G.2 Copy of the Development Plan, long term and short term

**USM INSTITUTIONAL DEVELOPMENT PLAN for 2017-2022**

I. **INRODUCTION**
   A. Rationale of the Five-Year Development Plan
   B. External Environment Situation
      - Higher Educational Landscape in the Philippines
      - Internationalization of Higher Education Institution
      - Economic Outlook
      - Assessment of Potential Threats and Opportunities
   C. Internal Environment Situation
      - Strengths of the Different Functions
      - Weaknesses of the Different Functions
      - Assessment of the Strengths and Weaknesses
   D. University Vision, Mission, Objectives and Core Values
   E. The Brief History of the University

II. **THE UNIVERSITY DEVELOPMENT AGENDA**
   A. "Malasakit" or Enhancing the Social Fabric
      a. Ensuring people-centered, clean, efficient and effective governance.
   B. "Pagbabago" or Inequality-reducing Transformation
      a. Ensure lifelong learning opportunities
      b. Accelerate Infrastructure Development
   C. "Patuloy na Pag-unlad" or Increasing Growth Potential
      a. Technology adoption, promotion and acceleration
      b. Enhance knowledge creation, technology generation, acquisition and adoption

III. **THE UNIVERSITY STRATEGIC GOALS, OBJECTIVES, AND STRATEGIES**
   A. STRATEGIC GOALS
   B. OBJECTIVES
   C. STRATEGIES

IV. **SCHEDULE OF IMPLEMENTATION**

V. **INSTITUTIONAL PLAN BUDGET**

VI. **PLAN MONITORING AND EVALUATION**

VII. **ORGANIZATION AND MANAGEMENT**

# INTRODUCTION

## Rationale of the Five-Year Development Plan

The role of higher education institutions (HEIs) today have become more crucial as changes in educational landscape of the Philippines keep on evolving as influenced by the dynamics of internationalization of standards in the advent of globalization. There were critical issues that transpired because of the changes and developments in higher education around the world. Most of these significant changes include international student mobility, international research collaborations, relationship between higher education institutions and governments, and the growing international expansion of the universities.

In the sustainable development goals, higher education institutions (HEIs) are expected to help address goals number 1 (end poverty in all its forms everywhere), and 4 (ensure inclusive and equitable quality education and promote lifelong learning opportunities for all). This is the reason why President Rodrigo R. Duterte in 2017 had made a brave decision to make education in state universities and colleges tuition-free to further boost gross enrolment rate and no deserving students from the low-income family will be deprived of education. This has been incorporated in the Philippines' development goal which focused on the inequality-reducing transformation, particularly accelerating human capital development. Therefore, education is one way to reduce, if not totally eradicate poverty because this will help people find job equitable to their qualification. Education acts as an agent to economic development.

This five-year Philippine Development Plan for 2017-2022 is the roadmap towards the realization of the "Ambisyon Natin 2040" which is the long term vision for the Philippines to have "Matatag" (strongly rooted), "Maginhawa" (comfortable) and "Panatag na Buhay" (secure life). The areas being considered for strategic policies, programs, and projects to achieve this Ambisyon Natin 2040 are: (a) building a prosperous, predominantly middle-class society where no one is poor; (b) promoting a long and healthy life; (c) becoming smarter and more innovative; and (d) building a high-trust society. These Philippine Development goals which are in pursuit of the realization of "Ambisyon natin 2040" were anchored from the Sustainable Development Goals for 2030 of the United Nations.

In the medium-term plan of the Philippine government which was presented in the Philippine Development Plan 2017-2022, it considers the three pillars of development such as "malasakit" (enhancing the social fabric), "pagbabago" (inequality-reducing transformation), and "patuloy na pag-unlad" (increasing growth potential).

The objective of pillar 1 (Enhancing the Social Fabric or Malasakit), is to build greater trust to public institutions and across all society by making governance to be people-centered, clean and efficient, where justice and fairness prevail considering the diversity of culture. Pillar 2 speaks for "Inequality-reducing transformation or Pagbabago" which aims to create greater and easy access to economic opportunities in the domestic market and the rest of the world. In the third pillar which is "Increasing growth potential or Patuloy na Pag-unlad", adopting modern technology, and innovation will be further encouraged to accelerate economic growth of the country. The said pillars were supported by strategic policies and macroeconomic fundamentals, and built on solid bedrock of safety, peace and security, infrastructure, and healthy environment.

In crafting this institutional development plan of the university, internal and external environmental forces were considered to come up with realistic strategies and programs for the institution. The Strengths, Weaknesses, Opportunities and Threats were assessed as these could have potential impact to the success of the university. The strategic goals, objectives and activities were based on this assessment, because factors affecting the smooth functioning of the organization were assertively identified and monitored continuously as it is the basis for the strategic plans.

## EXTERNAL ENVIRONMENT SITUATION

### Higher Education Landscape in the Philippines

The number of Higher Education Institutions (HEIs) has grown rapidly over the past decades. According to the data presented by CHED during the Philippine Higher Education Conference, between 2007 and academic year 2016-2017 alone, the number of HEIs increased from 1,776 to 1,943. This makes the Philippines the country with the highest number of HEIs in Southeast Asia. In fact, the Philippines has more than four times as many HEIs than Vietnam (445 in 2015), a country with a similar-size population. Based on the CHED accomplishment 2010-2016, the HEIs are dominated by private HEIs (88%) in which 18% are sectarian and 50% of these are small institutions with less than 500 students. However, there were only 5.80% of SUCs or State Universities and Colleges in the Philippines. In particular, region XII have 101 HEIs which is also dominated by private institutions, only 5 state colleges and universities.

The Philippine Development Plan also noted that in spite of the increasing number of higher education institutions (HEIs) in the Philippines, Philippine performance in producing innovators is devastating. There were 81 researchers per million population as compared to 205 in Indonesia and 115 in Vietnam. For knowledge

producers, there were 28 out of 777 journals or 3.6 percent are listed under Thomson Reuters, Scopus, or both. This indicates that the Philippines is far behind compared to many of its ASEAN neighbors in terms of producing researchers, innovators and solutions providers needed to effectively function in a knowledge economy.

Thailand has the highest gross enrolment ratio in the ASEAN region while Philippines is ranked 6th as compared to others. Based on the higher education gross enrolment ratio by region, NCR has the highest gross enrolment ratio while ARMM is the lowest. Moreover, enrollment levels at public institutions remain substantial, considering the large number of private HEIs. Accordingly, about 45.8 percent of the country's 3.5 million tertiary students were enrolled in private institutions in the 2016-2017 academic year. Just over 39 percent of students studied at state universities and colleges, 6.2 percent at local universities and colleges, and a small minority of 0.17 percent at other government schools. Furthermore, data from CHED also shows that discipline with highest enrolment during the period 2016-2017 is business and related course (26%).

With this, President Rodrigo R. Duterte signed into law on August 3, 2017 Republic Act No. 10931 which provides universal access to quality tertiary education by providing free tuition and other school fees in state universities and colleges, local universities and colleges and state-run technical-vocational institutions. This law also aims to establish the tertiary education subsidy and student loan program, to strengthen the unified student financial assistance system for tertiary education. This is envisioned to further boost gross enrolment rate and no deserving students from the low-income family will be deprived of education. According to CHED, "SUCs remain the institution of choice of poor but deserving students because of lower tuition, proximity to their homes and the perceived high quality of programs." Therefore, the government has responded to the needs by upgrading the quality of education, and invested significantly in infrastructure and facilities of SUCs.

On the other hand, CHED also revealed that in 2016-2017, the percentage distribution of faculty qualifications in higher education institutions was dominated by Bachelors' degree holder (46.31%), then masters (40.37%) and the lowest is doctorate degree holder which is 13.32%. However, because of the K-12 reforms that inevitably led to decreased higher education enrollments, congress had allocated P10 billion to Commission on Higher Education (CHED) for scholarships and K-12 transition programs to provide support to faculty and staff in HEIs. This said program of CHED will help the Philippine colleges and universities upgrade the qualifications of both institutions and personnel; deepen the opportunities for research, extension and industry immersion; as well as funding for institutional development and innovation projects to increase competitiveness of these institutions in the ASEAN and global stage. The government had provided greater capital outlay for SUCs from PhP1.796 billion in 2010 to PhP8.898

billion is 2016. This enables the SUCS to acquire laboratory equipment and other required facilities, improve instruction, and boost the higher education institutions' competitiveness. In spite of the budget increase for SUCs, it is still not sufficient to support in upgrading programs to meet international quality standards. Therefore, SUCs are mandated to have their initiatives to improve the resource capacity and reduced reliance on government subsidy.

## Internationalization of Higher Educational Institution

As what Asian countries are doing, the Philippines is responding to internationalization by aligning the education system with foreign HEIs and promotes transnational education partnerships. Commission on Higher Education (CHED) has established guidelines for transnational programs to assure the quality of the programs offered. These programs can only be offered in collaboration with a Philippine partner institution. The foreign provider and the Philippine partner institution should seek recognition and authorization from CHED. The graduate programs were initially granted for a one-year period, and two years in the case of undergraduate programs. Commission on Higher Education had entered into several agreements with other countries, largely in Europe, specifically in the United Kingdom. Philippines has been considered by U.K. as an ideal location for Transnational Education (TNE) hub because of the growing population of the tertiary students, the commitment of CHED to internationalization, and the use of English as a language of instruction in majority of higher education programs.

Moreover, UK also offers Filipino students access to UK education programs. According to UNESCO Institute of Statistics, the number of Filipino students enrolled in degree programs abroad alone almost tripled from 5,087 students in 1999 to 14,696 students in 2016. However, this is not as high as Vietnam's 63,703 outbound degree students in 2016. This further shows that the outbound mobility rate of students in the Philippines remains significantly low as compared to the outbound mobility rate of neighboring countries like Malaysia, Vietnam and Indonesia. This increasing trend of international students from the Philippines is a good indication that this will continue to expand in the future. Considering the population growth and increasing economic prosperity of the Philippines, the total number of tertiary students in the country is set to increase rapidly and the Philippines is expected to be among the world's top 20 countries in terms of tertiary enrollments by 2035. Since the Filipino students can communicate in English, this will give them the opportunity for international mobility.

The K-12 reforms also eliminate the barriers to academic mobility, and therefore likely to increase outbound mobility. Future mobility from and to the Philippines may

also be facilitated by further economic and political integration in the ASEAN community.

In terms of popular destination of Filipino students according to UNESCO Institute of Statistics (2015), Australia is the most popular destination hosting about 4,432 students. Next popular destination is US with over 3000 students, followed by New Zealand, UK and Saudi Arabia with 1,105; 698 and 693 Filipino students, respectively. Results show that majority of the Filipino students go to English-speaking countries, and the geographic proximity makes Australia and New Zealand as popular destinations. However, according to the Canadian government in reaction to the report of UNESCO Institute of Statistics (UIS), the number of Filipino international students in Canada has increased by 275 percent between 2006 and 2015, from 817 students to 3,065 students, making the Philippines the 20th largest source country of international students in Canada in 2015. The Canadian government seeks to further boost the inflow of Filipino students, and in 2017 launched a so-called "Study Direct Stream Program" in partnership with CHED. The program will streamline and shorten visa processing times, and ease the financial documentation requirements for Filipino students.

Regarding the inbound student mobility, foreign students are relatively small as compared to other countries. Recent data from CHED shows that there were 7,766 foreign students in the country in AY 2011-2012, followed by 6,432 students in 2014-2015, and 8,208 students in 2015-2016. However, there is no current data on countries of origin of these foreign students. Nevertheless, most of these come from other Asian countries as what the Philippine Bureau of Immigration data in 2004 and 2009 revealed that the top sending countries were South Korea and China having increasing growth rates of both. There were also significant numbers of Indian and Iranian students during that time period. In 2011-2012, there were around 21.5 percent of Korean students enrolled, followed by Iran and China. According to UNESCO, Philippines is the most popular destination of foreign students in Asia because of the use of English language as medium of instruction, wide variety of academic programs, relatively low cost of living and affordable education in the country. This makes the Philippines as the best option of Asian students for English Language Training (ELT) budget destination as compared to UK, Australia, Canada or US.

**Economic Outlook**

According to World Bank Report of 2017, the continued economic growth is expected to increase job opportunities, and sustain economic expansion which will contribute to increasing incomes across all income groups. The rapidly growing domestic economy increases employment and reduces poverty which makes this growth more inclusive. In 2016, 1.4 million jobs were created and unemployment rate

historically decreases to 4.7 percent. However, underemployment level remained unchanged to 18 percent over the last ten years which raises the issues of informality and job-quality concerns.

The poverty incidence in the Philippines has dropped from 27.0 percent in 2015 to 22.9 percent and 21.7 percent in 2018 and 2019, respectively, as economic growth remains robust. This implies that this continuing trend indicate that 1.8 million Filipinos were lifted out from poverty each year. The driving force of poverty reduction in the Philippines includes higher employment, low inflation and improved incomes. Unlike other East Asia neighbors with booming manufacturing industry that provide more labor-intensive jobs, Philippines have majority of its workers transfer from rural to urban areas or transition out of agriculture and end up in low-end service jobs in the city. Although employment opportunities have increased between 2006 and 2015, mean wages remain unchanged, with only 4 percent increase over the same period. In order to achieve the higher shared prosperity, the low quality job and slow growth of real wages should be addressed.

In 2017, Philippines was among the top growth performers in East Asia. According to World Bank, the Philippine economy grew from 6.9 percent in year 2016 to 6.7 percent in 2017. Furthermore, it is expected to grow by 6.8 percent in 2018 and 6.9 percent in 2019 based on Asian Development Bank (ADB) report. The country's inclusive economic growth was contributed by strong exports that increase significantly in 2017 while imports continued to grow as well. In 2017, investment growth slows down as well as the wage growth because the inflation rate is increasing which contributed to moderation in private consumption growth. The current growth potential of the economy will continue to grow through productive investment in physical and human capital.

On the contrary, domestic risks become prominent issues in the Philippines, particularly if the inflation will continue to intensify in 2018 because of domestic and external factors. Strengthening the public infrastructure program will contribute to the growth outlook of the country; however, private investment is expected to weaken. The implementation of government tax reform agenda should need careful fiscal management to secure economic sustainability. Faster policy standardization in advance economies could trigger financial instability and increase capital outflows from the Philippines. Changing protectionist attitude of numerous advanced economies will raise the policy uncertainty, which may disrupt trade and investments.

Based on the 2018 World's Competitiveness Yearbook rankings of the International Institute of Management Development, Philippines fell to the 50th spot out of 63 countries in terms of economic competitiveness as compared from the last year's 41st position. The Philippines slip to 13th position in 2018 from 11th in 2017 among 14 Asia-Pacific economies. The reasons for such significant drop include declining

tourism and employment, worsening of public finances and outpouring concerns on the education system. According the report of International Institute of Management Development, "investing in quality infrastructure and strengthening investment in human capital are the key challenges for the Philippines".

## ASSESSMENT OF POTENTIAL THREATS AND OPPORTUNITIES

### Opportunities

Based on the assessment of the external environment, the following opportunities are considered by the university in crafting the goals, objectives and strategies:

- Philippines has the highest number of HEIs in Southeast Asia which will increase the opportunity for inbound mobility. (Source: CHED Accomplishment Report 2010 – 2016)

- According to CHED, SUCs still remain as the institution of choice of poor but deserving students because of free tuition, proximity to their homes and the perceived high quality of programs. This will give opportunity to increase enrolment in public institutions, particularly USM.

- Congress has allocated P10 billion to Commission on Higher Education (CHED) for scholarships and K-12 transition programs to provide support to faculty and staff in HEIs in 2016. This will help Philippine colleges and universities upgrade the qualifications of both institutions and personnel; deepen the opportunities for research, extension and industry immersion; as well as funding for institutional development and innovation projects to increase competitiveness of these institutions in the ASEAN and global stage.

- The government has provided greater capital outlay for SUCs from PhP1.796 billion in 2010 to PhP8.898 billion is 2016. This enables the SUCS to acquire laboratory equipment and other required facilities, improve instruction, and boost the higher education institutions' competitiveness.

- President Duterte enforces free education at state universities and colleges to boost gross enrolment rate in the country. This will be very advantageous to the SUCs of the 100% assurance of collection for tuition fees since the government is the one paying for the tuition of the enrolled students.

- Philippines is the ideal location of foreign students in Asia because of the use of English language as medium of instruction, wide variety of academic programs, relatively low cost of living and affordable education in the country. This will also help increase inbound student mobility and make the Philippines as the best

option of Asian students for English Language Training (ELT) which help increase the gross enrolment rate of the country.

- CHED commits to internationalization through partnership with foreign institutions. This will also help increase outbound mobility of Filipino students to improve the competitiveness of graduates as well as the inbound mobility of foreign students.
- Filipino students can communicate in English which gives them the edge in the opportunity for international mobility.
- The K-12 reforms also eliminate the barriers to academic mobility.
- According to World Bank Report of 2017, there were 1.4 million jobs created and unemployment rate historically decreases to 4.7 percent. This will give opportunity to increase the gross enrolment because if many are employed, the capacity to send their children to higher education is much greater.
- World Bank Report of 2017 also reveals that the poverty incidence in the Philippines has dropped from 27.0 percent in 2015 to 22.9 percent and 21.7 percent in 2018 and 2019, respectively, as economic growth remains robust. This will increase the potential of sending their children to higher education.
- According to Asian Development Bank (ADB) report, the Philippine economy is expected to grow by 6.8 percent in 2018 and 6.9 percent in 2019 which is highly contributed by strong exports. This will give greater opportunities to increase gross enrolments in the Philippines.

**Threats**

Based on the assessment of the external environment, the following threats are considered by the university in crafting the goals, objectives and strategies:

- HEIs are dominated by private institutions which cater about 45.8 percent of the country's 3.5 million tertiary students who were enrolled in the academic year 2016-2017.
- Philippines is far behind compared to many of its ASEAN neighbors in terms of producing researchers, innovators and solutions providers needed to effectively function in knowledge economy.
- Thailand has the highest gross enrolment ratio in the ASEAN region.
- Underemployment level remained unchanged to 18 percent over the last ten years which raises the issues of informality and job-quality concerns.
- Mean wages remain unchanged.
- Inflation will continue to intensify in 2018 which will contribute to moderation in private consumption growth.

- Philippines fell to the 50th spot out of 63 countries in terms of economic competitiveness as compared from the last year's 41st position because of declining tourism and employment, worsening of public finances and outpouring concerns on the education system.

## INTERNAL ENVIRONMENT SITUATION

### Strengths (Function: Instruction)
- Enrolment increased by 5 to 6% from SY 2014- 2015 to 2015- 2016.
- Graduates were annually increasing with the average 10.23% from 2012 to 2015.
- The university produced topnotchers in Board examinations.
- Increase of faculty attendance to trainings and seminars for continual improvement.
- Strengthened linkages with international institutions.
- The university has Center of Excellence and Development.
- There were accredited program from Level I to III.
- Highly qualified and experienced permanent teaching faculty members
- Most of the faculty are in progress of upgrading their qualification
- Variety of extra-curricular activities for the students
- In-house scholars reached to 3,253 as of First semester of 2015 (1,407 in-house scholars and 1846 sponsored by other agencies)

### Weaknesses (Function: Instruction)
- Reduction of graduates due to the implementation of K to 12 program. ie. ULS graduates were not accounted to the total number of graduates.
- No program was accredited Level IV.
- Performance in the licensure exams was decreasing. USM average passing rate was above the National passing rate on 2012 to 2013 with percentage increase of 9.85% and 6.19%, respectively. However, USM obtained a lower average passing rate than the National passing from 2014 to 2016.
- Faculty members holding Doctorate Degree on FY 2016 were only 29%.
- There were only 31 students engage in international mobility.
- The University has only one ( 1) Center of Excellence and 2 Centers of Development.
- The number of Contract of Service status instructors is larger than the number of faculty members holding plantilla positions.
- No institutional faculty development program developed.
- No vivid strategies set for low performance in the licensure exams

**Strengths (Function: Research and Development)**

- Capable faculty and fulltime researchers.
- Approved and conducted researches were increasing in number from 2012 to 2015.
- External funds were increasing annually.
- There were faculty researchers who received awards in National level.
- Faculty researchers continuously grow in number.
- Presence of research centers, consortium and CHED zonal research center.
- The university had allotted budget for research.

**Weaknesses (Function: Research and Development)**

- Poor database management of the research unit. There were lacking and inconsistent data.
- Completed researches were declining in number from 2012 to 2015.
- Publication in ISI Elsevier and Thompson Reuters were increasing from 2013 to 2015. However, these numbers were extremely low compared to the total number of faculty researchers.
- No patented invention was registered.
- Few number of research papers were presented in national (15) and international (25) fora from 2013 to 2015.
- Few research papers were cited by other researchers.
- No zoning for research projects were conducted.
- No proper turn-over of equipment and facilities from the terminated projects.
- Fulltime researchers capability was not maximized by the research unit since some researchers perform function not aligned to their job description.
- Intellectual property rights were not clearly recorded.
- No researches conducted related to employability of graduates

**Strengths (Function: Extension)**

- The number of trainees/beneficiaries were increasing annually by 1.32%
- Forging partnership with other institutions was maintained. There were 15 partnerships established in international setting.

**Weaknesses (Function: Extension)**

- The financial performance of the adopters was not periodically measured.
- No concrete data for viable demonstration projects.
- No clear technology transfer established and recorded.

### Strengths (Function: Resource Generation)

- The unit served in the augmentation of the funds for the operations of the university.
- There were earning and viable projects

### Weaknesses (Function: Resource Generation)

- No clear recording of financial performance of income generating projects.
- Identification of IGPs was not clearly categorized and rationalized.
- The personnel lack training on production and marketing and other relevant fields.

### Strengths (Function: General Administration and Support Services)

- Vast land area holdings crafted in the university's land use plan
- Well-equipped library or learning resource center
- Presence of student facilities such as covered walk, study areas, and canteen facilities inside the campus
- Clean and green eco-friendly environment
- Presence of open-air gymnasium
- Wide and spacious ground for sports activities
- Presence of dormitories separately built for boys and girls.
- Presence of hospital facility, ATM dispensing unit located in the Administration building, students' kiosk for checking their grades and internet laboratory
- Fully implemented unified reporting system in line with Government Integrated Financial and Management Information System (GIFMIS)
- A number of infrastructure projects were constructed and/or rehabilitated
- Institutionalization of Incentive and Reward System

### Weaknesses (Function: General Administration and Support Services)

- Some infrastructure projects were implemented beyond the date of implementation
- Data management in Human Resources Information System was not fully functional.
- The personnel holding non-teaching positions lack relevant trainings
- The personnel of Resource Generation and Entrepreneurial Services (RGES) lack training on production and marketing and other relevant fields

| | | |
|---|---|---|
| Opportunities | **SO**<br>1. Increase further in enrolment and exchange students<br>2. Forge linkages with industries for effective training of students, faculty and staff.<br>3. Increase employment opportunities for graduates<br>4. Improve infrastructural facilities for instructional delivery to cope with the increase in the strengths.<br>5. Innovate and integrate ICT on the current pedagogic practices | **WO**<br>1. Obtain accreditation for all undergraduate courses<br>2. Send faculty for both degree and non-degree trainings<br>3. Submit consistently faculty research outputs for publication<br>4. Procure software for data banking<br>5. Upgrade qualification of faculty researchers and improve trainings of personnel<br>6. Create institutional faculty development program |
| Threats | **ST**<br>1. Intensify trainings of researchers to produce quality research outputs<br>2. Introduce innovative teaching methods to increase the academic success rate of enrolled students<br>3. Promote programs through the creation of an attractive and promising advertising campaign to attract more deserving students | **WT**<br>1. Involve vigorously the institution in research activities<br>2. Conduct stringent review and coaching activities for graduates who will be taking licensure examinations<br>3. Enhance work culture through trainings<br>4. Establish student exchange programs |

**University Vision**

"Quality and relevant education for its clientele to be globally competitive, culture sensitive, and morally responsive human resources for sustainable development."

**University Mission**

"Help accelerate socio-economic development, promote harmony among diverse communities and improve quality of life through instruction, research, extension, and resource generation in Southern Philippines."

**The Brief History of the University**

The University of Southern Mindanao, formerly Mindanao Institute of Technology (MIT), was founded by Bai Hadja Fatima Matabay Plang who is a Muslim Educator. Mindanao Institute of Technology (MIT) was created by virtue of Republic Act No. 763 on June 20, 1952 and of Republic Act No. 998 on June 10, 1954 which was the enabling Act for the establishment of the institute. The institute was formally opened on October 1, 1954. By virtue of Presidential Decree No. 1312 issued by President Ferdinand E. Marcos on March 13, 1978, the MIT was converted into University of Southern Mindanao, a state university. The 1,024 hectare main campus is located in Kabacan, North Cotabato. The university have four-fold functions such as Instruction, Research, Extension, and Resource Generation.

## THE UNIVERSITY DEVELOPMENT AGENDA

The Philippines' goal by 2040 focus on having "matatag, maginhawa, at panatag na buhay". The university development goals are anchored to the Philippine Ambisyon Natin 2040. These are categorized based on "Malasakit" or enhancing the social fabric, "Pagbabago" or inequality-reducing transformation, and "patuloy na pag-unlad" or increasing growth potential. For the "Malasakit", the university considered the aspects of ensuring people-centered, clean, efficient and effective governance. In terms of "Pagbabago", the university should also ensure the lifelong learning opportunities and accelerate the infrastructure development. Lastly, the university would also address the aspect of "Patuloy na Pag-unlad" through technology adoption, promotion, acceleration, and innovation.

Toward people-centered, clean, efficient and effective governance, the university should:

(1) Eradicate corruption;
(2) Achieve seamless service delivery;
(3) Enhance the administrative governance;
(4) Ensure that the programs and projects are responsive to the needs of the people and make them actively involved in the governance;
(5) Improve public's trust toward civil servants.

In ensuring lifelong learning opportunities for all, the university should do the following:

(1) Expand access to higher education;
(2) Integrate 21st century competencies;

(3) Strengthen quality assurance mechanism to ensure the full implementation of the Outcomes and Typology-based Quality Assurance Systems.

(4) Improve research, innovation, and extension services.

(5) Expand the collaboration between government, academe, and industry.

(6) Promote excellence to optimize the delivery of quality instruction as well as the quality and quantity of research and innovations pursued.

In harnessing the vast potential for sustainable growth, the following should be materialized:

(1) Enable the university to be productive and engaged in economic activities.

    i. Promote commercialization and utilization of technologies from publicly-funded R & D.

    ii. Develop a vibrant Intellectual Property Rights (IPR) culture.

    iii. Encourage more innovative financing mechanisms.

(2) Promote science, technology use, and innovation to drive long-term growth of the economy.

    i. Build efficient system for knowledge creation and technology generation.

    ii. Increase funding for human resource development.

    iii. Strengthen STI infrastructure.

    iv. Establish and promote innovation hubs and other similar mechanisms.

To support the pillars of "Malasakit, Pagbabago and Patuloy na Pag-unlad" in the university, the following are the solid foundations:

1. Ensure security, public order, and safety.

    – *To significantly reduce all forms of criminality and illegal drugs.*

    – *To ensure public safety.*

2. Ensure ecological integrity, clean and healthy environment.

    – *To improve environmental quality.*

    – *To increase adaptive capacity and resilience of ecosystems.*

3. Accelerating infrastructure development in the university, the following should be realized:

    – *Develop useful and innovative ICT infrastructure;*

    – *Implement strategic infrastructure programs and projects;*
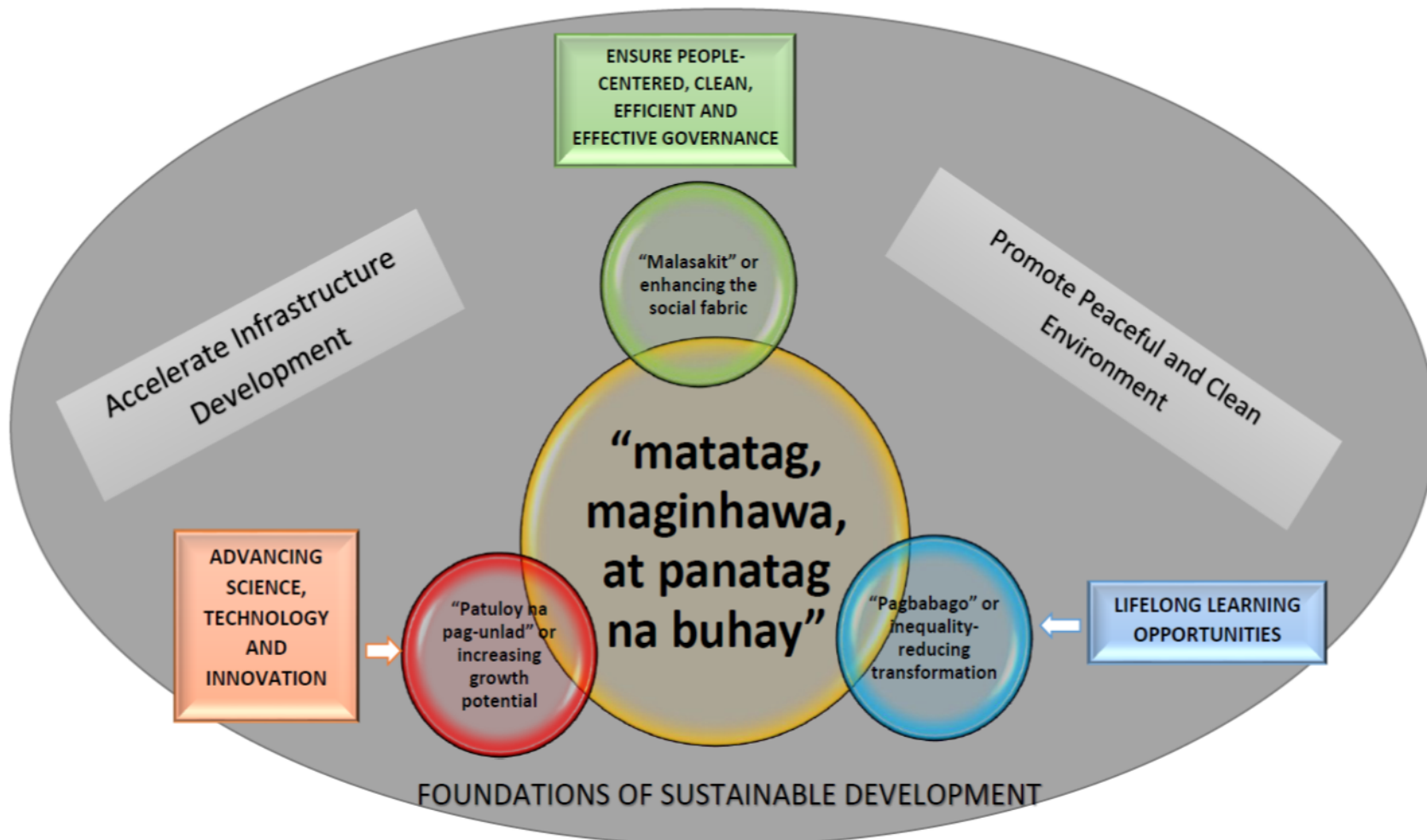
    – *Ensure asset preservation.*

Figure 1: The University Development Agenda towards Ambisyon Natin 2040

# UNIVERSITY STRATEGIC GOALS, OBJECTIVES, AND STRATEGIES

**Strategic Goals**

1. **Deliver inclusive quality higher education to students in the society.**

   *Objectives:*

   1.1. To develop new and appropriate curricular programs relevant to the current needs of the society and industry.

   1.2. To continuously improve the curriculum of every degree program.

   1.3. To equip the students with 21$^{st}$ century competencies.

   1.4. To integrate ICT in the teaching and learning process.

   1.5. To provide access to scholarly and scientific knowledge through subscription of online journals.

   1.6. To ensure the adherence of programs to the standards of the Accrediting Agency for Chartered Colleges and Universities in the Philippines (AACCUP) and other accrediting bodies to continuously cope with international standards.

   1.7. To improve and sustain the performance of the university in various board/licensure examinations.

   1.8. To upgrade the facilities and existing laboratories in the university.

   1.9. To continuously develop the competencies of faculty members to enhance the effectiveness in delivering and creating knowledge to their students.

   1.10. To integrate gender and development concepts in the curriculum and initiate programs for empowerment of women, indigenous peoples and differently-abled persons.

   *Strategies:*

   1.1. Conduct feasibility study and research about new programs which are needed by the job market and industry.

   1.2. Conduct periodic curriculum review to ensure that programs and courses are updated for significance to the needs of the students and relevance to the needs of society and industry.

   1.3. Provide faculty with a need-based and continuous faculty development program and in-service trainings to be updated with content and pedagogical skills for effective learning delivery among students.

   1.4. Provide ICT support for instruction and train faculty members on the use of ICT in learning for students to develop and be equipped with ICT skills.

   1.5. Ensure the provision of technology, infrastructure and budgetary support for online journal subscription.

   1.6. Continuously submit for program accreditation for quality assurance to produce additional Center of Development (COD) and Center of Excellence (COE) programs.

1.7. Ensure students quality through stringent admission policy and integrate competency enhancement programs into the curriculum and organize quality review for graduates before taking respective licensure examinations.

1.8. Ensure continuous provision of funding for repairs and upgrading of facilities and laboratory equipment for instruction and research purposes.

1.9. Institutionalize a strong and proactive faculty development program.

1.10 Plan and review curricula to include gender and development concepts and conduct programs, projects and activities relating to gender and development.

2. **Improve research quality for competitiveness.**

   *Objectives:*

   2.1. To develop the optimum potentials of full time researchers and faculty members.

   2.2. To motivate the faculty researchers in developing rigorous and highly relevant research for publication.

   2.3. To forge partnership with external research communities to help strengthen the financial capability of creating relevant research.

   2.4. To enhance research capabilities through the provision of access to online scientific journals.

   2.5. To protect researchers from using copyrighted works through the use of anti-plagiarism software.

   2.6. To secure protection of the researchers' intellectual property.

   2.7. To utilize information technology or written devices to store the research outputs for easy access.

   *Strategies:*

   2.1. Regular conduct of research capability-building among full time researchers and faculty members.

   2.2. Provide appropriate support and incentive for full-time researchers and faculty members in the conduct of researches and in the publication process.

   2.3. Develop linkages and agreements with external funding agencies and submit research proposals for funding.

   2.4. Allocate funding for subscription to online scientific journal publications.

   2.5. Acquire and maintain anti-plagiarism software.

   2.6. Help researchers and inventors in subjecting their research outputs and works of art for copyright and/or patent.

   2.7. To institutionalize data management for research.

3. **Promote the utilization of new knowledge and technologies for sustainable development.**

   *Objectives*

   3.1. To identify new knowledge relevant and valuable to current and future needs of the society.

3.2. To create a public forum to share and disseminate the generated knowledge and technologies.

3.3. To establish linkages with government and non-government organizations to forge partnership for effective and efficient knowledge and technology transfer.

3.4. To expand partnership with private entities, entrepreneurs, practitioners, and growers for funding arrangements and collaborative undertakings.

3.5. To monitor and evaluate the level of technology adoption.

*Strategies:*

3.1. Continuous conduct of research for knowledge and technology generation.

3.2. Organize community forum through linkages with local government units for the conduct of training to disseminate knowledge and technologies derived from research.

3.3. Develop sustainable partnership with local government units and community organizations for sharing of knowledge and technologies beneficial to the people especially the less-privileged sectors.

3.4. Identify possible private companies, entrepreneurs and stakeholders and build partnership in the conduct of extension activities.

3.5. Conduct monitoring and evaluation of client satisfaction and impact assessment of technology adopted by beneficiaries.

4. **Guarantee profitable and sustainable resource generation activities to strengthen the fiscal health of the university.**

   *Objectives:*

   4.1. To determine the market viability of the project before commercialization.

   4.2. To provide a venue for training students in production, marketing, accounting, and management.

   4.3. To provide employment opportunities for the community as well as to the graduates of the university.

   4.4. To create partnership with government and non-government organizations to promote the banner products and services of the university.

   4.5. To monitor and evaluate the performance of each project undertaken by the university.

   *Strategies:*

   4.1. Conduct feasibility study prior to the implementation of resource-generation projects and activities.

   4.2. Strengthen and expand the resource-generation and business-development units of the university to serve as internship/OJT site for students with specialization in production, marketing, accounting, and management.

   4.3. Strengthen and expand the resource-generation projects to accommodate workers/employees within the service area of the university.

4.4. Produce banner products (educational, agricultural, food, etc.) and build partnership with government and non-government organizations for mass production and commercialization.

4.5. Conduct a periodic monitoring, evaluation and analysis of the financial viability of each resource-generation project.

5. **Ensure people-centered, clean, efficient and effective governance.**

   *Objectives:*

   5.1. To promote the various anti-corruption programs in the university.

   5.2. To constantly improve the process to achieve fast, easy and efficient delivery of services for overall productivity.

   5.3. To establish mechanisms for the stakeholders to submit complaints and/or grievances for dissatisfaction of services.

   5.4. To provide public access to information.

   5.5. To improve human resource management (HRM) systems and processes.

   5.6. To continuously develop the human capital to increase productivity.

   *Strategies:*

   5.1. Ensure that all transactions are in accordance with budgeting, accounting, disbursing and auditing rules.

   5.2. Guarantee the enforcement of laws to ensure fast, easy, efficient and effective delivery of services of the different units in the university.

   5.3. Provide different avenues (media, forum, consultations, grievance committee and the like) for students, faculty, staff and stakeholders to express their complaints and/or grievances.

   5.4. Strengthen the adherence to Executive No. 2, s. of 2016 or the Freedom of Information and other pertinent laws for the people to have access to public documents.

   5.5. Establish a data base system and procedures for human resource management system and processes.

   5.6. Institutionalize a dynamic and strong Human Resource Development program to ensure that human resources have the necessary competencies for their jobs and all employees have fair access to the program.

6. **Accelerate infrastructure development in the university.**

   *Objectives:*

   6.1. To continuously build infrastructure facilities necessary for instruction, research, extension, resource-generation and general administration and support services.

   6.2. To expand the deployment of ICT infrastructure and address the growing demand in digital connectivity in the university.

   6.3. To continue to enhance the university's e-management system as a vital tool for good governance.

6.4. To incorporate disaster risk reduction and climate change adaptation strategies to ensure strong infrastructure facilities.

6.5. To ensure the security of infrastructure facilities through proactive and coordinated efforts with other government agencies.

*Strategies:*

6.1. Continuously propose infrastructure projects for funding from the national government, and external funding agencies; build infrastructures from local fund when available and necessary.

6.2. Build ICT infrastructures in support to the four-fold functions of the university.

6.3. Digitalize the data management and operations of the university.

6.4. Consistently consider the disaster risk reduction and climate change adaptation strategies in the design and structure of the different infrastructure projects.

6.5. Maintain a strong security force and develop partnership with the local authorities to ensure the security of the infrastructure facilities and assets of the university.

7. **Promote peaceful and clean environment for sustainable development.**

   *Objectives:*

   7.1. Integrate peace education in the curriculum to promote peace and conflict sensitivity.

   7.2. Build partnership with the law enforcers to prevent crimes and lawlessness within the university area of responsibility.

   7.3. Promote preventive awareness programs about illegal drugs.

   7.4. Strengthen research and development on forest, watershed, and biodiversity.

   7.5. Contribute to the development of the green economy by promoting eco-friendly technologies and practices.

   7.6. Promote and develop Agri-tourism using community-based approaches.

   7.7. Promote the practices of 3Rs and proper waste management in the university.

   *Strategies:*

   7.1. Plan and review the curriculum to include peace education concepts.

   7.2. Maintain a strong security force and establish partnership with local authorities to maintain peace and order in the university.

   7.3. Conduct seminars, fora, and symposia about illegal drugs.

   7.4. Submit proposals for funding and conduct environment-related researches.

   7.5. Institutionalize policy on environment-friendly practices in the university.

   7.6. Develop mechanisms and programs to make the university an Agri-tourism site in North Cotabato and in Region XII.

   7.7. Institutionalize policy to ensure adherence to the provisions of Republic Act No. 9003 (Ecological Solid Waste Management Act of 2000) and other environment-related laws.

**Institutional Learning Outcomes**

Graduates of USM will be able to:

1. Communicate effectively when expressing oral, non-verbal, and/or written language.

2. Demonstrate mastery of applying critical and creative thinking skills to investigate problems and develop practical solutions.

3. Recognize and respect the cultural differences, and able to work effectively amidst cultural diversity.

4. Exhibit ethical values and behavior that show integrity and honesty in their respective professions.

5. Utilize scientific knowledge and methodologies in addressing the real-world issues.

6. Demonstrate proficiency in using emerging information technology to support continuous improvement and achieve productivity.

7. Work collaboratively and interact effectively with other people.

8. Demonstrate expertise in their own field of discipline.

## SCHEDULE OF IMPLEMENTATION

The quality plan shall be implemented in accordance with the criteria set or targets. The schedule of implementation shall depend on budget appropriations. Programs, projects and activities (PPAs) which will not require large appropriations shall be accomplished simultaneously with other PPAs. The Unit Heads/Directors/Deans shall be responsible for the implementation of their units' PPAs and shall be coordinated and acted upon by the appropriate responsibility centers. *e.g.* All purchases of materials for the implementation of PPAs, be it for monthly operations or capital outlay shall be coordinated with the Bids and Awards Committee and Office of the President for review and approval. Once approved, the program of work and implementation of unit's PPAs shall be coordinated closely with Physical Plant and Development Office and Financial Management Services.

The initial activities will be followed by those which require more but not inordinately large amounts. For Capital-Intensive Activities, the university shall appropriate budget or forge partnerships with other funding agencies and follow program of work for implementation.

The implementation of the four-fold functions of the University such as Instruction, Research, Extension and Resource Generation shall be done simultaneously in accordance with the budget appropriated per office and in the timeline set during the plan design.

## INSTITUTIONAL PLAN BUDGET

The five-year budget for the implementation of the USM Institutional Development Plan is premised on the following : 1) the current financial resources of the institution's needs to be increased significantly to pursue the school's directions, and 2) aggressive resource mobilization to schemes will substantially contribute to the generation of funds necessary to achieve the university's medium and long-term goals

The institutions total budget was based on the three major sources of funds, namely: 1) allotments from the General, Appropriations Act (GAA) of the General Fund, 2) allotments from income generated by various income generating projects and/or of the academe Income Trust Fund, and 3) Donations and Grants.

As a government institution, the University shall get the bulk of its funds from the GAA which sustains the general fund. General Fund allotments consist of the academe's regular budget, supplementary releases, and congressional initiatives. General Fund allotments are allocated for recurrent and non-recurrent cost.

The Income Trust Fund is appropriated out of projected current income and accumulated savings from prior years. Current income includes income from operations (e.g. tuition and miscellaneous student fees, legal research fees), auxiliary services (student dormitories, faculty and staff housing), interest earnings on deposits, and miscellaneous income (e.g. rent income). Income Trust Fund allotments may be allocated to recurrent spending and capital outlays.

Trust Funds consist of external and internal trust accounts. External trust funds consist of research grants from industry and private endowments for student scholarships, faculty development, and professorial chairs, and donations in cash or in kind. Internal trust funds (also known as "income-fed" trust funds) consist of miscellaneous student fees earmarked for libraries, laboratories, student services and co-curricular activities. The use of trust funds is bound by provisions of the contract, deed of donation, or earmarking.

Moreover, aggressive resource generation activities through the implementation of diverse income generating projects shall be initiated by the University Resource Generation and Entrepreneurial Services.

## PLAN MONITORING AND EVALUATION

To ensure the achievement of the aforementioned initiatives, a monitoring and evaluation (M & E) mechanism should be established to provide USM decision makers with the necessary information for the effective and efficient management of the envisioned initiatives. Specifically, the implementation of strategies has to be monitored and evaluated regularly and periodically for many essential reasons among other are as follows: to improve its chances of success; to incorporate the lessons of experience; to identify possible changes, such as

modifications in guidelines and procedures; and to suggest changes in policies, because of evidence – in practice – of alternative approaches.

The quality plan of the Unit/College shall be monitored and evaluated by the Unit Heads/Directors/Deans and the Planning and Development Office preferably on a quarterly basis and as applicable. This is to ensure that plans are achieved accurately and timely. Mitigation measures shall be set and enforced once the ongoing implementation deviates from the original plan or if not achieved on time.

The Planning and Development Office (PDO) shall be the primary unit charged with monitoring compliance of the plan. It will be obtaining its data from all responsibility centers of the university which will be submitting such data on a quarterly basis and as applicable. For instance, the colleges shall submit data on enrolment, board examination performance, program accreditation status, revenues if any, human resource development activities, number of graduates, linkages, employment if such data is available, research and extension activities and number of beneficiaries thereof, and others. Such data-gathering activity will be facilitated by linking the units through an Internet. The responsibility centers may submit the data directly to the PDO or send those through the internet. Data gathered shall be presented in appropriate forms for easy access and utilization by all authorized entities. Annually, the responsibility centers shall submit their targets to the PDO. Such targets shall be set jointly with the Vice-President concerned and presented to the Administrative Council and if necessary to the Board of Regents for approval.

The evaluation process shall be undertaken by all responsibility centers. Units with university-wide coverage shall also conduct evaluation, such as: the Offices of the Vice-Presidents, the Human Resource Management and Development, the Financial Management Services, and others as may be necessary. The evaluation process shall be made with reference to the targets of the centers and shall be tied up to the promotion system and performance-based benefits that may be given to employees.

## ORGANIZATION AND MANAGEMENT

The Universit, will initiate its efforts from the 2005 approved organizational structure. The streamlined structure, as its starting point in serving the region as a center of excellence in agriculture and center of development for veterinary medicine and biology, is geared at strengthening the operation of the institution's four-fold functions: instruction, research, extension, production including general administration and support services across its covered campuses.

Figure 1 shows the enhanced structural configuration of the organization, emphasizing the empowerment of various colleges as the institutional backbone of the University of higher learning to implement its program priorities.

# USM STRATEGIC FRAMEWORK

| SUSTAINABLE DEVELOPMENT GOALS 2030 |

| AMBISYON NATIN 2040: Enable Filipino to attain "Matatag, Maginhawa, at Panatag na Buhay" |

| PHILIPPINE DEVELOPMENT PLAN |

| MINDANAO 2020 (Peace and Development Framework Plan 2011-2030) |

| REGIONAL DEVELOPMENT PLAN |

| TO LAYDOWN THE FOUNDATION FOR INCLUSIVE GROWTH, HIGH TRUST AND RESILIENT SOCIETY, AND GLOBALLY COMPETITIVE KNOWLEDGE ECONOMY |

## USM VISION. MISSION. AND CORE VALUES

**GOOD GOVERNANCE**

**ACADEMIC EXCELLENCE**

**CONTINUOUS ADVANCEMENT**

## STRATEGIC GOALS

**ENHANCED ADMINISTRATIVE GOVERNANCE**

**QUALITY EDUCATION**

**IMPROVED RESEARCH QUALITY**

**UTILIZATION OF NEW KNOWLEDGE AND TECHNOLOGY**

**PROFITABLE AND SUSTAINABLE RESOURCE GENERATION ACTIVITIES**

**PEACEFUL, AND CLEAN ENVIRONMENT**

**ACCELERATED INFRASTRUCTURE DEVELOPMENT**