



ROMBLON STATE UNIVERSITY STRATEGIC PLAN 2019-2025

Readiness to Serve the region in Utilizing resources for higher education.

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OFFICE OF THE UNIVERSITY PRESIDENT

MESSAGE

With its ten-year old university status, Romblon State University has already undergone series of interventions and innovations transpired in consonance with my ten-point agenda to ensure of aligning its mandates Sustainable Development Goals (SDGs).

For quality management of research, instruction, production and extension (RIPE), a thorough analysis of Strengths, Weaknesses, Opportunities, and Threats (SWOT) serves as guidepost in the direction of the university in the seven years. Goals, indicators, challenges, and strategies were clearly defined and projected in the Seven Year Strategic Plan of the university. Hence, this plan provides sense of direction and outlines measurable goals. This also served as a guiding mechanism for evaluating progress and changing approaches in moving forward.

As we operate in a global environment, RSU cultivates its work and learning environments in ways that allow creativity to flourish. Further, we enhance economic, intellectual and social wellbeing by offering research results and educating experts for the service of society. Moreover, high-level researches encourage for a more progressive and dynamic leadership.

The overall framework of the Seven Year Strategic Plan clearly depicts and highlights the established philosophy. "Success of the university is measured by the quality of graduates produced, general character of personnel and quality of management systems and procedures adapted."

I thereby commend the team who conceptualized this Strategic Plan with the assistance and guidance of the National Economic Development Authority-MIMAROPA Regional Office.



ARNULFO F. DE LUNA, PhD
University President II

EXECUTIVE SUMMARY

The Seven Year Strategic Plan (2019-2025) is a collective effort of the various delivery units of the Romblon State University which serves as the blueprint towards excellence, quality, efficiency, relevance, responsiveness, and effectiveness in the delivery of tertiary education in MIMAROPA Region.

Guided by its mandate as a university through Republic Act No. 9721, as well as the country's long-term vision (*AmBisyon Natin 2040*) and development frameworks laid-out in the *Philippine Development Plan and MIMAROPA Regional Development Plan (2017-2022)*, and anchored to the agenda stipulated in *Tub-oy – Building Self-Reliant Communities for Romblomanons*"; *Bugsay – Rowing Progress for Romblon, Five Year Research Development Plan (2014-2018)*"; and *“Salida Romblon – A Journey Towards MIMARO’s Lead University”* and from the *Ten-Point Agenda of President Arnulfo F. De Luna*, the Strategic Plan provides a doable and holistic view of the progress path for the entire university as well as specific campus and college-level strategic plans aligned with this overall university-wide strategic plan within a period of seven years. The Plan specifically provides a systematic program-project focused work plan as basis for setting priorities and monitoring progress, and assessing results and impacts.

The Plan is the final output from the series of consultations with the various stakeholders, and from the workshop facilitated by the National Economic Development Authority – MIMAROPA Regional Office. Thus, the Plan undergone a rigorous review toward the finalization of the university's Vision-Mission (VM), including the specific goals and objectives (GO) of various programs, projects and activities (PPAs) that will be implemented in the next 3-7 years or beyond. Consequently, it will lead to the realization of becoming an internationally competitive higher education institution in the country.





CHAPTER I

Introduction

Readiness to Serve the region in Utilizing resources for higher education.

CHAPTER 1

INTRODUCTION

A. Background and Rationale of the Seven Year Strategic Plan 2019-2025

In recent years, the Higher Education Institutions (HEIs) in the country are facing complex and challenging responsibilities. These responsibilities entail the provision for a better access and affordable quality education services through outcome-based teaching and learning process in key result areas (KRAs) of instruction, research, extension, and production towards meeting institutional vision, mission, and goals (VMG).

The *Philippine Development Plan (2017-2022)* highlighted the major issues in HEIs which include: (a) quality of graduates, (b) lackluster performance in producing innovators, researchers, job creators, etc., (c) lack of faculty with advanced degrees, (d) poor quality of graduate programs, (e) low number of accredited programs, (f) inadequate attention to research and technological innovations, (g) lack of interest among Filipinos engineering, scientific and technical studies, (h) mismatch between higher education and industry, and (i) bureaucracy and questionable practices among HEIs. In addition, with the present Duterte's administration, it is envisioned through *AmBisyon Natin 2040* that formal education is a vital sector in the realization of creating opportunities for Filipinos to enjoy a "*matatag, maginhawa, at panatag na buhay*." Thus, the government plays a proactive role in setting the agenda for education towards molding the future of every Filipino.

On the other hand, the Commission on Higher Education (CHED) also reiterated that State Universities and Colleges (SUCs) should take the challenge of the ASEAN integration in forging partnerships and collaboration among other academic institutions from the neighboring countries in the region as part of CHED's internationalization agenda. In *CHED Strategic Plan (2019-2022)*, it highlights four key result areas (KRAs), namely: access and equity; quality and competitiveness; relevance and responsiveness; and resilience and capability. These KRAs resonate CHED's goals in broadening access to higher quality education and strong linkages with industry, government and civil society, as well as to strengthen capabilities among SUCs. This is also supported by the *MIMAROPA Regional Development Plan (2017-2022)* which emphasizes the collective efforts from the various stakeholders in the pursuit of socioeconomic development in the region.

With the abovementioned challenges, it is imperative for SUCs to engage in a planning process based on strategic thinking. Likewise, the Romblon State University (RSU) must be developing a "strategy" or approach to proactively and successfully deal with these emerging challenges. The valuable inputs from the delivery units (colleges, satellite campuses, administration, and support services), including other government agencies as partners/stakeholders are greatly important in shaping this university's strategic direction – redefining RSU institutional goals and priorities to remain relevant and responsive to the needs of its stakeholders, and contributes to university stability and growth for the next 3-7 years.



The Seven Year Strategic Plan (2019-2025) provides a doable and holistic view of the progress path for the entire university as well as specific campus and college-level strategic plans aligned with this overall university-wide strategic plan for a period of seven years. Specifically, the Plan is a systematic program-project focused work plan as basis for setting priorities and monitoring progress, and assessing results and impacts.

Moreover, the Plan is a continuing effort following the guiding principles set in previous publications, namely: *“Tub-oy – Building Self-Reliant Communities for Romblomanons”*; *“Bugsay – Rowing Progress for Romblon, Five Year Research Development Plan (2014-2018)”*; and *“Salida Romblon – A Journey Towards MIMARO’s Lead University.”* Finally, anchored on the *Ten-Point Agenda of President Arnulfo F. De Luna*, the revised mission and vision statements were formulated and to be adopted by the university towards excellence and quality, relevance and responsiveness, as well as efficiency and effectiveness in the delivery of public service.

B. Organizational Background

1. RSU Vision and Mission Statements


Guided by the virtue of Republic Act No. 9721 - its conversion into a university in 2009, RSU embarked into a dynamic and responsive leadership in the 21st century. With its ten-year old university status, RSU formulated its Vision and Mission based on the general mandate that is, *“the university shall primarily provide advanced education, higher technological and professional instruction and training in agriculture and fishery, forestry, science and technology, education, arts and sciences and other relevant fields of study. It shall also undertake research and extension services, and provide progressive leadership in its areas of specialization and systematically employ these to chart the direction of the university.”*

To have a holistic Vision-Mission statement creation approach, an environmental scanning was carried-out through the process of SWOT (strengths, weaknesses, opportunities, and threats) analysis. SWOT includes an external environment - identifies and assesses opportunities and threats the university is currently facing, including trends in the community in which the university operates; and an internal environment - assesses university’s strengths and weaknesses in the current university performance in terms of “inputs” (financial and human resources), “processes” (operating methods and strategies), and “outputs” (results and outcomes).

The new Vision and Mission, respectively state that:

“RSU as an innovative agricultural university, committed to develop industry responsive life-long learners resilient to the changing environment towards an internationally competitive higher education institution;”





“RSU exists by providing quality higher education and learning environment in agriculture, fisheries and forestry, arts and sciences, business and accountancy, education, engineering and technology, and other related disciplines; ensuring the development of competent professionals; and conducting relevant research and extension programs using modern and appropriate technology conforming with international standards.”

Thus, the Vision-Mission statement of the university mirrors the changing trends, forces, and values that affect or influence the university operations and the clientele it serves. It also reflects the essence of the university’s existence for being an agricultural institution, and what the image it portray in the next three to seven years or beyond; and the community it serve with shared values among employees, students, and other beneficiaries in the region and outside the country.

2. RSU Core Values

Within the context of its vision and mission to achieve sustainable future, RSU commits itself to the three-fold values which every faculty, staff, and students must uphold:

SINCERITY

RSU upholds with dedication and commitment the performance of responsibilities of its faculty and staff in pursuing its mission as higher learning institution;

NOBILITY

RSU administration, including faculty, staff and students perform their responsibilities with the highest decency and dignity guided by the vision and mission of the institution; and

INTEGRITY

RSU maintains the highest standard of morality among its faculty and staff in the performance of their duties and responsibilities.

3. RSU History

As founded by John C. Early in 1915, Romblon State University initially started its humble beginning as the Odiongan Farm School (OFS). After 32 years of operation, OFS was converted in 1947 into Odiongan Rural High School (ORHS) that offers complete secondary courses headed by a Principal under the supervision of a Schools Division Superintendent.

On December 1, 1956, the Odiongan Rural High School was converted under RA No. 1391 into a Secondary Curriculum and was named Odiongan National Agricultural School (ONAS). ONAS remained as a regional school but the name was changed to Romblon National Agricultural School (RONAS) by virtue of General Appropriations Act of 1958.

On July 1, 1965, RONAS was converted into the Romblon National Agricultural College under Republic Act No. 4286. Then the name RONAC was changed to Romblon Agricultural College (RAC) by virtue of the GA of 1969 where only secondary agricultural curriculum was offered. By 1974,



a post-secondary curriculum was offered by virtue of the Educational Development Act of 1972. A two-year associate in Agricultural Technology was offered in compliance with Memorandum Circular No.8 series of 1974. Eventually, three degree programs were offered, namely: BS Agriculture, BS Agricultural Education and BS Home Technology in 1975.

On May 18, 1983, the Romblon Agricultural College was converted into Romblon State College (RSC) through a Parliamentary Bill 131 and signed into law - Batas Pambansa Blg. 393 by the late President, Ferdinand E. Marcos; and its was inaugurated on September 30, 1983; wherein it was fully operated as a state college under its own budget in 1985.

On January 12, 2001, the former Romblon College of Fisheries and Forestry (RCFF) created under Batas Pambansa Blg. 553 was fully integrated to Romblon College-Odiongan Romblon by virtue of BOT Resolution No. 3, series of 2001, and name RSC Tablas Branch through joint resolution of the Administrative and Academic council in conformity with IGI-CSI issued under Memo Order No. 27, series of 2000.

On February 28, 2001, the former Sibuyan Polytechnic College (SPC) which was created by virtue of Batas Pambansa Blg. 614 was fully integrated to Romblon State College (RSC) through BOT Resolution No. 11, series of 2001 and it was named and renamed RSC-Sibuyan Campus and RSC-Sibuyan Branch, respectively. Finally, RSC was converted into Romblon State University (RSU) by the former President Gloria Macapagal Arroyo through Republic Act 9721 on October 14, 2009. The university was officially inaugurated on November 28, 2009. Eventually, the Act also integrates the satellite campuses in the municipalities of Calatrava, San San Agustin, San Andres, Santa Fe and Santa Maria in Tablas Island; San Fernando and Cajidiocan in Sibuyan Island; and Sawang in Romblon Island.

At present, being a 10-year old lone state university in the province, RSU administers its affairs in accordance with Republic Act 9721 and with the general laws of the country in so far as they are applicable. The University upholds the humanistic philosophy of education and committed itself to enhance the individual potentialities to the optimum; promote physical, intellectual, social, emotional and spiritual well-being of the youth; recognize the learner as the center of pedagogical efforts; and transform the educated individual to become a man and woman for others.

Figure 1 shows the major milestones toward universityhood of RSU.



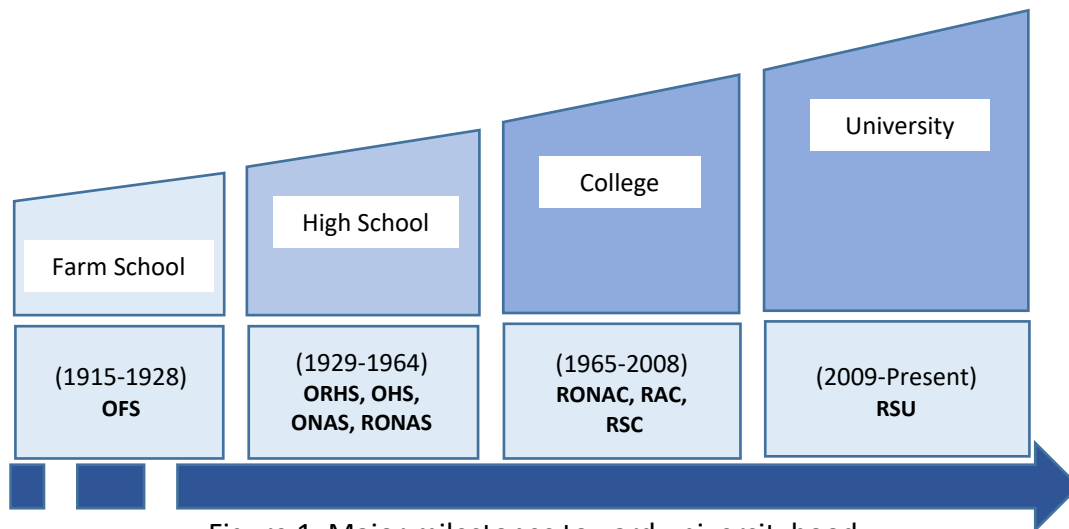


Figure 1. Major milestones toward universityhood

4. Land Use Plan and Location Map

RSU has one main campus and eight satellite campuses that are strategically located in the four islands of the province of Romblon. There are five satellite campuses in Tablas Island: Calatrava, San Agustin, San Andres, Sta. Maria, and Sta. Fe. There is one extension campus in Carabao Island (San Jose) under Sta. Fe campus. In Sibuyan Island, there are two satellite campuses, San Fernando and Cajidiocan; and Sawang campus in Romblon Island. Table 1 indicates the total land area per campus which are currently utilized in areas of instruction, research, extension, production, and administration.

Table 1. Total land area per campus

| Campus | Total Land Area (hectares) |
|------------------------|----------------------------|
| Odiongan - Main Campus | 109.5467 |
| San Agustin Campus | 42.9958 |
| San Andres Campus | 7.6994 |
| San Fernando Campus | 5.2500 |
| Romblon Campus | 3.5128 |
| Calatrava Campus | 1.0000 |
| Sta Maria Campus | 0.8000 |
| Sta Fe Campus | 0.7426 |
| Cajidiocan Campus | 0.1958 |
| Agpudlos, San Andres* | 77.9478 |
| TOTAL | 249.6909 |

Note: *Currently, this is not officially considered as a campus

The above data are based on the tax declarations secured from the Assessor's Office of the respective municipalities where the campuses are located. Majority of these land holdings are donated to RSU, except for the entire Agpudlos property that is purchased and allocated for the College of Agriculture, Fishery and Forestry (CAFF) demonstration farms, academic and other support facilities, including IGP projects. To date, the preliminary activities for land survey are underway towards the preparation of the Master Plan for each campus. The budget in the final preparation of the Master Plan, including the Land Use Plan for each campus will be proposed, except that the budget for the Main Campus is already allocated.

In particular, the main campus and satellite campuses have academic infrastructures to support the management of eight colleges/institutes, including support delivery units/departments. These eight colleges/institutes are as follows: College of Agriculture, Fishery and Forestry (CAFF), College of Arts and Sciences (CAS), College of Business and Accountancy (CBA), College of Education (CED), College ng Engineering and Technology (CET), Institute of Criminal Justice Education (ICJE), Institute of Information Technology (IIT), and Institute of Graduate Studies (IGT). The remaining satellite campuses in Tablas, Sibuyan and Romblon islands have the adequate academic buildings, facilities, and amenities to support their academic program offerings.

Figure 2 is the location map of these nine campuses in the four islands of the province of Romblon.





Figure 2. Location Map of RSU Campuses

Figure 3 is the land use map of the main campus situated in the Municipality of Odiongan.

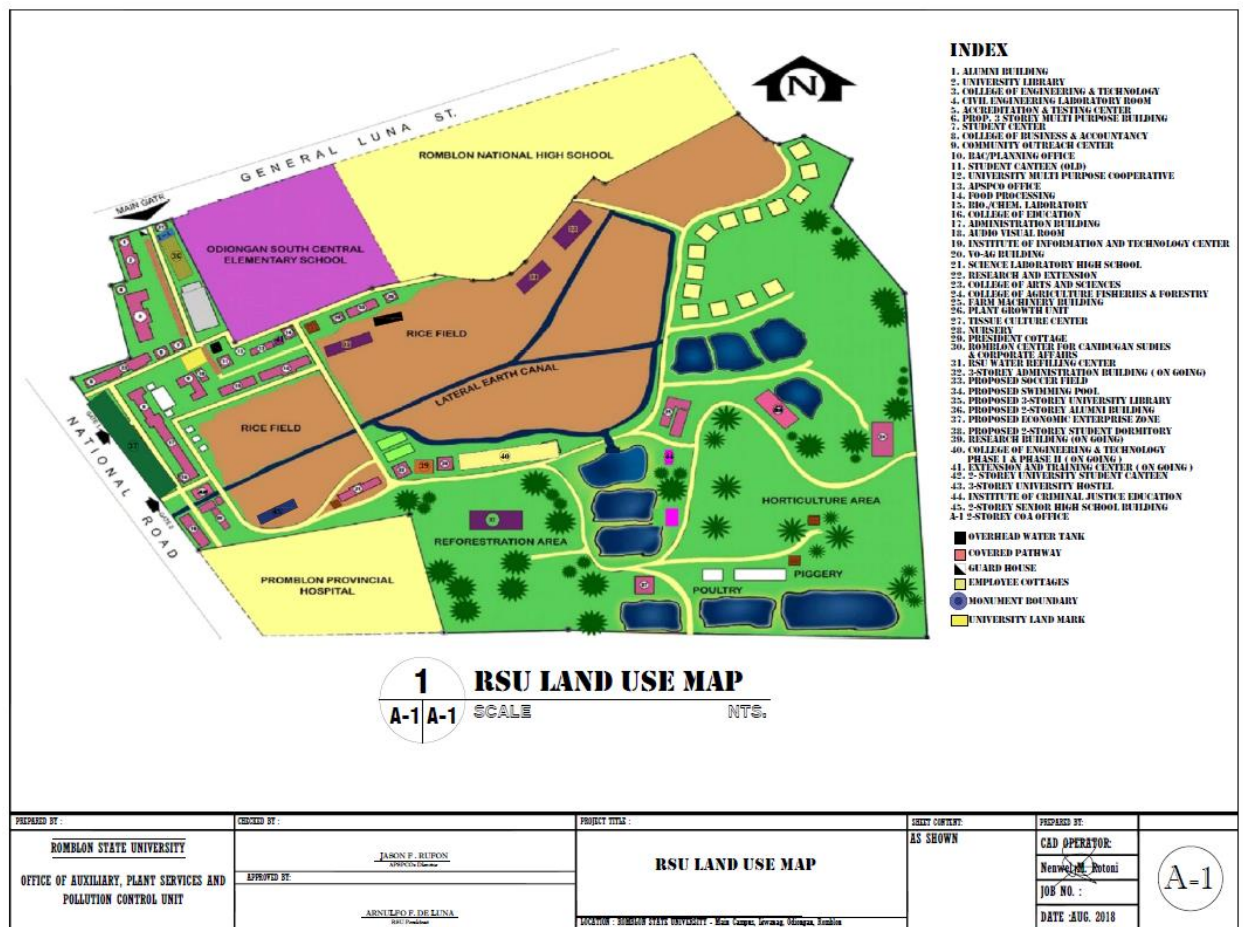


Figure 3. Land Use Map – Main Campus

The proposed land use plan reflects the future utilization of the land holdings of RSU in meeting the current demands in instruction, research, extension, and production which necessitate additional classrooms, student and learning facilities, student and staff dormitories, sports facilities, research and extension centers; improvement in the information and communication systems, and rehabilitation/upgrading of existing road networks, drainage systems and other basic services/utilities in the overall management of the university.

Appendices E provide the location maps/site development plans of the satellite campuses in four islands of the province of Romblon.



5. RSU Profile

Academic Programs and Degrees

Listed below are the various degree programs offered in the nine campuses, including in the main campus located in Odiongan, Romblon. At the main campus, there are five and 19 academic programs being offered in graduate and undergraduate levels, respectively; while in the satellite campuses, there are three graduate programs, and 30 undergraduate programs. The K-12 high school program is also offered at the main campus.

Institute of Graduate Studies (IGS)

- Doctor in Philosophy in Educational Management
- Master of Arts in Business Administration
- Master of Arts in Education
- Master in Educational Management
- Master of Science in Agriculture

College of Agriculture, Fisheries, and Forestry

- Bachelor in Agricultural Technology
- Bachelor of Science in Agriculture

College of Arts and Sciences

- Bachelor of Science in Biology
- Bachelor of Arts in English
- Bachelor of Arts in Political Science
- Bachelor of Arts in Public Administration

College of Business and Accountancy

- Bachelor of Science in Accountancy
- Bachelor of Science in Business Administration majoring in Operations Management and Financial Management
- Bachelor of Science in Hospitality Management

College of Education

- Bachelor in Elementary Education
- Bachelor in Secondary Education Major in General Science, MAPEH, English, Mathematics, Filipino, and TLE

College of Engineering and Technology

- Bachelor of Science in Agricultural and Biosystems Engineering
- Bachelor of Science in Civil Engineering
- Bachelor of Science in Electrical Engineering
- Bachelor of Science in Mechanical Engineering

Institute of Criminal Justice Education

- Bachelor of Science in Criminology



Institute of Information Technology

- Bachelor of Science in Information Technology

Science High School

- Junior High (Grades 7 to 10)
- Senior High (Grades 11 to 12)
Science, Technology, Engineering and Mathematics (STEM); Accountancy, Business, and Management (ABM); Humanities and Social Science (HUMSS) Information and Communication (ICT) General Academic Strand (GAS)

Calatrava Campus

- Bachelor in Elementary Education
- Bachelor of Science in Agriculture
- Bachelor of Science in Forestry
- Bachelor of Science in Fisheries
- Bachelor of Science in Environmental Science

San Agustin Campus

- Master in Educational Management
- Bachelor of Science in Fisheries
- Bachelor of Elementary Education

Sta. Maria Campus

- Bachelor of Elementary Education
- Bachelor of Science in Fisheries

Sta. Fe Campus

- Bachelor of Elementary Education
- Bachelor in Secondary Education
- Bachelor of Science in Fisheries

San Andres Campus

- Bachelor of Elementary Education
- Bachelor of Science in Fisheries

Cajidiocan Campus

- Bachelor of Secondary Education
- Bachelor of Elementary Education
- Bachelor of Science in Information Technology
- Bachelor of Agricultural Technology (BAT)

San Fernando Campus

- Master of Arts in Educational Management
- Master of Arts in Educational major in English
- Bachelor in Elementary Education
- Bachelor in Secondary Education



- Bachelor in Technical-Vocational Teacher Education (BTTE) Drafting Technology Automotive Technology Food & Service Management
- Bachelor of Science in Business Administration
- Bachelor of Science in Information Technology
- Bachelor of Science in Hotel & Restaurant Management
- Computer Operation and Programming (COP)
- Certificate in Industrial Technology (CIT)

Romblon Campus

- Bachelor of Science in Business Administration
- Bachelor of Science in Information Technology
- Bachelor of Science in Elementary Education
- Bachelor of Secondary Education

Program Accreditation

The table below provides the summary list of programs that have already undergone AACCUP (Accrediting Agency of Chartered Colleges and Universities in the Philippines) accreditation. More than half of the number of the academic programs have undergone accreditation with a 3-year validity period. All the program offerings at the College of Engineering and Technology (CET), College of Education (CED) and Institute of Information Technology (IIT) have reached Level III accreditation.

There were six programs of the College of Business and Accountancy (CBA) in the campus have undergone the third survey for Level II re-accreditation last July 2019. Other campuses such as Sawang (Romblon) were visited for second survey Level I accreditation; San Agustin campus has two programs for preliminary survey visit; and Cajidiocan campus has three programs for first survey visit. Aside from CBA programs at the main campus, nine graduate programs (both doctoral and masteral degrees), and one program in the College of Criminal Justice Education (ICJE) have undergone preliminary survey visit (PSV) last July 2019.

Table 2. Academic Programs with AACCUP Accreditation

| LEVEL | PROGRAM | CAMPUS/COLLEGE | VALID UNTIL |
|-----------|--|---|---------------|
| LEVEL III | <ul style="list-style-type: none"> • Bachelor of Science in Agricultural and Biosystems Engineering • Bachelor of Science in Civil Engineering • Bachelor of Science in Electrical Engineering • Bachelor of Science in Mechanical Engineering | MAIN CAMPUS College of Engineering and Technology | December 2021 |
| | <ul style="list-style-type: none"> • Bachelor in Elementary Education | College of Education | November |



| | | | |
|-----------------|--|--|---|
| | <ul style="list-style-type: none"> Bachelor in Secondary Education (Major: English, Mathematics, Filipino, Biological Science, TLE, MAPEH) Bachelor of Science in Information Technology | Institute of Information Technology | 2020 November 2020 |
| LEVEL II | <ul style="list-style-type: none"> Bachelor of Arts in English AB in Public Administration AB Political Science Bachelor of Science Biology Bachelor in Agricultural Technology Bachelor of Science in Agriculture Bachelor of Science in Accountancy BS in Business Administration Major in Financial Management BS in Business Administration Major in Management BS in Hotel & Restaurant Management Bachelor of Secondary Education (Majors: Mathematics, Biological Science, English, Filipino) BS in Hotel & Restaurant Management Bachelor of Science in Fisheries | MAIN CAMPUS College of Arts and Sciences College of Agriculture, Fisheries and Forestry College of Business and Accountancy RSU SAN FERNANDO College of Education College of Business and Accountancy SAN AGUSTIN CAMPUS College of Agriculture, Fisheries and Forestry | July 2022 March 2019 March 2019 July 2022 March 2019 July 2022 July 2022 July 2022 |
| LEVEL I | <ul style="list-style-type: none"> Bachelor of Elementary Education Bachelor of Science in Business Administration Bachelor of Science in Information Technology Bachelor of Secondary Education (Majors: Mathematics, English, Biological Science, TLE) Bachelor of Science in Information Technology Bachelor of Elementary Education Bachelor of Science in Fisheries | SAN FERNANDO CAMPUS College of Education College of Business and Accountancy Institute of Information Technology CAJIDIOCAN CAMPUS College of Education Institute of Information Technology College of Education STA MARIA CAMPUS College of Agriculture, Fisheries and Forestry | July 2021 July 2020 March 2018 Candidate March 2018 Candidate July 2021 |



| | | | |
|------------|---|---|--|
| | <ul style="list-style-type: none"> • Bachelor of Elementary Education • Bachelor of Secondary Education (Majors: (English, Mathematics) • Bachelor of Science in Fisheries | <p>STA FE CAMPUS College of Education</p> <p>College of Agriculture, Fisheries and Forestry</p> <p>SAN ANDRES CAMPUS College of Agriculture, Fisheries and Forestry</p> <p>ROMBLON CAMPUS College of Business and Accountancy Institute of Information Technology College of Education</p> | <p>July 2021</p> <p>July 2021</p> <p>July 2021</p> <p>July 2021</p> <p>December 2018</p> |
| PSV | <ul style="list-style-type: none"> • Master in Public Administration • Master of Science in Agriculture • Master of Arts in Business Administration • Master in Educational Management • Ph.D. in Educational Management • MAEd English • MAEd Home Economics • MAEd Mathematics • MAEd Science • Bachelor of Science in Criminology • Master in Educational Management • Bachelor of Elementary Education • BSED Major in Fish Processing & Marine Fisheries • Bachelor of Technology & Livelihood Education major in Home Economics | <p>MAIN CAMPUS Institute of Graduate Studies</p> <p>Institute of Criminal Justice Education</p> <p>SAN FERNANDO CAMPUS Institute of Graduate Studies</p> <p>SAN AGUSTIN CAMPUS College of Education</p> <p>CAJIDIOCAN CAMPUS College of Education</p> | <p>December 2018</p> |



| | | | |
|--|--|--|--|
| | <ul style="list-style-type: none"> Bachelor of Science in Environmental Science Bachelor of Elementary Education Bachelor of Elementary Education | CALATRAVA CAMPUS College of Education STA MARIA CAMPUS College of Education SAN ANDRES CAMPUS College of Education | |
|--|--|--|--|

Enrolment Trend

This is one of the major indicators of the accessibility of the program offerings of the university in the region, particularly in poor communities in the province of Romblon. The table below shows the enrolment per campus from AY 2015-16 to AY 2019-2020 (first semester).

The population in the main campus shared more than half (51.59%) of the total enrolment of the entire university for the past academic years, followed by Sawang (14.18%) and San Fernando (10.33%) campuses. In terms of the trend, AY 2015-16 got the highest registration, then followed by AY 2019-2020 (first semester). The lowest enrolment recorded in AY 2017-18 was due to the transition period under the K to 12 program.

Table 3. Enrollment across campuses, AY 2015-2016 to 2019-2020 (first semester)

| Campus | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | | 2019-20 |
|------------------|--------------|-------|-------------|------|-------------|------|-------------|------|-------------|
| Main - Odiongan | 5570 | 5260 | 4744 | 4735 | 4126 | 4010 | 4981 | 4645 | 5440 |
| San Andres | 255 | 247 | 230 | 231 | 231 | 215 | 221 | 220 | 231 |
| Calatrava | 211 | 203 | 167 | 161 | 170 | 172 | 251 | 250 | 236 |
| San Agustin | 187 | 417 | 358 | 430 | 303 | 437 | 506 | 501 | 479 |
| Sta. Maria | 335 | 334 | 308 | 312 | 279 | 273 | 251 | 254 | 288 |
| Sta. Fe | 252 | 273 | 269 | 243 | 152 | 210 | 295 | 289 | 257 |
| Sawang - Romblon | 1683 | 1500 | 1311 | 1315 | 1218 | 1179 | 1150 | 1116 | 1151 |
| Cajidiocan | 920 | 975 | 864 | 861 | 579 | 710 | 810 | 790 | 852 |
| San Fernando | 1235 | 1239 | 1005 | 985 | 773 | 804 | 830 | 808 | 873 |
| TOTAL | 10848 | 10448 | 9256 | 9273 | 7831 | 8010 | 9295 | 8873 | 9807 |
| AVERAGE | 10648 | | 9265 | | 7921 | | 9084 | | 9807 |



Licensure Examination

Despite the decreasing trend in the passing percentage in the various licensure examination from the graduates of the university, the total number of board passers are increasing by 33.85% across disciplines. However, the percentage passing of first-time takers (50-50-49%) was slightly below the national passing percentage (54-53-52%) during the past three years.

Table 4. Licensure Examination Performance

| Number of Board Passer | 2016 | 2017 | 2018 |
|---|-----------------|-----------------|-----------------|
| RSU Total Board Passers | 493 (34.63%) | 576 (30.80%) | 771 (34.34%) |
| RSU Total First-Takers | 762 | 965 | 984 |
| RSU First-Taker Passers | 382 (50.13%) | 478 (49.51%) | 478 (48.58%) |
| National Passing Percentage (First-taker passers) | 53.76% | 52.93% | 52.14% |
| RSU Total Takers (including re-takers) | 1,432 | 1,870 | 2,245 |
| National Total Takers (including re-takers) | 34.39% | 32.17% | 34.44% |

Faculty and Staff Profile

To date, the university has 271 permanent faculty members across nine campuses: the main campus - Odiongan has the most number of faculty, 175; San Fernando, 34; Cajidiocan, 8; Romblon, 12; San Agustin, 10; Santa Maria, 5; San Andres, 6; Santa Fe, 8; Calatrava 13.

Figure 3 shows the distribution of faculty per campus, and the graph indicates that the main campus got the highest share (64.58%) followed by San Fernando campus (12.55%); and while the Sta. Maria campus has the lowest share (1.85%) with only five faculty members. Out of these 271 permanent faculty members; 45 full-fledge Ph.D., 31 working for doctorate degrees, 158 full-fledged master's degree, and 37 workings for master's degrees.



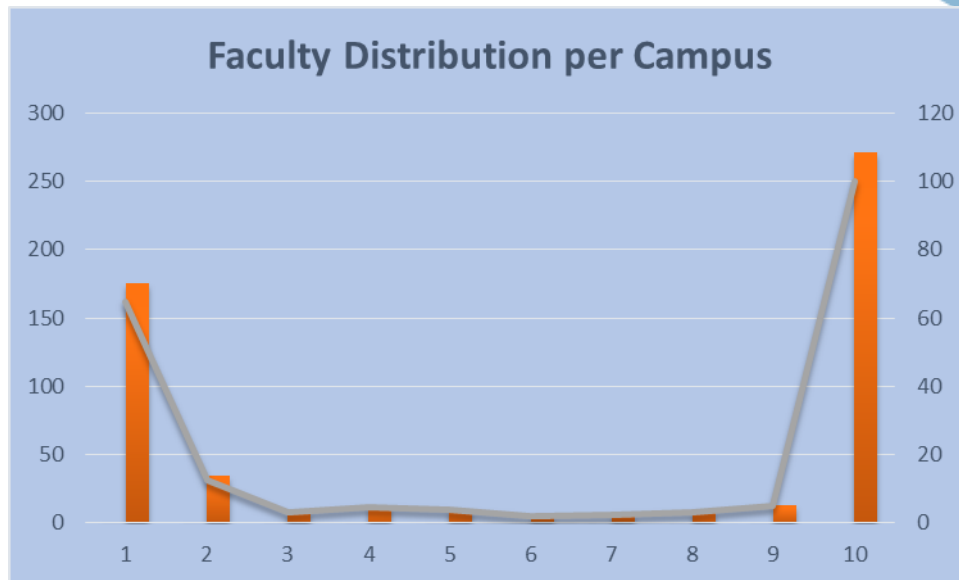


Figure 3. Faculty distribution per campus

Based on NBC 461 7th Cycle Evaluation, the 270 faculty members has the following ranks: 128 Instructor (1-3) position; 73 Assistant Professor (1-4); 59 Associate Professor (1-5); and 10 Professor (1-6). Only one faculty strongly differed to subject in NBC evaluation, instead maintaining the title of Head Teacher VI. Figure 4 shows a graph of the faculty rank distribution, from having most of instructor positions to the least rank of professor.

Overall, the university has a total workforce of 540 which include teaching (lecturers and part-timers), and non-teaching. More than half (62.78%) of the workforce is in the main campus, while the rest of the faculty members are distributed in the satellite campuses where San Fernando campus got the highest share of 10.74%, then followed by Sawang campus, 6.85%. Out of the total workforce, the non-teaching got a total share of 23.15%.

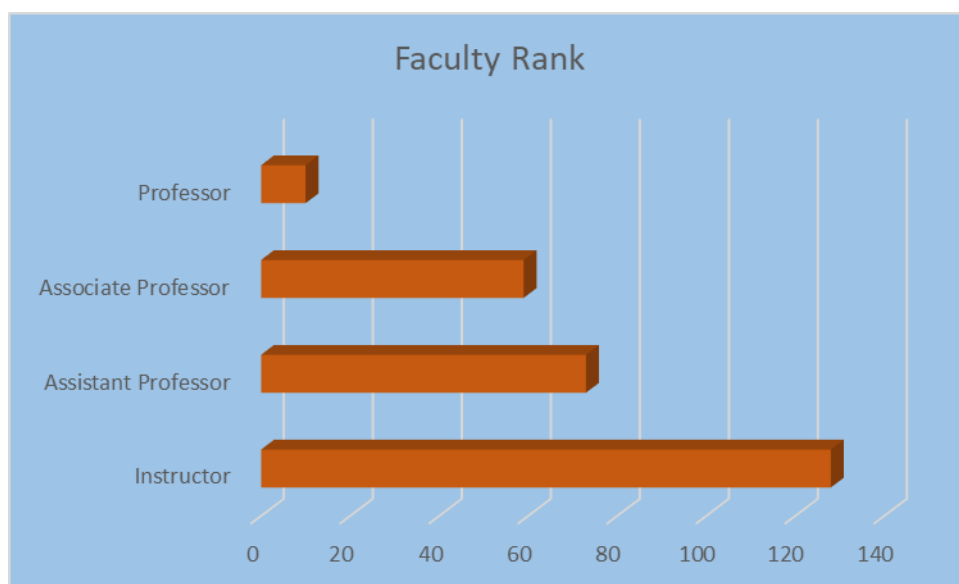


Figure 4. Faculty Rank Distribution

6. Overall Strategic Planning Framework

In general, institutional strategic planning is a logical process of foreseeing a desired future (vision), translating this “vision” into defined measurable outcomes (goals and objectives), and setting strategies or specific/detailed course of actions in terms of programs, projects and activities (PPAs) to pursue with these objectives. These objectives are then translated into “key result areas” as measured through a set of targets and performance indicators (PIs). The “vision” is consistent with the “mission” (role) as well as with the “core values” of the institution.

Why RSU needs a strategic plan? The Strategic Plan serves as an ultimate blueprint of the university in performing its mandate, and it is a plan that provides the mechanism in terms of strategies to deal with several challenges in the delivery of high quality education in the region – to become more relevant and responsive in the next 3-7 years or even beyond.

Figure 5 graphically illustrates the components of the Strategic Plan and Figure 6 shows the stages in the strategic planning process.

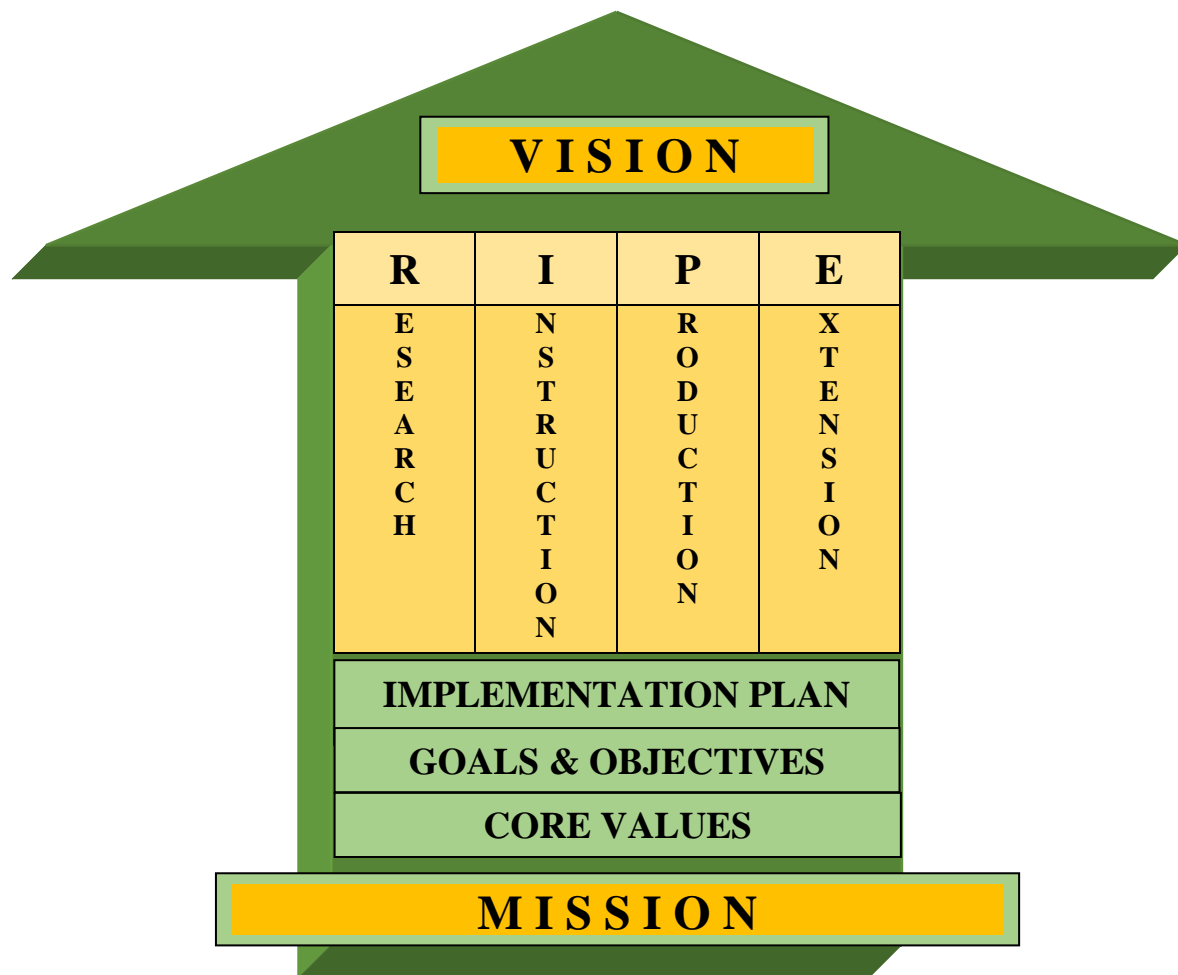


Figure 5. Components of RSU Strategic Plan

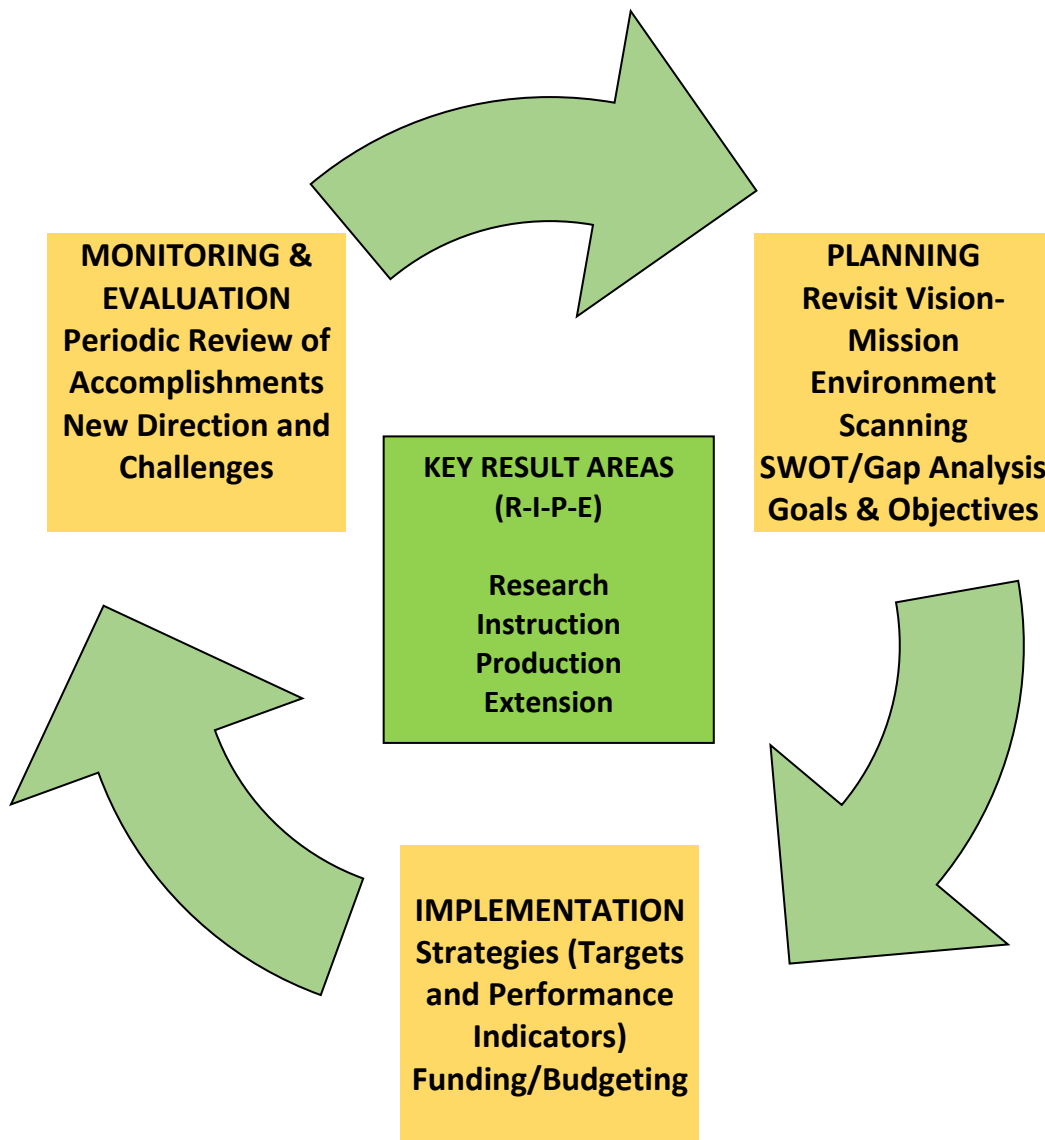


Figure 6. The Strategic Planning Process



CHAPTER II

Strategic Plan 2019-2025

Instruction Services

Readiness to Serve the region in Utilizing resources for higher education.

INSTRUCTION SERVICES

A. Mandate

The curriculum of the university has showed strengths having programs aligned with the National, Regional and CHED thrusts and employed CMO for the respective programs offered; CHED and PRC compliant; various numbers of programs with COPC and AACUP accredited programs from the various colleges of the university. As for the faculty, the university is confident that they were educationally qualified to handle subjects. Likewise, funds are available to send faculty members and support the local, regional, national and international trainings, seminars and conferences. As for the students, MOA, and IRR of government and private STUFAPs are in place regarding the scholarship and grants. There are accessible organized key personnel in all campuses for information dissemination.

However, the university could make dramatic improvements on the following issues. There are programs which don't have COPC yet. Similarly, there were programs for accreditation, and duplicated programs from various external campuses. With regards to manuals and plans, the faculty manual, academic, administrative, student handbook, and operations manual are not yet approved by BOR. Likewise, there is no approved Faculty Development Plan. Moreover, there is no existing system as basis to identify the best faculty to attend trainings and seminars outside the university who can effectively echo the said training or seminar that was attended.

The university is certain to look forward to the international standard quality of education; can produce copyright instructional materials, has potential to achieve COD/COE and additional program such as SPED to the curriculum. Available conferences and seminars organized by reputable institutions and agencies. There are potential international partners for students mobility, attract many recruits on would-be scholars; and access to data sharing, benchmark on relevant practices.

However, through the weaknesses mentioned, these have posed potential threats. The changes of policies and guidelines standards put up by institutional accreditation bodies or the awarding bodies may be too high to achieve international standard for quality education. It's a pressing issue among CHED scholars to patiently wait for the delayed release of allowances from CHED and other financing agencies. This could lead to an agonizing financial stress suffered by the parents, boarding house operators, and worst is that students would choose to drop out.

B. Assessment

The Strategic Plan for 2019-2024 of the Romblon State University had laid down its fundamental decisions and future actions on matters most significant for the continual development of the university. The mission and vision of the university was considered instrumental in crafting the overarching strategic priorities for the curriculum of the university.

The major strategic priorities of the university for curriculum identified include: a) to submit curricular programs and university operations to accreditation for standardization; b) full implementation of policy reforms among duplicated programs in external campuses; c) address the



low passing performance of programs with Licensure examination; d) address the mismatch between what the industry needs and what the university produces, lastly; the full implementation of vertical articulation (typology-based quality assurance framework).

The first concern laid down was the submission of curricular programs and university operations to accreditation for standardizations. It specifically aimed to strengthen the curricular offering of the university. To materialize this goal, the university shall submit the following programs for accreditation to RQUAT AND ISO. From the eleven (11) programs to be accredited for Level 1, four (4) programs for 2019 and the remaining seven (7) programs shall be submitted on 2021. From the thirteen (13) programs to be accredited for Level 2, four (4) on 2019, seven (7) on 2020, and the remaining seven (7) be submitted on 2024. From the seven (7) programs to be accredited for Level 3, six (6) on 2019, seven (7) on 2021, four (4) on 2022, and seven (7) on 2023 shall be submitted. Since there was still no program accredited for level 4 this year, the university aimed that seven programs shall reach level 4 by 2021, six by 2023, and another seven programs by 2024. On the other hand, from the seven undergraduate programs for PSV, all of it shall be submitted for accreditation this year. Similarly, all the nine graduate programs shall be submitted for its first accreditation this year. Furthermore, from the seventeen (17) programs with COPC, it is targeted to be submitted for accreditation by 2020. While, from the thirty-four (34) programs without COPC, seventeen (17) for this year, and the remaining seventeen (17) for the following year be submitted for RQUAT.

Another objective for strengthening the curricular offering is to determine the readiness of programs for COD/COE application. Currently, there are no COD/COE accredited programs in the university. However, the College of Education is on the process of preparing the documents per parameter to be able to submit to the CHED COD/COE office by 2020. With that in mind, by 2021 at least one program is qualified for COD and be able to apply it for COE by 2022. By 2023, two programs shall be submitted to either COD/COE. Likewise, the university shall submit possible processes for ISO accreditation by increasing, sustaining and upgrading processes and procedures annually.

To ensure the conversion of the first goal, the responsible entities were thereby empowered to capacitate the key players to their respective tasks in accreditation activities through: the development/revision of university manuals in compliance with AACUP and ISO standards; execution of the Plan-Do-Check-Act and submit eligible programs to AACUP, ISO and CHED accrediting body; establishment of a Quality Assurance Office of International Affairs and; organization of workshop/briefing and orientation on program preparation for COD/COE.

The second concern of the university at hand is the duplicated programs in external campuses. Thus, the university aimed to implement policy reforms on curricular offerings in RSU. Specific steps such as identifying duplicated programs and implement rationalization based on flagship course offerings in the different campuses of the university shall be carried out. Currently, there were three Teacher Education Program duplicated offering in Tablas; Cajidiocan and San Fernando are both offering Education and IT courses and: the four neighboring campuses offer Fisheries and Forestry courses. By 2020, rationalization of programs by flagship course in each campus is targeted to be implemented.

The third concern is to address the incessant low passing performance of programs with licensure examinations. The university aimed to raise the national passing percentage of every board exam by 2% annually for five years. The strategy laid out was to calibrate programs on



curricular goals and competencies. This shall be carried out through: implementation of comprehensive review program in the curriculum of programs with Licensure Examinations; monitoring and evaluation scheme on student outcomes, faculty and employees professionalism, accountability, management transparency, and production of quality product and: researches for graduate tracking for employability and tracer study.

In addition, the university aimed to realign the mismatch between what the industry needs and what the university produces. Hence, the university shall ensure curricular relevance and quality in order to increase the employment rate of graduates by streamlining the process and procedures of Instructional and Curriculum Delivery through: a) limitation on the acceptance and production of graduates in the oversubscribed programs; b) calibrating program offering as to flagship course per campus; c) revisiting curricular offerings, streamline duplication and re-engineer existing low performing courses; d) revision of curriculum in compliance to CHED CMOs and based on similar programs offered abroad and; e) internationalization of qualified program. Consequently, an increase of 1% this year and an additional 0.5% for each year for five years is projected.

Finally, the university shall fully implement the vertical articulation (typology-based quality assurance framework). Program offerings are targeted to be aligned according to flagship by course offering. Colleges that adhered to vertical typology were CED, CAS and CBA, CAFF, and Graduate Studies Programs. The enrolment rate was projected to increase from 15% this year to an additional of 5% annually for five years. Thereto, implementation of vertical typology between the undergraduate and the graduate levels of all disciplines in the university shall take a full swing.

Further, the responsible entities were then expected to provide their greater support and monitoring on the curricular goals towards the gradual expansion of opportunities for the period of five years.

With its sincere goal to deliver quality education and support services to students and proper coordination with responsible entities, Romblon State University exhausts all means and strategies possible to make these goals a reality. Identifying various issues and concerns and setting all targets signal the beginning of these noble pursuits.

To start off, establishing admission and examination system, for 2020, an improved admission results and system; for 2021, an automated admission system; for 2022, an enhanced admission systems/policies; and for 2023, a well-designed and established admission system/policies were targeted.

In order to enhance support services towards student welfare and development, the university plans to make a bulletin of information flyers to all campuses in 2019 and updated bulletins for 2020 to 2024. To strengthen student internship, 1 student intern be sent abroad for 2019, 2 for 2020, 3 for 2021, 4 for 2022, 5 for 2023 and 6 for 2024 were targeted. Construction of proposed dormitories for 2022 was also given emphasis in order to provide housing for non-Odionganon students. Construction of a bigger library in the main campus in 2020; purchasing of additional books in 2021; and hiring of additional librarian in 2022 were also included on the targets.

With the implementation of the Republic Act (RA 10931) or the Universal Access to Quality Tertiary Education Act, the university students will no longer worry about their tuition and miscellaneous fees. In spite of that, Romblon State University still makes a way to give financial



assistance to poor and deserving students by providing scholarships. In fact, 2% and 5% increase in 2019; 4% and 10% increase in 2021; and 6% and 20% increase in 2023 from public and private scholarship program were aimed.

Regarding guidance services, the university envisions 25% of the students avail counseling services in 2019; 30% in 2020; 40% in 2021; 50% in 2022; 55% in 2023 and 60% in 2024 respectively. One hundred percent inventory of first year students for 2019 until 2024 were also targeted. For psychometric and non-psychometric testing and updated individual inventory, 50% of the concerned students and an increase of 5% starting from 2020 to 2024 were also highlighted.

For the current year until 2024, providing adequate and enhanced health services by hiring physician and dentist across campuses was also put into account. Moreover, 1 permanent admin staff at OSAS for 2019 and effective data sharing and frontline services in 2020 were also set as targets. Lastly, the university targets 9,000 enrollees in 2019; 9,200 in 2020; 9,500 in 2021; 9,800 in 2022; 10,000 in 2023; and 11,000 are expected to flock in different campuses.

C. Structure

The strengths of the curriculum lie in the positive organizational culture and work ethics of the heads of the colleges and campuses. Some directors and deans were designated due to recommendation of external accrediting body and RQUAT. Faculties were highly dedicated and committed. Academic/Administrative council meets regularly to streamline PPAs. The university has student services program including guidance and counseling, placement, student assistantship and scholarships, medical & dental, library, safety and security, student councils and student publication.

Yet there were shortcomings that need to be addressed. One of which were the issue on the educational qualifications of some assigned deans and directors. Another, some deans/directors commit irregular attendance to academic council meetings resulting to lack of information. Faculty members have multiple designations. There is also an absence of faculty development plan and succession plan. Finally, the university is not compliant in GC-student ratio (1:100); and finally, there is no permanent medical doctor.

The opportunities that the university could grab includes preparation for the Fourth Industrial Revolution (FIRE). PPAs could be possibly approved by RDC and funded by DBM. The management can hire additional GC and medical doctor to DBM. Designated officials undergone board approval with educational qualification.

To cite, some of the biggest threats that could seriously impact the structure, these include the geographical location and weather conditions which prevents the campus officials' attendance to meetings? The additional costs charged by private physicians to students and employees. Lastly, faculty hiring is not in consonance with the need of the university.

Staffing Pattern



For the staffing pattern, there is a vertical articulation between the undergraduate and the graduate levels of all disciplines. Increased plantilla items for instructor I positions as approved in ROSS. Supportive deans and student services personnel collaborated promoting student welfare & development. Students are well represented in school through Federated SSC. There is a job order status of staff assigned in SAS unit. Conflicting schedules during meetings called.

From these strengths, lie some hidden drawbacks. Though there may be plantilla items available, it is a continuous dilemma among campus directors to hire qualified organic faculty in satellite schools /campuses. There is increased number of competent retirables. Some subjects offered in the curriculum do not reflect competencies which are needed to actual field of work. Finally, there are no permanent college/ campus clerk/ secretary to attend to documentation and other related concerns.

What could outdrive these weaknesses includes the fact that market segment is poised for rapid growth. New offering of potential program that caters need of the community. The university can hire applicants who are vertically articulated. Student leaders are invited to attend trainings and other curricular & extracurricular activities by the national and international associations. Yet, what could threaten the staffing pattern include the economic slowdown which would reduce demand. Major players or specialized organic personnel may not be available. Most importantly, the common predicament among heads of units was the well trained faculty members are pirated by other agencies due to more opportunities.

D. Competencies

In terms of competencies, curriculum sets standards to ensure better educational and administrative quality, and adopts international standard and could invite foreign students, although there are some standards that are not applicable to actual field of work and the high degree of curricular offering where competencies could not be met. Full swing implementation of vertical typology as mandated by SUC's in the Philippines is also said to strengthen curriculum.

Out of 170 faculty members, 44 are Ph.D. graduates and 12 are ongoing, and 69 M.A. graduates and 34 are ongoing. Faculty members are said to be very highly motivated to upgrade their educational qualification through seminars, trainings, seminars and conferences to be updated with the new trends in teaching. That is despite the fact that they are assigned to perform administrative tasks and teach courses not on their specialization. The strengths mentioned give the faculty the opportunity to become technical advisers, resource speakers and consultants in other universities and foreign countries and have increased national and international linkages with LGUs and NGOs, though that opens the way for the competent faculty to accept offers outside the university and even abroad.

It is also incontrovertible that the university has something to prove in terms of students' services and accomplishments. As a matter of fact, six topnotchers including four from LET, one from Plumbing, and one from Fisheries were produced. These figures also show that high percentage in different board exams including LET, Accountancy, and Engineering is obtained. In addition, 67.2% of the graduates in all programs were already employed, though some have jobs not



related to their course. Also, the involvement of qualified director and OSA coordinators cannot be discounted, even though monitoring of students' activities and misuse of student funds and violations of school regulations are somewhat a constraint. The school also offers CEP program to extend its services. With that, the school, opens another opportunity for study tours, educational visits and benchmarking purposes to strengthen its linkage with prestigious universities and industries.

E. Funding

Despite the well-forecasted budget for curricular offerings and accreditation and increase in fund incentives, inadequate fund support from CHED and some budget shortage for unforeseen and unplanned expenses became a setback.

Considering faculty funding, autonomy is given to the different units/departments/campuses. Faculty members are also paid for their overloads and granted scholarships. Strong linkage with other agencies such as TESDA and LGU in providing technical assistance gives was to an increased number of pool experts. All of these were materialized despite having no CNA or PBB provided for them.

On student development and insurance, the budget is chargeable to UNIFAST, though late sometimes, and deserving students and committed sponsors/benefactors are also available. Other scholarships are also offered to address the limited institutional fund to support interested poor and deserving students. It is cannot be disregarded that there is limited access to recruit insurance providers and budget for SA program.

F. Facilities

Concerning facilities, a well normative budgeting is observed to address the needs of program offering. Philanthropists are also supportive in sharing additional funding to enhance facilities and equipment. Having said these, un-forecasted budget and outmoded facilities are nonetheless considered to be a setback.

Despite the inadequacy of facilities, equipment, technicians and risk due to natural calamities, the university can still outsource some financial assistance from different organizations and stakeholders. This is its way of being responsive to the recommendations of RQUAT, AACUP and ISO.





CHAPTER II

Strategic Plan 2019-2025

Extension Services

Readiness to Serve the region in Utilizing resources for higher education.

EXTENSION SERVICES

A. Mandate

As stipulated in RA No. 9721, Sec. 2, 2009, Romblon State University is mandated to provide quality and relevant extension programs and projects that will contribute in the development of the province and in lowering the poverty incidence through the utilization of knowledge from instructions and application of research results that will benefit the target communities and partners. It is also aligned or in complementary with the international, national, regional, provincial, and local agendas and plans.

In order to provide quality and relevant extension programs and projects, extension policies, guidelines and processes should be in place and institutionalized. Currently, the university has an approved and able to institutionalized the extension manual in 2010 but were not able to revisit whether it is still relevant in the current needs and situation of the university and the community it serves. This includes policies, processes, and guidelines related to incentives wherein the reward and incentive policies for extension is unclear in the manual; Gender and development-extension policies are not clearly articulated in the manual but the university already starting to engenderize the extension programs, projects, and activities using the Harmonized Gender and Development Guidelines (HGDG) tools developed by NEDA. Extensions implemented by the colleges and campuses are align with their program offerings but some academic programs/discipline has no extension-related courses that will serve as entry point in introducing extension services to the students. Most of the extension conducted are only training/seminar-base activities, there are few multi and interdisciplinary extension programs and projects; Few research outputs/results are utilize and transferred to the target community or clienteles through extension work.

B. Structure and Staffing Pattern

Aside from clear policies, processes, and guidelines, extension management structure is important in the delivery of relevant and quality extension programs. The RSU has an existing BOR approved extension management structure that supervise the extension efforts of the different colleges and campuses. The management structure should be revisited base on the current situation, needs, and deliverables of extension. There is no units under the extension office for program management, knowledge management, program monitoring and evaluation, and linkages and networks.



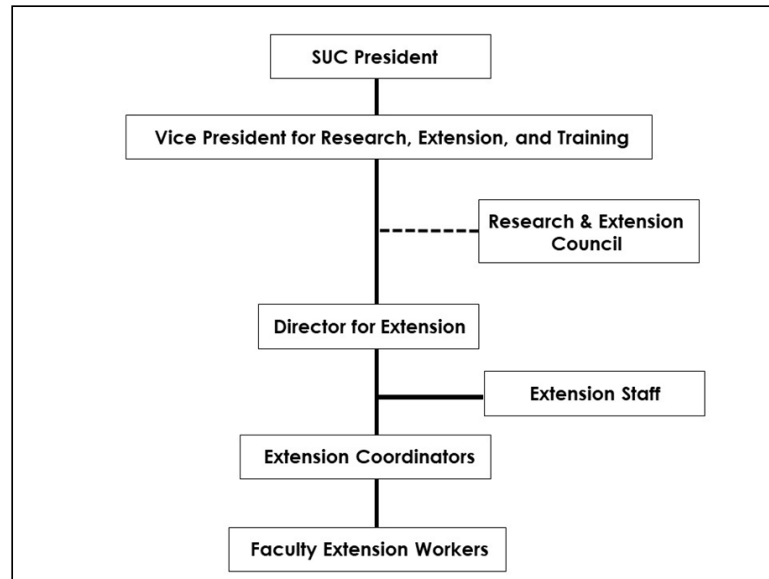


Figure 7. Current organization structure of extension office

The extension management office is under the office of the vice president for research, extension, and training headed by the director for extension with one extension staff (job order). Currently, there is no plantilla/permanent positions for university extension specialists and associates; No support staff (administrative assistant) plantilla positions for extension.

Extension is one of the major functions of the university, thus, sufficient manpower is needed to provide quality and relevant extension services to the communities utilizing the available experts in different fields of specialization. Extension is not only the function of the faculty, it should be delivered by the whole university including non-teaching staff, administrators, and students. Currently, few employees and students are involved in community extension. Some faculty were able to outsource extension funds with personnel component through proposal-base competitive grants.

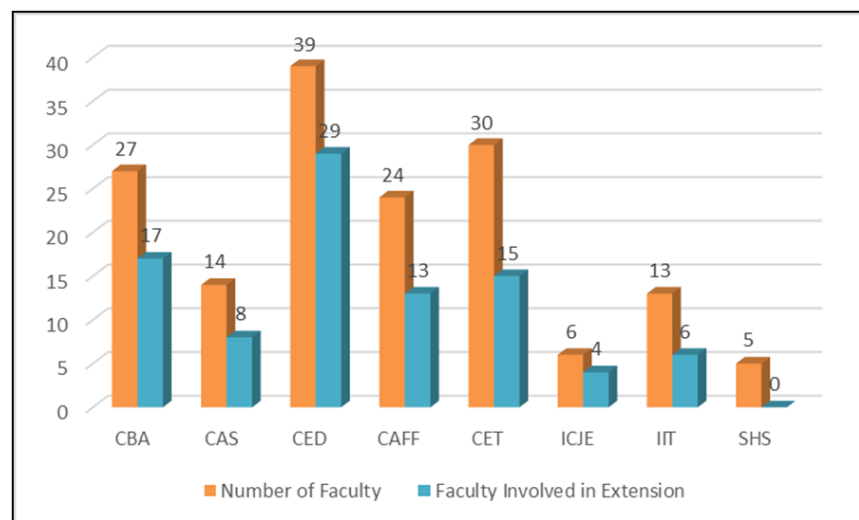


Figure 8. Total number of faculty in colleges vs. faculty involved in extension



Base on the data from the Human Resource and Management Office (HRMO) as of June 2019, the main campus has a total of 158 faculty. As per record from the extension office, faculty involved in extension work whether a proponent, co-proponent, or component leader and involve for at least 2 extension program, projects, and activities were identified.

In the College of Business and Accountancy, about 63% of the faculty are involved in extension work. About 57% of the faculty from the College of Arts and Sciences are also involved in extension work. The College of Education has 74% of faculty involvement considering that CED has the highest number of permanent faculty. About 54% of the faculty from the College of Agriculture, Fishery, and Forestry are also conducting community extension while the College of Engineering and Technology has 50% faculty involvement. The Institute of Criminal Justice Education and Institute of Information Technology has 67% and 46% faculty involvement respectively. There are also permanent faculty in the RSU Science High School but unfortunately none of them are involved in extension.

Looking into the faculty of the different campuses, the faculty involvement to extension is all below 50% except Sta. Fe campus with 75%. In San Agustin it has 45%, Sta. Maria has 33%, San Andres has 43%, Calatrava has 15%, Romblon has 25%, San Fernando has 47%, and Cajidiocan with 40% faculty involvement.

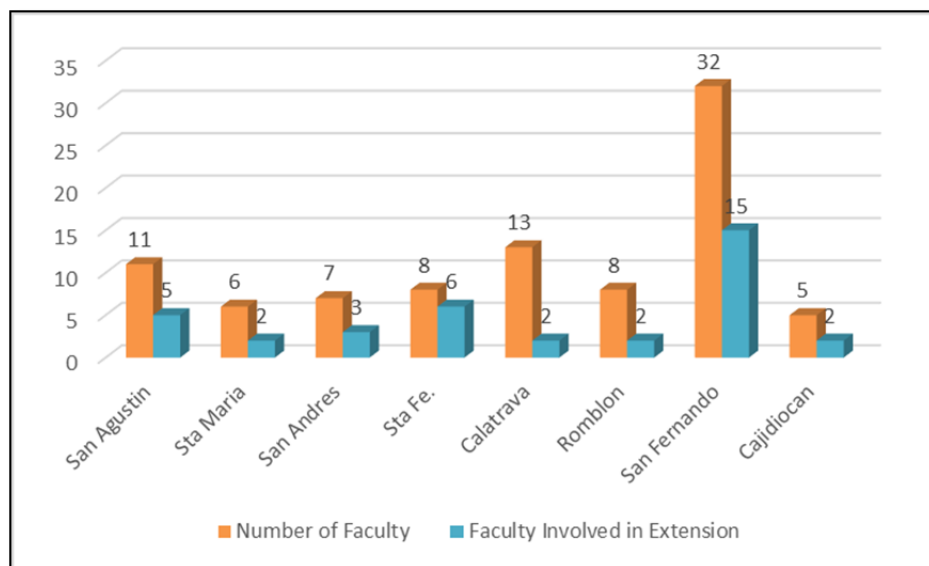


Figure 9. Total number of faculty in campuses vs. faculty involved in extension

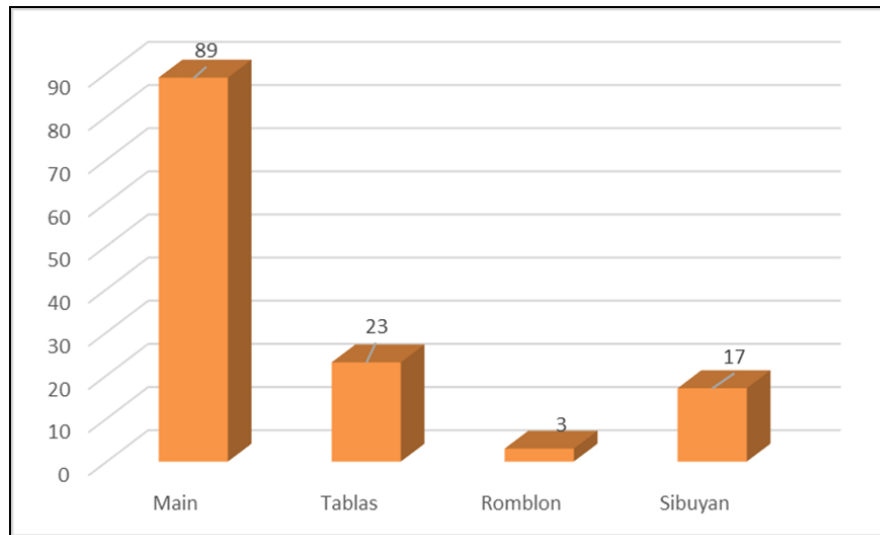


Figure 10. Total number of non-teaching personnel

Aside from faculty, we can also utilize our non-teaching personnel in conducting extension in coordination with the RSU UNTPA. The total non-teaching personnel across campuses is about 132. The different support offices such as Library, Guidance and Placement Office, Gender and Development, Finance Office, NSTP Office, Medical and Dental Office, and the Socio Cultural Affairs Office can also developed and initiate community extension services.

C. Competencies and Performance

The quality of our human resource in extension management is very crucial in the success of any extension programs and projects. A manpower not only with technical competence but also hay passion to help others, sense of volunteerism, and service-oriented. Currently, the university has qualified personnel and diverse experts in different fields of specialization. The university has also enough vacant positions to hire new breed of junior faculty. Even though we have available experts, most of the extensions conducted are training/seminar base with no follow-ups. Most faculty has the hard times in developing quality extension program/project proposals and with limited capabilities in project management, project documentation, and monitoring and evaluation. Also few extension projects are product/results of research of the university. Despite of all the limitations weaknesses, the university were still able to deliver the targets from the different performance measure.

The president encourages all assistant professors and above to conduct research and extension programs/ projects/activities. Associate professors and full-fledge professors are encourage to implement research and extensions funded by external funding agencies/institutions.



Table 3. List of expertise per college and campus

| College/Campus | Field of Expertise |
|--|--|
| College of Education | English, Biology Education, Teaching Strategies and Test Assessments, Psychology, Literature, Early Childhood Development, Special Education, Mathematics Education, Arts and Music, |
| College of Business and Accountancy | Accountancy, Financial Management, Business Administration, Tourism, Hotel and Restaurant Management, Marketing, Home Economics |
| College of Engineering and Technology | Agricultural Engineering, Mechanical Engineering, Civil Engineering, Electrical Engineering, Bamboo Research and Development, Soil and Water Management, Environmental Engineering, Urban Planning |
| College of Agriculture, Fishery, and Forestry | Animal Nutrition, Horticulture, Plant Physiology, Economics, Agroforestry, Farming Systems, Forest Resource Management, Fishery, Agricultural Chemistry, Agricultural Extension |
| College of Arts and Science | Public Administration, Social Science, Microbiology, Analytical Chemistry, Environmental Ecology, Language, Political Science |
| Institute of Criminal Justice Education | Criminology, Laws, Social Science |
| Institute of Information Technology | Information Technology, Systems Analysis, Management Information System |
| Romblon/Sawang Campus | Education, Information Technology, Business Administration |
| Tablas Campuses (San Andres, Calatrava, San Agustin, Sta Maria, and Sta Fe) | Education, Inland Fishery, Marine Biology, Aquaculture, Fish Processing |
| Sibuyan Campuses (San Fernando, Cajidiocan) | Education, Information Technology, Business Administration, Hotel and Restaurant Management, Biology |

Researches will be meaningless if it is not translated to extension. In 2016-2018, More than 50% of all completed researches were translated to extension in the form of inputs for planning and policy development of some local government units and agencies. Also technologies developed through research were also transferred to target beneficiaries and partners.

As shown in Table 4, in terms of linkages and networks, the university has seven functional partnership (International, national, regional, and local) partners based on the memorandum of agreement/understanding (MOA/MOU) forged. Most of the partnerships of the university is with the local government units and provincial government agencies.



Table 4. Kinds of partners entered by the university.

| Higher Education Institutions | Government Agencies | Non-Government Agencies/POs |
|--|--|--|
| University of the Philippines-Los Baños Central Luzon State University Cavite State University | Philippine Rice Research Institute Department of Agriculture (DA) DA-Bureau of Agricultural Research Bureau of Jail Management and Penology Department of Education Department of Science and Technology Department of Environment and Natural Resources Bureau of Fisheries and Aquatic Resources Department of Agrarian Reform Philippine Science High School MIMAROPA Provincial Government Offices Local Government Units | Ugnayan ng mga Kooperatiba sa Romblon (UKR) Kabisig ng Kalahi Foundation Inc. KasimanwaKo Association(K2A) Protected Area Management Board (PAMB) Adventist Mission Academy of Romblon |

D. Administrative Support and Funding

Funds is very crucial for any programs or projects to be successful. Appropriate fund allocation is necessary in order to deliver the targets on time and with excellent quality and relevance. The extension management services has its own funding from the General Appropriations Act (GAA) and also 10% from the total income of the university.

Table 5. Budgetary Allocation and Expenditures 2014-2018. (in Millions)

| MFO | 2014 | | 2015 | | 2016 | | 2017 | | 2018 | |
|--------------------|-------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| | Alloc. | Actual | Alloc. | Actual | Alloc. | Actual | Alloc. | Actual | Alloc. | Actual |
| Extension Services | 1,000 | 999 | 1,000 | 999 | 1,000 | 1,000 | 1,327 | 1,058 | 1,078 | 1,078 |
| MFO | Percentage Budget Utilization | | | | | | | | | |
| | 2014 | | 2015 | | 2016 | | 2017 | | 2018 | |
| Extension Services | 99.9% | | 99.9% | | 100% | | 79.7% | | 100% | |

As indicated in Table 5, from 2014-2018 the Extension Services has almost 100% budget utilization except in 2017 with 79.7% from the General Appropriations Act budget. Most of the expenses focus on extension capacity enhancement for faculty, travels for presentation, supplies, and also funds for some extension programs, projects, and activities. In terms of externally funded extension programs, projects, and activities, the university has limited amount outsourced for extension.



E. Facilities

In terms of facilities and equipment needed in the conduct of quality and relevant extension programs, projects, and activities, the university was able to outsource funds for the construction of 2-Storey Extension and Training Center amounting to P15, 000,000.00 from the GAA 2018. It has its own training hall for the conduct of meetings, trainings, seminar/workshops related to extension. It also has a rooms for accommodation of training participants. The office of the Director for Extension will also be housed in the said center. The college and campuses has limited working areas for extension related activities and insufficient supplies and ICT equipment including poor internet connectivity.



Figure 11. Extension and Training Center

F. Extension Services Vision, Mission and Core Values

The vision of the Extension Services is, Romblon State University, a Service-Oriented Higher Learning Institution, a Valued Partner of Quality and Relevant Extension to Build a Gender Responsive and Self-Reliant Communities for the *Romblomanons*

The Extension Services' mission is developing committed, gender-responsive, and service-oriented university extension managers to provide quality and relevant extension services to communities and stakeholders in specialized fields of agriculture, fishery, environment, and other fields of study. The advocacy of promoting gender and development across different sectors is also one of the missions of the center to build self-reliant communities for *Romblomanons* through collaborative and purposive extension services.

The Core values of the extension management services is anchored on the concept of building a gender responsive, self-reliant and involved communities where the values of social responsibility, excellence, volunteerism, integrity, and empowerment will be heightened through research-based, collaborative, and purposive extension programs and projects.

S ocial Responsibility
E xcellence
R esearch-Driven
V olunteerism
I ntegrity
C ommunity Involvement
E mpowering

G. Extension Services General Objectives

- The following are the general objectives of the Extension Services:
- To develop and enhance extension capability and service culture for the University's academic staff, employees, and students;
 - To develop and implement extension programs, projects, and activities that are gender responsive and based on the needs of the stakeholders and communities;
 - To strengthen functional linkages with National Government Agencies, Local Government Units, Non- Government Organizations, and People's Organization as part of an integrated approach in building self-reliant communities for *Romblomanons*;
 - To strengthen partnership with the communities and nurture the culture of service and social responsibility by helping other communities towards development; and
 - To regularly monitor and evaluate the extension programs and services implemented by the University in existing and new partner communities



H. Extension Thematic Programs

The thematic programs address the different performance measures set by CHED, DBM, AACUP, and other oversight body that evaluate the extension efforts of the university. The identified thematic programs will ensure the quality and relevance of the services provided to different stakeholders and communities. They are meant to cover practically all aspects of extension.

- **Extension Policies and Governance.** This program deals with the review and evaluation of current extension policies, processes and guidelines of the university in managing extension efforts. It includes review and development of policies that will support the timeliness, efficiency, and quality extension services to the community.
- **Extension Appreciation and Capability Development.** It focus on creating and developing extension champions within the university that are competent and service-oriented. Organize a core group of extension champions from the faculty, employees, and students. Capacitate them in order to deliver collaborative and purposive extension programs and projects in response to the development goals and objectives. This can be done through trainings, seminars, community immersions, and mentoring.
- **Extension Program Management.** This program deals with the development of quality and relevant extension programs that are research-based wherein researches of the university are utilized and translated to extension for the improvement of the community of target beneficiaries.
- **Extension Linkages & Networks.** This program support the different extension efforts by forging partnerships with other international, national, and local agencies in providing services to the community. This is though complementation of resources, sharing of expertise, funding, and technologies.

I. Extension Strategic Goals and Objective

Strategic Goal 1: Improved enabling environment, policies, and governance

- Develop a comprehensive and updated extension policies, processes, and guidelines
- Improved extension organizational structure responding to current needs

Strategic Goal 2: Developed and strengthened the extension champions that are competent and service-oriented

- Capacitate the faculty, staff, and students on the principles, concepts, and processes of extension
- Organize a capable association/group of faculty-extensionists, employee-extensionist, an student-extensionists
- Continuously capacitate and enhance the capabilities of university extension champions

Strategic Goal 3: Developed and implement relevant, quality, gender responsive, and research-based extension programs and projects

- Ensure the relevance and the quality of extension programs and project proposals to be developed



- Implemented multidisciplinary and unified extension programs/projects base on the needs of the community
- Increased extension results productivity

Strategic Goal 4: Expanded partnerships and linkages in advancing excellent extension services

- Strengthened research and development, extension, and industry linkages
- Intensified partnership and convergence initiatives between public-public and public-private sectors
- Enhanced International Partnerships

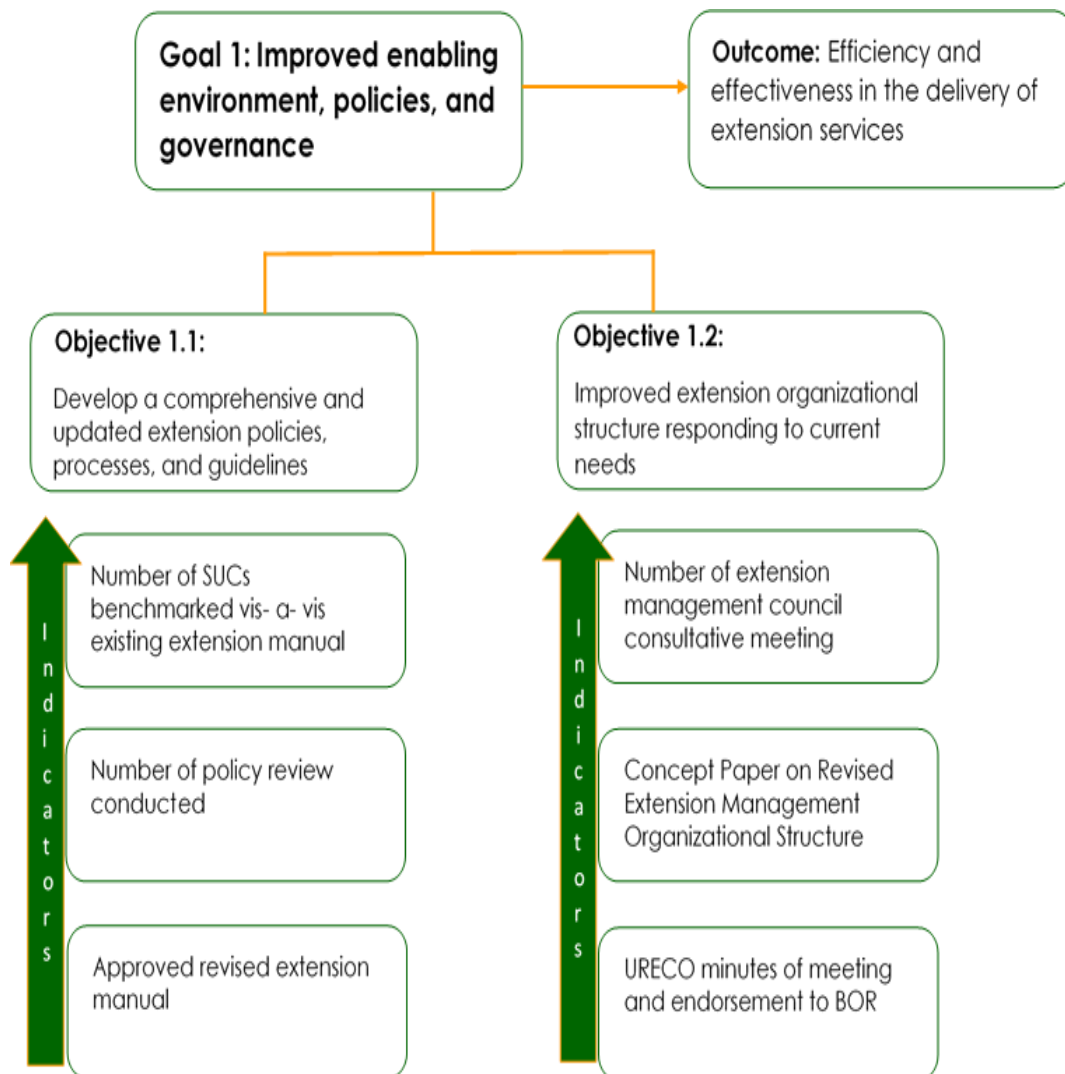


Figure 11. Strategic Goal 1



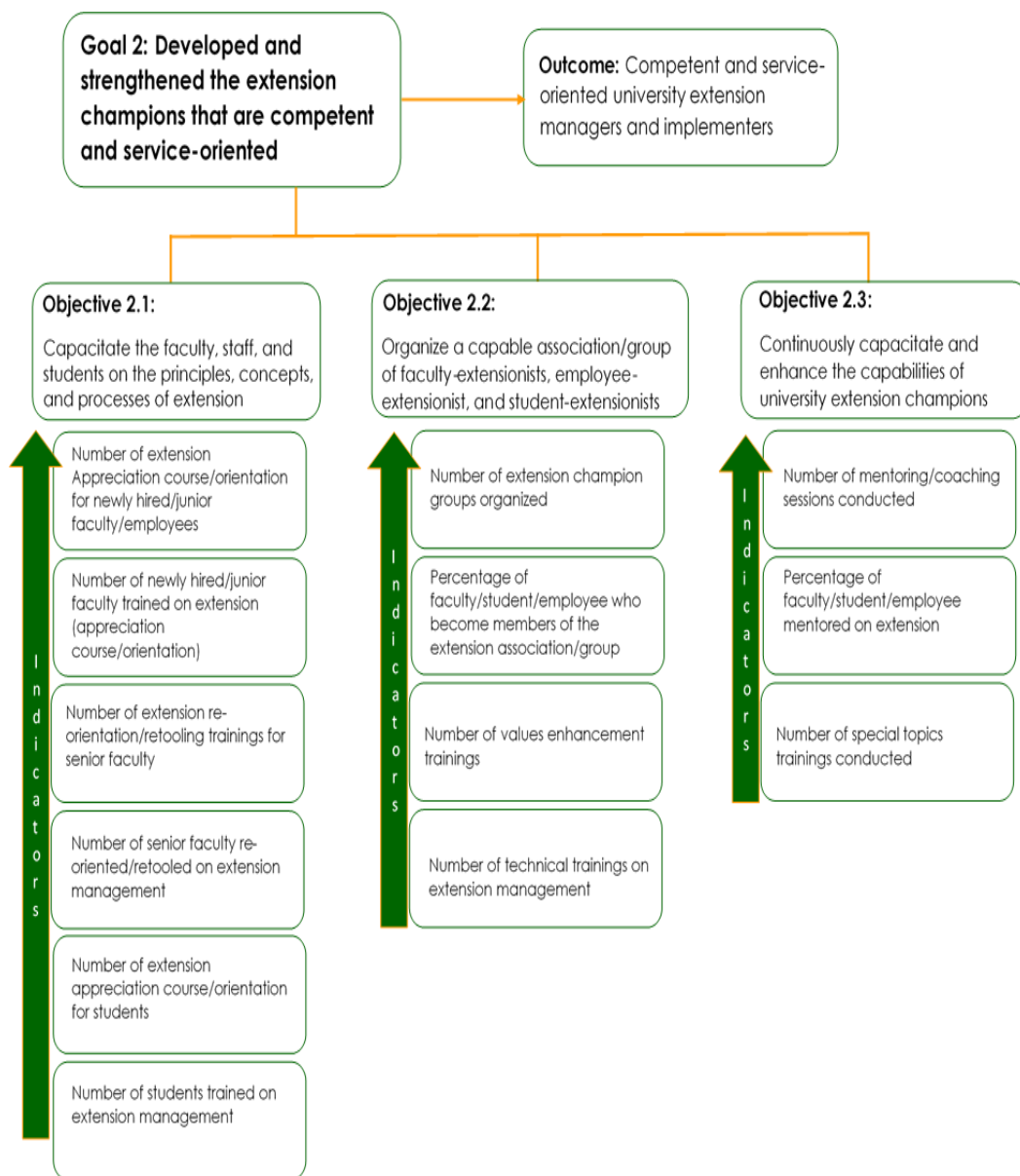


Figure 12. Strategic Goal 2

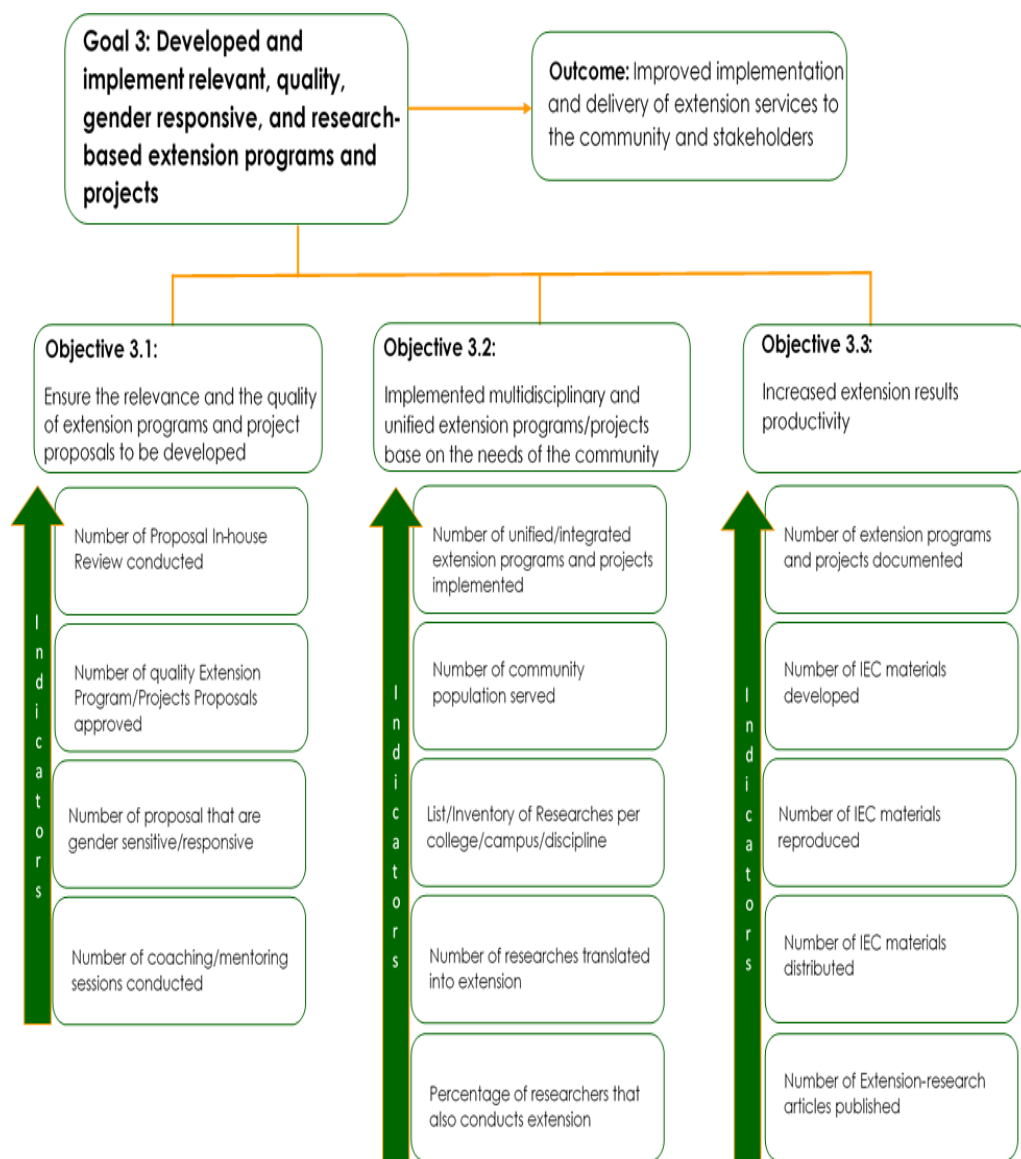


Figure 13. Strategic Goal 3

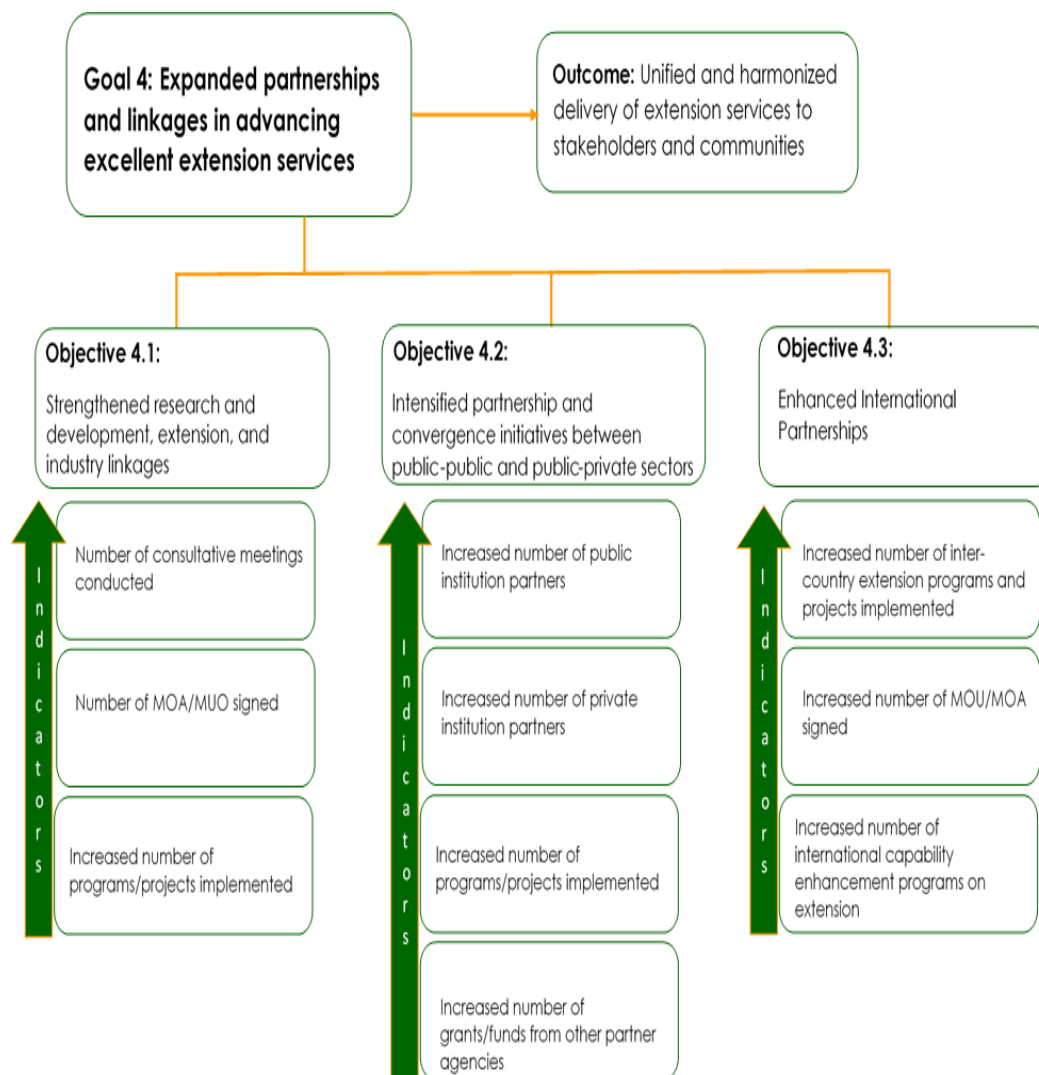


Figure 14. Strategic Goal 4

J. Strategic Actions and Targets

STRATEGIC GOAL 1: Improved Enabling Environment, Policies, and Governance

Good governance in extension means efficient and effective management of resources and improving the quality of services through proper implementation of policies, guidelines, processes, plans as well as the monitoring and evaluation of programs, projects and activities implemented by the colleges and campuses in partnership with other agencies. As enabling environment, this Extension Strategic Plan and Agenda shall focus its attention in addressing major problems in governance such as unharmonized policy, planning, monitoring & evaluation, lack of appropriate resources, and outdated organizational structure of extension management office. Hence, initiatives towards improvement in the quality of governance are vital to improve delivery of extension services to our partners, stakeholders, and the community being served in general.

Baseline

- In 2015, extension manual was reviewed with some amendments agreed during the series of meetings of the research and extension council but not institutionalized.
- No clear policy on the incentive and reward system for the faculty, employee, and student involved in extension.
- There is no formal creation of the Extension Management Council that will serve as the policy making body as far as extension is concern.
- The current RSU organizational structure including the extension structure was approved in 2012.
- There is no attempt in reviewing the current extension management structure that will fit in the current need and situation
- The extension office under staff with only 1 job order, 1 agricultural technician, and the extension director.

Objective 1.1: Develop a comprehensive and updated extension policies, processes, and guidelines

To develop policies, guidelines, processes to harmonize all extension programs, projects and activities implemented by the colleges, campuses, and offices. The extension management policies must be align in the policies and guidelines of CHED, DBM, and other agencies implementing extension.

Table 6. Strategic Actions and Targets for Objective 1.1

| Strategic Actions | Targets |
|--|---|
| Benchmarking (Comparative Analysis) | <ul style="list-style-type: none">• Three (3) SUCs where benchmarked on their extension policies, guidelines, and processes• Review guidelines and memorandum orders on extension from CHED, DBM, and other agencies. |
| Policy Review and Public Forum | <ul style="list-style-type: none">• Three (3) policy reviews conducted• The report on Comparative Analysis will be discussed together with extension policy review committee, extension management council, and extension stakeholders |
| Deliberation of revised extension manual | <ul style="list-style-type: none">• One (1) harmonized and approved extension manual• All amendments and new policies, processes, and guidelines are indicated in the manual |



Objective 1.2: Improved extension organizational structure responding to current needs

To review and improve the extension management structure to fit in the needs and current situation. The extension management should have a unit for project development and management, knowledge management unit, and monitoring and evaluation unit.

Table 7. Strategic Actions and Targets for Objective 1.2

| Strategic Actions | Targets |
|--|--|
| Consultation and round table discussions | <ul style="list-style-type: none">• Three (3) extension management council consultative meeting• One (1) Concept Paper on Revised Extension Management Organizational Structure• URECO minutes of meeting and endorsement to BOR |

STRATEGIC GOAL 2: Developed and Strengthened the Extension Champions that are Competent and Service-Oriented

Continuous investments in human capital, through training, skills enhancement, mentoring, and education and advisory services, is vital to equip the university extension champions with relevant and appropriate knowledge, attitude and skills in extension management. Capacitating the extension human resource will enable them to acquire desirable wisdom, knowledge and skills to face modern development challenges, both locally and globally. Aside from the competence, the extension champions must be service-oriented and has passion to help and serve the community.

Baseline

- Only one extension appreciation course was conducted in 2018 for the newly-hired and junior faculty of the colleges and campuses.
- Only faculty-extension managers was organized
- No extension appreciation seminar and capability building for employees and students of the university.
- Only 12% of the total faculty are engaged in extension; No involvement yet of employee and student
- No extension mentoring programs

Objective 2.1: Capacitate the faculty, staff, and students on the principles, concepts, and processes of extension

Extension function of the university is not only the responsibility of the faculty or those in the extension management office. There is a need to discover and develop extension champions from the non-teaching personnel and students in order to increase the extension productivity of the university. Continuous capability enhancement and mentoring must be in place as support to the extension champions of the university.



Table 8. Strategic Actions and Targets for Objective 2.1

| Strategic Actions | Targets |
|---|--|
| Strengthening the capability of the Extension Champions | <ul style="list-style-type: none"> • A total of seven (7) extension Appreciation course/orientation for newly hired/junior faculty from 2019-2025 • 5% increased of newly hired/junior faculty trained on extension (appreciation course/orientation) per year • A total of seven (7) extension re-orientation/retooling trainings for senior faculty from 2019-2025 • 5% increase of senior faculty re-oriented/retooled on extension management per year • A total of seven (7) extension appreciation course/orientation for students from 2019-2025 • 5% increase of students trained on extension management per year |

Objective 2.2: Organize a capable association/group of faculty, employee, and student-extension managers

Only faculty are organize as extension workers of the university from the different colleges and campuses. The extension management office will coordinate with the association of non-teaching personnel to involve and organize them as extension champions and service provider. Coordination with Office of Student Affairs, Supreme Student Council, Recognized Student Organizations and the NSTP as to the involvement of the students in extension programs and projects.

Table 9. Strategic Actions and Targets for Objective 2.2

| Strategic Actions | Targets |
|---|---|
| Organize the extension core group champions for faculty, employee, and students | <ul style="list-style-type: none"> • Three (3) extension champion groups organized • 5% increase of faculty/student/employee who become members of the extension association/group |
| Strengthening the capability of the Extension Champions | <ul style="list-style-type: none"> • A total of six (6) values enhancement trainings from 2020-2025 • A total of six (6) technical trainings on extension management from 2020-2025 |



Objective 2.3: Continuously capacitate and enhance the capabilities of university extension champions

Continuous support and assistance to the different extension champions through mentoring programs, round-table discussions, and special/technical trainings in order to enhance their capabilities in extension management.

Table 10. Strategic Actions and Targets for Objective 2.3

| Strategic Actions | Targets |
|---|--|
| Mentoring and coaching | <ul style="list-style-type: none">• A total of 35 mentoring/coaching sessions conducted from 2019-2025 (5 per year)• 5% increase in faculty/student/employee mentored on extension management |
| Continuous Extension Management Enhancement | <ul style="list-style-type: none">• A total of six (6) special topics trainings conducted; 1 per year from 2020-2025 |

STRATEGIC GOAL 3: Developed and Implement Relevant, Quality, Gender Responsive, and Research-Based Extension Programs and Projects

Ensure a research-based or driven extension programs and projects that are relevant and gender-responsive to the needs and current situation of the communities being served.

Baseline

- Three (3) clusters of extension proposal in-house review were conducted in 2018
- A total of ten (10) extension programs/projects from 2013-2017 implemented by the different colleges and campuses.
- A total of 3,896 population served in 2018 through different trainings, seminars, and workshops conducted
- A total of 42 training activities were conducted in 2018 as part of either extension program or project of the colleges and campuses.
- Only 59% of the faculty in the main campus are involve in extension while only 41% of faculty from the campuses.
- In 2018, only 69% of researches are translated to extension.
- Only 5 extension-related IEC materials were developed
- Only 2 extension-research articles were published

Objective 3.1: Ensure the relevance and the quality of extension programs and project proposals to be developed

Evaluation of extension program and project proposals on its relevance to the needs of the target community. The extension proposal must be research-based or research-driven in order to translate researches conducted by the university to target beneficiaries. The proposal must also address certain gender-issues in the community.



Table 11. Strategic Actions and Targets for Objective 3.1

| Strategic Actions | Targets |
|---|---|
| Improving the quality of extension proposals developed | <ul style="list-style-type: none"> • Three (3) clusters of Proposal In-house Review conducted per year from 2020-2025 • A total of 107 quality Extension Program/Projects Proposals approved from 2019-2025 |
| Engendering the extension proposals | <ul style="list-style-type: none"> • 50% of proposal that are gender sensitive/responsive |
| Coaching and mentoring in developing relevant and quality extension proposals | <ul style="list-style-type: none"> • A total of 35 coaching/mentoring sessions conducted (5 per year from 2019-2025) |

Objective 3.2: Implemented multidisciplinary and unified extension programs/projects base on the needs of the community

In order to ensure the proper use of resource and maximizing the expertise of different colleges, campuses, and even from other agencies, a unified extension programs and projects is encourage. This is to avoid duplication of services, efforts, and funds. A fragmented extension should be harmonize thus complementation in encourage among the colleges and campuses and also with other agencies.

Table 12. Strategic Actions and Targets for Objective 3.2

| Strategic Actions | Targets |
|--|--|
| Multi and Interdisciplinary, collaborative extension | <ul style="list-style-type: none"> • A total of 107 unified/integrated extension programs and projects implemented from 2019-2025. • A total of 28,350 community population served from 2019-2025 |
| Research-Driven Extension | <ul style="list-style-type: none"> • A total of seven (7) List/Inventory of Researches per college/campus/discipline (1 list per year) • A 5% increase of researches translated into extension per year until in reach 100% in 2025 • 5% increase of researchers/faculty that also conducts extension per year from 2019-2025 |



Objective 3.3: Increased extension results productivity

In order to serve more clients and communities, the extension results productivity of the university must be intensify.

Table 13. Strategic Actions and Targets for Objective 3.3

| Strategic Actions | Targets |
|---|---|
| Capacity Enhancement on Extension Documentation, IEC Development, and Publication | <ul style="list-style-type: none">• A total of 107 unified/integrated extension programs and projects are properly documented• A total of 140 of IEC materials developed• A total of 3,500 IEC reproduced• A total of 3,500 IEC distributed• A total of 21 extension-research articulated published |

STRATEGIC GOAL 4: Expanded Partnerships and Linkages in Advancing Excellent Extension Services

The development of partnerships and linkages with the different sectors, agencies, and stakeholders is important because it provides a faster vehicle in achieving the development goals of the country. Strategic partnerships are needed to maximize the use of resources which can lead to providing services to a greater number of clients and wider scope of giving quality and relevant extension service. Partnerships also develop a sense of unity as it promotes common goals, purposes, and objectives that translate into an efficient and effective delivery of extension programs and projects.

Baseline

- There are seven Memorandum of Understanding and Memorandum of Agreement signed in the previous years
- About 54 active partnerships with LGUs, industries, NGOs, NGAs, SMEs, and other stakeholders as a results of extension activities

Objective 4.1: Strengthened research and development, extension, and industry linkages

In order to promote research-based and industry-driven extension programs and projects, there should be a strong partnership with research institutions and different industries that will also help in addressing problems and challenges of the community.

Table 14. Strategic Actions and Targets for Objective 4.1

| Strategic Actions | Targets |
|---|---|
| Strengthen linkages with research institutions and industry | <ul style="list-style-type: none">• Number of consultative meetings conducted• A total of 140 MOA/MUO signed• Increased number of programs/projects implemented |



Objective 4.2: Intensified partnership and convergence initiatives between public-public and public-private sectors

The government is encouraging both public-public and public-private partnership in order to maximize resources and deliver quality and relevant extension services to the community.

Table 15. Strategic Actions and Targets for Objective 4.2

| Strategic Actions | Targets |
|-----------------------------------|---|
| Public-Private-People Partnership | <ul style="list-style-type: none">• Increased number of public institution partners• Increased number of private institution partners• Increased number of programs/projects implemented• Increased number of grants/funds from other partner agencies |

Objective 4.3: Enhanced International Partnerships

The university is exerting its effort towards internationalization thus the extension management office together with the different colleges and campuses will also explore international partnerships.

Table 16. Strategic Actions and Targets for Objective 4.3

| Strategic Actions | Targets |
|---|---|
| Internationalization efforts of Extension | <ul style="list-style-type: none">• Increased number of inter-country extension programs and projects implemented• Increased number of MOU/MOA signed• Increased number of international capability enhancement programs on extension |



K. Programs, Projects, and Activities

Strategic Goal 1: Improved Enabling Environment, Policies, and Governance

Table 17. Course of Actions for Strategic Goal 1

| Initiatives in Actions for Objective 1.1 |
|---|
| <ul style="list-style-type: none"> • Creation of extension policy review committee • Preparation of proposal and budgetary requirement • Conduct of benchmarking activity to 3 identified SUC in MIMARO and other universities that has strong extension management policies and programs (document scanning, KII or FGD) • Preparation of Benchmarking Report (comparative analysis and assessment of extension policies, processes, and guidelines) • Presentation and discussion of Benchmarking Report • Finalization of proposed revised extension manual • Presentation and discussion of revised extension manual • Incorporation of suggestions from URECO • Finalization of Revised Extension Manual for BOR approval |
| Initiatives in Actions for Objective 1.2 |
| <ul style="list-style-type: none"> • Consultative meeting and organization structure review with all extension coordinators, deans, and campus directors regarding the existing extension organizational structure • Development of concept paper on the creation of different sub-units under the extension office including the Project and Training Management Unit, Knowledge Management Unit, Project Monitoring and Evaluation Unit, and Extension Linkages and Network Unit • Presentation and discussion of the concept paper with the University Research and Extension Council (URECO) for evaluation and endorsement to the Board of Regents |

Strategic Goal 2: Developed and strengthened the extension champions that are competent and service-oriented

Table 18. Course of Actions for Strategic Goal 2

| Initiatives in Actions for Objective 2.1 |
|--|
| <ul style="list-style-type: none"> • Appreciation course on community extension for newly-hired/junior teaching and non-teaching staff • Re-orientation and retooling for senior faculty and employees • Extension appreciation course/orientation for student-volunteers and student organizations |
| Initiatives in Actions for Objective 2.2 |
| <ul style="list-style-type: none"> • Orientation on the core group for faculty-extension managers, employee-extensionists, and student extensionists in main campus and in satellite campuses • Conduct trainings on values enhancement, community organizing, and facilitation • Conduct trainings on needs assessment and situational analysis, project proposal development, project cycle management, project documentation and technical report writing, monitoring and evaluation, and scientific communication |



| |
|--|
| Initiatives in Actions for Objective 2.3 |
| <ul style="list-style-type: none"> • Mentoring the Mentors: Conduct of regular coaching and mentoring sessions through small group discussions, beanbag sessions, and informal talks about extension • Retooling activities and special topics (needed/requested by the college or campus) |

Strategic Goal 3: Developed and implement relevant, quality, gender responsive, and research-based extension programs and projects

Table 19. Course of Actions for Strategic Goal 3

| |
|---|
| Initiatives in Actions for Objective 3.1 |
| <ul style="list-style-type: none"> • Conduct of extension proposal in-house review per cluster including Sibuyan/Romblon Cluster, Tablas Campuses Cluster, and Main Campus Cluster • Evaluation of proposals using the Harmonized Gender and Development Guidelines Tool • Conduct of one-on-one mentoring; roundtable and small group discussions, beanbag sessions |
| Initiatives in Actions for Objective 3.2 |
| <ul style="list-style-type: none"> • Implement integrated extension programs/projects per college/campuses base on their field of specialization available in their campus • Conduct of Inventory of Researches that are ready to be transferred to communities/target clients |
| Initiatives in Actions for Objective 3.3 |
| <ul style="list-style-type: none"> • Conduct training on project documentation • Conduct mentoring sessions on proper project documentation • Development of IEC materials • Publication of extension-research papers |

Strategic Goal 4: Expanded partnerships and linkages in advancing excellent extension services

Table 20. Course of Actions for Strategic Goal 4

| |
|---|
| Initiatives in Actions for Objective 4.1 |
| <ul style="list-style-type: none"> • Conduct consultative meeting/workshop with the research institutions and industry • Participate in conferences and foras |
| Initiatives in Actions for Objective 4.2 |
| <ul style="list-style-type: none"> • Conduct consultative meeting with LGUs, National government agencies, and non-government sectors |
| Initiatives in Actions for Objective 4.3 |
| <ul style="list-style-type: none"> • Attend and participate in international conferences and foras • Membership in international organizations |





CHAPTER II

Strategic Plan 2019-2025

Research Services

Readiness to Serve the region in Utilizing resources for higher education.

RESEARCH SERVICES

A. Mandate

Research is one of the major functions of higher education institutions, and it contributes to continued growth and development of society. World leaders in higher education at the Bologna Ministerial Meeting of 2007 recognized the basis of research as independent in search for truth which justifies higher education's continued exercise of academic freedom (NHERA 2 2009-2018).

NHERA 2 of the Commission in Higher Education subscribes the UNESCO's World Declaration for the twenty-first century that acknowledges the roles of higher education institutions as a key player in "knowledge creation, transmission and application as a lifeblood of the knowledge-based economy" (CHED, 2009). The 1987 Philippine Constitution also recognizes the role of education in accelerating social progress and in promoting total human liberation and development (Art. II, Sec. 17). Thus, the Commission on Higher Education is mandated to implement a national policy that "shall protect, foster and promote the right of all citizens to affordable quality education...and shall promote its exercise and observance for the continuing intellectual growth, the advancement of learning and research...and the enrichment of our historical and cultural heritage" (R.A. 7722, Sec. 2).

On October 14, 2009, President Gloria Macapagal-Arroyo signed into law the Republic Act No. 9721 that gives birth to the Romblon State University (RSU) and mandated to provide advanced education, higher technological, professional instruction and training...and undertake research and extension services, provide progressive leadership in its areas of specialization (Sec. 2).

The Romblon State University envisions to continuously quest for information, knowledge generation, and development of new and innovative ideas through research essential for the betterment of the Province of Romblon, nation, and the world in general. It will employ strategic solutions to capacitate and improve competency of its faculty and research staff to carry out purposive basic and applied research relevant for local development needs, enhancing research facilities, protecting innovation and creative arts, strengthening of social and institutional networks and linkages for better access of information and resources, and exchanging and disseminating knowledge and ideas for application of results/outputs.

B. Structure

The Research Office is lodged directly under the supervision of the Vice President for Research, Extension, and Training reporting to the President. It is the University's official arm for research and development function and clearinghouse of its activities thereof. Research Office is tasked to implement research agenda, themes, and direction: conduct supervision to project implementation, monitoring, assessment and evaluation; and provide direction in carrying out research programs/projects guided with intellectual and moral principles, scientific and technological values, respect to cultural differences, encourage multi and inter-disciplinary collaboration, and promote scholarship and service to community.



Operation of Research Office is managed by the Director appointed by the President through the recommendation of the Vice President for Research, Extension, and Training. It is guided by the University Research and Extension Council whose duty is to review research policy direction, research agenda, management and operation, development of programs/projects among others, and recommend the same to the Board of Regents through the University President. The Council consists of the President as Chairperson; the Vice President for Research, Extension, and Training; Research and Extension Directors, Deans and Campus Directors through their appointed Research and Extension Coordinators.

C. Staffing Pattern

The workforce are expected to toil any topic within their expertise on the following Research Agenda: agriculture, natural resources, and environment; social sciences, literature, language, humanities, culture and the arts; physical, chemical, biological, sciences and mathematic; business and industry; engineering and information technology; education; health, wellness and sanitation; food technology; and institutional system and process assessment. The topics that have the most number of researches conducted are agriculture, environment and natural resources, engineering, biological sciences, education, and social sciences.

D. Competencies

The number of faculty engage in research activities as proponents and co-proponents had been increasing from 19 in 2011 to 51 in 2015, and 43 in 2018. Figure 3 illustrates the details in the eight-year period. Results of their study were presented in different fora and conferences at local, regional, national, and international levels. There were 32 faculty have at least one published article as author and co-author in local, national, and international referred journals. Some research faculty are recognized and listed in Goggle Scholars and six of them received an increasing number of citations.

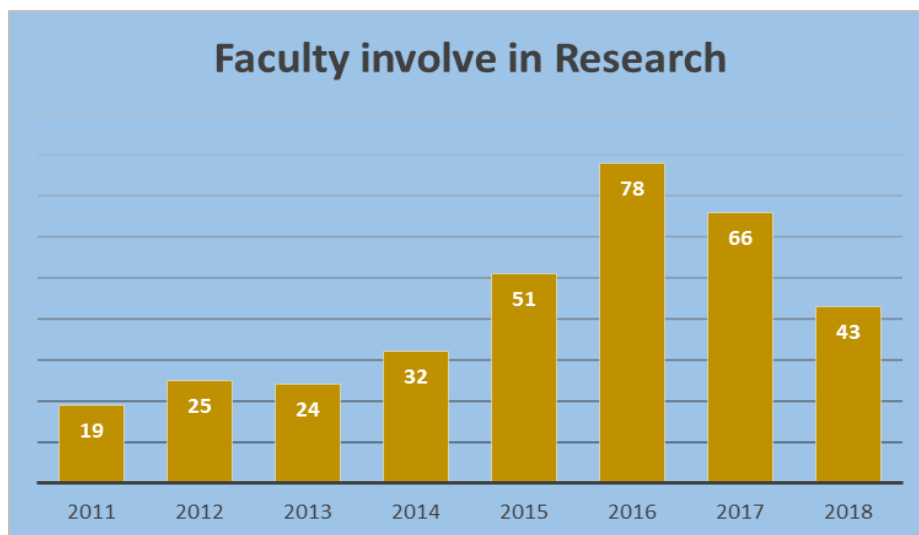


Figure 15. Distribution of Faculty Involved in Research



E. Funding

RSU has minimal research fund from two internal sources; GAA and non-fiduciary fund or income generated by the University. Research budget from GAA ranges from Php. 500,000.00 in 2011 to 1,300,000.00 in 2015 & 2016, and in 2017 increased by 78% or 2,318,000.00. But in 2018, the budget decreased by 40% or 1,390,000.00 and furtherly declined to 1,143,000.00 in 2019 due to increasing rate of unutilized fund. Ten percent of the generated income is allotted for research.

The external fund is untapped resources. There are faculty members able to tap financial support for their respective research projects from other government agencies, research institutions, local and international non-government organizations, such as: Department of Agriculture; Agricultural Training Institute; Department of Agrarian Reform; Department of Environment and Natural Resources; Department of Science and Technology; Philippine Council for Agriculture, Aquatic and Natural Resources Research and Development; Philippine Council for Health Research and Development; UP Manila National Institute of Health; University of the Philippines Los Baños; Komisyon ng Wikang Filipino, Local Government Units in the Province of Romblon, Center for Economic Policy Research; Philippine Tropical Forest Conservation Foundation; and Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH.

F. Facilities

RSU is an agricultural University. Five campuses in Tablas Island are fishery schools where researches are primarily conducted in the field; as island province, it is surrounded by the sea. The two campuses in Sibuyan are schools on agriculture and environmental sciences, and industrial technology while the campus in Romblon Island is called the school of arts, sciences, and technology. The main campus in Odiongan has eight colleges with respective research facility for instruction. Aside from an instructional facility, the College of Arts and Sciences is developing an analytical laboratory as a service and research facility for the local community and industry needs.

The University has Food Processing Center as a service facility and R&D laboratory established with support from government agencies: Banana Tissue Culture Laboratory with DA-MIMAROPA and Mango Processing by Department of Science and Technology. The Santa Fe campus has established marine research and production facility located at Looc Bay while the College of Agriculture, Fishery and Forestry has on-going development of research facility in its new place at Agpudlos, San Andres, Romblon.

G. Challenges

RSU was established in 1915 as Odiongan Farm School with one-hundred-thirteen pupils and three faculty members to train local pupils in agricultural arts so as to attain food sufficiency in the Province of Romblon. Since then, several metamorphoses had taken place. It was converted several times; first, into Odiongan Rural High School; second, Odiongan National Agricultural High School; third, Romblon National Agricultural College; fourth, Romblon Agricultural College, fifth, Romblon State College, and finally in 2009 by virtue of R.A. 9721 converted into Romblon State University with a mandate to “provide advanced education, higher technological, professional instruction, and



training in agriculture and fishery, forestry, science and technology, education, arts and sciences, and other relevant fields of study. It shall also undertake research and extension services, and provide progressive leadership in its areas of specialization.”

At present, after a century of existence, RSU expanded significantly with more than 9,000 students and 271 faculty members offering 23 undergraduate programs, six master’s degree programs, and one doctor of philosophy in educational management program. The Province is still importing food; rice, vegetables, and fruits mainly from Mindoro while poultry and other agricultural product from Batangas and Capiz. The schools of fisheries had existed for more than three decades but the Province’s fishery resources, habitat, and ecosystem have been declining at an alarming rate. The Province also harbors world-known outstanding marine and terrestrial natural and biological resources, e.g. Verde Island Passage and Mt. Guiting-Guiting, but studies and species discoveries were made by foreign scientists and experts from other institutions. RSU faculty remain at the peripheral.

As a University, it is expected to be a highly specialized educational institution to train experts in various technical and disciplinal areas emphasizing the development of new knowledge and skill through research and development. It hopes to contribute to “nation-building by producing experts, knowledge and technological innovation that can be used as resources for long-term development processes in a globalized context” (Handbook of Typology, 2014).

Research-based instruction and productivity in research are important in achieving its mandate, and in maintaining its “universityhood” status. With its present faculty composition: 17% Ph.D. holder, 11% working for the Ph.D. program, 58% master’s degree holder, and 14% working for master’s program, these expectations, though considered a tall order, can be achieved in the time being.

Research planning workshop in 2015 identified challenges that remain existing. First, lack of technical capability, exposure and opportunity to develop expertise vertically aligned with a respective degree and university’s mandate to conduct relevant research and produce quality R&D output worthy for ISI publication. Most of the researches made were institutionally funded, and very few research projects have external financial support.

Second, poor research culture and appreciation to research work. Majority of faculty members are homegrown, non-articulated, and had no experience working with other institutions to draw lessons and creative innovation from. Researches developed by the faculty are mostly made for compliance.

Third, duplication of programs offered in different campuses resulting to spread too thin of the workforce; overload teaching assignment with several preparations and performance of administrative task/designation and other non-academic activities. The conduct of research is too difficult due to limited time, resources, and laboratory facilities. It is also important to establish research and development center to house excellent and quality research output.

Fourth, lack of non-academic and support personnel to research. There is no plantilla item for researcher/research assistant in colleges and campuses. Conduct of research activities are dependent primarily on vacant time, overtime during Saturdays and Sundays, or deducted time from holding classes which subsequently has a domino effect to the quality of research output, quality of



instruction, work-family balance, and its total well-being of faculty.

Fifth, the lack of facilities support to research. Majority of university's facilities are dedicated for instruction, and the need for research laboratories are inadequate or none at all. Access to high impact ISI journals, electronic materials and indexes are important in writing quality research output. Institutionalization of publication office is also crucial as a unit in charge in disseminating and exchanging results, quality assurance and support to the publication of outputs. Likewise, a functional Intellectual Property Office is also important to provide assistance in securing IP rights to developed innovation and discoveries.

Sixth, lack of sustained linkages and partnership. Most of the research collaboration are project based and partnership ended as the study concluded. There should be a research program developed to establish partnership and collaboration with different agencies to share and tap resources for operation and continued development/innovation.

Seventh, lack of conservation site and development. As agricultural university, it should embark research program focusing on achieving food security, conservation of environment and its biological resources, habitat and ecosystem. A development model and off-campus laboratories are important to set up showcasing innovation and development to influence the public and community for institutionalization and long-term development effects.

H. Goals and Objectives

To attain the University's vision, mission and goals in research, the following are needed to deliver:

- a. Enhance research capability of faculty by establishing research development training program, and through pooling of competent faculty to do quality research.
- b. Produce relevant and quality R&D output and establish R&D programs consistent with the university's mandate. These will be achieve by: engaging faculty to do quality research; publishing research outputs in reputable journals; presenting research output different in fora and conferences; increase citations by publishing outputs in form of journals, books/articles and other materials in reputable publishing houses; developing GAD responsive R&D projects; conducting R&D projects focused on the province's resources and subsequently develop as it niche; encouraging conduct of interdisciplinary R&D project.
- c. Establish Research & Development Center through consistently producing quality and innovative research outputs.
- d. Secure intellectual property ownership to quality outputs by establishing functional Intellectual Property Office. It aims to assist faculty to secure intellectual property ownership through patent, copyright, and utility model to innovation and development output.
- e. Establish linkages and partnership. It aims to institute linkages and partnership with established research institutions, and encourage co-authorship with partner institution/group or individual.
- f. Establishment of publication office to manage the publication needs of the university. It will also help faculty to package result into publishable materials.
- g. Establishment of conservation cum field laboratory to serve as off-campus field laboratory.



I. Targets

In six-year period, the following indicators and targets will be delivered:

- 13 research project conducted and training on technical writing
- 100% of faculty will be trained in the conduct of research and technical writing by 2021
- 152 research article published by 35% faculty members
- 193 research projects completed and 284 research output produced
- 30% of faculty members are actively involved in research
- 78 articles published in international/ISI or CHED accredited refereed journals
- 30% faculty members published outputs in refereed journals
- 84 research outputs presented in national and international scientific meetings and conferences
- 189 citations of published articles by other researchers
- 100% research projects are GAD compliant at the end of 2025
- 80% research projects are GAD responsive at the end of 2025
- 13 researches conducted focus on marginalized sector
- 52 researches conducted focus on comparative advantage of the Province of Romblon
- 74 research outputs utilized in planning or policy development
- 64 interdisciplinary projects implemented
- 25% faculty members engaged in collaborative research projects at the end of 2025
- 21 research programs implemented
- 21 research programs implemented with supports from external funding agencies
- 60 faculty members technically equipped and specialized researchers
- 4 research centers established
- 49 research output submitted application for patent or utility model
- 10 utility model or patent approved/received
- 35 research partner organizations/institutions inked with RSU for collaboration
- 155 faculty members involved in partnership with different research institutions
- 34 research projects approved for external funding
- 49 co-authored papers presented in national and international conferences and scientific meetings
- 14 co-authored papers published in ISI refereed journals
- 5 research journals published and managed by different RSU units in collaboration with Publication Office
- 107 articles assisted by Publication Office to be published in ISI refereed journals
- 6 conservation sites cum field laboratory initiated to established
- 4 adopted conservation sites/field laboratory
- 30 partner organizations/stakeholders involved in the management and conservation of conservation sites or field laboratory



J. Strategies

To ensure success and implementation of target outputs, the following strategies will be employed:

- Conduct self-assessment research capability survey
- Research-capability building training and workshops twice a year
- Develop interdisciplinary program-based and GAD responsive research proposals
- Develop niche-based research program proposal for external funding
- Collaborate with other research institution in establishing research and development centers
- Review incentives program for publication in refereed journal; institutionalize the RET Publication Unit; CHED accreditation of RSU research journal
- Increase web-presence of research outputs by utilizing research-based social media platforms such as academia and research gate
- Capability building for IP Protection
- Secure BOD approval for establishment of publication office
- Produce quantifiable scientific data to support for the establishment conservation site

K. Programs, Projects and Activities

The Office of Research and Training will implement the following programs, projects, and activities in pursuit for achieving its institutional goals:

- Develop research self-assessment survey tool
- Develop research training program responsive to survey results
- Proposal Writing; Technical Writing; Data Analysis and Interpretation; Journal Article Writing
- Program-Based Research Proposal Writing
- Capability Building for External Research Grant; partnership with established researchers from other institutions, encourage mentoring system
- Biodiversity Research Center Establishment with UPLB
- Research Center for Indigenous Studies with CBMSF and Tebtebba Foundation
- Capability Building for writing journal articles; Support-system for budding/novice researchers in publishing their papers; Application for CHED Accreditation; at least 2 release; migration to PKP Online Journal System
- Strengthen membership/affiliation in professional organizations
- In-House Review of completed research outputs
- Training on the use of Web 2.0 technology integration in online research publishing.
- Institutionalization of IP Office; review application process & develop scheme in meeting IPO requirement
- Completed staff work of the proposal for inclusion to the BOR agenda; inclusion of funding requirement to GAA
- Conduct scientific research; present to stakeholders; secure endorsement of legislative body for the institution of conservation site; forge agreement/partnership with concerned stakeholders; development management scheme





CHAPTER II

Strategic Plan 2019-2025

Production Services

Readiness to Serve the region in Utilizing resources for higher education.

PRODUCTION SERVICES

A. Mandate

The institutionalization of the university IGPs was approved by the Board of Trustees through Board Resolution No. 2006-17. This was yet when the University was a college. Upon conversion to a state university, the charter provided that among the powers of the Board of Regents is the power to enter into joint ventures with business and industry for the profitable development and management of the economic assets of the University, the proceeds from which shall be used for the development and strengthening of the University. On top of this, the National Budget Circular (NBC) No. 331, NBC 331-A, and Commission on Audit (COA) Circular No. 84-239 provide the legal basis for the implementation of IGPs in the Romblon State University.

NBC 331 prescribed rules and procedures concerning the creation of a school revolving fund (Fund 161) out of income realized from agricultural projects embraced under the food production program.

On the other hand, COA Circular No. 84-239 deals with the Rules and Regulations Governing Accounting of Agricultural Products. Its purpose is to prescribe uniform procedures for the proper evaluation, recording and reporting of soil, animal, and fishery products acquired or produced by government agencies in the national, local, and PIS levels engaged in farming and other agricultural activities, and/or animal and fishery production either as their regular function or as an additional or special project.

B. Structure and Staffing Pattern

In accordance with the Organizational Chart of the RSU PIS as shown in Figure 16, a Management Board is created under the Office of the President to oversee PIS projects approved by the RSU Board of Regents. The University President, Vice President for Administration, University Accountant, Budget Officer, Cashier, Director for Business Affairs, Supply Officer, and the respective Project Manager comprise the membership in the Management Board. The Board is headed by the Director for Business Affairs. The functions of the Board Members are:

- a. Participate in the deliberation and the formulation of policies and programs.
- b. Propose development projects and programs for actions of the Board.
- c. Attend all meeting of the Board and presents issues and concerns.
- d. Vote on issues and concerns deliberated by the Board.

A Project Manager is designated for every project identified by the Management Board and approved by the RSU Board of Regents. A different Project Manager sits in every different Management Board specifically organized to manage a particular project. The Project Manager has the following functions:

- a. Formulates plans and programs relative to the management and operation of all PIS.
- b. Consolidates the Annual Procurement Program of his project.



- c. Coordinates with concerned units as to availability of projects as avenue for instruction, research extension and development consistent with the University policies and programs.
- d. Implements policies, guidelines, memoranda, rules and regulations relevant to project operation.
- e. Prepares and submits quarterly and annual production and financial reports to the Management Board.
- f. Recommends construction, improvement, establishment and repair of facilities, machinery and equipment as well as the acquisition of supplies, materials and other resources necessary for the operation of the project.
- g. Implements an incentive scheme for PIS personnel and support staff.
- h. Acts as member of the Management Board.
- i. Does other related functions designated by the President and the PIS Director

The Project Manager is co-terminus with the RSU President but may retain project management depending on the discretion of the University President. Other identified personnel of different projects have defined functions as stipulated in the terms of reference due to their assignments.

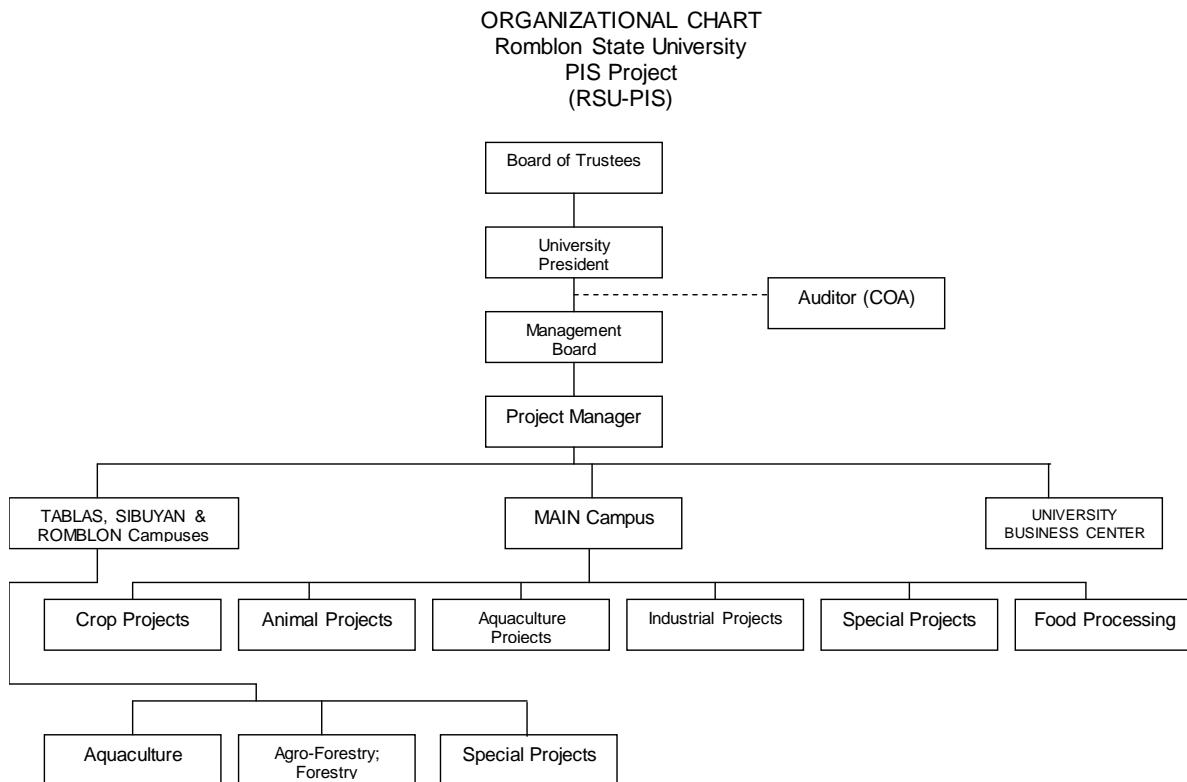


Figure 1. The Organizational Chart of the RSU PIS

Figure 16. PIS Organizational Structure



C. Competencies

The Project Manager and the staff under him/her must have adequate knowledge on the technical, financial and financing, marketing and overall management of the assigned business enterprise. The personnel must function effectively and efficiently the tasks assigned him/her. In the selection process for employees care must be done not to select workers that may be idle and seem not to know of their functions. An IT expert must be assigned for IT-related businesses, a Food Technologist assigned to food processing businesses, an HRM graduate must have the helm in the operation of the University hostel, Agriculturists must be in charge of agriculture-related projects, Engineers for industrial projects, and Business graduates must operate non-aligned businesses like rentals and the like. Likewise the people under these project managers must be similarly aligned too.

D. Funding

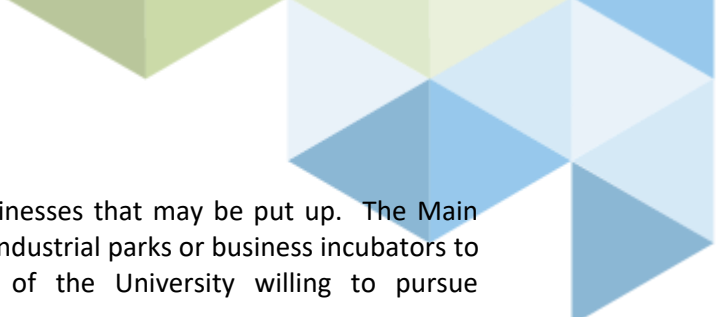
University projects are funded by GAA funds under the discretion of the University President. Funds for PIS projects are taken from different delivery units implementing the projects. College projects are funded by the students' matriculation fees and the College income. There is an allocation of 10% of non-fiduciary fees for the purpose. The amount is used for income-generating projects that will rake in profit for operation of the University. Startup capital in the form of raw materials and labor component of the project are provided. To facilitate procurement a revolving capital is created where funds for operation are withdrawn. A separate account per project is made to facilitate recording of income and expenditures and to serve as basis for termination or continuance of the project. Funds from other agencies are also solicited like equipment and sometimes operating capital.

E. Facilities

The RSU has adequate facilities for implementing PIS projects. For agriculture related projects, the main campus has enough land for rice and other crops cultivation. It has dams to provide water for the crops as well as for grow out of caged freshwater fishes. A fishpond is also available at the Western side of the RSU property that may be used for brackish-water culture; another fishpond is leased by the University for laboratory and growout purposes. A tissue culture laboratory and greenhouses are available for controlled mass propagation of plantlets for agricultural production. Other campuses dotting the province have land areas that may be utilized for agricultural production in different scales. The Agpudlos campus has an 80-hectare property that may be utilized for production. Multi-use land system is currently being planned for the campus in preparation for the eventual transfer of the College of Agriculture, Forestry and Fishery to the area.

The University has a hostel for instructional purposes for its HRM students. The hostel used as classrooms by the Institute of Criminal Justice Education, is now vacated and currently being refurbished for its intended use.





The University has enough land area for other businesses that may be put up. The Main Campus has a 30-hectare land area that may be utilized for industrial parks or business incubators to provide maker spaces to startups who are graduates of the University willing to pursue entrepreneurial careers after graduation.

Colleges and campuses are also implementing PIS projects using their facilities. The IIT for example is engaged in printing services. A tarpaulin printer as well as a photocopying machine generates additional funds for the institute. Other campuses and delivery units are following suit.

The University has a water refilling station that provides water purification and distribution services on and off campus.

Likewise the College of Engineering and Technology is establishing school factories as part of its program on the establishment of the Center for Innovative Learning and Enterprise Development at the Romblon State University (CiLearnED@RSU). The woodworking school factory is equipped with state-of-the-art equipment for the production of student desks and school furniture. A metalworking school factory will come in next. These factories are enabling mechanisms for the college to teach shop work as well as entrepreneurship to students. These were also designed to become production facilities and provide income for the College as well as the University.

F. Challenges

Internal

Among the internal challenges identified during the recent strategic planning workshop, foremost is the low implementation of the mandate of the PIS unit. Though several IGP projects are established in the University there is no umbrella organization that subsumes all operations of these IGP projects. The PIS unit has no control over all these projects and has little or no idea of its operations.

A review of the current structure of the PIS unit revealed the vulnerabilities and flaws of its structure. There is a multitude of layers in the structure that made it appear inadequately staffed. The structure also appeared to be limited to the management of a few projects and thus failed in the accountability, monitoring and evaluation of all IGP projects. The structure also has no formal and legal documents to enable it to operate as a business entity earning for the University.

Another challenge pointed out was that the personnel assigned to IGP projects have academic loads and the reduction in assignment is not commensurate to actual duties performed in the projects.

It was also pointed out that available income and funds for IGP projects is underutilized since potential proponents have little knowledge in crafting business proposals and business plans.

Staff competency was also underscored. Those who are competent enough are either nearing retirement and/or underpaid. Most staff does not know how to operate state-of-the-art equipment and needs training.



Some campuses have no facilities or have inadequate facilities and means to implement IGP projects. Another challenge posed was the slow rate of procurement of supplies and equipment for the purpose.

External

Among the external challenges posed for the PIS unit is the change in external policies with the change in national governance. The UNIFAST Law is cited as an example. Whereas in the past the RSU could readily use the income from the non-fiduciary funds, with the approval of the Board, as these are considered cash on hand. The UNIFAST Law will not only make the RSU solicit the approval of the Board but will also require the different units to wait for the cash notification.

The funding agency role in IGP project implementation is underscored. Their commitments may sometimes be withdrawn due to unforeseen circumstances and will leave the fate of the IGP project hanging.

Brain drain in the PIS units could come two ways. One is when the staff engages in similar business and endangers the IGP operations. Another is when staff is pirated by similar businesses offering better compensation packages.

Raw material inputs are too exorbitant especially when these undergo the bidding process.

Outsourced services and technologies are excessively priced. Some technologies used are now obsolete.

G. Goals and Objectives

From the issues and concerns raised, the following goals and objectives were formulated.

- Legitimate IGP projects that serve as model enterprises must be institutionalized. Projects have to be reviewed if these are still earning for the University, otherwise these will be scrapped if only made as employment excuse. Net profit and/or loss must be determined based on the business standpoint of operation.
- IGP structures must be formalized per project and must have their own sets of manpower complement that will be hired based on the economic feasibility of the project. Management Boards may be made separate per project on the level of the project manager down to the workers only. Other members of the project management board may serve for different projects; their honoraria fixed.
- University resources must be used to the optimum to be able to generate additional resources that may be used by the University in turn.
- Transparency of operations will be encouraged per IGP project. These projects will be governed by an operations manual drafted by the Management Board and approved by the RSU Board of Regents. These operations manuals will serve as guidebooks for operations and will include the management, technical, marketing, financing and financial aspects of the project.
- Every delivery unit must have an IGP project to augment their incomes.



Table 21. Summary of Goals and Objectives for Production Services

| Goals | Objectives |
|---|--|
| To institutionalize income generating projects that serve as model enterprises | Require each unit to implement legit IGP projects |
| To establish functional IGP structures with complete staff and defined responsibilities | To activate or reactivate IGP coordinators and project management boards in the delivery units |
| Maximization of production funds and resources | 100% utilization of production fund and production resources |
| Effective, efficient, transparent management of the IGP system of the University | Established transparency of operations |
| Established formal IGP Office per delivery unit | Institutionalization of the IGP Office in each delivery unit |

H. Targets

The following targets per Goal and Objective are set.

To institutionalize income generating projects that serve as model enterprises

- Number of IGP Projects proposed
- No of IGP Projects legally registered
- Number of IGP Projects implemented

To establish functional IGP structures with complete staff and defined responsibilities

- One functional University IGP structure
- Number of fulltime enterprise operators

Maximization of production funds and resources

- Budget utilization rate
- Utilization of land resources for production

Effective, efficient, transparent management of the IGP system of the University

- Accounting documents submitted every month and year

Established formal IGP Office per delivery unit

- One fully equipped IGP Office per Unit



I. Targets

The following strategies are proposed.

- Viability audit of existing IGPs
- Registration of viable IGPs
- Create an IGP Management Board per project
- Hire IGP personnel based on capitalization and viability of enterprise
- Capability building in proposal, business plan, feasibility study preparation
- Business processes capability building, i.e. management, bookkeeping and accounting seminars
- Prepare Land Use Plan for IGP purposes
- Engagement with other stakeholders for resource generation

J. Programs, Projects and Activities

Table 22. Summary of Programs, Projects and Activities

| PPA | Unit Responsible | Amount, Php |
|---|---|---------------|
| Annual IGP Summit | PIS Unit, Delivery units | 50,000.00 |
| Business establishment, registration and licensing program | Project Managers | 100,000.00 |
| Institutionalization and staffing of functional PIS Unit | PIS Director | 100,000.00 |
| Capability training program (proposal, business plan, feasibility study preparation; management, bookkeeping and accounting seminars) | PIS Unit, Project personnel | 150,000.00 |
| Monthly audit | PIS Unit, Project Managers, IGP personnel | 240,000.00 |
| Establishment of University Business Center | PIS Unit, CBA Business Management Board (BMB) | 12,000,000.00 |
| Establishment of Business Centers in colleges and campuses | PIS Unit, College and Campus BMB | 50,000,000.00 |
| Establishment of CiLearnED@RSU | PIS Unit, CET BMB | 12,000,000.00 |
| Operation of RSU Hostel and lodging units in various campuses and in Manila. | PIS Unit, CBA BMB | 5,000,000.00 |
| Institutionalization of viable agricultural projects in different campuses | PIS Unit, CAFF BMB, Campus BMB | 5,000,000.00 |





CHAPTER III

Plan Implementation

Readiness to Serve the region in Utilizing resources for higher education.

PLAN IMPLEMENTATION

A. Background

The Strategic Plan becomes effective if it is systematically implemented which requires proper management since this necessitates improvement in the way the university operates. The responsibilities for the implementation of the Strategic Plan particularly to pursue specific KRAs' goals, objectives, targets and performance indicators have to be clearly stipulated. Thus, it requires an institutional arrangement, including the involvement of the various stakeholders to manage the entire process of implementation of the Strategic Plan.

B. Institutional Arrangement and Stakeholders Involvement

Structure and Governance

The approved organizational structure (See Annex) of the university serves as the implementing mechanism of the Strategic Plan. In addition, the Governing Board of the university is the Board of Regents (BOR) are composed of the following:

| | | |
|------------------|---|---|
| Chairperson | : | Chairperson of the Commission on Higher Education |
| Vice Chairperson | : | University President |
| Members | : | Chairperson of the Committee on Higher Education, Arts and Culture of the Senate |
| | : | Chairperson of the Committee on Higher and Technical Education of the House of the Representatives |
| | : | Regional Director of the National Economic and Development Authority (NEDA) |
| | : | Regional Director of the Department of Science and Technology |
| | : | Regional Director of the Department of Agriculture |
| | : | President of the Faculty Association of the University |
| | : | President of the Supreme Student Council of the University |
| | : | President of the Alumni Association of the University |
| | : | Two prominent Citizens from the private sector who have distinguish themselves in their professions or fields of specialization |

The University President acts as the chief operating officer and chief executive who implements policies enacted by the Board of Regents. Specifically, the University President has the following powers:

- Authority to make ad interim appointments; provided, that such appointments shall not take effect thirty days before the day after the last meeting of the Board and that the appointment shall be subject to confirmation by the Board of Regents
- Authority to renew designations, for not more than one year for Deans and other heads of principal units in an acting capacity, or as officer-in-charge for these positions, if the budget permits and the services are necessary.



- Authority to change the leave status of the faculty from teacher's leave to cumulative leave or vacation sick leave.
- Authority to impose discipline to faculty members and employees at the first instance of violation of a policy after due process had been served.
- Prepares and submits an annual report to the Board of Regents on the work accomplished during the past year and the needs for the current year. The University President also present to the Board the annual budget of the University with estimates of income and expenditures.
- Executes and signs in behalf of the University all contracts, deeds, and other instruments necessary for the proper conduct of the business of the University. However, in regularly recurring undertakings and transactions where her/his action is virtually ministerial, conditions and terms therefore, having been fixed in the University, existing regulations, and general laws, he may direct through appropriate written instructions that approval in specified cases be made in her/his behalf by officers of administration or heads of University offices or units, subject to such safeguards as she/he may impose. All existing regulations inconsistent herewith are hereby abrogated.
- Have a general responsibility for the enforcement of discipline in the University and for the maintenance of satisfactory academic standards in all its units.
- Have the power to modify or disapprove any action or resolution of any college or school faculty or administrative body, if in her/his judgment the larger interests of the University so require. Should she/he exercise such power, the University President shall communicate her/his decision in writing to the body immediately affected, stating the reasons for her/his actions; and thereafter shall accordingly inform the Board of Regents, which may take any action it may deem appropriate in connection therewith.
- Have the power to approve and to sign contracts, after public bidding for construction and repair, including construction management services. Authorized to approve and sign negotiated contracts for construction and repair, including variation orders thereon, subject to pertinent laws and regulations.

Under the organizational structure there are now four Vice Presidents who shall be appointed by the Board upon recommendation of the President. The Vice President for Academic Affairs, Vice President for Administration and Finance, Vice President for Research, Extension and Production, and the Vice President for External Affairs.

Specifically, the Vice President for Academic Affairs (VPAA) has the following responsibilities:

- Shall be directly responsible in carrying out the academic policies and programs of the University.
- Directly responsible in the planning, monitoring and evaluation of the implementation of the academic programs of the University.
- Conduct regular review and rationalization of academic policies of the university.
- Acts as the ex-officio chairman of the Curriculum Committee of the Academic Council.
- Presides at meeting of the Academic Council in the absence of the President of the University.
- Supervises the academic activities of the Deans and Directors of campuses.
- Consolidates and submits academic reports to the Office of the President.



- Coordinates with the Research, Extension and Production centers the conduct of faculty research and extension activities of colleges and campuses.
- Rates performances of Deans/Directors of colleges/schools/campuses and institutes.
- Conducts conferences and meetings of the Deans/Directors and faculty for discussion of professional issues.
- Reviews recommendations of the Discipline Board on cases of disciplinary cases of students and imposes penalties less severe than dismissal.

Subject to the approval of the Academic Council, each faculty has the power to determine the entrance requirements of the College and of the courses of study to be pursued for each degree offered; to recommend to the Council qualified candidates for the degree, titles, and certificates; to administer the educational and internal life of the college within the limits prescribed by the rules of the University and by the President; and to make recommendations to the Board of Regents, the Academic Council and the University President. Chairpersons of Divisions shall be the academic supervisors of their respective groups. They shall perform no administrative functions as such, but shall coordinate with the different disciplines or fields of study within the division for the purpose of academic efficiency and for avoidance or suppression of superfluous courses and subjects.

Vice President for Administration and Finance assists the University President in the economical, efficient and effective operations of the administrative, financial and auxiliary services of the college. More specifically, the Vice President for Administration exercise direct supervision and control over employees of the administrative financial and auxiliary services divisions and provides for a system of continuing evaluation of the programs thereof.

Vice President for Research, Extension and Training assists the University President in setting the overall direction of the university, and in realizing the vision of making the university as a center of excellence in research and extension. More specifically, the VPREP plans, coordinates and integrates the different extension programs and creates linkages with funding institutions to help finance these activities.

Campus Directors shall head the University campuses and they shall render full-time service. They shall be appointed by the Board upon recommendation of the search committee and the University President, subject to the guidelines and qualification and/ or standards set by the Board. They take charge of the administrative and supervision of their respective campuses.

The Administrative Council – There shall be an Administrative Council consisting of the University President of the University as Chairperson, Vice Presidents, deans, directors, and other officials of equal rank as members, whose duty is to review and recommend to the Board policies governing the administration, management and development planning of the University.

The Academic Council – The Academic Council shall be composed of the President of the University, who shall act as chairperson, and all academic staff with the rank of at least an assistant professor as members. The Academic Council shall have the power to review and recommend the curricular offerings and rules and discipline of the University, subject to the approval of the Board. It shall fix the requirements for the admission of the students, as well as for their graduation and



conferment of degrees, subject to review and/ or approval by the Board through the President of the University. It shall have the disciplinary power over the students of the university and shall formulate academic policies and rules and regulations on discipline, subject to the approval of the Board.

The Secretary of the University – The Board shall appoint a secretary, who shall serve as such for both the Board and the University, and shall keep all records and proceedings of the Board. He/she shall serve upon each member of the Board the appropriate notice of the Board meetings.

Academic Deans and Center Directors. They take charge of the Administration and supervision of the courses offerings of their respective institutes.

The faculty members charge with the responsibility of teaching the students enrolled in the different course programs. They are composed of Professors, Associate Professors, Assistant Professors and Instructors.

The non-teaching personnel are the employees performing administrative activities and are In charge of the daily office works. They assist the Chief Administrative Officer in the implementation of administrative policies. Other non-teaching personnel are assigned in projects and other programs that are implemented for the successful operation of the college mandated responsibilities.

C. Schedule and Estimate Cost of Implementation

Annex C provides the timetable, including the targets annually and the specific Programs, Projects, and Activities with corresponding budgetary requirements for implementation. The main purpose of the Strategic Plan is to drive resources allocation, including securing this resources to make it happen. These resources for the implementation of the Strategic Plan includes: manpower, time, space (infrastructures, assets) and financial resources.

Annex D is the 2019-2022 investment program of the university.





CHAPTER IV

Plan Monitoring and Evaluation

Readiness to Serve the region in Utilizing resources for higher education.

PLAN MONITORING AND EVALUATION

A. Background

The Strategic Plan becomes effective if it is systematically implemented which requires proper management since this necessitates improvement in the way the university operates. The responsibilities for the implementation of the Strategic Plan particularly to pursue specific KRAs' goals, objectives, targets and performance indicators have to be clearly stipulated. Thus, it requires an institutional arrangement, including the involvement of the various stakeholders to manage the entire process of implementation of the Strategic Plan.

B. Monitoring and Evaluation System

Monitoring is the process of gathering feedbacks in the utilization of project inputs, on unfolding of projects activities, on timely generations of project outputs, and on circumstances that are critical to the efficient and effective implementation of the project. In addition, to quantify performance and impacts of programs and outcomes against explicitly stated goals and objectives there will be several levels of evaluation to wit: institutional, academic, non-academic and individual.

Institutional. A yearly monitoring and evaluation shall be conducted by all units to make sure that all deliverables are attained. At the end of five years, a task force (Strategic Planning Committee) will be created to make a holistic evaluation of the degree of implementation of the seven year development plan. The evaluation will focus on the goals, objectives and targets of specific programs, projects and activities contained in the Strategic Plan. Results of the evaluation will determine the performance of the University President.

Academic Units and Academic Related Units. The performance of the different colleges and satellite campuses, as well as other delivery units, in terms of their mandated functions and responsibilities will also be assessed.

Non-Academic Units. The performance of the different divisions such as the administrative, finance, production and auxiliary, research and extension offices of the university in terms of their mandated functions and responsibilities will also be assessed.

Individual. All employees, teaching and non-teaching personnel will be individually evaluated in terms of instruction, research, extension and production. For heads of departments, sections and units and rank and file in the administrative services, their performances shall be gauged against their define functions and responsibilities in their respective position description functions form.

Overall, the strategic plan should be kept flexible and continuously to allow the university to adjust to the changing environment. Conduct of regular monitoring and evaluation can achieve a positive outcomes by timely allocation of resources; able to detect problems or delays and come-up with corrective measures to keep the implementation of the Strategic Plan to achieve the desired goals, objectives, and targets within the specified period.

