiting professors, international cultural exchanges, faculty development, and interdisciplinary academic engagement. These partnerships are complemented by the University's quality assurance systems, including its **ISO 9001:2015-certified Quality Management System**, **Philippine Quality Award** recognition, and internationally benchmarked institutional performance, which collectively reinforce a culture of evidence-based planning, accountability, continuous quality improvement, and academic excellence.



Within this policy environment, the Department of English Language and Literature aligns its internationalization initiatives with the University's strategic priorities while ensuring that instructional innovation, faculty scholarship, student learning, and external collaborations contribute directly to the attainment of the BAEL Program Outcomes. This alignment

transforms internationalization from a series of discrete activities into an integrated academic strategy that supports quality assurance, institutional sustainability, and global engagement.

Certificate

Standard

ISO 9001:2015

Certificate Registr. No.

01 100 1634777

Certificate Holder:

University of Southern Mindanao
Brgy. Poblacion, Kabacan, Cotabato, Philippines

Scope:

Design, Development and Provision of Tertiary Education including Research and Extension Services (College of Agriculture, College of Arts and Social Sciences, College of Science and Mathematics, College of Veterinary Medicine, College of Engineering and Information Technology, College of Education, College of Human Ecology and Food Sciences, College of Business Development Economics and Management, Institute of Sports, Physical Education and Recreation, College of Trades and Industry)

Validity:

Proof has been furnished by means of an audit that the requirements of ISO 9001:2015 are met.

The certificate is valid from 2023-02-13 until 2026-02-12.
First certification 2017

2023-02-13



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RECOGNITION FOR PROFICIENCY IN QUALITY MANAGEMENT

LEVEL 2

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International Linkages and Strategic Partnerships

Internationalization is a strategic imperative of the Department of English Language and Literature (DELL) that enhances academic quality, global competitiveness, and institutional relevance. As the academic unit responsible for preparing graduates in English language, communication, and intercultural competence, the Department recognizes that meaningful international engagement extends beyond overseas activities to encompass internationally benchmarked instruction, collaborative research, faculty and student mobility, scholarly exchanges, and strategic institutional partnerships.

Guided by the University's Office of International Affairs and supported by an expanding network of global collaborations, DELL has established partnerships with international universities, development organizations, and academic networks across **six countries**—the United Kingdom, Indonesia, Thailand, Malaysia, Japan, and Cambodia. These collaborations have facilitated faculty participation in the **British Council Academic Teaching Excellence Program**, the implementation of the **ACT-IHE English Medium Education initiative**, the proposed faculty mobility partnership with **Universitas Almuslim**, and student participation in international exchange programs such as the **Online Global Cultural Exchange (OGCE) 2022** and **CommTECH Nusantara 2024**.

The Department has likewise produced **39 international research publications** in **21 peer-reviewed international journals** and participated in **12 international conferences**, including **seven conferences held abroad** across four countries, thereby strengthening its international scholarly visibility and academic networks.

Collectively, these internationalization initiatives enhance faculty expertise, broaden student learning experiences, expand research collaboration and visibility, and cultivate graduates who are linguistically proficient, culturally responsive, research-oriented, and globally competitive. Ultimately, internationalization serves as an integral component of the Department's quality assurance framework, supporting continuous improvement and reinforcing its commitment to academic excellence and the standards of AACCUP Level IV accreditation.



SUMMARY OF INTERNATIONAL LINKAGES



Figure 1. Summary of International Linkages

International Partner / Institution	Country	Nature of Partnership	DELL/BAEL Participation	Status / Major Outputs
University of Southampton	United Kingdom	ACT-IHE implementation; English Medium Education (EME); faculty capability development	DELL faculty participated in Academic Teaching Excellence (ATE) Master Trainer Course	Active; faculty certified as EME Master Trainers and served as regional trainers
British Council	United Kingdom	Professional development, English Medium Education, Academic Teaching Excellence, ACT-IHE	Faculty training, curriculum internationalization, regional cascade training	Active; strengthened faculty competencies and curriculum internationalization
Commission on Higher Education (CHED) <i>(through ACT-IHE with international partners)</i>	Philippines / International Collaboration	Internationalization project implementation	USM served as Region XII implementer; DELL faculty served as master trainers	Active
University of Oxford – Department of Education	United Kingdom	Academic Teaching Excellence (ATE) program development	Training framework adopted by DELL faculty through British Council program	Active academic collaboration through ATE program
University College London (UCL) Institute of Education	United Kingdom	Visiting international scholar / webinar collaboration	Dr. Ruanni Tupas served as international speaker in DELL Seminar Series	Completed international academic engagement
Universitas Almuslim	Indonesia	Proposed Faculty Mobility and Language Instruction Exchange; collaborative teaching; curriculum development; visiting professorships; student mobility	Reciprocal teaching of Bahasa Indonesia, Basic Grammar, and Purposive Communication; joint syllabus development	Proposed / Under formalization

Universitas Islam Sultan Agung (UNISSULA)	Indonesia	Online Global Cultural Exchange (OGCE) 2022	10 BAEL students participated in international virtual mobility	Successfully completed; student research and cultural awards received
CommTECH Nusantara	Indonesia	International virtual intercultural learning program	Three BAEL students participated	Successfully completed with Best Poster and Best Video awards
CamTESOL / IDP Education	Cambodia	International conference participation	Faculty research presentation	Active scholarly engagement
Chulalongkorn University	Thailand	International conferences and research webinars	Faculty participation in SSLW and International Research Webinar	Sustained scholarly engagement
University of Malaya	Malaysia	International linguistics conference	Faculty participation in Free Linguistics Conference	Scholarly networking
ASEAN English Language Teaching (ASEAN ELT) Conference Organizers	Malaysia	International conference on English Language Teaching	Faculty and student participation	International academic networking
Hiroshima University	Japan	Philippine Studies Conference	Faculty presentation	International scholarly engagement
International Conference in Creative Teaching, Assessment, and Research in the English Language (ICCTAR)	Malaysia	International conference	Faculty participation	International research dissemination
International Decade of Indigenous Languages (IDIL 2022–2032)	United Nations-led initiative	International conference organization	DELL designated to spearhead USM hosting of the 2027 conference	Ongoing institutional leadership initiative

Philippine Higher Education International Network (PEHEIN)	International academic network	International higher education collaboration	USM recognized as one of the lead HEIs	Active institutional membership supporting DELL internationalization
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PILLAR 1: Institutionalizing Quality for Global Excellence

INTERNATIONALIZATION THROUGH QUALITY ASSURANCE

Quality assurance serves as the foundation upon which the internationalization initiatives of the Bachelor of Arts in English Language (BAEL) Program are developed, implemented, and sustained. Recognizing that meaningful internationalization extends beyond participation in overseas activities, the University of Southern Mindanao (USM) has established institutional mechanisms that integrate international perspectives into governance, curriculum development, faculty capability enhancement, research, and student learning. These mechanisms enable the BAEL Program to align its academic processes with internationally recognized standards while ensuring that global engagement contributes directly to instructional quality, scholarly productivity, and graduate competencies.

Implementation Framework

The internationalization agenda of the BAEL Program operates within the University's institutional quality assurance system. The establishment of the Office of International Affairs (USM-OIA) through **Board of Regents Resolution No. 36, Series of 2022** institutionalized a centralized structure responsible for coordinating international partnerships, faculty and student mobility, collaborative research, international internships, professional development, and global academic engagements. This governance structure provides the policy direction and administrative support necessary for academic units to pursue sustainable internationalization initiatives aligned with the University's strategic priorities.

Complementing this governance framework is USM's participation in the Access and Competitiveness through Internationalisation of Higher Education (ACT-IHE) Program, a collaborative initiative supported by the **British Council, University of Southampton, and Commission on Higher Education (CHED)**.



British Council in collaboration with
Commission on Higher Education and
University of Southampton

University of Southern Mindanao as
Delivering Institution

**Access and Competitiveness through
Internationalization of Higher Education
(ACT-IHE)**

**English Medium Education (EME) Training
for Region XII**

Commercial Building
University of Southern Mindanao
Kabacan, North Cotabato

July 11-12, 2022

Program

Part I.
8:00 – 9:00 : Registration
9:00 – 10:00 : Opening Program

Invocation
Singing of the National Anthem
Opening Remarks – Geoffrey R. Atok, PhD
VPAA/ Project Lead
Inspirational Message – Francisco Gil N. Garcia, PhD
SUC President IV
Rationale of the Training – Glyn G. Magbanua, PhD
Master Trainer

Part II. Lectures
Topic 1 – The ACT-IHE Project of the British Council
Bryan Lloyd P. Breña
Topic 2 – Introduction to English as a medium of instruction (EMI)
Bryan Lloyd P. Breña
Topic 3 – Content Knowledge in English
Glyn G. Magbanua
Topic 4 – Effective Presentation Skills
Anamarie B. Uyangurin
Topic 5 – Intercultural Communication
Anamarie B. Uyangurin

Part III. Workshop
Sofia Loren B. Neyra
Emcee

Through this program, the University serves as the Higher Education Institution (HEI) implementer for Region XII, facilitating capacity-building initiatives on English Medium Education (EME), curriculum internationalization, and internationalization competencies among participating higher education institutions. The implementation of ACT-IHE strengthens institutional capability in integrating global perspectives into teaching and learning while promoting quality enhancement across academic programs.

Within this institutional framework, the Department of English Language and Literature actively participates in internationalization initiatives by contributing faculty expertise to regional training programs, engaging in international collaborations, and integrating globally relevant pedagogical practices into the BAEL curriculum. These initiatives ensure that internationalization supports the achievement of program outcomes rather than functioning as stand-alone activities.

Major Initiatives

Internationalization through quality assurance is operationalized through interconnected institutional mechanisms that collectively strengthen academic quality.

The institutionalization of the Office of International Affairs provides a sustainable platform for developing and managing international collaborations across instruction, research, extension, and faculty development. Through this office, international partnerships are established, monitored, and expanded to create opportunities for faculty and student engagement in global academic activities.

The ACT-IHE initiative further advances curriculum internationalization through the adoption of English Medium Education principles and internationally informed teaching practices. *Dr. Glyn Gabano-Magbanua* and *Prof. Anamarie B. Uyangurin*, faculty members from the Department of English Language and Literature who completed the **British Council Academic Teaching Excellence (ATE) Master Trainer Course**, subsequently served as master trainers in the regional implementation of English Medium Education.



Their participation supports the University's role in cascading internationally benchmarked pedagogical practices among participating higher education institutions in Region XII. The cascade training engaged faculty members from state universities and colleges and private higher education institutions, resulting in the integration of English Medium Education concepts into course syllabi and strengthening English communication competencies among educators and learners

Collectively, these initiatives demonstrate that quality assurance and internationalization are mutually reinforcing processes. Institutional policies, faculty development, curriculum enhancement, and external partnerships function as an integrated system that continuously strengthens the academic quality of the BAEL Program.



Implications for the AB English Language Program

For the BAEL Program, the institutionalization of quality-assured internationalization creates an enabling environment for curriculum enhancement, instructional innovation, and faculty professional growth. Participation in English Medium Education initiatives exposes faculty members to internationally recognized teaching methodologies that support learner-centered instruction, intercultural communication, and globally responsive pedagogy. These competencies are subsequently reflected in classroom practice, curriculum delivery, and student learning experiences.

Furthermore, the University's institutional framework for internationalization provides the BAEL Program with *sustained access to international academic networks, collaborative projects, and professional development opportunities* that reinforce the program's mission

of producing graduates who are linguistically proficient, culturally responsive, research-oriented, and globally competitive.

Highlights and Accomplishments

Several institutional accomplishments demonstrate the successful integration of quality assurance and internationalization within the BAEL Program.

These include the formal establishment of the Office of International Affairs as the University's coordinating body for international engagement; USM's designation as the regional implementer of the ACT-IHE Program; the successful completion of the British Council Academic Teaching Excellence Master Trainer Course by DELL faculty members; and the active contribution of DELL faculty as **English Medium Education master trainers** serving participating higher education institutions across Region XII. Through these sustained efforts, DELL reinforces USM's role as a regional leader in English-medium education and contributes to the broader goal of enhancing the international competitiveness of higher education in Mindanao and the Philippines.



Cascade training report

Project title	Access and Competitiveness through Internationalisation of Higher Education (ACT-IHE) – English medium education training programme
Delivering institution	University of Southern Mindanao
Name of master trainer	Glyn G. Magbanua, Bryan Lloyd P. Bretaña, and Anamarie B. Uyangurin

I. Activities undertaken (Key outputs and activities that have taken place to date, including additional mentoring and support received during the conduct of the cascade training and evaluation activities. Indicate changes to original plans.)	
Activities	Outputs
1. Invitation of participants	38 participants invited from 4 SUCs, 1 LCU, and 9 private HEIs
2. Cascade Training (face-to-face cascading)	6 PowerPoint Presentations presented
3. Cascade Workshop (asynchronous)	14 syllabi with EME integration

GRANT AGREEMENT
INTERNATIONAL CONTINUING PROFESSIONAL EDUCATION (ICPE)

KNOW ALL MEN BY THESE PRESENTS:

This Grant Agreement ("Agreement") is made and entered into this day, 04 August 2021, in Quezon City, Philippines by and among:

The COMMISSION ON HIGHER EDUCATION, a government regulatory agency established under R.A. 7722, with principal office address at the Higher Education Development Center (HEDC), C.P. Garcia Ave., UP Campus, Diliman, Quezon City, represented herein by, **J. PROSPERO E. DE VERA III, DPA**, in his capacity as Chairperson, hereinafter referred to as the "**CHED**";

The University of Southern Mindanao a higher education institution with principal office at Poblacion, Kabacan, Cotabato, represented herein by, Francisco Gil N. Garcia, PhD, RPAE, in his/her capacity as SUC President IV, hereinafter referred to as the "Sending Higher Education Institution" or "**SHEI**";

- and -

Anamarie B. Uyangurin of legal age, Filipino and residing at Beting St., Osias, Kabacan, Cotabato, hereinafter referred to as the "**GRANTEE**".

WITNESSETH

WHEREAS, Republic Act (RA) No. 7722 provides that it is the responsibility of the State to (1) protect, foster and promote the right of all citizens to affordable quality education at all levels, and (2) take appropriate steps to ensure that education shall be accessible to all. Republic Act (RA) No. 7722 further mandates **CHED** to (1) formulate and recommend development plans, policies, priorities and programs on higher education and research, and (2) identify, support and develop potential centers of excellence in program areas needed for the development of world-class scholarship, nation building and national development;

WHEREAS, pursuant to this mandate, **CHED** seeks to upgrade the academic qualifications of higher education faculty during the period of transition to the K to 12 system.

WHEREAS, **CHED** approved CHED Memorandum Order No. 03, s. 2016 entitled "Guidelines on Graduate Education Scholarships for Faculty and Staff Development in the K to 12 Transition Period." which sets forth the procedures, priorities, and regulation of scholarships awarded to grantees beginning in the K to 12 Transition Period;

WHEREAS, **CHED** approved the "Guidelines for International Continuing Professional Education (iCPE) Grants as an Additional Component of CMO No. 25, series of 2016" amending CMO No. 25, s. 2016 through Commission en Banc (CEB) Resolution No. 784 - 2020, which aims to support lifelong learning by providing short-term trainings to higher education faculty and staff, provided by local and international institutions/organizations.

WHEREAS, under the CMO approved through CEB Resolution No. 14 Series of 2020, the Commission en Banc approved the partnership between the **CHED** and the **British Council**, hereinafter referred to as the "**Delivering Institution**", to establish the **Access and Competitiveness through**

Internationalisation of Higher Education (ACT-IHE), hereinafter referred to as the “**ICPE Program**”, through CEB Resolution No. 14 Series of 2020;

WHEREAS, the **ICPE Program**, established through the Memorandum of Agreement between CHED and the **Delivering Institution**, is described as:

A. Description of the ICPE Program

CHED and the **Delivering Institution** agree to implement a **fifteen (15) month short training** program according to the parties' roles and obligations outlined in this document for up to 200 representatives from State Universities and Colleges, and the CHED.

B. Objectives of the ICPE Program

The objectives of the project are the following:

1. *enhance the skills of higher education teachers on English medium education (EME) and increase their confidence in teaching content through the medium of English*
2. *build higher education teachers' understanding of the context of EME in higher education and develop their knowledge of the core principles behind best practices in EME and the many considerations that map onto educational design and delivery*
3. *build the capacity of a select group of teachers from various higher education institutions (HEIs) who will be responsible for conducting cascade training to other higher education teachers and serving as an advisory group for CHED on matters relating to EME*
4. *strengthen the quality of EME in HEIs as means to strengthen their capacity and readiness for internationalisation*
5. *improve the skills of higher education teachers in the Philippines to effectively deliver online teaching and learning, and provide a model of effective virtual education that participants can replicate in English-medium classes in their institutions*

WHEREAS, the **SHEI** is in need of improving the qualifications of its faculty teaching in the identified priority fields, and hence, has allowed the **GRANTEE** to undertake the **ICPE Program** offered by the **Delivering Institution**, from July 2021 to September 2022;

WHEREAS, the **GRANTEE** is ready, willing and able to undertake the ICPE Program offered by the **Delivering Institution**, and by acceptance of this grant, **GRANTEE** agrees to comply with relevant laws, rules, regulations, policies and procedures of **CHED** and **SHEI**.

NOW, THEREFORE, for and in consideration of the foregoing premises, the parties involved agree, as they do hereby agree, to fulfill the following terms and conditions of the aforementioned ICPE Grant:

A. International Continuing Professional Education (ICPE) Grant

CHED hereby awards to the **GRANTEE** an INTERNATIONAL CONTINUING PROFESSIONAL EDUCATION (ICPE) GRANT to complete her/his certificate program/short training course entitled, “**English medium education training programme**” under the ACT-IHE project offered by the **British Council**, from July 2021 to September 2022, unless there occurs any unforeseeable and exceptional circumstances, beyond her/his control and not caused by her/his fault or negligence, preventing the **GRANTEE** to fulfill her/his obligations.

B. GRANTEE's Representations and Warranties

- a. **GRANTEE** is currently employed either full-time/part-time at a CHED-recognized

- higher education institution in the Philippines;
- b. **GRANTEE** holds at least a bachelor's degree;
- c. **GRANTEE** is in good health and of good moral character;
- d. **GRANTEE** has no pending criminal charges and has not been convicted for violation of any Philippine Law.
- e. **GRANTEE** is committed to return to their SHEI after completion of the ICPE Program; and
- f. **GRANTEE** fulfills all the Terms and Conditions of the Grant Agreement and Return Service Agreement.

C. GRANTEE's Obligations and Responsibilities

- a. **GRANTEE** shall abide and fulfill the terms and conditions indicated in his/her CHED-approved Grant Agreement and Return Service Agreement, pertinent CHED policies, and all the terms and conditions as may be set forth by the **Delivering Institution**;
- b. **GRANTEE** shall participate in all grant-related activities necessary for the success of the engagement;
- c. **GRANTEE** shall fully disclose to **CHED** all other benefits received in order to ensure that there is no duplication of grant benefits;
- d. **GRANTEE** shall conduct him/herself in such a manner as to uphold his/her good name and that of the Philippines;
- e. **GRANTEE** shall finish his/her engagement within the time frame specified by the **CHED** and/or **Delivering Institution**.
- f. **GRANTEE** shall ensure timely submission of required documents, and other necessary documents that the **CHED** and/or **Delivering Institution** may request, to the delivering institution. **CHED** shall not be liable for any delay brought about by late or erroneous submissions;
- g. **GRANTEE** shall seek written clearance from the **CHED** before traveling abroad for personal or official reasons during the period that the Grant Agreement or Return Service Agreement is in force;
- h. **GRANTEE** shall render return service on the semester immediately following the completion of his/her **ICPE Program** in his/her **SHEI**. Return service shall be in the form of teaching, research or extension, based on mutually agreed-upon terms between the **GRANTEE** and the **SHEI**;
- i. **GRANTEE** shall render return service based on the duration and location of the **ICPE Program**:
 - i. Without travel abroad
 - 1. For one (1) day to six (6) months of training, a Certificate of Clearance will be issued by **CHED** upon completion of the six (6) months rendered return service and the completion of the grantee-participant's Re-Entry Action Plan.
 - 2. For six (6) months to one (1) year of training, a Certificate of Clearance will be issued by **CHED** upon completion of the one (1) year rendered return service and the completion of the grantee-participant's Re-Entry Action Plan.
 - ii. With travel abroad
 - 1. For one (1) day to six (6) months of training, a Certificate of Clearance will be issued by **CHED** upon completion of the one (1) year rendered return service and the completion of the grantee-participant's Re-Entry Action Plan.
 - 2. For six (6) months to one (1) year of training, a Certificate of Clearance will be issued by **CHED** upon completion of the two (2) years rendered return service and the completion of the grantee-participant's Re-Entry

Action Plan.

- j. **GRANTEE** acknowledges that work rendered prior to the completion of the program pursued shall not be counted towards completion of his/her return service obligation.
- k. **GRANTEE** shall reimburse **CHED** the total assistance released to him/her, in case of willful abandonment of the grant, gross misconduct and noncompliance with the terms and conditions stipulated in this **AGREEMENT**;
- l. **GRANTEE** shall seek to use his/her education to directly further higher education in the Philippines by contributing to the body of knowledge and/or to the practice of his/her profession in the country; and
- m. **GRANTEE** shall participate in any grant-related activities which may come in the form of added responsibilities, as indicated in the Memorandum of Agreement (MOA) between **CHED** and the **DELIVERING INSTITUTION**.

D. CHED's Obligations and Responsibilities

- a. **CHED**, together with the **SHEI**, shall be responsible for the collection/deduction of a **GRANTEE's** payment obligation, in cases of non-completion or termination of Grant. The terms for the payment of obligation shall be evaluated and decided upon by **CHED**;
- b. **CHED**, in coordination with the **SHEI**, shall conduct the necessary monitoring and evaluation, by any means necessary, of the status of the **GRANTEE** to ensure full compliance and achievement of objectives;
- c. **CHED** shall set the standards for the implementation of the Re-Entry Action Plan of the **GRANTEE**, should it be necessary;
- d. **CHED** shall receive the monitoring reports issued by the **SHEI** showing the status of **GRANTEE's** return service. Likewise, **CHED** shall receive written notice from the **SHEI** regarding **GRANTEE's** completion of his/her return service;
- e. **CHED** shall issue a "Clearance Certificate", relieving the **GRANTEE** of all grant obligations and responsibilities once all the following conditions have been met: received "Certificate of Completion" from **Delivering Institution**, submitted required deliverables, and rendered agreed upon return service as indicated in the Return Service Agreement;
- f. **CHED** reserves the right to adjudicate special cases and may impose rules and return service by the **GRANTEE** under each grant type;
- g. **CHED**, as represented by the IAS Director, shall decide on special cases that do not merit any additional cost, such as, but not limited to, the following:
 - i. Request for written clearance before traveling abroad for personal or official reasons during the period that the Grant Agreement or Return Service Agreement is in force.
 - ii. Request for withdrawal, termination, or revocation of grantees under the following circumstances:
 - 1. Poor health, death, or analogous circumstances;
 - 2. Non-compliance with the post-award procedures, requirements, and Terms and Conditions of CMO approved through CEB Resolution No. 784 - 2020;
 - 3. Willful abandonment or withdrawal from the grant prior to the commencement of training;
 - 4. Any violation under the provisions stated under approved through CEB Resolution No. 784 - 2020, Article VI, Section IIB (4) titled Termination of the Grant.
- h. **CHED** shall demand faithful compliance by the **SHEI** and the **GRANTEE** with the Terms and Conditions under CMO approved through CEB Resolution No. 784 - 2020; and

- i. **CHED** reserves the right to terminate the Grant of the **GRANTEE** and/or impose the appropriate sanctions against the **GRANTEE** in accordance with the provisions in the **AGREEMENT**.

E. SHEI's Obligations and Responsibilities

- a. **SHEI** shall allow the **GRANTEE** to pursue the **ICPE Program**;
- b. **SHEI** shall coordinate with **CHED** in monitoring the progress of the **GRANTEE** under the **ICPE Program**;
- c. The **SHEI**, together with the **GRANTEE**, shall agree on a Re-Entry Action Plan for the **GRANTEE** upon completion of his/her **ICPE Program**;
- d. **SHEI** shall honor and faithfully comply with the provisions of the Return Service Agreement, including, but not limited to the implementation of **GRANTEE's** Re-Entry Action Plan, provided, said Re-Entry Action Plan shall comply with the standards set by **CHED**, if any;
- e. **SHEI** shall be in charge of monitoring the return service and shall inform **CHED** of the status of the same. Upon completion, **SHEI** shall send **CHED** a written notice affirming the **GRANTEE's** completion of the obligation, after which **CHED** shall issue a Certificate of Completion to **GRANTEE** and relieve him/her of all obligations under the grant;
- f. **SHEI** has the right to recommend the termination of the Grant of the **GRANTEE** should the grounds in Section F of this **AGREEMENT** arise;
- g. **SHEI** shall reimburse **CHED** the total financial assistance released to the **GRANTEE** in case it recalls the latter without valid reasons and prior notice to **CHED**.
- h. **SHEI**, on behalf of **CHED**, shall be responsible for the collection/deduction of a **GRANTEE's** payment obligation, subject to evaluation and approval by **CHED** of the terms for the payment of obligation;
- i. **SHEI** shall extend full cooperation to **CHED** to ensure smooth implementation and coordination between both parties;
- j. **SHEI** undertakes that during the period of the Grant award, the **GRANTEE's** tenure/years of service shall still be continuing and his/her availment of the grant shall not result in a break in service.
- k. **SHEI** shall fulfil all the Terms and Conditions of the grant as indicated in relevant **CHED** policies and this Agreement; and
- l. **SHEI** shall faithfully abide with all **CHED** rules and regulations already issued and will be issued in the future.

F. Grounds for Termination of Grant

CHED reserves the right to terminate the **GRANTEE's** Grant, upon recommendation of the **SHEI**, under any of the following circumstances:

- a. **GRANTEE** fails to meet the program standards set by **CHED**, the **SHEI**, or the delivering institution;
- b. **GRANTEE** fails to complete the **ICPE** program within the specified time;
- c. **GRANTEE** willfully fails to submit all grant-related requirements required of him/her on time;
- d. **GRANTEE** commits any act which is not representative of the proper decorum becoming of a member of the academe such as immorality, drunkenness, dishonesty, foul language, gross disrespect, unprofessionalism and any form of misconduct;
- e. **GRANTEE** violates any policies of the **SHEI**;
- f. **GRANTEE** actively searches for employment during the grant period;
- g. **GRANTEE** commits other acts as may be considered by **CHED** as inimical to the interest of the government of the Republic of the Philippines;

- h. **GRANTEE** is convicted of any crime by a court or a competent administrative body.

The grant/scholarship shall also be terminated on the following grounds:

- i. Non-availability or exhaustion of funds;
- j. Other justifiable grounds which prove the inability of the **GRANTEE** to complete his/her degree (e.g. poor health of **GRANTEE** as certified by a government physician, etc.);
- k. Death of the **GRANTEE**.

G. Other Sanctions

Other than the foregoing termination, **GRANTEE** shall also be subject to the following sanctions should the corresponding circumstances occur, thus:

- a. All financial support extended to **GRANTEE** shall be repaid to **CHED**, without need of demand, except when the program is terminated due to lack of funds, other justifiable grounds which prove the inability of the **GRANTEE** to complete his/her program, or due to death of the **GRANTEE**;
- b. When **GRANTEE** fails to fulfill his/her service obligation, he/she is required to pay back to the concerned institution/s, without need of demand, all the privileges enjoyed and the money value of the service obligation based on his/her salary equivalent at the time of transfer or resignation, unless there is a showing that **GRANTEE's** failure is not due to his fault or negligence. The refund of the **GRANTEE's** monetary privileges, which were received while on leave from the program, may be waived due to serious health reasons, provided a medical certificate duly endorsed by the SHEI is submitted to the **DELIVERING INSTITUTION** and **CHED**;
- c. Failure to fulfill the obligations herein stated shall result in administrative or criminal action, and shall disqualify the **GRANTEE** from any other further **CHED** grant.

H. Waiver of Accountabilities

Upon successful completion of the **ICPE Program**, including completion of return service and submission of all required documents, the **GRANTEE** shall be relieved of all accountabilities under the Grant Agreement and the program.

I. Administration of the Program

CHED shall administer the **ICPE Program** Grant in accordance with **CHED's** rules and regulations; and such other related issuances/revisions/amendments of the same for proper and effective implementation of the **ICPE Program** Grant.

The **GRANTEE** hereby understands that this Agreement is subject to the rules and regulation, orders and memoranda issued and to be issued by the **CHED** for the proper and effective implementation of the scholarship grant, and that he/she shall abide by any or all rules of **CHED**.

J. Non-Waiver

The failure of **CHED** to insist upon the strict performance of any terms, conditions and covenants hereof shall not be deemed a relinquishment of waiver of any subsequent breach or default of such terms and conditions and covenants.

K. Litigation and Venue

The parties agree that the venue of court action shall be exclusively in the proper courts of

Quezon City.

L. Execution in Counterparts

This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one instrument.

M. Effectivity

This Agreement shall take effect upon its execution and shall be in full force and effect until the completion of **GRANTEE'S ICPE Program** until sooner terminated for causes provided for in this Agreement and **CHED** Guidelines.

(Signature page as follows)

Continuous Quality Improvement

The BAEL Program adopts a continuous quality improvement approach in strengthening internationalization through institutional evaluation and faculty capability enhancement.

CQI Component	Documented Evidence
Evaluation	Institutional assessment of internationalization capacity through ACT-IHE implementation and English Medium Education initiatives.
Gap Identified	Need to expand faculty competencies in internationally benchmarked English-medium instruction and curriculum internationalization.
Action Taken	Faculty participation in British Council Academic Teaching Excellence training and subsequent regional cascade implementation under ACT-IHE.
Improvement Achieved	Enhanced faculty capability in English Medium Education, integration of EME concepts into course syllabi, and strengthened institutional leadership in regional internationalization initiatives.
Current Practice	Internationalization initiatives are integrated into faculty development, curriculum enhancement, and institutional quality assurance mechanisms through the Office of International Affairs and sustained international partnerships.

Outcomes and Impact

The institutionalization of internationalization through quality assurance has strengthened the University's capacity to support **globally responsive academic programs**, including the BA English Language Program. Faculty members have enhanced their competencies in English Medium Education and internationally informed pedagogy, while the department has contributed to regional capacity-building through the implementation of ACT-IHE and English Medium Education cascade training.

For students, these institutional initiatives provide learning experiences informed by global pedagogical standards and intercultural perspectives that strengthen English language proficiency, communication skills, and global awareness. At the institutional level, the integration of internationalization within governance, faculty development, and curriculum enhancement demonstrates that global engagement has become an embedded component of USM's quality assurance system rather than an isolated institutional undertaking. This systems-based approach provides a sustainable foundation for the continuing internationalization of the BA English Language Program in support of its academic mission and its pursuit of AACUP Level IV accreditation.

INTERNATIONALIZATION THROUGH FACULTY SCHOLARSHIP

Faculty scholarship serves as one of the primary drivers of internationalization in the Bachelor of Arts in English Language (BAEL) Program. Through sustained engagement in internationally published research, scholarly collaborations, and participation in international conferences, the Department of English Language and Literature (DELL) strengthens its academic culture while contributing to the global discourse in linguistics, language education, literature, communication, and related disciplines. The BAEL Program recognizes that internationally visible scholarship enhances instructional quality, informs curriculum development, expands collaborative networks, and reinforces the University's reputation as a research-oriented institution.

Implementation Framework

The BAEL Program promotes faculty scholarship through an **integrated system that combines research production, scholarly dissemination, international networking, and professional engagement**. Anchored on the University's internationalization agenda and research development initiatives, faculty members are encouraged to undertake research addressing both local realities and global issues, disseminate their findings through reputable international journals and conferences, and establish academic linkages with scholars and institutions abroad.

Rather than viewing publication and conference participation as isolated academic outputs, the Department positions these activities within a broader framework of knowledge generation, curriculum enrichment, and professional development. International scholarly engagement allows faculty members to benchmark their work against global standards while introducing contemporary theories, methodologies, and emerging perspectives into classroom instruction. Consequently, research and scholarship become mechanisms through which the BAEL Program continuously enhances its academic quality and responsiveness to developments in English language education.

Major Initiatives

A defining feature of the Department's international scholarship is **its sustained publication record in internationally indexed and peer-reviewed journals**. From 2015 to 2026, DELL faculty members produced 39 unique international research publications appearing in 21 international journals, reflecting consistent scholarly productivity across more than a decade. Research outputs span diverse fields including applied linguistics, discourse analysis, language pedagogy, sociolinguistics, literature, communication studies, educational technology, public health, and interdisciplinary education.

Among the journals where faculty research has been published are the International Journal of Language and Literary Studies, Indonesian Journal of Education Research, International

Journal of Evaluation and Research in Education, Journal of Social Knowledge Education, Journal of Nusantara Studies, Asian EFL Journal, Modern Journal of Studies in English Language Teaching and Literature, Journal of English Language Teaching and Applied Linguistics, International Journal of Research and Innovation in Social Science, ELT Worldwide, and several other internationally recognized scholarly publications. Collectively, these publications demonstrate the Department's capacity to generate research that contributes to international conversations on language, education, and society.

Journal	Count	Publications
International Journal of Language and Literary Studies (IJLLS)	5	1. The Semiotics of the Peace Rituals (Pomaas Atag to Kosunayan) of Obo Manobo People (2022) 2. Framing LGBTQIA+ Identities: A Critical Discourse Analysis of Gender and Sexuality Representation in Student Publications (2025) 3. A Pragmatic Analysis of FPRRD's Quad Committee Hearing on Drug War Using Grice's Maxims (2025) 4. (Un)Gendering Bullying in Academic Spaces: The Case of Queer Resistance and Identity Assertion (2026) 5. Genre-Based Inquiry of Literature Review in Social Sciences Master's Theses (2021)
Indonesian Journal of Education Research (IJoER)	5	1. Kankanta: Unlocking the Cultural and Educational Significance of Ilocano Folksongs (2025) 2. Grammarly as a Computer-Mediated Tool for Enhancing Writing Instruction (2025) 3. Politeness Strategies of President Duterte During Inquest on War on Drugs (2025) 4. Flouting Conversational Maxims (2025) 5. <i>(Kankanta appears only once in the count despite multiple faculty authors.)</i>
International Journal of Evaluation and Research in Education (IJERE)	2	1. Constrained Contexts, Resilient Teachers: Instructional Adaptation, Student Engagement, and Professional Well-being (2026) 2. The Role of Academic Procrastination in the Occurrence of Depression, Anxiety, and Stress among College Students (2026)
Journal of Social Knowledge Education (JSKE)	3	1. Polyphonic Social Voices (2025) 2. A Linguistic Odyssey toward Employability (2026) 3. <i>(same article counted once although several DELL faculty co-authored it)</i>
Journal of Basic Education Research	2	1. Glossophobia and Engagement in Oral Recitation among ESL Learners (2025)

		2. Threading Transformative Impact of Artificial Intelligence (2025)
International Journal of Research and Innovation in Social Science (IJRISS)	2	1. Linguistic Deviations in Police Investigative Report (2025) 2. The Use of Perfect Tense in Oral Discourse among Senior High School Teachers (2025)
Multidisciplinary Science Journal	3	1. Fueling Growth (2025) 2. The Role of Emotional Intelligence in Shaping Mental Well-being (2025) 3. Students' Distress Level and Its Relationship in Developing Nonproductive Thoughts (2025)
Asia Pacific Journal of Social and Behavioral Sciences	2	1. Computer-Assisted Language Learning and Speaking Proficiency (2021) 2. Perceived Factors on the Performance of Graduates in the Licensure Examination (2023)
Asian EFL Journal	1	1. Probes on the Rhetorical Moves of Research Methods in Research Articles (2017)
Modern Journal of Studies in English Language Teaching and Literature	2	1. Rhetorical Structure of Research Acknowledgment Sections (2020) 2. Proficiency, Anxiety, and Corrective Feedback Preferences among ESL Learners (2023)
Journal of English Language Teaching and Applied Linguistics	1	1. Methodology Section of Graduate School Thesis Manuscripts (2021)
Journal of Nusantara Studies (JONUS)	1	1. Empathy Quotient among Students in Language Communication and Education Programs (2025)
Asian Journal of Education and Social Studies	1	1. Use of Spoon Game in Improving Students' Language Performance (2019)
International Journal of New Economics and Social Sciences	1	1. Improving Reading Comprehension through Jigsaw Technique (2020)
Psychology and Education: A Multidisciplinary Journal	1	1. Reacting, Replying and Responding (2023)
Multidisciplinary Reviews	1	1. Empowerment in Action (2025)
International Journal of Multidisciplinary Studies in Higher Education	1	1. Examining the English Language Learning Practices of Distance Education Learners (2025)
International Journal of Philosophy, Linguistics, and Humanities	1	1. Parental Engagement in English Language Learning (2025)
Philippine ESL Journal	1	1. Developing Word Recognition Skills of Dyslexic Students (2015)

Journal of Language Pedagogy and Innovative Applied Linguistics	1	1. Effectiveness of Corrective Feedback to the Speaking Proficiency of ESL Students (2025)
ELT Worldwide	1	1. What Linguistic Features Shape Literature Review Sections? (2025)
Universal Journal of Public Health	1	1. Social Appearance Anxiety and Holistic Self-Esteem among University Students (2025)

SUMMARY:

DELL International Journal Publications

 39 — Unique Research Publications

 21 — Different International Journals Represented

A. International Conferences Held Abroad

The Department likewise maintains an active presence at international academic conferences. Between 2017 and 2026, DELL faculty members and students participated in **twelve international conferences**, including seven conferences held abroad in Thailand, Malaysia, Japan, and Cambodia, and five international conferences hosted in the Philippines. These engagements enabled faculty members to disseminate research findings, establish scholarly collaborations, and engage with international experts in applied linguistics, English language teaching, Philippine studies, media research, and cultural studies.

Year	International Conference	Host Institution / Organizer	Country	DELL Faculty / Students Participated
2017	Symposium on Second Language Writing (SSLW)	Chulalongkorn University	Thailand	Assoc. Prof. Lloyd Anton Von M. Colita
2018	12th Free Linguistics Conference	University of Malaya	Malaysia	Assoc. Prof. Estella Barbosa; Assoc. Prof. Lloyd Anton Von M. Colita
2018	1st International ASEAN English Language Teaching Conference	ASEAN ELT organizers	Malaysia	Dr. Jacinta Pueyo, Dr. Glyn Gabano-Magbanua, Dr. Lawrence Anthony Dollente, Dr. Mirasol Verona, Dr. Marlyn Resurreccion, Dr. Donnie Tulud, Asst. Prof. Anamarie Uyangurin, DELL students
2018	4th Philippine Studies Conference	Hiroshima University	Japan	Assoc. Prof. Marlon Salvador
2019	International Conference in Creative Teaching, Assessment, and Research in the	ICCTAR	Malaysia	Dr. Glyn Gabano-Magbanua, Dr. Mirasol Verona, Asst. Prof. Anamarie Uyangurin

	English Language (ICCTAR)			
2020	International Research Webinar 2020	Chulalongkorn University Language Institute (CULI)	Thailand (online host)	Assoc. Prof. Estella Barbosa
2024	20th Annual CamTESOL Conference on English Language Teaching	CamTESOL / IDP Education	Cambodia	Dr. Donnie Tulud; Dr. Mirasol Verona

SUMMARY:

DELL International Conferences Abroad

 7 — International Conferences & Webinars Abroad

 4 — Countries Represented



B. International Conferences Hosted in the Philippines

Year	Conference	Venue	Country	DELL Participants
2017	International Conference on Applied Linguistics and Language Education (ICALLE)	De La Salle University, Manila	Philippines	Assoc. Prof. Lloyd Anton Von M. Colita
2023	1st International Campus Media Research Conference	Zamboanga City	Philippines	Assoc. Prof. Lloyd Anton Von M. Colita (Best Research Paper)
2024	3rd International Research Conference on Media and Community Development (IRCMCD)	NU Clark, Pampanga	Philippines	Assoc. Prof. Lloyd Anton Von M. Colita (<i>National Research Communication Disseminator Award</i>)
2024	5th Linguistic Society of the Philippines International Conference	MSU-IIT, Iligan City	Philippines	Philip John Buendia Tabada; Francis Dailan Castro
2026	International Sanrokan Festival on the Diversity of Cultural Expression through Inclusive Governance and Education	Romblon State University	Philippines	John Carlo E. Dioso; Guialil K. Macal; Althea P. Miano; Al-jhamier U. Mosib; James Bryan B. Balonda; Arabela Gerlie D. Sarmiento; Princess Claire T. Abaja

INTERNATIONAL FACULTY SCHOLARSHIP (2015–2026): KEY INDICATORS



Building knowledge through research

Creating impact for community and society

Figure 2. International Faculty Scholarship (2015-2026)

The international conference participation of DELL faculty (Figure 2) underscores the AB English Language program's commitment to global academic engagement and knowledge exchange. Between 2015 and 2026, faculty members participated in **12 international conferences**, including **7 held abroad** across **4 countries**, demonstrating sustained visibility in the international scholarly community. These engagements provide opportunities to disseminate research findings, establish international academic networks, and integrate global perspectives into instruction, research, and extension initiatives.

Faculty scholarship has also been strengthened through *institutional recognition for research excellence*. The University's receipt of the **Award of Excellence for Research Impact**, where USM was recognized among the Top 3 higher education institutions from 31 participating countries and the *only Philippine University shortlisted*, reflects an institutional environment that values internationally relevant research and scholarly productivity. This recognition reinforces the Department's commitment to producing research that addresses both regional concerns and global academic issues.



Implications for the BA English Language Program

The Department's international scholarship directly enriches the BAEL curriculum by ensuring that instruction is informed by current research and internationally recognized academic practices. Faculty members integrate findings from their published studies into classroom discussions, research mentoring, and curriculum enhancement, thereby exposing students to contemporary issues in language, discourse, multilingualism, literature, communication, and language education.

Participation in international conferences further expands the Department's academic networks, providing opportunities for collaboration with scholars from various countries and facilitating the exchange of innovative research methodologies and pedagogical approaches. These experiences strengthen faculty expertise while fostering a research culture that encourages students to undertake scholarly inquiry grounded in both local relevance and international significance.

Moreover, the visibility of DELL faculty in international scholarly communities serves as an important model for undergraduate researchers, reinforcing the Department's commitment to developing graduates who possess critical thinking skills, research competence, and the ability to participate in global academic conversations.

Highlights and Accomplishments

The Department's international scholarship is characterized by sustained productivity, disciplinary diversity, and increasing international visibility. Over the documented period, faculty members collectively produced **39 international publications across 21 international journals**, demonstrating consistency in scholarly output and engagement with internationally peer-reviewed research. The publication trend reflects notable growth in recent years, with the highest documented research productivity recorded in 2025, indicating an expanding culture of research within the Department.

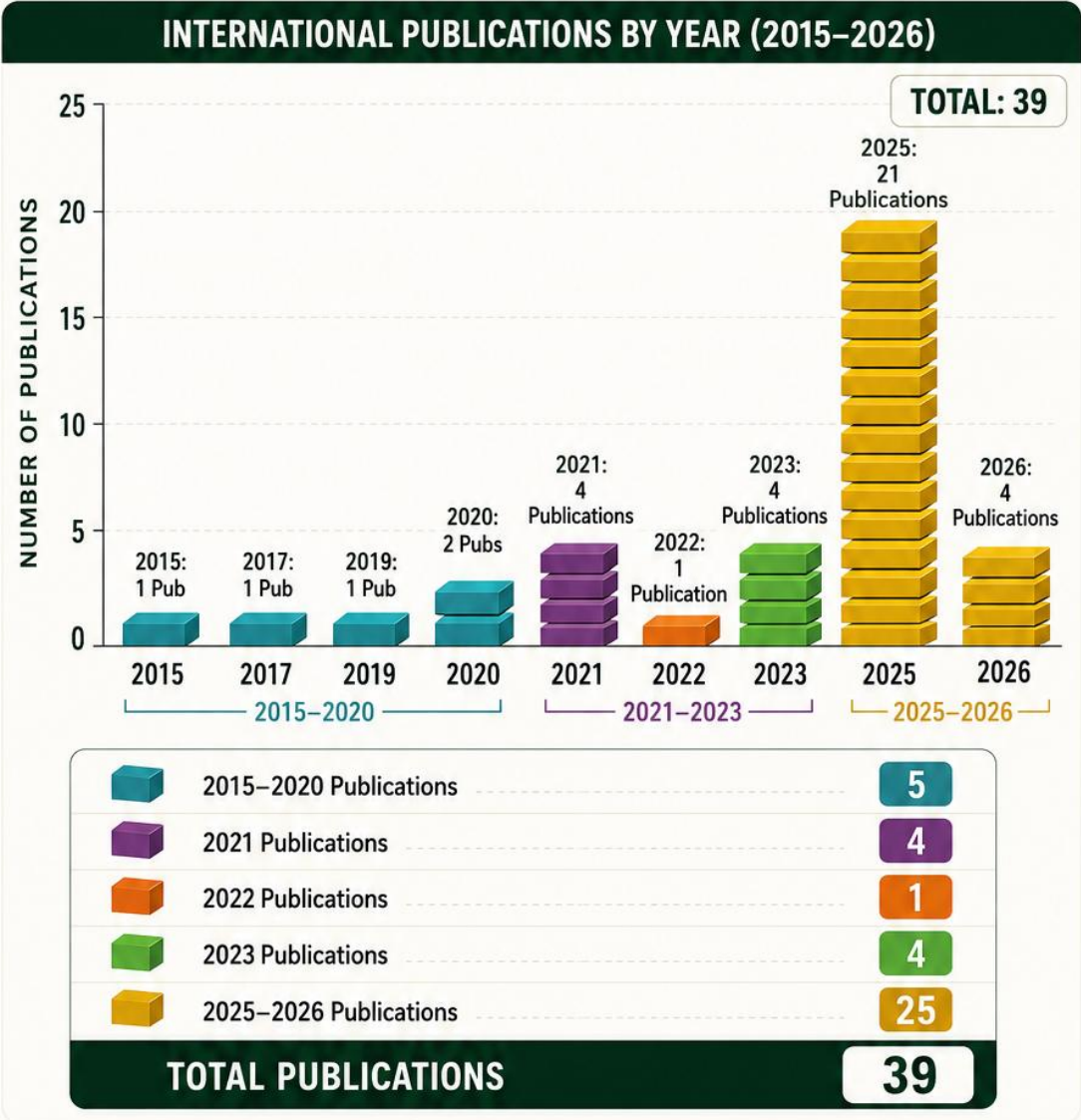
Faculty members have likewise represented the University in international conferences across Southeast Asia and Japan, presenting research in applied linguistics, English language teaching, communication, literature, and cultural studies. These scholarly engagements have expanded institutional networks while strengthening the Department's visibility within international academic communities. Faculty achievements in international conferences held in the Philippines, including recognition through research awards, further demonstrate the quality and relevance of the Department's scholarly work.



INTERNATIONAL FACULTY SCHOLARSHIP: INTERNATIONAL PUBLICATIONS (2015–2026)



These publications reflect the Department’s consistent scholarly contribution and growing global presence through international research outputs.



These publications highlight the Department’s dedication to academic excellence, advancing knowledge, and strengthening its impact on the global research community.



Building knowledge through research



Creating impact for community and society

Figure 3. International Faculty Publication by Year (2015-2026)

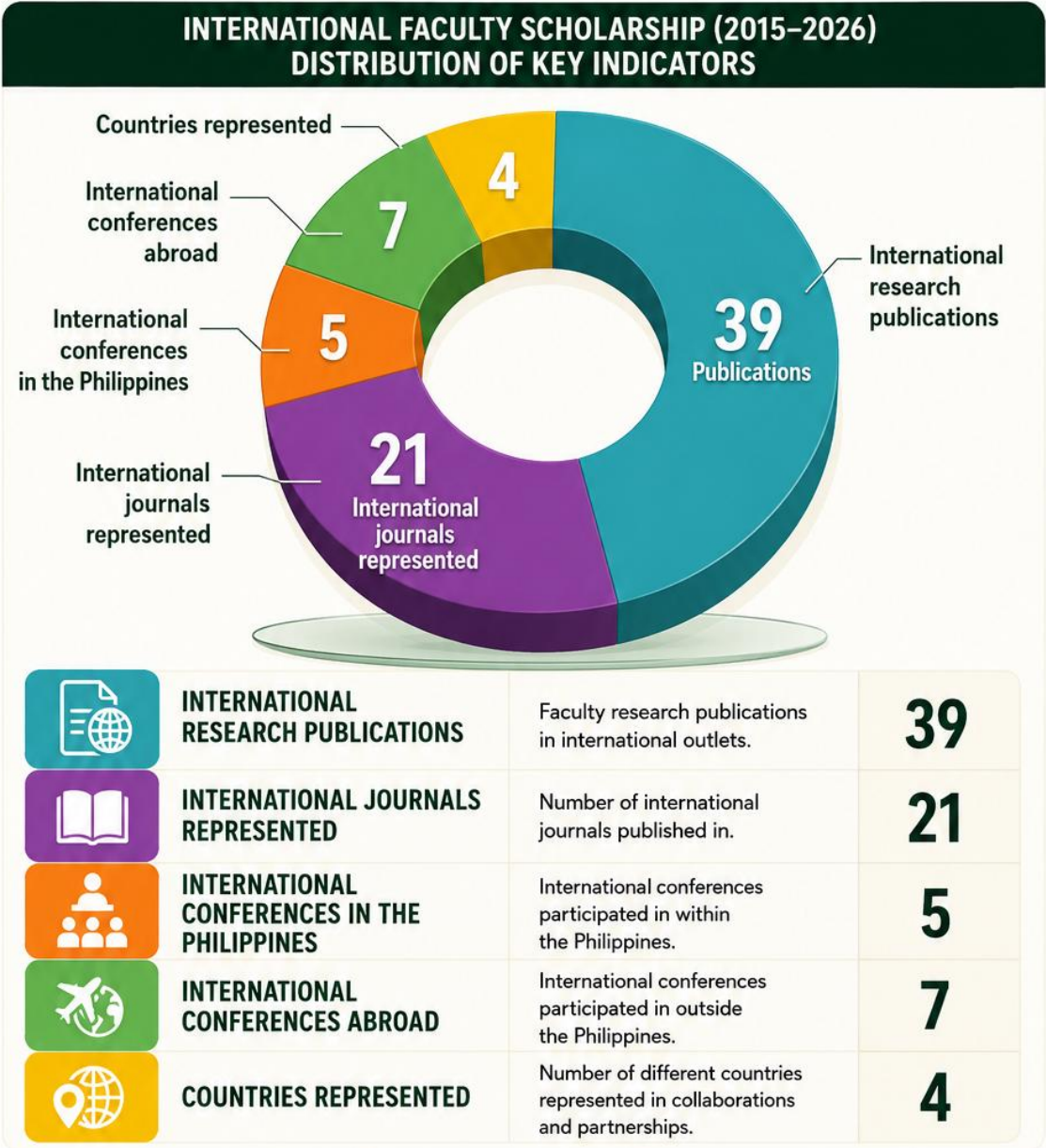
Performance Indicators



INTERNATIONAL FACULTY SCHOLARSHIP (2015–2026): KEY INDICATORS



These indicators highlight the Department’s global scholarly engagement through research publications, international journals, conferences, and partnerships.



These indicators demonstrate the Department’s strong global presence, collaboration, and commitment to advancing knowledge and excellence on the international stage.



Building knowledge through research



Creating impact for community and society

Figure 4. International Faculty Publication by Key Indicators (2015-2026)

The Department of English Language and Literature (DELL) has consistently advanced its internationalization agenda by strengthening both its global research visibility and international academic engagement. From 2015 to 2026, DELL faculty produced **39 international research publications** across **21 peer-reviewed international journals**, while actively participating in **12 international conferences**, including **seven held abroad** in **four countries**. These scholarly achievements demonstrate the department's commitment to disseminating knowledge beyond national boundaries, fostering international research collaborations, and engaging with global academic communities. Together, international publications and conference participation enhance the global profile of the AB English Language program, facilitate the exchange of innovative ideas and best practices, and provide concrete evidence of sustained internationalization. These accomplishments reinforce the program's adherence to the University's vision of global engagement and substantiate its readiness to meet the standards of excellence and international recognition expected in AACUP Level IV accreditation.

Continuous Quality Improvement

The Department adopts a systematic approach to strengthening faculty scholarship through continuous monitoring of research productivity, publication quality, and international scholarly engagement.

CQI Component	Documented Evidence
Evaluation	Periodic monitoring of international publications and conference participation.
Gap Identified	Need to increase international research visibility, collaborative scholarship, and participation in global academic forums.
Action Taken	Encouragement of international journal publication, faculty participation in international conferences, and engagement in global research networks.
Improvement Achieved	Sustained publication output across 21 international journals, increased conference participation, and expanded international scholarly visibility.
Current Practice	International publication and scholarly dissemination have become integral components of faculty performance and academic development within the Department.

Outcomes and Impact

The Department's sustained engagement in international scholarship has strengthened the research culture of the BAEL Program and enhanced its academic credibility within both national and international communities. Faculty publications have expanded the University's contribution to global scholarship while informing evidence-based instruction, curriculum enhancement, and undergraduate research mentoring.

Bachelor of Arts in English Language

International conference participation has facilitated scholarly exchange, expanded professional networks, and promoted collaboration with academics from institutions across Southeast Asia and beyond. These engagements have enriched faculty expertise and contributed to the integration of international perspectives into teaching, research, and extension.

For students, exposure to research-active faculty members who publish internationally and present in global academic forums cultivates an environment that values inquiry, innovation, and scholarly excellence. Collectively, these initiatives position the BAEL Program as a research-engaged academic community whose scholarship contributes not only to institutional development but also to broader conversations in language, literature, communication, and education.

PILLAR 3: Strengthening Global Faculty Engagement

INTERNATIONALIZATION THROUGH FACULTY ENGAGEMENT

Faculty engagement is a critical dimension of internationalization that enables the Bachelor of Arts in English Language (BAEL) Program to cultivate globally competent educators, expand international academic networks, and enrich teaching, research, and extension through sustained collaboration with foreign institutions and international organizations. Recognizing faculty members as catalysts of internationalization, the Department of English Language and Literature (DELL) actively participates in international capacity-building initiatives, faculty development programs, visiting scholar engagements, academic exchanges, and collaborative projects that promote intercultural competence and internationally informed pedagogical practices.

Beyond individual professional development, faculty engagement serves as an institutional strategy for strengthening instructional quality, fostering academic innovation, and positioning the BAEL Program within regional and international higher education networks. Through these engagements, internationalization becomes embedded in faculty practice and subsequently translated into enhanced learning experiences for students.

Implementation Framework

The Department implements faculty internationalization through a complementary system of **professional development, institutional partnerships, international academic networking, and collaborative engagement**. These initiatives are aligned with the University's internationalization agenda and coordinated through the Office of International Affairs in partnership with international organizations, higher education institutions, and development agencies.

Rather than limiting faculty engagement to conference participation, the Department promotes sustained involvement in internationally recognized training programs, regional capacity-building initiatives, visiting professor engagements, international webinars, collaborative curriculum development, and faculty mobility. This integrated approach enables faculty members to continuously update their disciplinary knowledge, adopt internationally benchmarked teaching methodologies, establish scholarly collaborations, and contribute to the University's expanding international presence.

Major Initiatives

A significant milestone in faculty internationalization was the participation of DELL faculty members in the British Council Academic Teaching Excellence (ATE) Master Trainer Course under the English Medium Education (EME) initiative. Developed in collaboration with the University of Oxford's Department of Education and delivered through the University of Southampton, the intensive professional development program equipped university lecturers with advanced English-medium instructional competencies, learner-centered

pedagogical strategies, and peer-reviewed teaching practices. DELL faculty members **Dr. Glyn Gabano-Magbanua** and **Asst. Prof. Anamarie Uyangurin** successfully completed the program and earned certification as **English Medium Education Master Trainers**.

Building upon this expertise, the Department assumed a leadership role in the implementation of the British Council–CHED Access and Competitiveness through Internationalisation of Higher Education (ACT-IHE) project. Serving as master trainers, DELL faculty members facilitated the regional cascade training on English Medium Education involving participating state universities, local colleges, and private higher education institutions across Region XII. The program resulted in the development of English Medium Education-integrated syllabi, strengthened communication competencies among participating faculty members, and reinforced institutional capacity for curriculum internationalization. The Department's active involvement in this regional initiative demonstrates its contribution not only to institutional development but also to the internationalization efforts of higher education institutions throughout the region.

The Department further enriches faculty engagement through international academic dialogue. In 2026, the DELL Seminar Series featured **Dr. Ruanni Tupas**, Associate Professor of Sociolinguistics and Education at the UCL Institute of Education, **University College London**, who delivered a lecture examining contemporary perspectives on the concept of the "native speaker" in English language education. The webinar provided faculty members, graduate students, and undergraduate students with direct access to internationally recognized scholarship in sociolinguistics and English language teaching, fostering critical reflection on inclusive language education and intercultural communication.

A promotional poster for the DELL Seminar Series 2026. The poster features a smiling man, Dr. Ruanni Tupas, wearing glasses and a light-colored blazer over a black shirt. The background is white with blue and yellow wavy borders at the top and bottom. Logos for the University of the Philippines, UCA (USM Create Academy), and UCL (University College London) are displayed. The text includes the seminar title, date, time, and the speaker's name and affiliation.

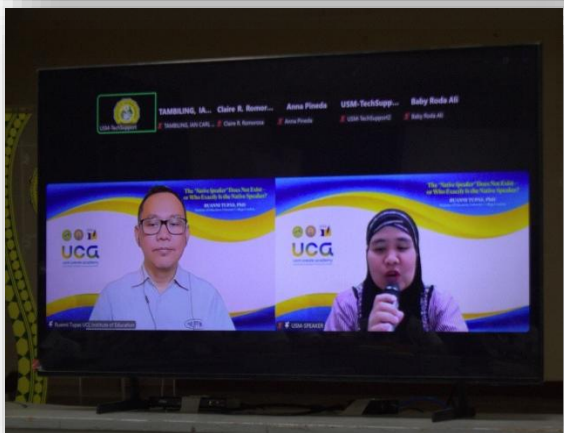
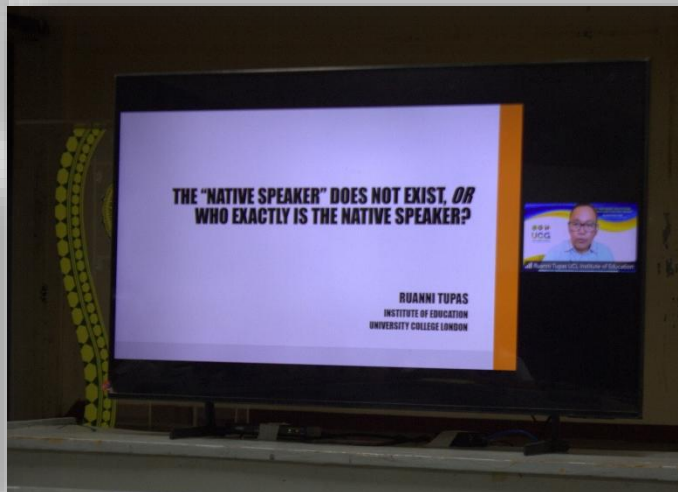
Dialogue on Education, Language, and Linguistics

DELL Seminar Series 2026
July 30, 2026 (via Zoom)
3:00-5:00 pm (PST)

**The “Native Speaker” Does Not Exist—
or Who Exactly Is the Native Speaker?**

RUANNI TUPAS, PhD
Institute of Education, University College London

UCL
University College London



Faculty engagement likewise extends to international academic collaboration and program development. The Department has initiated preparations for a *Faculty Mobility and Language Instruction Exchange Program* with **Universitas Almuslim, Indonesia**. The proposed collaboration encompasses reciprocal faculty deployment, co-teaching arrangements, collaborative syllabus and instructional material development, hybrid instruction, visiting professorships, and the joint assessment of learning outcomes. Upon formalization of the partnership, faculty members from Universitas Almuslim will teach **Foreign Language 1** and **Foreign Language 2 (Bahasa Indonesia)** in the AB English Language curriculum. In reciprocity, DELL faculty members will teach **Basic Grammar** and **Purposive Communication** at Universitas Almuslim. The initiative also lays the foundation for reciprocal student mobility and broader academic exchanges, further strengthening the Department's internationalization efforts and fostering sustained collaboration in teaching, curriculum innovation, and intercultural learning.

LETTER OF INTENT

between



UNIVERSITAS ALMUSLIM (UMUSLIM)

and



UNIVERSITY OF SOUTHERN MINDANAO
COLLEGE OF ARTS AND SOCIAL SCIENCES

In line with the development of friendly cooperation and mutual interests in fostering international programs of academic and scholarly exchanges and for the purpose of establishing a long-term mutually beneficial association, the **University of Southern Mindanao, Philippines** and **Universitas Almuslim (Umuslim), Aceh, Indonesia**, will genuinely build good collaboration through executing this Letter of Intent (LoI).

Pursuant thereof, the parties agree to exercise their best efforts to undertake the following activities:

- (a) Student exchange, practicum and internship programme;
- (b) Short courses for the students and faculty members;
- (c) Exchanges of faculty members;
- (d) Collaboration in research projects and publications;
- (e) Participation in and/or organization of research and technical meetings and conferences relating to matters of mutual interest and benefit;
- (f) Acceptance of Universitas Almuslim lecturers for postgraduates studies (MA/MSc and PhD) at USM upon fulfillment of USM's academic requirements; and
- (g) Any other areas of co-operation to be mutually agreed upon by the parties.

This Letter of Intent forms the framework for cooperation between the parties to identify and achieve shared goals and objectives and to facilitate and develop a genuine and mutually beneficial exchange process and research relationship. This Letter of Intent is non-binding and does not impose any legal or financial obligations or liabilities on either party.

The signing of this Letter of Intent declares only the arrangement of the parties to cooperate and is not a binding international agreement.

For and on behalf of



DR. H. MARWAN, M.Pd
Rector
Universitas Almuslim
Aceh, Indonesia

For and on behalf of



JONALD L. PIMENTEL, PhD
President
University of Southern Mindanao
Philippines

The Department also contributes to international academic initiatives through leadership in institutional events. Faculty members from DELL have been designated to spearhead the University's preparations for hosting the **2027 International Conference on the International Decade of Indigenous Languages (IDIL 2022–2032)**. The conference will be spearheaded by DELL faculty members, Dr. Glyn B. Gabano-Magbanua, Dr. Donnie M. Tulud, and Prof. Anamarie B. Uyangurin. This initiative aligns with the United Nations' global campaign to preserve and promote indigenous languages and demonstrates the Department's expanding role in organizing international scholarly activities on culturally significant and globally relevant themes.

Have any questions? (064) 572 2138 op@usm.edu.ph

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USM to Host International Conference Commemorating IDIL

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Published by  Jimwell Pande at April 23, 2026

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The University of Southern Mindanao (USM) geared up its working task force through a comprehensive meeting on April 22, 2026, at the Extension Services Office (ESO) TC room. This effort aligns with the University's preparations for hosting the upcoming 2027 International Conference, which commemorates the International Decade of Indigenous Languages (IDIL 2022–2032)—a ten-year global initiative proclaimed by the United Nations General Assembly.

The IDIL initiative is designed to draw attention to the critical status of indigenous languages worldwide and to mobilize resources for their preservation, revitalization, and promotion.

Dr. Antonio D. Igalinos, President of 170+ Talaytayan MLE Inc., spearheaded the meeting. Central to the discussions were the proposed themes, potential key partners, planned activities, and the outlining of pre- and post-conference proceedings. To ensure a seamless and organized execution, the team also strategized on venue selection and scheduling.

The meeting was attended by Dr. Debbie Marie B. Verzosa (VP for Research, Development, and Extension), Dr. Glyn B. Gabano-Magbanua (Extension Services Director), Dr. Eimer M. Estilloso (Graduate School Dean), Dr. Donnie M. Tulud (MA in Language Teaching Program Head), and Prof. Anamarie B. Uyangurin (Extension Staff).

With the preparatory agenda successfully mapped out, the team is now set to facilitate communications to tap external expertise and seek sponsorships. A Memorandum of Agreement (MOA) will follow to formalize collaborations and clearly define the roles of partner agencies.

This initiative underscores USM's role as a key player in global efforts to safeguard linguistic diversity. As preparations move forward, the institution remains dedicated to fostering inclusive platforms where indigenous voices and knowledge systems are not only documented but celebrated for future generations.







Jimwell Pande

Extension Editor & Staff

Implications for the BA English Language Program

Faculty engagement in international professional development and academic collaboration directly strengthens the quality of instruction within the BAEL Program. Exposure to globally recognized experts, international pedagogical frameworks, and cross-cultural academic experiences enables faculty members to integrate contemporary theories, innovative teaching strategies, and internationally informed perspectives into classroom instruction.

Participation in English Medium Education initiatives has further enhanced faculty competence in delivering learner-centered instruction while promoting effective communication and intercultural sensitivity. These competencies contribute to the continuous refinement of curriculum implementation and support the development of

graduates who are linguistically proficient, globally aware, and capable of functioning effectively in multicultural environments.

The Department's emerging faculty mobility initiatives likewise establish opportunities for sustained institutional collaboration, curriculum benchmarking, and shared academic innovation, thereby expanding the international dimension of the BAEL Program.

Highlights and Accomplishments

Faculty engagement has evolved from participation in international academic activities to active leadership in regional and international capacity-building initiatives. Among the Department's significant accomplishments are the certification of DELL faculty members as British Council English Medium Education Master Trainers, their leadership in implementing the ACT-IHE English Medium Education Cascade Training across Region XII, the successful hosting of internationally recognized scholars through the DELL Seminar Series, and the initiation of a faculty mobility partnership with Universitas Almuslim.

These accomplishments demonstrate that the Department contributes not only as a participant in internationalization initiatives but also as a provider of expertise, trainer of higher education faculty, organizer of international academic engagements, and emerging partner in cross-border academic collaboration.

Continuous Quality Improvement

The Department continuously strengthens faculty engagement through systematic capability development, international networking, and collaborative academic initiatives.

CQI Component	Documented Evidence
Evaluation	Assessment of faculty participation in international professional development, academic exchanges, and collaborative initiatives.
Gap Identified	Need to expand sustained faculty mobility, international collaborative teaching, and long-term institutional partnerships.
Action Taken	Faculty participation in British Council English Medium Education training; implementation of ACT-IHE Cascade Training; organization of international webinars; initiation of faculty mobility partnership with Universitas Almuslim.
Improvement Achieved	Enhanced faculty competencies in English Medium Education, increased regional leadership in internationalization initiatives, expanded international academic networking, and development of proposed faculty exchange mechanisms.
Current Practice	International faculty engagement has become an integral component of faculty development, instructional enhancement, academic networking, and institutional collaboration within the BAEL Program.

Outcomes and Impact

International faculty engagement has significantly strengthened the Department's instructional capability, academic leadership, and international visibility. Faculty members have acquired internationally benchmarked competencies in English Medium Education, enabling them to improve instructional delivery while serving as resource persons and master trainers for higher education institutions across Region XII. These engagements have reinforced the Department's role as a regional leader in faculty capacity-building and internationalization.

The Department's collaboration with internationally recognized scholars and institutions has expanded opportunities for academic dialogue, curriculum enhancement, and scholarly exchange. These experiences have enriched classroom instruction by introducing contemporary perspectives on language, linguistics, and English language teaching, thereby strengthening the academic preparation of BAEL students.

Furthermore, the **Department's leadership in organizing international academic initiatives and developing faculty mobility partnerships demonstrates a transition from participation to institutional stewardship of internationalization.** This progression contributes to the sustainability of the University's internationalization agenda and supports the BAEL Program's continuing pursuit of academic excellence, global engagement, and AACUP Level IV accreditation.

RETURN SERVICE AGREEMENT
INTERNATIONAL CONTINUING PROFESSIONAL EDUCATION (ICPE)

KNOW ALL MEN BY THESE PRESENTS:

This Return Service Agreement ("Agreement") is made and entered into this day 04 August 2021, in Quezon City, Philippines by and among:

The COMMISSION ON HIGHER EDUCATION (CHED), a government regulatory agency established under R.A. 7722, with principal office address at the Higher Education Development Center (HEDC), C.P. Garcia Ave., UP Campus, Diliman, Quezon City, represented herein by, J. PROSPERO DE VERA III, DPA, in his capacity as Chairman, hereinafter referred to as the "**CHED**";

The University of Southern Mindanao a higher education institution with principal office Poblacion, Kabacan, Cotabato, represented herein by, Francisco Gil N. Garcia, PhD, RPAE, in his/her capacity as SUC President IV, hereinafter referred to as the "Sending Higher Education Institution" or "**SHEI**";

- and -

Anamarie B. Uyangurin of legal age, Filipino and residing at Beting St., Osias, Kabacan, Cotabato, hereinafter referred to as the "**GRANTEE**".

WITNESSETH

WHEREAS, CHED approved the "Guidelines for International Continuing Professional Education (iCPE) Grants as an Additional Component of CMO No. 25, series of 2016" amending CMO No. 25, s. 2016 through Commission en Banc (CEB) Resolution No. 784 - 2020, which aims to support lifelong learning by providing short-term trainings to higher education faculty and staff, provided by local and international institutions/organizations.

WHEREAS, under the CMO approved through CEB Resolution No. 14 Series of 2020, the Commission en Banc approved the partnership between the **CHED** and the **British Council**, hereinafter referred to as the "**Delivering Institution**", to establish the **Access and Competitiveness through Internationalisation of Higher Education (ACT-IHE)**, hereinafter referred to as the "**ICPE Program**", through CEB Resolution No. 14 Series of 2020;

WHEREAS, the **ICPE Program**, established through the Memorandum of Agreement between CHED and the **Delivering Institution**, is described as "**CHED and the British Council agree to implement a fifteen (15) month short training program according to the parties' roles and obligations outlined in this document for up to 200 representatives from State Universities and Colleges, and the CHED.**"

WHEREAS, the **SHEI** is in need of improving the qualifications of its faculty teaching in the identified priority fields, and hence, has allowed the **GRANTEE** to undertake the **ICPE Program** training offered by the **Delivering Institution**, from July 2021 to September 2022;

WHEREAS, the **GRANTEE** is ready, willing and able to undertake the **ICPE Program** offered by the **Delivering Institution**, and by acceptance of this grant, **GRANTEE** agrees to comply with relevant laws, rules, regulations, policies and procedures of **CHED** and **SHEI**.

In line with CMO approved through CEB Resolution No. 784 - 2020, and in consideration of the actual financial support for the duration of the grant benefits, specifically the training costs which will be released to the **Delivering Institution**, contingent upon his/her acceptance to the **ICPE Program** offered by the **Delivering Institution**, from July 2021 to September 2022 the **SHEI** shall allow the **GRANTEE** to pursue this training subject to the following terms and conditions:

A. Obligations of the SHEI

The **SHEI** shall:

- a. Allow the **GRANTEE** to pursue the **ICPE Program** offered by the **Delivering Institution**, in support of its own institutional development plan, and in view of improving the quality of instruction and contributing to local, regional and national development;
- b. Support the implementation of the **GRANTEE's** Re-Entry Action Plan;
- c. Ensure that the **GRANTEE** is properly compensated for his/her return service, according to the policies of the **SHEI**;
- d. Take charge in monitoring the return service and inform the Commission annually of the status of the same;
- e. Send **CHED** a written notice affirming the completion of the obligation, so that **CHED** can issue a Certificate of Completion to the **GRANTEE** and relieve him/her of all obligations under the grant; and
- f. Take charge in collecting payment obligation from the **GRANTEE** if he/she fails to fulfill the terms of the grant and this Agreement is so ordered by **CHED**.

B. Obligations of the GRANTEE

The **GRANTEE** shall:

- a. Render return service on the semester immediately following the completion of his/her grant, as approved upon submission of application. Return service shall be in the form of teaching, research or extension, based on mutually agreed-upon terms between the **GRANTEE** and the **CHED**;

Duration of the return service will depend on the duration of the training that the grantee will undergo, following the following scheme:

- i. ICPE Programs without travel abroad
 1. For one (1) day to six (6) months of training, a Certificate of Clearance will be issued by **CHED** upon completion of the six (6) months rendered return service and the completion of the grantee's Re-Entry Action Plan.
 2. For six (6) months to one (1) year of training, a Certificate of Clearance will be issued by **CHED** upon completion of the one (1) year rendered return service and the completion of the grantee's Re-Entry Action Plan.
- ii. ICPE Programs with travel abroad
 1. For one (1) day to six (6) months of training, a Certificate of Clearance will be issued by **CHED** upon completion of the one (1) year rendered return service and the completion of the grantee's Re-Entry Action Plan.
 2. For six (6) months to one (1) year of training, a Certificate of Clearance will be issued by **CHED** upon completion of the two (2) years rendered

PILLAR 4: *Expanding Global Learning and Student Mobility*

INTERNATIONALIZATION THROUGH STUDENT LEARNING AND MOBILITY

Student learning and mobility constitute an essential dimension of the internationalization agenda of the Bachelor of Arts in English Language (BAEL) Program. Consistent with the University's commitment to producing globally competent graduates, the Department of English Language and Literature (DELL) promotes meaningful international learning experiences that extend beyond the traditional classroom. Through participation in international cultural exchanges, virtual mobility programs, international conferences, and collaborative academic engagements, BAEL students are provided with opportunities to develop intercultural competence, strengthen English language proficiency, and cultivate a broader understanding of global cultures, languages, and educational practices.

Recognizing that international mobility encompasses both physical and virtual forms of engagement, the Department has adopted flexible approaches that expand access to international learning experiences while supporting the University's broader internationalization agenda. These initiatives reinforce the program's commitment to preparing graduates who are effective communicators, culturally responsive professionals, and responsible global citizens.

Implementation Framework

The BAEL Program implements student internationalization through an integrated framework that combines international academic exchanges, virtual mobility, intercultural learning, international research participation, and collaborative engagements with partner institutions. These initiatives are coordinated within the University's internationalization framework and supported through institutional partnerships with overseas universities and international academic organizations.

The Department recognizes virtual mobility as an effective strategy for expanding student participation in international learning, particularly in contexts where physical mobility opportunities remain limited. Consequently, students are encouraged to participate in international cultural exchange programs, online academic activities, collaborative research presentations, and international conferences that expose them to diverse educational systems, multicultural perspectives, and authentic intercultural communication experiences.

This integrated approach enables students to acquire international competencies while reinforcing the program outcomes related to communication, critical thinking, cultural literacy, research capability, and lifelong learning.

Major Initiatives

One of the Department's flagship internationalization initiatives is participation in the **3rd Online Global Cultural Exchange (OGCE) 2022**, hosted by **Universitas Islam Sultan Agung (UNISSULA), Indonesia**. *Ten BAEL students* represented the University of Southern Mindanao in the five-day international virtual exchange, joining delegates from eight participating international universities. *Philip John Tabada and Zulpikar Sawa won 2nd Best Paper*, while *Bonetta Undalayan and Daryl Mae Sauquillo* took **3rd Best Paper** in the Collaborative Group Project category. The delegation also secured **2nd Place in the Best Cultural Exhibition** for their audio-visual presentation showcasing the vibrant culture of Mindanao. Guided by faculty mentor Assoc. Prof. Lloyd Anton Von M. Colita, the students showcased the cultural heritage of Mindanao through academic presentations and creative outputs while engaging in discussions on culture, education, and intercultural understanding. The program provided authentic opportunities for students to interact with peers from different countries, thereby strengthening their intercultural communication skills and global awareness.



Building upon this experience, three second-year BAEL students participated in **CommTECH Nusantara 2024: Wonderful Folk Tales of Indonesia**, an international virtual intercultural exchange program held from June 24 to July 5, 2024. Organized to promote Southeast Asian cultural understanding, the program brought together students from various countries to explore storytelling, creativity, and cultural identity through collaborative discussions and academic activities. Participation in CommTECH enabled BAEL students to engage with international peers while deepening their appreciation of regional cultural heritage and intercultural communication through English as a shared language.



BAEL students *Danille Jade Azucena* earned distinction by winning the **Best Poster Award** and **Best Video Challenge**, while *Ailesh Bea Kate Bariga* and *Joanna May Roseque*, also made notable contributions to the program.



The Department has likewise expanded opportunities for international scholarly engagement by encouraging student participation in international academic conferences. During the **2026 International Sanrokan Festival** hosted by Romblon State University, BAEL students actively participated in international research presentations and scholarly discussions. Student researchers presented their studies before an international audience, providing them with valuable experience in academic communication, research dissemination, and professional networking. These activities strengthen students' confidence in presenting scholarly work within international academic environments and reinforce the Department's research-oriented learning culture.



Althea P. Miano explored Cebuano’s role in morphosyntactic development in “Adstrate Influences of Cebuano on the Morphosyntactic Development of the Kabacan Emergent Language.” *Claire Princess Abaja* examined vocabulary patterns in “Lexical Inventory and Variation in the Kabacan Emergent Linguistic System.” *John Carlo E. Dioso* highlighted Hiligaynon contributions in “Hiligaynon Contributions to the Linguistic Profile of Kabacan Language.” *Lynneli Cagape* analyzed structural deviations in “Syntactic and Pattern Deviation in Kabacan Language.” *Princess April Jane Abistano* focused on English integration in “Global Integration: English Lexical and Grammatical Convergence in Kabacan.” *Guialil Macal* delved into meaning and usage in his study “Semantic Features and Pragmatic Extensions in the Kabacan Emergent Linguistic System.” *Al-jhamier Mosib* centered his study on Maguindanaon’s impact on morphology and lexicon in “The Maguindanaon Influence: Shaping the Morphological and Lexical Landscape of Kabacan Emergent Language.” *Arabela Gerlie Sarmiento* and *James Bryan Balonda* presented “Bridging Generations: Development and Community Validation of the Bagobo-Tagabawa Language Resources for Young Learners”, emphasizing language preservation and educational resources.

Collectively, these initiatives demonstrate the Department's commitment to providing students with progressively diverse international learning experiences that integrate cultural exchange, academic collaboration, research dissemination, and intercultural communication.

Implications for the BA English Language Program

The Department's student mobility initiatives contribute directly to the attainment of the BAEL Program Outcomes by providing authentic contexts in which students apply their English language competencies beyond the local classroom. Participation in international exchange programs enhances students' oral and written communication skills, intercultural sensitivity, collaborative learning, and appreciation of linguistic and cultural diversity.

International academic engagements likewise reinforce the Department's emphasis on undergraduate research by *enabling students to present scholarly work before international audiences and engage in intellectual exchange with participants from different educational and cultural backgrounds*. These experiences encourage students to develop confidence as researchers and communicators while preparing them for graduate education, international employment, and cross-cultural professional environments.

By integrating virtual mobility, intercultural learning, and international research participation into student development, the BAEL Program broadens educational opportunities while ensuring equitable access to meaningful international experiences.

Highlights and Accomplishments

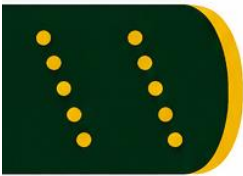
Student internationalization has expanded through a combination of virtual mobility, intercultural exchange, and international scholarly engagement. Notable accomplishments include the successful participation of ten BAEL students in the **3rd Online Global Cultural Exchange (OGCE) 2022**, the participation of three BAEL students in **CommTECH Nusantara 2024**, and the active involvement of BAEL students in the **2026 International**

Sanrokan Festival, where undergraduate research was presented before an international audience. These initiatives demonstrate the Department's sustained efforts to integrate international experiences into student learning while strengthening global competence and intercultural communication.

The Department's emphasis on virtual mobility has enabled greater student participation despite geographical and financial constraints, illustrating an inclusive approach to internationalization that expands access to global learning opportunities without compromising academic quality.

Performance Indicators

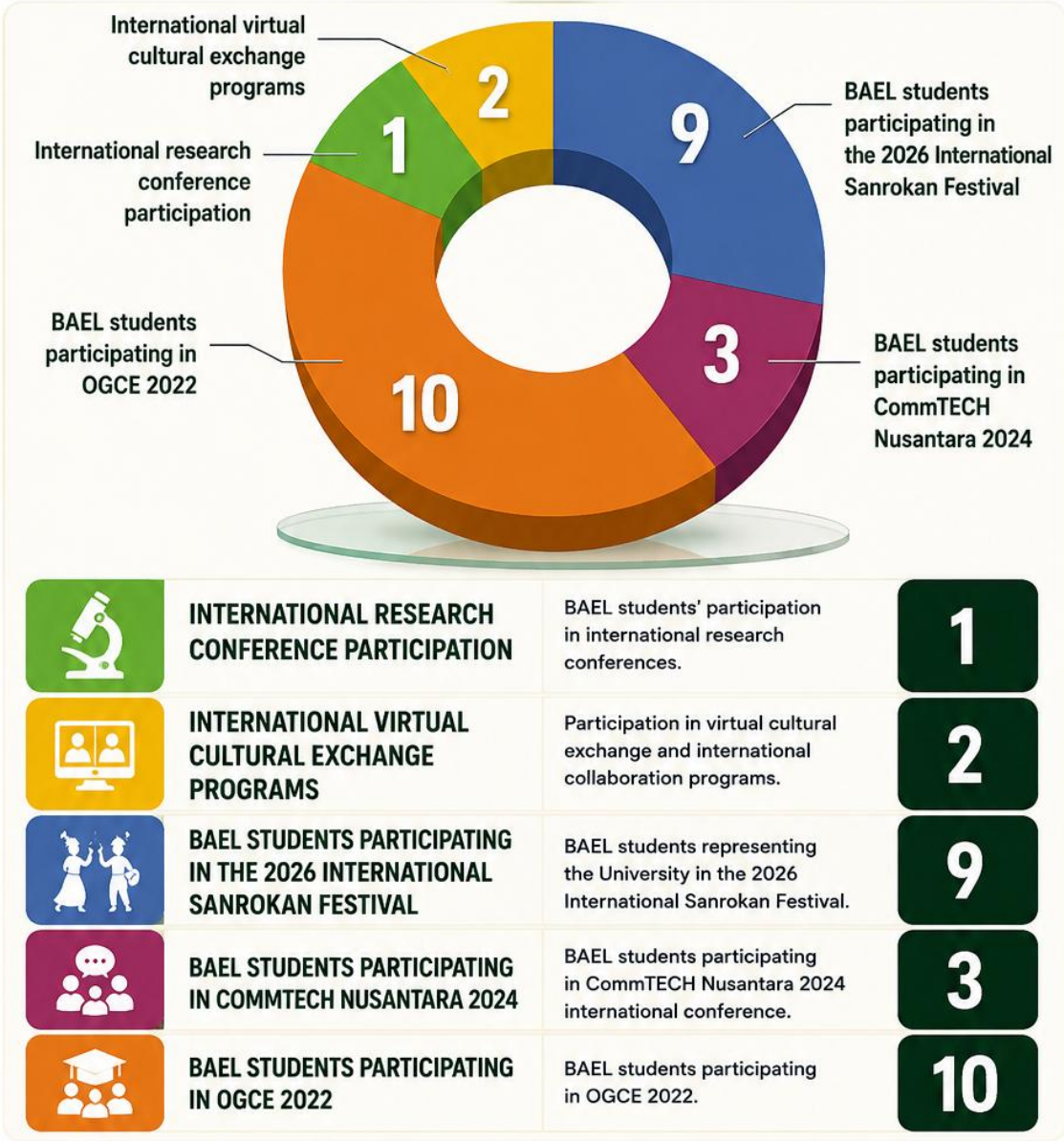
International student learning and mobility activities have become a defining feature of the AB English Language program through sustained participation in virtual mobility, intercultural exchange, and international academic engagements. The successful involvement of BAEL students in the *3rd Online Global Cultural Exchange (OGCE) 2022*, *CommTECH Nusantara 2024*, and the *2026 International Sanrokan Festival* reflects the Department's commitment to providing meaningful global learning experiences that enhance intercultural competence, communication skills, and research exposure. By leveraging both virtual and face-to-face international platforms, the Department ensures that students gain valuable international perspectives regardless of geographical or financial limitations. These initiatives demonstrate an inclusive and accessible approach to internationalization, producing globally aware graduates while providing strong evidence of the program's alignment with AACCUP Level IV standards on international linkages and student development.



INTERNATIONAL STUDENT LEARNING AND MOBILITY ACTIVITIES



These activities highlight BAEL students’ engagement in international learning, research, and mobility opportunities that promote global competence and cultural understanding.



These activities demonstrate the Department’s commitment to providing global learning experiences and fostering international partnerships for students.



Building knowledge through research



Creating impact for community and society

Figure 5. International Student Learning and Mobility Activities

Continuous Quality Improvement

The Department continuously strengthens student internationalization by expanding opportunities for academic mobility, intercultural learning, and international research participation.

CQI Component	Documented Evidence
Evaluation	Review of student participation in international exchange programs, virtual mobility, and international conferences.
Gap Identified	Limited opportunities for sustained physical student mobility and semester-long international exchange programs.
Action Taken	Expansion of virtual international exchange initiatives, increased student participation in international conferences, and exploration of collaborative engagements with overseas partner institutions.
Improvement Achieved	Increased student participation in international cultural exchanges, broader exposure to global learning environments, and greater undergraduate involvement in international research dissemination.
Current Practice	International learning experiences are integrated into student development through virtual mobility, intercultural exchange, and international scholarly engagement.

Outcomes and Impact

The Department's internationalization initiatives have broadened the educational experiences of BAEL students by providing opportunities to engage with international academic communities, participate in intercultural dialogue, and apply English language skills in authentic global contexts. Participation in international cultural exchange programs has strengthened students' intercultural competence, communication skills, confidence, and appreciation of cultural diversity, while involvement in international research conferences has enhanced their scholarly communication and research dissemination capabilities.

These initiatives have also contributed to the **development of globally responsive graduates who demonstrate openness to diverse perspectives, the ability to collaborate across cultures**, and the confidence to represent both the University and the Philippines in international academic settings. Through sustained participation in virtual mobility and international scholarly activities, the BAEL Program has institutionalized student internationalization as an integral component of holistic student development, reinforcing its commitment to producing graduates who are academically prepared, culturally competent, and globally engaged.

PILLAR 5: Enhancing Global Visibility and Recognition

INTERNATIONAL RECOGNITION

International recognition reflects the University's sustained commitment to academic excellence, quality assurance, research productivity, and global engagement. For the Bachelor of Arts in English Language (BAEL) Program, institutional recognition in international rankings, quality assessments, and academic networks strengthens the academic environment within which the program operates. These distinctions demonstrate that the University's internationalization initiatives are not limited to participation in global activities but have translated into measurable institutional outcomes that enhance the credibility, competitiveness, and visibility of its academic programs.

As an academic unit under the University of Southern Mindanao (USM), the Department of English Language and Literature (DELL) benefits from an institutional ecosystem that has earned recognition for research excellence, innovation, governance, and quality management. These institutional achievements reinforce the BAEL Program's pursuit of globally benchmarked instruction, research, and community engagement.

Implementation Framework

The University's international recognition is anchored on a comprehensive internationalization strategy that integrates quality assurance, research development, global partnerships, faculty and student engagement, and institutional governance. Through the coordinated efforts of the Office of International Affairs, quality assurance offices, academic units, and university leadership, USM continuously benchmarks its performance against international standards and actively participates in global academic networks and ranking systems.

Rather than pursuing international recognition as an end, the University regards these distinctions as indicators of institutional quality and effectiveness. Participation in international ranking systems, quality awards, and higher education networks provides opportunities for benchmarking institutional performance, identifying areas for improvement, and strengthening the University's competitiveness in the global higher education landscape.

For the BAEL Program, these institutional recognitions affirm that its teaching, research, and extension activities are supported by a university environment that values international quality standards, evidence-based governance, and continuous organizational improvement.

Major Initiatives

USM's growing international visibility is reflected in its inclusion in recognized global university rankings. The University remains the **only higher education institution in Region**

XII included among the **Top 100 Best Universities in the Philippines** according to **EduRank**. This distinction recognizes institutional performance based on research productivity, non-academic prominence, and alumni impact, affirming USM's growing reputation within the Philippine higher education sector.



The University has likewise demonstrated consistent performance in the **Webometrics Ranking of World Universities**, achieving significant improvements in national rankings while maintaining its position as the **leading higher education institution in Region XII**. These rankings reflect the University's commitment to research visibility, digital presence, and dissemination of scholarly outputs through accessible academic platforms.



Further strengthening its international profile, USM earned inclusion in the **Times Higher Education (THE) Impact Rankings 2024**, recognizing the University's contributions toward the United Nations Sustainable Development Goals (SDGs). Inclusion in the THE Impact Rankings enhances the University's global visibility and credibility, creating greater

opportunities for international partnerships, collaborative research, faculty and student mobility, and increased recognition among higher education institutions worldwide.



The University also achieved 50th place globally in the **World University Rankings for Innovation (WURI)** under the "For Society – Crisis Management" category, highlighting its capacity to generate innovative solutions with societal impact. These recognitions demonstrate the University's commitment to sustainability, innovation, and socially responsive higher education.



USM has likewise received recognition beyond global ranking systems. The University was recognized among Asia's Outstanding Academic Institutions, earned distinctions through the **ASEAN ICONS: QS Stars University Rating**, and received a Plaque of Recognition from the Commission on Higher Education Regional Office XII for its institutional accomplishments. These awards collectively affirm the University's adherence to

internationally benchmarked standards of academic quality, governance, leadership, and institutional development.



Institutional leadership in internationalization is further demonstrated through USM's role as one of the lead higher education institutions in establishing the **Philippine Higher Education International Network (PEHEIN)** and its designation as the lead higher education institution for the Cotabato Province Cluster during the **ASEAN Expo 2023**. These leadership roles position the University as an active contributor to advancing internationalization initiatives within Philippine higher education while expanding opportunities for collaboration among academic institutions locally and internationally.

The University's research excellence also received international recognition through the **Award of Excellence for Research Impact**, where USM was recognized among the Top 3 higher education institutions representing 31 participating countries and was the only Philippine university shortlisted. This distinction highlights the University's growing influence in producing research with international relevance and societal impact.

Implications for the BA English Language Program

Institutional recognition enhances the academic standing of the BAEL Program by providing an environment characterized by quality assurance, research excellence, and international engagement. As part of a university recognized for innovation, research impact, and academic quality, the Department benefits from strengthened institutional credibility that supports faculty scholarship, student recruitment, research collaboration, and international networking.

These recognitions also reinforce the Department's commitment to maintaining globally responsive curricula, evidence-based instruction, and internationally competitive research. Faculty members and students are encouraged to contribute to sustaining the University's

international reputation through scholarly productivity, academic excellence, and active participation in international academic communities.

Moreover, institutional leadership in higher education internationalization provides the BAEL Program with expanded opportunities to establish collaborative partnerships, participate in international academic initiatives, and contribute to future institutional achievements.

Highlights and Accomplishments

The University's international recognition demonstrates sustained progress in academic quality, research excellence, innovation, and institutional leadership. Among the most significant accomplishments are USM's inclusion in the EduRank Top 100 Philippine Universities, participation in the Times Higher Education Impact Rankings, global recognition through the World University Rankings for Innovation, and distinctions received from ASEAN ICONS, Asia's Outstanding Academic Institutions, and the Award of Excellence for Research Impact.

Equally significant is the University's leadership role in the establishment of the Philippine Higher Education International Network (PEHEIN) and its designation as lead higher education institution during the ASEAN Expo 2023, demonstrating that USM actively contributes to shaping the internationalization agenda of Philippine higher education rather than merely participating in it.

Collectively, these accomplishments strengthen the institutional reputation that supports the continued advancement of the BAEL Program and reinforce its alignment with international standards of quality and excellence.

USM's International Partnerships Network

The University's expanding portfolio of international Memoranda of Understanding and Memoranda of Agreement constitutes a broad institutional network for academic cooperation, research collaboration, faculty and student development, mobility, knowledge exchange, and intercultural engagement. While not all agreements are discipline-specific or directly implemented by DELL, this institutional network provides an enabling platform through which the Department can identify and pursue opportunities aligned with its priorities in language, journalism, research, and student media development.

The University of Southern Mindanao (USM) continues to strengthen its international presence through formal partnerships and collaborative agreements with universities, research institutions, and international organizations. These institutional linkages provide platforms for international academic cooperation, research collaboration, faculty and student mobility, conferences, capacity building, knowledge exchange, and other mutually beneficial initiatives.

Among the international institutions and organizations with which USM has established formal agreements are:

Partner Institution/Organization	Country	Key Areas of Cooperation
KCG College of Technology	India	Academic interchange, research, education, faculty and student exchange, joint programs, lectures, workshops, symposia, and short courses
Muséum National d'Histoire Naturelle (MNHN)	France	Academic, educational, and scientific cooperation; faculty and researcher exchange; student exchange; collaborative research; lectures and symposia; academic information and materials exchange
Center for Asian Mission for the Poor Asia (CAMP Asia)	South Korea	Technical assistance, research and development, capacity building, sustainable agricultural development, and project-based collaboration
International Rubber Research and Development Board (IRRDB)	Malaysia	Research collaboration, research attachments, international conferences, student attachments/internships, publications, capacity building, and knowledge and technology sharing

The **USM–KCG College of Technology Academic Interchange Agreement** establishes cooperation in research, education, student and faculty exchange, and joint programs, including visiting faculty participation in lectures, workshops, symposia, research, special projects, and short courses.

The **USM–Muséum National d'Histoire Naturelle (MNHN) MOU** provides a framework for academic, educational, and scientific cooperation through faculty and researcher exchange, student exchange, collaborative research, lectures and symposia, and exchange of academic information and materials.

The **USM–CAMP Asia MOU** formalizes collaboration for the implementation of a sustainable agricultural development project in Mindanao, with provisions for technical assistance, research and development activities, capacity building, project documentation, and support for related research and thesis activities.

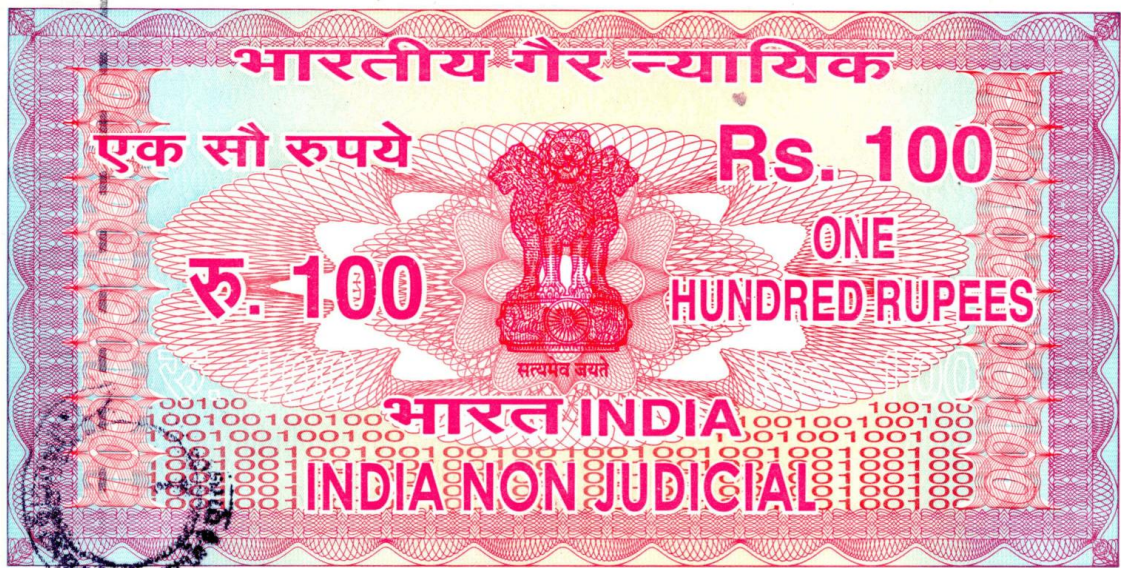
The **USM–International Rubber Research and Development Board (IRRDB) MOU** establishes cooperation in research collaborations, research attachments, participation in international conferences, and student attachments/internships. Its Joint Action Plan further identifies joint research, data sharing, co-authorship and publications, grant proposals, capacity building, researcher exchange, international conferences, and student attachments as collaborative activities.

In addition, USM's partnership with **Leyte Normal University (LNU), Philippines**, provides opportunities for faculty and researcher exchange, student exchange, visiting lecturers,

short-term courses, Collaborative Online International Learning (COIL), joint research projects, conferences, exchange of publications and academic information, and curriculum alignment.

These formal partnerships demonstrate USM's continuing efforts to expand its global academic network, establish institutional relationships beyond the Philippines, and participate in international academic, research, and development initiatives. The diversity of partner institutions—from universities and scientific institutions to international research and development organizations—reflects USM's broad engagement in international cooperation.

Under Pillar 5: International Recognition, these institutional agreements serve as tangible evidence of USM's growing international presence and recognition through formalized partnerships, cross-border academic cooperation, research collaboration, mobility opportunities, international conferences, capacity-building initiatives, and knowledge exchange.



தமிழ்நாடு தமில்நாடு TAMILNADU

15 NOV 2023

KCG COLLEGE OF TECHNOLOGY

MEMORANDUM OF AGREEMENT

CY 891918
K. DHINESH BABU
STAMP VENDOR
License No: 23/CH (S) 2010 dt. 28.02.2011
Sholinganallur, Chennai-600 119.
Cell: 9841417992

This memorandum of understanding ("MoU") is made at Chennai on this 17th day of March 2026

BETWEEN

UNIVERSITY OF SOUTHERN MINDANAO-KIDAPAWAN CITY CAMPUS (USM-KCC), with an official address at Brgy. Sudapin, Kidapawan City, as represented by its University President, DR. JONALD L. PIMENTEL, hereinafter referred to as USM-KCC which expression shall, unless repugnant to the context thereof, mean and include its successors in interest, affiliates and permitted assigns of the FIRST PART.

AND

KCG COLLEGE OF TECHNOLOGY (KCGTech), with an official address at KCG Nagar, Rajiv Gandhi Salai, Karapakkam, Chennai - 600 097, Tamil Nadu, India, as represented by its Director, Dr. Annie Jacob, KCG College of Technology hereinafter



referred to as KCGTech which expression shall unless repugnant to the content thereof, mean and include its successors in interest affiliates and permitted assigns of the OTHER PART

Enter into this Memorandum of Agreement, herein referred as Academic Interchange Agreement.

This Agreement is made in between the University of Southern Mindanao-Kidapawan City Campus (hereinafter referred to as USM-KCC) and the KCG College of Technology (hereinafter referred to as KCGTech). Both parties desiring to promote and develop cooperation in research, education, Student /faculty exchange and joint programs and education intend by this Agreement to establish a program of educational cooperation and student and faculty exchange.

I. The REPRESENTATIVES

1.1 Specific publicity, recruitment of students and other collaborative projects involving both academic institutions will be agreed between each academic institutions' representatives. For University of Southern Mindanao-Kidapawan City Campus its representatives shall be the Head of the International Office. For KCG College of Technology its representatives shall be.

1.2 Collaborative activities may be subject to additional terms and conditions agreed in writing between the parties' representatives.

II. STUDENT EXCHANGE PRINCIPLES IN RECIPROCITY

2.1 Exchanges shall be reciprocal and balanced over the duration of the agreement.

2.2 Each university may send up to four (4) full-year students or eight (8) one-semester students per academic year, as the number shall be calculated in terms of "student semesters/terms" (e.g., one student for one academic year equals two student semesters/terms). However, this number may vary in any given year, provided a balance of exchanges is obtained over the term of the Agreement. The standard



exchange period shall be one semester or one academic year.

- 2.3 In the event of an anticipated imbalance in student exchange, either party may suspend or reduce intake or outflow of students in order to maintain the reciprocity.
- 2.4 Exchange students shall be accorded the rights and privileges of regular attendance at the host institution, excluding the rights to matriculate and /or earn degrees at the host institution.
- 2.5 The exchange program shall be administered through the International Office at University of Southern Mindanao-Kidapawan City Campus and designated international or academic office of the KCG College of Technology.
- 2.6 All exchange students shall comply with the academic regulations, codes of conduct, and institutional policies of the host institution during the period of exchange.

III. APPLICATION AND ADMISSION

- 3.1 Students who wish to participate in the exchange program shall submit applications to the international programs coordinator (or other designated official) of their home institution.
- 3.2 Exchange students shall be nominated on the basis of criteria determined by the home institution. However, all students must have completed at least two (2) semesters of study at the home institution before beginning the exchange period and have demonstrated strong academic achievement and meet the required language proficiency, defined as the capability for students to succeed academically at the host institution. The host institution reserves the right to review these students and to make the final decision concerning their admission.
- 3.3 The applications, together with all required documents, shall be sent to the host institution by its designated deadline.
- 3.4 The host institution international programs coordinator retains the right to review applicants and to make the final decision concerning their admission. Lack of availability of desired classes may result in denial of otherwise qualified applicants.

IV. FEES AND SCHOLARSHIPS

- 4.1 Exchange students shall pay tuition and fees to their home institution while tuition and fees shall be waived at the host institution. Neither university shall charge exchange students for tuition or application fees.
- 4.2 Exchange students may apply for available scholarships at the host institution.
- 4.3 The host institution may collect certain mandatory fees (e.g., student service fee, fee



for household package) from incoming students that are not required from outgoing students. All such fees shall be specified in advance.

V. REGISTRATION AND RECORDS

- 5.1 All exchange students must register on a full-time basis.
- 5.2 Records will be established for exchange students as if they were regularly matriculated students of the host institution. An official transcript of course work and grades will be mailed to the Registrar of the home institution on the completion of each semester of attendance.
- 5.3 Any academic credit that exchange student receives from the host institution may be transferred back to the home institution in accordance with procedures and policies determined by the home institution.
- 5.4 An exchange student who wishes to participate in a foreign language program in addition to the courses taken during the exchange semester may do so upon payment of established session fees to the host institution

VI. STUDENT OBLIGATIONS

- 6.1 Exchange students will be responsible for ensuring their own international transportation arranged either individually or by the sending institution. Travel costs will be the responsibility of the individual exchange students.
- 6.2 Exchange students are responsible for their own financial support, and the host institution bears no responsibility for providing funds to an exchange student for any purpose.
- 6.3 Exchange students are responsible for securing their own housing accommodations, but however the host institution shall provide assistance and support in locating appropriate housing.
- 6.4 Exchange students are required to be covered by health insurance valid in the host country, and purchase such health insurance before go to the host country.
- 6.5 The obligations of the two institutions under this Agreement are limited to the exchange students only and do not apply to partners or dependants. Expenses of accompanying partners/dependants are the responsibility of the exchange students.
- 6.6 Each university reserves the right to dismiss any participating student at any time for academic or personal misconduct in violation of established regulations of the host institution and the host country. The dismissal of a participant shall not abrogate the



agreement for the arrangements regarding other participants. Exchange students are subject to the same rules and regulations as local students.

- 6.7 Upon completion of the exchange period at the host institution, the participating students must return to their home university. No extension of stay will be authorized unless otherwise specified by the home institution.

VII. FACULTY EXCHANGE

- 7.1 Both participating universities agree to encourage the development of a mutually-beneficial visiting faculty program. Faculty members in this type of exchange may be invited to participate in lectures, workshops, symposia, research and special projects, as well as offer short courses. The duration of visits course curricula, and compensation will be determined on a case- by -case basis.

VIII. PERIOD OF AGREEMENT & REVISION

- 8.1 This Agreement shall be executed on the date of signature and remain in effect for two (2) years. It shall be extended automatically for an additional period of one (1) years at each expiration date unless either party gives six (6) months' advance notice in writing to terminate the Agreement.
- 8.2 Both University of Southern Mindanao-Kidapawan City Campus and KCG College of Technology shall engage in mutual consultation and negotiation in the event(s) any major issue(s) arise in connection with this Agreement.
- 8.3 In the case of any irresolvable problems arising from this Agreement, either institution may terminate with six (6) months' prior notice, provided that exchanges in progress, or agreed to, are not interrupted. In addition, articles of this Agreement may be revised upon mutual consultation of both the parties herein.

IX. Liability and Insurance:

9. Each exchange participant shall secure and maintain their own health, accident, and travel insurance valid in the host country, with proof required prior to departure. Neither USM-KCC nor KCGTech shall be liable for any personal injury, illness, death, property damage, or loss incurred by students, faculty, or staff during the exchange program or related travel. Participants shall comply with host country laws and indemnify both institutions against



third-party claims arising from their conduct. This waiver survives termination of the Agreement.

X. Confidentiality:

10. Both parties agree to maintain the confidentiality of any non-public or proprietary information shared in connection with this Agreement, and in compliance with India's DPDP Act 2023 and the Philippines' Data Privacy Act of 2012, except as required by law. This obligation shall survive the termination of the Agreement.

XI. Dispute Resolution:

Any disputes arising from this Agreement shall first be addressed through consultation and negotiation between the parties' representatives within 30 days of written notice. If unresolved, the parties agree to mediate online via video conferencing through a mutually agreed mediator or mediation center (Indian Council of Arbitration or Singapore Mediation Centre).

If mediation fails within 60 days, the dispute shall be referred to binding arbitration conducted online or remotely under the rules of the Singapore International Arbitration Centre (SIAC) or Indian Council of Arbitration (ICA), as mutually agreed. The arbitration shall be held in Singapore as the neutral seat of arbitration, with proceedings conducted in English. The arbitration award shall be final and binding.

Emergency injunctive relief may be sought in the courts of the parties' home jurisdictions pending arbitration.

XII. Governing Law:

This Agreement shall be governed by and construed in accordance with the laws of the Philippines and/or the applicable laws of the host institution's country, as mutually agreed.

XIII. Force Majeure:

Neither party shall be held liable for any failure or delay in performance under this Agreement caused by events beyond their reasonable control, including but not limited to natural disasters, pandemics, war, or government restrictions.



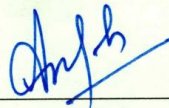
For this purpose, the responsible parties will be Dr. Jonald L. Pimentel of University of Southern Mindanao-Kidapawan City Campus and Dr. Annie Jacob of KCG College of Technology.

Signed on behalf of:
University of Southern Mindanao-Kidapawan
City Campus



Dr. Jonald L. Pimentel
President

Signed on behalf of:
KCG College of Technology , Chennai ,
Tamilnadu



Dr. Annie Jacob
Director

Witnesses:

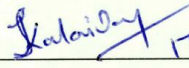
Dr. Ronielyn F. Pinsoy
Chancellor

Witnesses:

Dr. Muthukannan
Principal



Marcos F. Monderin, JD
Director, International Affairs and
Micro-credentials

 17/3/26
Dr. Kalaivanan
Head International Affairs and Higher Education

Date:

Date:



MEMORANDUM OF UNDERSTANDING

BETWEEN

UNIVERSITY OF SOUTHERN MINDANAO

AND

INTERNATIONAL RUBBER RESEARCH AND DEVELOPMENT BOARD

**MEMORANDUM OF UNDERSTANDING
BETWEEN
UNIVERSITY OF SOUTHERN MINDANAO
AND
INTERNATIONAL RUBBER RESEARCH AND DEVELOPMENT BOARD**

The **UNIVERSITY OF SOUTHERN MINDANAO**, a level IV state university established through Presidential Decree (P.D.) No. 1312 with campus address at Bai Matabay Plang Avenue, Poblacion, Kabacan, Cotabato Province, represented by its President, **JONALD L. PIMENTEL, PhD**, and herein referred to as "**USM**".

AND

INTERNATIONAL RUBBER RESEARCH AND DEVELOPMENT BOARD, a non-governmental organization whose address is at 260, Jalan Ampang, 50450 Kuala Lumpur, Malaysia and shall include its lawful representatives and permitted assigns; and hereinafter referred to as "**IRRDB**"

hereinafter referred to individually as "**PARTY**" and collectively as "**PARTIES**".

WITNESSETH

WHEREAS

- A. **USM** is an established University which strives to enhance and strengthen its research and development and has taken various initiatives to complement its educational excellence and has entered into various collaborative arrangements with other parties to enhance networking;
- B. **IRRDB** is an established non-governmental organization established in 1960 with the objective in promoting international cooperation in research and development of natural rubber with a current membership of 20 natural rubber-producing countries.
- C. The **PARTIES** are desirous of entering into this Memorandum of Understanding to declare their respective intentions and to establish a basis of co-operation and collaboration between the Parties upon the terms as contained herein.

HAVE REACHED AN UNDERSTANDING as follows:

ARTICLE I

OBJECTIVE

The **PARTIES**, subject to the terms of this Memorandum of Understanding and the laws, rules, regulations and national policies in force in each **PARTY'S** country, will endeavour to strengthen, promote and develop cooperation between the **PARTIES** on the basis of equality and mutual benefit.

ARTICLE II

AREAS OF CO-OPERATION

1. Each **PARTY** will, subject to the laws, rules, regulations and national policies in force, governing the subject matter in their respective countries, endeavour to take necessary steps to encourage and promote co-operation in the following areas:
 - (a) research collaborations;
 - (b) research attachments;
 - (c) attending and/or organizing international conferences;
 - (d) student attachments/internships; and
 - (e) any other areas of co-operation to be mutually agreed upon by the Parties.
2. For the purpose of implementing the co-operation in respect of any areas stated in paragraph 1, the **PARTIES** will enter into a legally binding agreement subject to terms and conditions as mutually agreed upon by the **PARTIES** including clauses on "protection of intellectual property rights", "confidentiality", "suspension", and "settlement of dispute" as contained in **Annexure A** of this Memorandum of Understanding.
3. The implementation of co-operations stated in paragraph 1 will be guided by the Joint Action Plan in **Annexure B** of this Memorandum of Understanding.

ARTICLE III

FINANCIAL ARRANGEMENTS

1. This Memorandum of Understanding will not give rise to any financial obligation by one Party to the other.

2. Each Party will bear its own cost and expenses in relation to this Memorandum of Understanding.
3. Both **PARTIES** voluntarily and mutually agree that all specific arrangements and plans for activities to be undertaken as stated under the terms of this Memorandum of Understanding and in such other Agreements to be executed later shall be subject to further negotiation, approval and availability of funds.

ARTICLE IV
EFFECT OF MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding serves only as a record of the Parties' intentions and does not constitute or create, and is not intended to constitute or create obligations under domestic or international law and will not give rise to any legal process and will not be deemed to constitute or create any legally binding or enforceable obligations, express or implied.

ARTICLE V
NO AGENCY

Nothing contained herein is to be construed so as to constitute a joint venture partnership agency or formal business organisation of any kind between the Parties or so to constitute either Party as the agent of the other. Neither **PARTY** shall have any authority to incur any obligations on behalf of the other **PARTY** or to make any promises, representation or agreement of any nature on behalf of the other **PARTY**.

ARTICLE VI
ENTRY INTO EFFECT AND DURATION

1. This Memorandum of Understanding will come into effect on the date of signing and will remain in effect for a period of five (5) years.
2. This Memorandum of Understanding may be extended for a further period as may be agreed in writing by the Parties.

ARTICLE VII
NOTICES

Any communication under this Memorandum of Understanding will be in writing in the English language and delivered by registered mail to the address or sent to the electronic mail address

of **USM** or **IRRDB**, as the case may be, shown below or to such other address or electronic mail address as either Party may have notified the sender and shall, unless otherwise provided herein, be deemed to be duly given or made when delivered to the recipient at such address or electronic mail address which is duly acknowledged:

To USM : UNIVERSITY OF SOUTHERN MINDANAO
Bai Matabay Plang Avenue, Poblacion, Kabacan, Cotabato Province,
PHILIPPINES
(Attn. : President & JONALD L. PIMENTEL, PhD)
Email : op@usm.edu.ph

To (IRRDB) : INTERNATIONAL RUBBER RESEARCH AND DEVELOPMENT BOARD
260, Jalan Ampang, 50450 Kuala Lumpur
MALAYSIA
(Attn. : Dato' Seri Dr. Abdul Aziz S.A. Kadir)
Email : admin@theirrdb.org

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The foregoing record represents the understandings reached between UNIVERSITY OF SOUTHERN MINDANAO and the INTERNATIONAL RUBBER RESEARCH AND DEVELOPMENT BOARD upon the matters referred to therein.

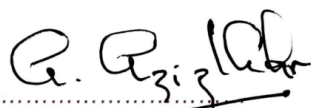
Signed on this day of in the year 2025 in two (2) original texts, each in the English language, all texts being equally authentic.

Signed by
for and on behalf of the
UNIVERSITY OF SOUTHERN MINDANAO



.....
JONALD L. PIMENTEL, PhD
President

Signed by
for and on behalf of the
**INTERNATIONAL RUBBER
RESEARCH AND DEVELOPMENT
BOARD**

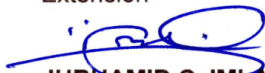


.....
**DATO' SERI DR. ABDUL AZIZ S.A.
KADIR**
Secretary General

In the presence of:



.....
DEBBIE MARIE B. VERZOSA, PhD
Vice President for Research, Development &
Extension

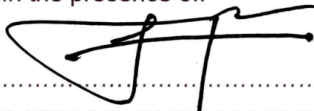


JURHAMID C. IMLAN
Director, USMAgricultural Research &
Development Center (USMARDC)



TAMIE C. SOLPOT
Director
Philippine Industrial Crops Research Institute

In the presence of:



.....
DATO' DR. ZAIROSSANI MOHD NOR
Chairman
IRRDB



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MEMORANDUM OF AGREEMENT

Between

The "UNIVERSITY OF SOUTHERN MINDANAO", is a state university that is created by law to operate under Republic Act No. 763, as amended by Presidential Decree No. 1312, with official address at Poblacion, Kabacan, Cotabato, represented herein by its President, **FRANCISCO GIL N. GARCIA**, hereinafter referred to as "USM"

-and-

The "MUSEUM NATIONAL D'HISTOIRE NATURELLE", a public scientific, cultural and professional institution, with headquarters at 57, rue Cuvier, 75005 Paris, France, represented by its President, **GILLES BLOCH**, hereinafter referred to as "MNHN"

USM and MNHN are hereinafter individually referred to as "Party" and collectively as "Parties"

WITNESSETH:

WHEREAS, The University of Southern Mindanao (hereafter referred to as **USM**) and the Muséum National d'Histoire Naturelle (National Museum of Natural History, hereafter referred to as **MNHN**), have signed a memorandum of understanding aimed at developing academic, educational and scientific cooperation and promoting mutual understanding between the two institutions;

Within this framework they agree to establish a Memorandum of Agreement in order to strengthen cooperation in the frame of a scientific project entitled "**Biodiversity inventory and assessment of Mount Tapulao, Luzon, Philippines**" (the Project), conducted in common by both Parties by facilitating the advancement of shared goals in searching, training and scholarship.

NOW THEREFORE, pursuant to the prevailing laws and regulation in their respective countries as well as their respective governments procedures and policies on international technical cooperation, the Parties hereby agreed as follows:

ARTICLE I OBJECTIVE

The objective of the cooperation under this Agreement is :

1. To generate up-to-date biodiversity profiling of Mt. Tapulao, which will include vegetation quality assessment, floristic diversity, terrestrial vertebrates' diversity, and arthropod diversity. This will also include current conservation status, degree of utilization, priority species and resource for monitoring, and plant taxa for reforestation,
2. To conduct mapping that will reflect forest cover and quality, areas of high biodiversity and occurrence of threatened species, and areas of high utilization and disturbance

ARTICLE II SCOPE OF COOPERATION

In pursuant to the above objective, specific scope of cooperation may include but is not limited to, such areas of mutual interest as follows:

- a. Biodiversity research which include inventory, collection, systematics, ecological analysis and modeling, and ecosystem monitoring ;

Page 1 of 7: USM-MNHN Memorandum of Agreement



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- b. Training in systematics and ecology ;
- c. Joint publications related to the project ;
- d. Technology transfer and capacity building.

ARTICLE III CONTRIBUTION BY THE UNIVERSITY OF SOUTHERN MINDANAO

Subject to available resources and with agreement of the Parties, USM will:

1. Assign qualified experts and researchers referred to as project staffs to work on collaborative project involving the activities listed in Article II. Project Staff must coordinate with the Project Leader to ensure the goals of the project are attained; facilitate and monitor the implementation of project activities; coordinate with government and private entities for the gathering of data; analyze data that will be gathered; assist the Project Leader in the preparation and submission of the project's accomplishment and write-ups for publication.
2. Assist in arranging research permits and other necessary paperwork (such as collection permits and export permits, ABS procedures) from the Republic of the Philippine government to facilitate joint research visits and joint fieldwork involving staff from MNHN in the Philippines.
3. Undertake actual/onsite visit to Mt. Tapulao during the conduct of data gathering
4. Allow project staff to travel during the gathering of primary and secondary data, meetings for the project updates, and dissemination of the information and technology generated from the project.

ARTICLE IV CONTRIBUTION BY MUSÉUM NATIONAL D'HISTOIRE NATURELLE

Subject to available resources and with agreement of the Parties, MNHN will:

1. Assign qualified experts and researchers to work on collaborative project involving the activities listed in Article II.
2. Cover all the cost for the fieldwork including travel, accommodation of all participants, material transfer, as well as the analyses, chemical supplies, and necessary field equipments used during this collaborative research activities.

ARTICLE V IMPLEMENTATION

1. The terms of cooperation for each specific activity implemented under this Agreement, including but not limited to the details of the activities such as scope of activities and program or project schedule, personnel involved, financial aspects, responsibilities undertaken by the Parties and other necessary matters that are not covered by this Agreement, shall be mutually discussed and agreed upon in writing by the Parties on the Plan of Operation(s) individually and separately prior to the initiation of that activity.

2. All activities for collecting data and tissue and/or blood samples analysis will be carried out by both Parties in the premises of USM or other places in Philippines and/ or the premises of MNHN and other places in France upon Agreement of the Parties.

Cooperation activities may be carried out on the premises of the Parties. In this case, the Parties undertake to take the necessary measures to ensure that their staff comply with the health and safety rules applicable at the places where they work, as well as those relating to the safety of people and property at the host location. The personnel of each of the Parties remain under the full hierarchical and administrative authority of their employer.

3. In carrying out the terms of this Agreement, the following persons are designated as contact representatives as follows:

- a. USM : Elorde Jr. S. Crispolon, PhD

Page 2 of 7: USM-MNHN Memorandum of Agreement



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Phone : +639815818108
e-mail : ejscrispolon@usm.edu.ph

b. MNHN : Pr Thierry Bourgoïn, PhD and Eric Guilbert, PhD
Phone/Fax : +33 1 40793396 and +33 1 40793411
e-mail : thierry.bourgoïn@mnhn.fr and eric.guilbert@mnhn.fr

4. Those representatives duly authorized by The Parties shall maintain regular contact and regularly review the progress of the project under this Agreement.

5. Relevant changes regarding the Parties' coordinating agencies will not require an amendment of this Agreement. The Parties will keep each other informed about the details of their coordinating agencies.

ARTICLE VI LIMITATION OF PERSONNEL ACTIVITIES

The Parties shall ensure that their personnel engaged in activities under this Agreement will:

1. Observe, respect and comply with the laws and regulations, and policies of the Government of the Philippines and those of the Government of France;

- a. Respect the customs, traditions and religions of the local community;
- b. Refrain from engaging in any political and commercial activities;
- c. Refrain from conducting any religious propaganda;
- d. Refrain from involving in any intelligence/ clandestine activities;
- e. Refrain from conducting any activities other than those agreed upon by the Parties.

2. The Parties agree to be responsible for the negligent acts or omissions of their own researchers, staff and its associates while acting within the scope of their employment during the term of this Agreement.

ARTICLE VII CONFIDENTIALITY AND PUBLICATIONS

1. The Parties agree they will treat as confidential all technical, financial, scientific and commercial information related to the Project which has been made available, directly or indirectly, by the other Party, including any in writing, or orally and/or by assembly embodying these informations and to not use such information except for the purposes as provided in Article 1. In the event any one of the Parties wishes to disclose any confidential data and information supplied in or resulting from the implementation of this agreement, the disclosing Party shall have prior written consent from the other Party.

2. The parties mutually agree that they will process personal information in conformity with the provisions of Republic Act No. 10173 (Data Privacy Act of 2012) and all other applicable laws and regulations, solely for the needs and duration of the Project.

The Parties shall ensure that appropriate organizational, physical, and technical measures are in place to maintain the confidentiality, integrity and security of personal information that may come to its knowledge or possession by reason of any provision of this Agreement and that its employees, agents, representatives, or any person acting under its authority shall hold said information under strict confidentiality at all times.

3. This Memorandum of Agreement shall be governed by and construed in accordance with the provisions of Republic Act No. 11479 (Anti-Terrorism Act of 2020) and Republic Act No. 3019 (The Anti-Graft and Corrupt Practices Act), and all other applicable laws and regulations.

4. The Parties agree that each may publish the existence and nature of activities under this Agreement provided that any one of the Parties does not indicate in writing specific matters that



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shall remain confidential and the Party that shall publish should have obtained the written consent of the other Party beforehand.

5. Each of the Parties retains full and exclusive ownership of its Prior Knowledge, and the Own Results are the full and exclusive property of the Party which obtained them alone. The Parties agree that the Results obtained jointly within the framework of the Project are the joint property of the Parties in equal shares. The Parties shall, if necessary, mutually agree on the protective measures to be taken in respect of the Joint Results.

The Parties may freely exploit the results for their own research purposes and as part of their non-commercial activities.

Any publication or communication relating to the Project by one of the Parties must mention the name of the other Party as Partner.

6. The Parties have the right to review proposed publications of results obtained under this Agreement prior to publication to allow for protection of intellectual property rights. Publications of the data resulting from this Agreement (including manuscripts, abstracts, and oral presentations) shall be co-authored by The Parties consistent with standard accepted practices for determining co-authorship of such scientific publications. The Parties agree not to publish without the other Party's consent scientific results gathered under this Agreement.

ARTICLE VIII INTELLECTUAL PROPERTY RIGHTS

All project outputs, discoveries, innovations, or inventions produced from this agreement shall be subject to the "Governing Policies and Principles on Intellectual Property Rights of the USM" approved by the BOR Resolution No. 47, series of 2018, and its subsequent revisions approved via BOR Resolution No. 96, series of 2019.

ARTICLE IX MATERIALS AND DATA

1. Materials are objects of research which are collected and used by The Parties during the implementation of this agreement according to the project Activities and material resulting from the activities of this project.

2. All materials and data collected in Philippines through project activities undertaken under this Agreement are the property of the Government of Philippines represented by USM.

3. MNHN recognizes the prior right of USM to ultimate possession of all Philippines materials obtained in the course of field works in the Philippines boundaries within the project.

4. Subject to the prevailing Philippines laws and regulations and with approval of USM, MNHN may bring out the materials collected in accordance to the activities listed in Article II as loan materials and/or permanent loan materials.

5. Loan material and permanent loan material is defined as follows:

Loan materials is materials collected by the Parties and be transferred from USM to MNHN for the purpose of analysis or identification.

The materials shall be returned from MNHN to USM, and/or destroyed upon the completion of the analysis or identification.

Whereas permanent loan material is materials that are preserved as dry or wet specimens; and are registered at USM but are not designated as holotype; which transferred to MNHN as reference collection.

6. The transfer of research materials including biological and non-biological materials used



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in the Project under this Agreement shall be carried out pursuant to the law and regulation of the Philippines including those concerning pertinent bio-safety and bioprospecting laws, rules, and regulations and according to Nagoya's protocol.

The Parties are sensitive to compliance with the three pillars of the Nagoya Protocol, which entered into force on 12 October 2014 and stems from the Convention on Biological Diversity, and as such undertake to carry out their research and development activities in accordance with any applicable ABS regulations and to ensure traceability.

Where applicable, all the required ABS procedures must have been completed with the competent authorities prior to the implementation of any research programme requiring the use of genetic resources, regardless of the country of supply. Each Party undertakes to carry out its share of the work in compliance with the national legislation in force, and by completing the required ABS procedures with the competent authorities.

ARTICLE X ENTRY INTO FORCE, DURATION AND TERMINATION

1. This Agreement shall take effect upon approval by both Parties and shall remain in effect for an initial period of five (5) years.

This Agreement may be extended for an additional period of five (5) years if, after a review process between them, the Parties agree in writing to renew it.

2. Either Party may terminate this Agreement at any time by registered letter sent to the other institution with acknowledgement of receipt, giving three (3) months' notice.

3. The termination of this Agreement shall not affect the contract or activities made during the validity of this Agreement until the completion of such contracts or activities, unless otherwise decided by the Parties.

4. The provisions of Articles VIII, IX, X, and XII will survive any expiration or termination of this Agreement.

ARTICLE XI AMENDMENT

Each Party may request in writing an amendment or modification of any part of this Agreement. Any amendment or modification is validated by a written amendment signed by both parties and forms an integral part of this Agreement, and shall enter into force on such a date as may be determined by all Parties.

ARTICLE XII SETTLEMENT OF DISPUTE

1. Should any disagreement arise out of the application, interpretation or implementation of this Agreement, the parties shall endeavor to exercise best efforts to amicably negotiate their differences. In case of failure, the rules under Administrative Code of 1987 on dispute between government agencies shall apply.

2. For any conflict with respect to the interpretation or operation of any of the provisions of this Agreement, the parties shall exert their best efforts to amicably settle such disputes.

Should no settlement be reached within a reasonable period, the dispute shall be settled through the international conciliation.

3. All inquiries and concerns pertaining to the implementation of this Memorandum of Agreement shall be addressed to:



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- a. From MNHN : legal affairs department, juridique@mnhn.fr
- b. From USM : Vice President, Office of the Vice President for Research, Development and Extension, usmvprde@usm.edu.ph

IN WITNESS WHEREOF, the Parties hereunto through their duly authorized representatives, signed this agreement in two copies at the date indicated below their signatures

UNIVERSITY OF SOUTHERN MINDANAO

MUSEUM NATIONAL D'HISTOIRE NATURELLE

Represented by:

Represented by:


FRANCISCO GIL N. GARCIA, PhD
SUC President IV


GILLES BLOCH
President

11 0 AVR. 2024

Date: _____

Date: _____

WITNESSES:

WITNESS:


DEBBIE MARIE VERZOSA, PhD
Vice President, Office of the Vice President for Research, Development and Extension


EMMANUEL SKOULIOS
directeur général délégué aux ressources

Date: _____

Date: _____


ELORDE JR. S. CRISPOLON, PhD
Chairperson, Department of Crop Protection
College of Agriculture

Date: _____



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ACKNOWLEDGEMENT

REPUBLIC OF THE PHILIPPINES)
Province of Cotabato) S. S.
Municipality of Kabacan)

BEFORE ME, A Notary Public in and for the University of Southern Mindanao, Philippines this day of 15 DEC 2025 personally appeared presenting to me competent proof of his identity as indicated below:

Name	ID No.	Date/Place Issued
FRANCISCO GIL N. GARCIA		

Known to me to be the same person who executed the foregoing instrument dominated as a Memorandum of Agreement between the University of Southern Mindanao and the Museum national d’histoire naturelle, consisting of four (4) pages including this page, having acknowledged before me that it is their own, respective, free and voluntary act and deed.

TO THE TRUTH OF THE FOREGOING, witness my hand and seal this 15 DEC 2025 day of Kabacan, Cotabato, 2023 at Kabacan, Cotabato

GREGORIO Notary Public TORRES
Notary Public for North Cotabato
Comm #01-2023 valid until 31Dec26
Roll #54826 JEP License #09855
PTR # 339841-2Jan25 Anas, AG

Until Dec. 31, _____
PTR No. _____
TIN _____

Doc. No. 148
Page No. 59
Book No. 20
Series of 0025



MEMORANDUM OF UNDERSTANDING

KNOW ALL MEN BY THESE PRESENTS:

This Memorandum of Understanding is made and executed by and between the parties hereto, namely:

CENTER FOR ASIAN MISSION FOR THE POOR ASIA (CAMP ASIA), Inc., an international Non-Government Organization based in Seoul, South Korea, with Philippine country office located in Lot A-2 Upper Quarry, Barangay Minuyan Proper, City of San Jose Del Monte, Bulacan, duly represented by its President, **REV. CHULYONG LEE**, hereinafter referred to as **"CAMP"**;

-and-

UNIVERSITY OF SOUTHERN MINDANAO (USM), a level IV state University, created and existing under and by virtue of the laws of the Republic of the Philippines, with office and postal address at Kabacan, Cotabato, duly represented by its President, **FRANCISCO GIL N. GARCIA, Ph.D.**, hereinafter referred to as **"USM"**.

witnesseth:

WHEREAS, CAMP recognizes the need for technical assistance, particularly in the field of sustainable land management on durian cropping-system for its approved project with Korea International Cooperation Agency (KOICA) and Mindanao Development Authority (MinDA) entitled **"Developing Sustainable Agricultural Environment through the Organization of Durian Producers in Mindanao, Philippines"**;

WHEREAS, USM is a Center of Excellence in Agriculture since the year 2015. One of its four-fold functions is Extension, facilitated by a technical pool of experts capable of addressing the project's objective of developing site-specific nutrient and land management as well as internal quality control system (IQCS) manual for sustainable production of durian.

NOW, THEREFORE, for and in consideration of the foregoing premises, the parties thereto agree as follows:

I. Purpose

This Memorandum of Understanding is anchored on the objective of establishing a collaboration between parties and to formalize the partnership in the foregoing implementation activities of the above-mentioned project.

2

II. Roles and Obligation of the Parties

A. *CAMP* shall:

1. Coordinate with USM technical experts in the planning and implementation of activities of the project;
2. Furnish USM a copy of the technical accomplishment report of the project;
3. Be accountable for the travel and logistical expenses of USM expert/s including equipment to be purchased and other service fees incurred in the conduct of the approved activities for the project;
4. Acknowledge USM in all reports, articles, and media releases of the experiment/ study/ activities conducted;
5. Allow USM technical experts to publish the result of the experiment/ study as the corresponding author;
6. Allow and support USM students to conduct thesis studies in the experimental sites of the project;
7. Support the USM technical expert in undertaking activities in exploring possible partnerships and linkages on research, capacity training, and other initiatives offered in South Korea to support USM's priority research, development, and extension agenda.

B. *USM* shall:

1. Provide the necessary technical experts with the following functions:
 - a. To assist in formulating the detailed research study outline; and
 - b. To assist in facilitating research and development activities in line with the objectives of the project.
2. Allow travel of the technical experts in relation to the implementation of the approved project activities charged to the CAMP ASIA Project.

III. Miscellaneous

1. This partnership shall remain effective for the duration of the project;
2. All data information generated from the results of the project and activities will be owned by both parties and there will be free access on the use of data for any relevant research of any of the partners.

IV. Amendments

The parties to the partnership, by mutual consent and in writing, and for as long as it is within the purview of the law, may add, modify, amend, delete any word(s), phrase(s), sentence(s), or article(s) in this partnership.

V. Effectivity

This agreement shall take effect immediately upon signing of both parties and shall remain in force unless otherwise revoked/amended by the parties of this Agreement. Furthermore, this Memorandum of Understanding can be rescinded or voluntarily terminated without cause, in part or in its entirety, by any of the Parties involved with prior one month notice to the party concerned.

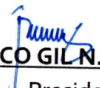
IN WITNESS WHEREOF, the Parties, have caused this Memorandum of Understanding signed in USM, Kabacan, North Cotabato on July 14, 2023.

By:

CENTER FOR ASIAN MISSION FOR
THE POOR ASIA

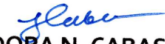
UNIVERSITY OF SOUTHERN
MINDANAO


REV. CHULYONG LEE
President


FRANCISCO GIL N. GARCIA, PhD
President

Witness:


DIR. BUYOUNG CHO
Project Coordinator/ CAMP


MA. TEODORA N. CABASAN, PhD
Vice-President RDE/ USM


MEL CHRISEL A. SALES, PHD
Technical Expert/ USM

ACKNOWLEDGEMENT

REPUBLIC OF THE PHILIPPINES)
Kabacan, Cotabato) S.S.

Before me, A Notary Public, this AUG 14 2023 day, 2023, at Kabacan, Cotabato Philippines personally appeared the following:

Name	Government Issued Identification	Date/Place Issued
CHULYONG LEE	M89260349	January 23, 2019 Republic of Korea
FRANCISCO GIL N. GARCIA	P2691644B	August 1, 2019 DFA, Davao City, Philippines

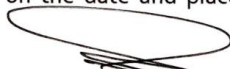
All known to me and to me known to be the same persons who executed the foregoing instrument and acknowledge to me that the same is their free and voluntarily act and deed as well as that of the government agencies they represent herein.

This instrument refers to a MEMORANDUM OF UNDERSTANDING consisting of three (3) pages, including the page whereof this acknowledgement is written, and is signed by the parties and their instrumental witnesses on each and every page thereof.

WITNESS MY HAND AND NOTARIAL SEAL on the date and place first written above.

Doc. No. 275
Page No. 5
Book No. XVI
Series of 703




REGERICK L. BENITO
Notary Public for the Province of Cotabato
Valid Until December 31, 2023
PTR No. 2081413 / 01-03-23 / Amas, Kidapawan City
IBP O.R. No. 252257 / 12-21-22 / North Cotabato Chapter
Roll No. 46786



MEMORANDUM OF UNDERSTANDING
between
UNIVERSITY OF SOUTHERN MINDANAO
and
LEYTE NORMAL UNIVERSITY



This Memorandum of Understanding ("MOU") is made on _____ by and between:

The **UNIVERSITY OF SOUTHERN MINDANAO**, created and existing under and by virtue of the laws of the Republic of the Philippines, with office and postal address at Kabacan, North Cotabato, in this matter represented by FRANCISCO GIL N. GARCIA, PhD in his capacity as University President (hereinafter also referred to as "**USM**");

-and-

LEYTE NORMAL UNIVERSITY, a university that is established under the law of the Republic of the Philippines with its registered office at P. Paterno St., Tacloban City, 6500, Leyte, Philippines, in this matter represented by **DR. EVELYN B. AGUIRRE** in her capacity as President (hereinafter also referred to as "**LNU**");

LNU and USM, hereinafter jointly referred to as the "**Parties**".

WITNESSETH:

WHEREAS, the LNU and USM aim to foster academic cooperation between the two institutions. This MOU lends itself to the development of a spirit of friendship and mutual interests on a reciprocal basis of respect for each university's independence and equal status.

NOW, THEREFORE, for and in consideration of the foregoing provision, the parties hereby agree to the following:

I. The parties agree to explore areas for collaboration in the following activities:

1. Student exchanges, field trips, and volunteering opportunities;
2. University faculty and researcher's exchanges;
3. Identification of methods for academic collaboration, including visiting lecturers short-term courses, and COIL;
4. Organization of joint research projects, including conferences and meetings;
5. The exchange of information and publications;
6. Articulation and pathway opportunities in areas of curriculum alignment;
7. Equity and inclusion initiatives and areas that contribute toward UN SDG's, and
8. Other activities are mutually agreed upon by the institutions.

II. The terms for assistance and funding for any specific program or activity will be mutually discussed and agreed upon in writing by both Parties prior to the initiation of a particular program.

III. Each Party appoints a coordinator to coordinate this program and all endeavors that may derive from it.

IV. This Memorandum of Understanding does not create any financial or legal obligation for the parties to the understanding. The implementation of each activity, as stated in paragraph I, shall be carried out after the Parties make and sign the specific agreement regulating the details of each activity.

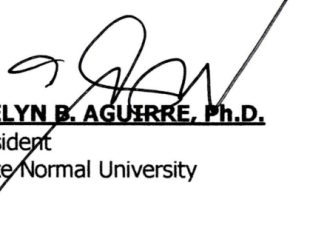
- V. This MOU will commence on the date of the latest signature by both Parties and be in effect for 1 (one) year or after any specific agreement as stated in paragraph IV is signed by the Parties. Any amendment or extension shall be made by mutual written consent of the Parties.
- VI. Any different interpretation of this MOU shall be settled by mutual negotiation between the Parties.
- VII. This MOU is executed in English with two original copies, one for each Party.
- VIII. The Parties guarantee that they are represented by the authorized persons indicated as signing this MOU.

IN WITNESS WHEREOF, the parties have hereto at their respective signature in the date first written above.

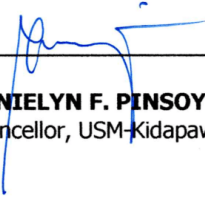
UNIVERSITY OF SOUTHERN MINDANAO
as represented by:


FRANCISCO GIL N. GARCIA
President
University of Southern Mindanao

LEYTE NORMAL UNIVERSITY
as represented by:


EVELYN B. AGUIRRE, Ph.D.
President
Leyte Normal University

WITNESS:


RONIELYN F. PINSOY
Chancellor, USM-Kidapawan City Campus



ACKNOWLEDGEMENT

REPUBLIC OF THE PHILIPPINES)
PROVINCE OF LEYTE) s.s.
CITY OF TACLOBAN)

BEFORE ME, a Notary Public for and in the above jurisdiction, personally appeared the following:

EVELYN B. AGUIRRE	I.D. No. <u>LNU ID #900620</u>
President	Date Issued: <u>July 16, 1990</u>
Leyte Normal University	Issued At: <u>Tacloban City</u>

FRANCISCO GIL N. GARCIA	I.D. No. Passport Number <u>P2691644B</u>
President	Date Issued: <u>August 1, 2019</u>
University of Southern Mindanao	Issued At: <u>DFA Davao</u>

Known to me the same persons who executed the foregoing instrument and who acknowledged to me that the same in their voluntary deed and that of the offices they respectively represent.

The foregoing instrument is a Memorandum of Understanding consisting of three (3) pages including this page on which this acknowledgement is written and signed by the parties hereto and their instrumental witness on the left margin on each and every page thereof.

WITNESS MY HAND AND NOTARIAL SEAL, this _____ day of _____, 2023 at TACLOBAN CITY.

Doc. No. : _____
Page No. : _____
Book No. : _____
Series of : _____

[Handwritten signature]

Performance Indicators

USM's international recognition through global rankings (Figure 6), prestigious awards, research excellence, and leadership in international higher education networks strengthens the internationalization of the AB English Language program. These institutional achievements enhance the program's global visibility, expand opportunities for international collaboration and mobility, and reinforce its capacity to deliver globally relevant instruction, research, and extension. Consequently, they provide a strong institutional foundation that supports the program's pursuit of excellence and AACUP Level IV accreditation.

Continuous Quality Improvement

USM utilizes international benchmarking and institutional recognition as mechanisms for continuous improvement and organizational learning.

CQI Component	Documented Evidence
Evaluation	Participation in international ranking systems, quality awards, and institutional assessments.
Gap Identified	Need to sustain international visibility and expand participation in global academic networks and quality benchmarking initiatives.
Action Taken	Strengthening international partnerships, research productivity, quality assurance systems, and participation in global rankings and higher education networks.
Improvement Achieved	Increased international recognition through global rankings, institutional awards, research distinctions, and leadership in higher education internationalization initiatives.
Current Practice	International benchmarking and institutional recognition are integrated into strategic planning, quality assurance, and continuous institutional development.

INSTITUTIONAL INTERNATIONAL RECOGNITION



Figure 6. Institutional International Recognition

Outcomes and Impact

The University's sustained international recognition has strengthened the institutional environment in which the BAEL Program operates by enhancing its academic reputation, research visibility, and global competitiveness. Recognition through international rankings, innovation awards, research impact assessments, and academic excellence distinctions affirms the University's capacity to meet internationally benchmarked standards of higher education.

For the BAEL Program, these **institutional achievements translate into increased opportunities for faculty and student engagement in international academic activities, expanded prospects for collaborative research and partnerships**, and greater confidence among stakeholders regarding the quality of the University's academic offerings. Institutional leadership in national and regional internationalization initiatives further positions the Department within a university that actively contributes to shaping the internationalization agenda of Philippine higher education.

Ultimately, these recognitions demonstrate that internationalization at USM has evolved into a sustained institutional commitment supported by quality assurance, research excellence, innovation, and strategic leadership. This environment provides the BAEL Program with a strong foundation for advancing its own internationalization initiatives while contributing to the University's continued pursuit of academic excellence.

CONTINUOUS QUALITY IMPROVEMENT & INSTITUTIONAL IMPACT

Continuous Quality Improvement (CQI) serves as the integrative mechanism through which the Bachelor of Arts in English Language (BAEL) Program sustains, evaluates, and enhances its internationalization initiatives. Rather than viewing internationalization as a collection of independent activities, the Department of English Language and Literature (DELL) adopts a quality-oriented approach in which international engagements are continuously assessed to determine their contribution to instruction, research, faculty development, student learning, and institutional advancement. This commitment ensures that internationalization remains responsive to emerging global trends, aligned with institutional priorities, and supportive of the University's mission of academic excellence.

For the BAEL Program, CQI is manifested through the systematic evaluation of international partnerships, faculty and student participation, research productivity, and institutional recognitions. These assessments inform strategic planning and guide subsequent initiatives, thereby transforming internationalization into a sustainable process of institutional learning and continuous enhancement.

Implementation

The continuous improvement of internationalization within the BAEL Program is embedded in the University's broader quality assurance system. Institutional structures such as the Office of International Affairs, quality assurance mechanisms, research development initiatives, and faculty development programs provide a coordinated framework for planning, implementing, monitoring, and evaluating internationalization initiatives.

This integrated framework enables the Department to examine the outcomes of international engagements and identify opportunities for improvement. Results from international faculty development programs, scholarly publications, international conferences, virtual exchanges, institutional partnerships, and global recognition are utilized to strengthen curriculum implementation, expand collaborative networks, improve instructional practices, and guide future internationalization priorities.

The University's internationally benchmarked quality management systems further reinforce this process. The successful maintenance of ISO 9001:2015 Certification, the attainment of the Philippine Quality Award Level II for Proficiency in Quality Management, and the University's recognition by CHED Regional Office XII collectively demonstrate that quality improvement is institutionalized across governance, academic operations, and service delivery. These quality assurance mechanisms provide a stable foundation for sustaining the BAEL Program's internationalization initiatives.

Institutional Impact

The University's internationalization initiatives have produced significant institutional outcomes that directly strengthen the BAEL Program. Faculty members have expanded their scholarly productivity through international publications and conference participation, while internationally benchmarked professional development programs have enhanced instructional competence and pedagogical innovation. These improvements have contributed to a research-informed and globally responsive academic environment.

Students have likewise benefited from expanded opportunities for intercultural learning through international virtual exchanges, scholarly presentations, and collaborative academic activities. These experiences have strengthened communication skills, intercultural awareness, research competence, and global citizenship—qualities that are essential for graduates of an English language program operating within an increasingly interconnected world.

Institutionally, the University's expanding international partnerships, leadership in regional internationalization initiatives, and recognition through international rankings and awards have enhanced its reputation as a globally engaged higher education institution. The BAEL Program, operating within this environment, is consequently better positioned to develop graduates capable of contributing to local, national, and international communities through language, communication, research, and education.

Highlights and Accomplishments

The cumulative accomplishments documented throughout the six internationalization pillars demonstrate the institutionalization of internationalization within the BAEL Program. Among the major achievements are:

- **Institutionalization of internationalization** through the establishment of the Office of International Affairs.
- **Active participation in international faculty development programs**, including the British Council English Medium Education initiative and the ACT-IHE Project.
- **Sustained production of international research publications and scholarly presentations** in international conferences.
- **Implementation of international student learning experiences** through virtual mobility and international research engagement.
- **Expansion of strategic partnerships** with international universities and organizations.
- **Recognition of the University through international rankings, innovation awards, quality management certifications, and leadership** in higher education internationalization.

Collectively, these accomplishments demonstrate that internationalization has evolved from individual initiatives into an institutional culture that supports academic excellence, innovation, and global engagement.

Performance Indicators

The documented internationalization outcomes demonstrate the AB English Language program's sustained commitment to global engagement through internationally recognized research, active participation in academic conferences, student mobility, and institutional leadership. These accomplishments have strengthened the program's global visibility, expanded opportunities for international collaboration, enriched student learning through intercultural experiences, and enhanced faculty scholarship and professional development. Supported by USM's international recognition and leadership in regional higher education initiatives, these outcomes position the program as globally connected, academically competitive, and well-aligned with the internationalization standards expected for AACUP Level IV accreditation.

Continuous Quality Improvement

The Department adopts an evidence-based improvement cycle in evaluating and strengthening its internationalization initiatives.

Evaluation	Identified Gap	Improvement Action	Documented Improvement	Current Practice
Review of institutional internationalization initiatives, faculty scholarship, student participation, and global engagements	Need to institutionalize internationalization through formal structures, strengthen faculty capability, expand student international exposure, and increase international visibility	Establishment of the Office of International Affairs; implementation of ACT-IHE and English Medium Education; expansion of faculty and student participation in international programs; strengthening international partnerships and scholarly engagements	Increased international publications, sustained international conference participation, implementation of faculty development initiatives, student participation in virtual mobility, expanded international collaborations, and growing institutional recognition through global	Internationalization has become an integral component of academic planning, faculty development, curriculum enhancement, research, student development, and institutional quality assurance

			rankings and awards	
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The CQI process demonstrates that improvements are implemented not as isolated responses but as interconnected institutional strategies that reinforce one another. Faculty capability enhancement supports improved instruction; research productivity contributes to institutional visibility; student mobility strengthens graduate competencies; and institutional recognition validates the effectiveness of these integrated efforts.

Outcomes and Impact

The internationalization initiatives of the BAEL Program have generated meaningful outcomes across instruction, research, faculty development, student learning, and institutional engagement. Faculty members have strengthened their international scholarly presence through publications, conference participation, and professional development, resulting in enhanced instructional practices and expanded research networks. Students have gained authentic intercultural learning experiences through international exchange programs, research presentations, and collaborative academic activities that foster global competence and communication skills.

At the institutional level, these initiatives have reinforced **USM's international reputation through strategic partnerships, global recognitions, and leadership in higher education internationalization**. More importantly, they have created a sustainable environment in which internationalization supports continuous curriculum enhancement, faculty capability development, research excellence, and student success.

The documented accomplishments indicate that internationalization within the BAEL Program has progressed from participation in international activities to the institutionalization of systems that promote quality assurance and continuous improvement. This progression demonstrates the Program's readiness to sustain international engagement as a core component of academic excellence and provides strong evidence of its alignment with the expectations of AACUP Level IV accreditation.



Future Directions

Building upon the documented accomplishments and existing internationalization framework, the BAEL Program identifies the following strategic directions for continuous enhancement:

1. **Strengthen Formal Faculty and Student Mobility.** Finalize and operationalize existing mobility initiatives, including the proposed faculty and language instruction exchange with *Universitas Almuslim*, while exploring reciprocal student exchange opportunities with international partner institutions.

2. **Expand International Collaborative Research.** Increase joint research projects and co-authored publications with international scholars and institutions to further strengthen the Department's global research visibility.
3. **Broaden Student International Learning Opportunities.** Expand participation in international virtual exchanges, collaborative online international learning (COIL), international internships, and undergraduate research presentations in overseas conferences.
4. **Institutionalize Monitoring and Impact Assessment.** Develop a program-level monitoring system to evaluate the long-term outcomes of internationalization initiatives on graduate competencies, faculty performance, curriculum enhancement, and stakeholder satisfaction.
5. **Enhance Strategic International Partnerships.** Build on existing collaborations by pursuing formalized agreements that support collaborative teaching, joint curriculum development, visiting professorships, research partnerships, and intercultural learning.

These strategic directions emerge from the Department's documented accomplishments and identified opportunities for growth, ensuring that internationalization remains a dynamic, evidence-based, and sustainable component of the BAEL Program's pursuit of academic excellence and global engagement.

Global Engagement as a Driver of Regional Leadership

While Area 1 Research establishes DELL's knowledge base and Area 2 demonstrates the professional outcomes of that knowledge through graduate performance, Area 4 extends this trajectory outward — situating the Department's expertise within global academic networks. Internationalization strengthens the strategic positioning of the Department of English Language and Literature (DELL) by connecting its expertise in journalism, language research, and student media development with global academic communities, practices, and standards. For the BA English Language Program, internationalization goes beyond participation in overseas activities; it is integrated into quality assurance, faculty development, research, curriculum enhancement, student learning, and strategic partnerships. This integration enables DELL to continuously benchmark its practices against international developments while remaining responsive to the linguistic, cultural, educational, and media realities of Mindanao.

Strengthening Language Research and Scholarly Leadership

International linkages strengthen DELL's research and scholarly leadership through collaborative research, co-authored publications, international conferences, academic exchanges, and engagement with foreign scholars. These opportunities expand faculty research networks and perspectives while allowing studies on language, discourse, communication, journalism, and related social concerns to participate in broader international conversations. At the same time, they provide platforms for bringing Mindanao-based knowledge and perspectives into global academic spaces, thereby strengthening DELL's emerging identity as a center for language and communication scholarship.

Enriching Journalism and Student Media Development

International engagement also enriches DELL's journalism and student media ecosystem by exposing faculty and students to international practices in journalism, media literacy, ethical communication, digital storytelling, and intercultural communication. These perspectives can be integrated into experiential learning through initiatives such as PressLab, The English Press, and Byline, complementing existing newsroom and publication experiences. In this way, students develop journalism and communication competencies that remain firmly grounded in local realities while being informed by global practices.

Expanding Global Learning Opportunities for Students

The Department's internationalization agenda expands student learning through virtual exchanges, Collaborative Online International Learning (COIL), international internships, student mobility, and participation in overseas research and academic activities. These experiences strengthen intercultural communication, digital literacy, critical inquiry, collaboration, and professional communication — competencies essential to future language professionals, researchers, journalists, and media leaders. International learning

therefore extends the student media environment beyond the campus and prepares graduates to communicate and work effectively within increasingly interconnected professional and media environments.

Building Sustainable Strategic Partnerships

Sustained international partnerships provide the foundation for DELL's continuing academic development. The proposed faculty and language instruction exchange with Universitas Almuslim, together with reciprocal student exchanges and expanded collaborative research, demonstrates the Department's direction toward more substantive and sustainable international engagement. The move toward formal partnerships for collaborative teaching, curriculum development, research, visiting faculty, mobility, and intercultural learning ensures that internationalization becomes an institutional mechanism for continuous improvement rather than a collection of isolated activities.

Connecting Global Knowledge with Mindanao Expertise

The deeper value of internationalization lies in its capacity to strengthen DELL's regional leadership while preserving its local identity. The Department does not merely import international practices; it contextualizes global knowledge within the needs of Mindanao while sharing the region's language, culture, scholarship, journalism, and student media experiences with international partners. DELL therefore becomes a bridge between global academic networks and regional communities, allowing international engagement to directly contribute to local capacity-building and institutional development.

Advancing Quality and Continuous Improvement

Through systematic monitoring of the effects of internationalization on faculty performance, student competencies, curriculum enhancement, research productivity, and stakeholder outcomes, Area 4 contributes directly to DELL's quality-assurance culture. Internationalization becomes part of a continuous cycle of global engagement, knowledge exchange, evidence-based improvement, and institutional learning, ensuring that international initiatives produce sustainable academic and organizational value.

Strategic Contribution to the Regional Hub

Ultimately, Area 4 provides the global dimension of DELL's regional-hub strategy. By connecting international scholarship, academic mobility, student learning, journalism, research, and strategic partnerships, DELL expands its influence from the University to Mindanao, and from Mindanao to the international academic community. Internationalization thus helps position USM-DELL as a regional gateway for global knowledge and a global platform for Mindanao scholarship, journalism, and student media development — reinforcing its long-term aspiration to become a recognized regional hub for journalism, language research, and student media development in Mindanao and beyond.

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AACUP ACCREDITATION

Level IV Survey Visit

August 12-14, 2026

Bachelor of Arts
in English Language



AREA IV

INTERNATIONAL LINKAGES

UNIVERSITY OF SOUTHERN MINDANAO
DEPARTMENT OF
ENGLISH LANGUAGE
AND LITERATURE



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