

CLEAN, HEALTHY, SAFE, AND FRIENDLY (CHSF) ENVIRONMENT PROGRAM MANUAL

2023 Edition



Front cover design: John Lloyd O. Fontanilla, First Placer, 2021 Camouflage Painting Competition
Back cover design: Nathalie Kaye M. Dasigan, Second Placer, 2021 Camouflage Painting Competition

TABLE OF CONTENTS

I.	Historical Background	4
II.	Rationale	9
III.	General Objective	10
IV.	Framework	12
V.	The CHSF Logo	15
VI.	Strategic Direction and Actions	16
VII.	Structure	18
VIII.	Sustainability Component	19
IX.	Behavioral Guidelines for the CHSF Program	20

I. HISTORICAL BACKGROUND

Conceptualization of the Program

The University Campus in the 1990s is not like what it is now. The buildings were not painted, and graffiti was on the walls, restrooms, and chairs. Wild grasses surround some buildings while some others with banana trees. There was even no perimeter fence.

Then University President, Rev. Fr. Jessie M. Hechanova, CICM, called for a meeting to address this pressing problem on the University campus. The initial activity was a seminar-workshop on Total Quality Control (TQC) conducted for the faculty and staff with Engr. Joe Perez of Texas Instruments. Inc., Baguio City as the resource speaker on June 6, 1998. The Japanese Five S program inspired the administration to apply this in the work and learning environment at the University. These Seire, Saeiton, Sieso, Seikutsu, and Shitsuke were the basis for the conception of the clean, healthy, safe, and friendly environment program.

Rev. Fr. Jessie M. Hechanova, CICM, formed a core group with 17 members and later added eight to conceptualize the program. The core group has the University President as Director, Mrs. Corazon N. Abriam, Dean of Student Affairs and Services as Chairman, and Mr. John Tayaban, Human Resource Director, as Vice-Chairman.

The CHSF Program was an institutional response to the calls for a clean and green environment in the late 1990s when environmental awareness and protection became a global concern. Many countries realized that proper environmental care is necessary for sustainable development. During these years, there were different clean and green movements from the government and private organizations; thus, the search for the cleanest environment was a continuing activity in the public and even in the private sectors.

Institutionalization of the CHSF Program

Developing a new culture of cleanliness associated with protecting the environment is a long process. It requires efforts from all sectors of society, like the family, church, media, government, and schools. Values for environmental protection with their behavioral manifestations do not arise automatically. Programs must be initiated and sustained so that each person will internalize these values. Thus, the core group underwent various training, seminars, workshops, and benchmarking on good housekeeping. On September 18, 1998, the core group visited the Texas Instrument (TI), Inc. in Baguio City to observe the implementation and effects of good housekeeping.

Following the benchmarking at TI were various seminar workshops conducted on CHSF for the basic and tertiary level students. There were also separate training sets conducted for the student leaders, the basic education and tertiary faculty and staff, the working scholars, and security guards. The first launching of the CHSF program took place on November 20, 1998, with the vision of creating and nurturing a safe and healthy learning environment with a positive psychological climate for students, faculty, and staff. This program also provides a clean, healthy, safe, and friendly learning environment to all students, members of the faculty, staff, and outside the community who are expected to act as stewards of the environment for today and future generation.

Visitors, alumni, and other institutions have noticed the remarkable changes and transformations of the campus since the program was launched. Consequently, on July 7, 1999, barely eight months after its launching, the Nueva Vizcaya Provincial Clean and Green Committee had a benchmarking through an ocular inspection of the CHSF Information Center. The Environmental Management Office (EMO) was also created this year. It was later renamed the Center for Environmental Management, Training, and Research (CENTAR) with the vision/mission of being an excellent resource center dedicated to empowering people to protect their environment

and enhance their communities. The Office/Center was headed by Mrs. Lucena Magno, whose headship spanned three University Presidents' administrations.

Implementing and sharing the CHSF Program

Since its inception, there have been many relaunching programs, outreach activities, classroom lectures, organizing and attending seminars and workshops, including song and poem writing and jingle contests. These activities helped institutionalize the CHSF. 2005-2010, under the administration of Rev. Fr. Manny Valencia, CICM, had significant achievements for the CHSF program. There was the intensification of the monitoring and evaluation of the buildings, offices, ground, canteens, laboratories, faculty rooms, and even restrooms compliant with the CHSF Guidelines. It was in SY 2008-2009 that the landscaping competition was done. In 2021, a Home Edition was conducted that paved the way for the selection of the manual's cover page and official song. Among the continuing activities of the program were environmental outreach activities and projects that were implemented, like purchasing waste bins and putting up different signages, and the CHSF Brigade, in which faculty, staff, and students participate. In 2023, the Green Campus project was launched that emphasized the use of no- single plastic to reduce the volume of plastic.

The best features and practices became known to other institutions like the Saint Louis College of Tuguegarao, now the University of Saint Louis. A core group and some university administrators facilitated a CHSF orientation workshop for the college's administration and staff on October 16-17, 2000. On June 23, 2007, Administrators and CHSF advocates of the University facilitated sharing of the SMU CHSF Program with the Administration, Faculty, and Staff of Saint Louis University, Baguio City. CEMTAR also conducted seminars to intensify solid waste management campaigns (RA 9003), forging partnerships with institutions and organizations like the MASIPAG, OISCA-CFP, Bookkeeping Association of the Philippines Incorporated (BAPI), LGUs, DENR, TROCORDER, CENRO, and others. Moreover, training of Public School Teachers on the Integration of Environmental Concepts in all subjects (PLT-WET) and the development and utilization of SMU land resources,

i.e., tilapia production, rice production, fencing, and protecting the different land properties, were also accomplished.

Being one of the best practices, the CHSF entry of the University to the SEAMEO TROPED Network won First Place in the Innovation in School Health Initiative Award on September 8, 2021. The University also received Regional Awards for Best Anti-Illegal Drug Implementation during the CHED-PADS Innovative Awards and Campaign on Anti-Illegal Drugs on May 5, 2022. Before the COVID-19 Pandemic, the Saint Mary's University Senior High School together with the Junior High School was adjudged in December 2019 as Champion for Best Private School of the Gawad KALASAG (Kalamidad at Sakuna Labanan, Sariling Galing ang Kaligtasan) in Region 02; and in December 6, 2019, SMU High School was declared as the National Champion in the Private High School Category in the 21st National Gawad KALASAG. The Gawad KALASAG is to give "recognition to the efforts and commitment in supporting and initiating activities geared towards building a learning environment by focusing on creating awareness and involvement of students as well as other stakeholders in achieving the country's vision of safer, adaptive and disaster resilient Filipino Communities" (Saint Mary's University official website).

Firming up the program

The CHSF program was monitored by the Dean of Student Affairs and Services Office (DSA) under Dr. Corazon N. Abriam from 1998 to 2011. In 2011, the program was re-aligned under the Physical Plant, Property Development, and Maintenance Office (PPDDMO) under the headship of Engr. Pascual Cabatic. It was, in turn, placed as one of the Land Resources and Environmental Management Unit (LREMU) functions. It was supervised by Mrs. Me Galate, the former CEMTAR head, a licensed agriculturist, and an accredited Pollution Control Officer (PCO) appointed by Rev. Father Renillo H. Sta. Ana, CICM. The CHSF program found a new place when the LREMU was changed into the Campus Facilities and Environmental Management Unit (CFEMU), still a sub-unit of the PPDDMO and under the same supervisor. Meanwhile, Engr. Leonido A. Costales Jr. was appointed as

the PPDMO Head. In addition to the CFEMU, Landholdings Development and Management (LDM) was created, taking care of the properties outside its campuses.

The Community Extension Services Center (CESC) was merged with the Indigenous Knowledge and Traditions Center (IKAT) in 2019. The merging led to the creation of the Lingkod Maria Community Development and Advocacy Center, which is in charge of carrying out CICM and SMU advocacy programs: Indigenous Peoples Social Development, Environmental Protection and Sustainability, Disaster Risk Reduction, Health and Well-being, Hunger Alleviation, Poverty Alleviation, Socio-Pastoral, and Evangelization, and Education for All. It is noteworthy, therefore, that LMCDAC is at the forefront in advancing justice, peace, and integrity of creation, so much so that the CHSF Program was then turned over in 2021 during the administration of Dr. John S. Palina to LMCDAC, which Dr. Christopher Allen S. Marquez headed as the Director. But with the creation of the Safety and Pollution Control Office (SPCO), whose functions are similar to the objectives of the CHSF Program, the SPCO officer takes the lead in implementing the said program. Mr. Hanson T. Villanueva was then the OIC-SPCO Head.

Sustaining the CHSF Program

On April 8, 2016, Fr. Renillo H. Sta. Ana, CICM, the University President, sent representatives to the Eco-Friendly and Sustainable Seminar-Workshop held at Saint Louis University, Baguio City. As its partner collaborator, Saint Louis University spearheaded the seminar-workshop with WEnergy Global, a renewable energy systems solutions provider. The University representatives were Mrs. Alicia Jubay, CESC Director, Engr. Leonido Costales Jr., PPPDMO Head, Mrs. Me Galate, LDM Supervisor, Mr. Sherwin Marciano, NSTP Coordinator, Mr. Job Pilaspilas, SCC Officer, and Mr. Samuel Damayon, ADSAS for Men. The Seminar-Workshop emphasized the response and responsibility, especially of the academic institutions, on the emerging challenges of climate change and protecting Mother Earth through sustainable, eco-friendly practices and the use of a renewable source of energy.

Through the proposals of Mrs. Alicia Jubay, the University President, on April 20, 2016, called for a special Extended Advisory Board (EAB) meeting together with student representatives to review and evaluate the University's environmental program, specifically the CHSF Program. The meeting created a Technical Working Group (TWG) to start reviewing, revising, and proposing a manual reflecting emerging environmental concerns, new ideas and concepts, and new direction for the University's environmental program as a CICM higher educational institution. The Technical Working Group is under the supervision of the VP for Administration, Dr. John Palina, with the core group composed of Engr. Leonido Costales, Mrs. Alicia Jubay, Mrs. Me Galate, and Mr. Samuel Damayon. The other members of the TWG are Mr. Edil Suarez, Mr. Sherwin Marciano, Sr. Crispina Ng, SIHM, Mrs. Agnes Madamba, Mrs. Evangeline Basilio, Mrs. Myla Dueñas, Mrs. Jennifer Alaman, Miss Chantal Tayaban, and Mr. Job Pilaspilas.

In 2023, the CHSF Committee was revisited. The chairmanship of the committee was turned over to the newly created office – the Safety and Pollution Control Office. Among those that were also revisited were the designation of areas for each school, and the CHSF Manual. Hence, this Manual.

II. RATIONALE

Institutions across the globe have witnessed the devastating effects brought about by the changes in our environment. Studies have shown that the observable effects of global climate change, like sea ice loss, accelerated sea-level rise, and more prolonged and intense heat waves, are already very evident. Overall, these published studies explain that the net damage costs of climate change will be significant and increase over time.

According to the Third National Climate Assessment Report (2014), some of the long-term effects of global change in the US are: the temperature will continue to rise, frost-free season, the growing season will lengthen; intense droughts in the Southwest; heat waves (or periods of abnormally hot weather lasting days to

weeks); hurricanes will become stronger and more intense; sea level will rise 1-4 feet by 2100; and the Arctic Ocean is expected to become essentially ice-free in summer before mid-century.

Those events and projected long-term effects have triggered global concerns about how the consequences can be abated. In 1992, world leaders gathering in Rio de Janeiro for the first-ever UN Conference on Sustainability and the Environment led to three documents: The Rio Declaration on Environment and Development, the Statement of Principles for the Sustainable Management of Forests, and Agenda 21.

Agenda 21 is a non-binding, voluntarily-implemented action plan of the United Nations regarding sustainable development. It covers statements of shared values that are expressed in public policies. It also encompasses agreements among international communities along with a sustainable environment.

A historic UN Summit/Conference in 2012 led to the formulation of the Agenda 2030 for Sustainable Development. In 2015, the United Nations chose through a vote the 17 Sustainable Development goals that are universally applicable. This document tackles climate change and calls for poor, rich, and middle-income countries to promote prosperity while protecting the planet. While the sustainable development goals embodied in Agenda 2030 are not legally binding, governments are expected to take ownership and establish national frameworks to achieve these goals.

As indicated in the Department of Environment and Natural Resources Report (2016), the Philippine government has responded to calls for combating the effects of global change by including sustainable development as one of its key strategic formulas in achieving the goal of national socio-economic sufficiency and environmental stability for which national resources, both government and private, have been mobilized and marshaled. More recent laws passed and signed for this purpose include the Climate Change Act, the National Framework Strategy on Climate Change, and the Philippine Strategy on Climate Change Adaptation. These laws give importance to reducing greenhouse gas emissions that go into the atmosphere.

Among the Catholic Schools in the Philippines, calls for actions that aim to care for Mother Earth have been manifested in various conferences, workshops, curriculum review and integration, community outreach, and research, among other things. The Catholic Educational Association of the Philippines (CEAP) conducts regular educators' and students' congress for Mother Earth's care across regions and national levels. The Association of Catholic Universities in the Philippines (ACUP), on the other hand, made a strong statement. In one of its national conferences, all its member schools should get more actively involved in the local deliberations and actions about exploiting the environment for human use through its research and outreach functions based on the solid principles of Catholic Social Teaching or CST.

In 2016, an ACUP national conference was held in Tagbilaran City to discuss and deliberate concrete actions that must be taken in response to Pope Francis' encyclical on caring for our common home (Laudato Si). As asserted by Pope Francis in this encyclical:

Creation is not a property, which we can rule over at will: or even less, is the property of only a few. Creation is a gift; it is a wonderful gift that God has given us, so that we care for it and we use it for the benefit of all, always with great respect and gratitude.

Given these environmental challenges and the calls for caring for the environment by the global community, the national and local governments, catholic associations, and the Pope, member schools of the *Congregatio Immaculati Cordis Mariae* (CICM) have taken the vital steps that outline concrete actions to address these ecological crises. An excerpt from the CICM RP's Justice, Peace, and Integrity of Creation (JPIC) vision-mission statements indicates that "CICM leads themselves to the mission of having a deep integration with creation to relate, persevere, and nurture God's gift of nature to humankind."

As a Catholic and CICM school, Saint Mary's University is one of the other CICM schools in creating programs and projects that promote its strong commitment to environmental sustainability and integrity of creation. One of these programs is the Clean, Healthy, Safe, and Friendly (CHSF) environment program which aims to develop more environmentally-literate Marians imbued with a sense of responsibility to care for and protect the environment.

III. GENERAL OBJECTIVE

To continuously build, strengthen, and deepen ecological consciousness to bring about positive actions, social well-being, responsible resource utilization, and environmental sustainability in our Marian Community, partner communities, and the larger society.

IV. FRAMEWORK

The emerging climate change issues have become a crucial factor that led to an urgent call for action to arrest this phenomenon and ensure a sustainable environment. Sustainability in schools and universities suggests that its undertakings promote environmental protection, economic viability, and social development.

Saint Mary's University has formulated actions through its CHSF program to respond to the call. Thus, CHSF, in the context of the University, becomes its strategic program to ensure a sustainable future. The CHSF Program of the University encompasses three dimensions that define its goals for a sustainable environment. The environmental dimension seeks to promote a livable environment through programs and activities that protect and enhance campus ecology. A clean, green, healthy, safe campus supports effective learning and experiences that foster social development. The economic dimension strives to further a livable environment through strategic policies and actions for wisely managing the school's resources, including wise use of ecosystem services, and eventually promoting an eco-friendly environment. Promoting the well-being of communities through the

school's environmental education program, health and food services, and non-academic formation programs describe the social dimension of the CHSF, which aims to achieve a socially- inclusive environment.

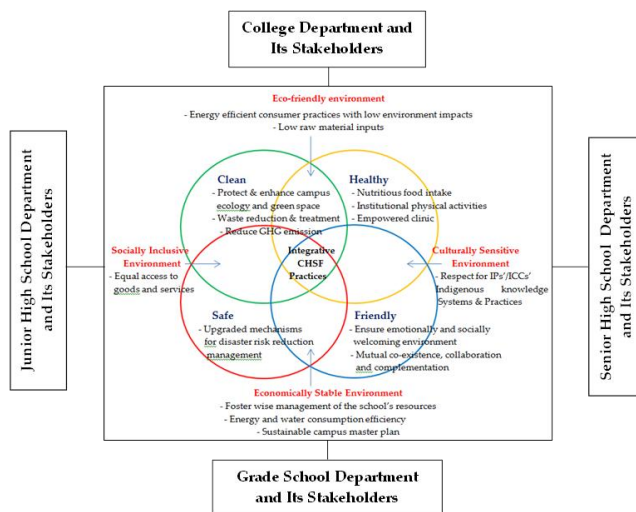


Figure 1. The CHSF Framework

Figure 1 is the new CHSF Framework. It resulted from the study of Dacles, Maslang, and del Rosario (2020) entitled, Securing a Clean, Healthy, Safe and Friendly School Environment, Challenges, and Prospects for Stakeholders: Context of a Private Educational Institution.

CHSF program framework incorporates the four departments of SMU – Grade School, Junior High School, Senior High School, and College. The components of CHSF are also spelled out: Clean, Healthy, Safe, and Friendly. The *Clean* component reflects the protection and enhancement of campus ecology and accommodates green space for the university buildings and other structures. This also includes provisions on waste reduction and treatment and GHG emission reduction. The *Healthy* component shows nutritious foods to be served in the school canteens and other eating establishments. Institutional physical activities and empowered clinics are also included in this aspect. The *Safe* component relates to the critical consideration of standard disaster risk reduction and management. Lastly, the *Friendly* component assures an emotionally and socially welcoming environment and provisions for mutual co-existence, collaboration, and complementation.

At the core of the four components are the integrative CHSF practices the four departments in SMU, including the basic education department, are practicing. The best practices which fall under any of the four components could be part of the CHSF program. The shepherding program, for instance, of the Guidance and Testing Office (GTO) could be counted as part of the program as it falls under the *Friendly* component. Security measures being performed by the school's security guards could also be integrated as this falls under the *Safe* component.

The CHSF program now encompasses four dimensions: eco-friendly, socially inclusive, culturally sensitive, and economically stable environment. The eco-friendly environment dimension seeks to promote a community with energy-efficient consumer practices with low environmental impacts and low raw material inputs. The socially inclusive dimension relates to the condition where there would be equal access to goods and services. The culturally sensitive dimension reiterates one of the CICM priorities: working for and with the IPs/ICCs. Finally, the economic dimension strives to further a livable environment through strategic policies and actions for wise management of the school's resources, including intelligent use of ecosystem services, which eventually seeks to promote an eco-friendly environment.

V. THE CHSF LOGO



Figure 2. The CHSF Logo

The CHSF logo was enhanced in 2023, but it still bears the emblems of the original logo. The year 1998 was still part of the logo to emphasize the beginning and roots of the said program. The arrows signify the four Rs in waste management: reduce, reuse, recycle, and recover, along with the Clean, Healthy, Safe, and Friendly components of the program. The new University logo was placed at the center to signify that SMU is a steward in the care of our common home.

VI. STRATEGIC DIRECTIONS AND ACTIONS

1. **The environmental/ ecological dimension** of the program refers to the institution's ability to uphold the quality of living and non-living systems that include land, air, water, and ecosystems and how they influence healthy and productive life. In the university context, the environmental dimension covers impacts related to inputs such as energy, water, and air, and outputs such as emissions, effluents, and wastes as indicators of a quality environment, including the adoption of great spaces and beautiful landscapes as stimuli to a healthy and productive life.

Programs and Projects

The programs and projects under the dimension aim to promote a livable environment by protecting and enhancing the ecology of the campus. Proposed programs/ projects include:

- a. **Campus Green Spaces** - design, and use of open spaces, including green landscaping, to ensure ecosystem balance on campus and its utilization as a learning resource for students and as a recreational facility.
 - b. **Waste Reduction and Treatment Project**- waste management reduction program follows the following flow of action: (1) segregation at source, (2) recycling, (3) composting, and (4) reusing of materials. A septic vault was constructed for the disposal of hazardous and special wastes. Residual waste goes to landfills.
 - c. **Reducing Greenhouse Gases (GHGs)**
2. **The economic dimension** refers to the University's operations and their impacts on the economic conditions of its stakeholders and the natural environment. It describes its ability to shift to low-carbon systems and modify patterns of investment, production and consumption, and consumption in ways that

promote a healthy economy and, at the same time, achieve an eco-friendly environment by reducing its carbon footprints. (Respect for indigenous knowledge and technology).

Programs and Projects

The programs and projects under this dimension seek to achieve an eco-friendly environment by reducing carbon footprints through wise management of the ecosystem services and the institution's resources. This can be realized through programs in the following aspects:

- a. **Energy Conservation/ Energy Efficiency Program (Green Energy)** – practices and adopting policies to reduce energy costs and eventually reduce our carbon footprint.
 - b. **Water Conservation and Safety**- practice water-saving tips, regular check-ups of waterlines for leaking water, replacement of damaged faucet and toilet equipment (i.e., urinal, toilet bowl, lavatories, sink), regular water testing for water potability (normal activity), rainwater harvesting program (to be implemented) wastewater discharge to the septic tank in all laboratories.
 - c. **Low Raw Materials Input** - promotes cost-efficient processes through recycling, reusing, reducing policies on the use of consumables, and adopting procedures to benefit environment-friendly materials (organic), low-carbon emissions, etc.)
3. **The Social Dimension** of the program describes the University's ability to promote the community's well-being through the programs and activities that allow them to learn about the environment, in the environment, and for the environment (environmental education). Providing services and activities that promote a healthy lifestyle, prudent consumerism, and respect for indigenous knowledge, practices on this theme (non-academic formation) among its students, employees, and other stakeholders to further a socially inclusive environment.

Programs and Projects

The programs and projects under this dimension include the following:

- a. **Environmental Education**- inclusion (integration) in the curriculum subjects, topics, or themes that allow the Marian community to learn about the environment (knowledge), in the environment (immersion/experiential), and for the environment (desirable actions/behaviors)
- b. **Extension/Outreach Services**- considered as part of the non-academic formation. These consist of activities that allow the Marian community to exhibit one of the University's missionary priorities: rendering services to communities to help them achieve a sustainable environment and promoting justice, peace, and integrity of God's creation. These also encourage the respect of indigenous knowledge, practices, and technology to achieve a livable/sustainable environment.

Carrying out the strategic Directions and Actions

Various departments' units are tapped and mobilized to achieve the four components and dimensions. Actions can be carried out through instruction, research, and extension. All units must prepare their plan based on the framework. Still, certain units may have specialized functions like the *Healthy* component to be done by the University Clinic and the *Friendly* component to be handled by the DSA and GTO. The plan may be cognizant of the institutional development plan of three to five years. Thus, each unit must integrate strategic and tactical activities regarding the components and dimensions of the CHSF program in its annual action plan. With the LMCDAC Director as the Vice Chair, CHSF-related activities will be organized and co-organized by the SPCO, which will then be included or considered an institutional extension/outreach of faculty, staff, and students.

4. STRUCTURE

The implementation of the projects and activities of the CHSF program shall be spearheaded, monitored, and evaluated by a CHSF Committee. The following is the composition of the CHSF Committee:

Chairperson:	Safety and Pollution Control Office Head
Vice Chairperson:	Lingkod Maria Community Development and Advocacy Center Director
Members:	Physical Plant and Properties Development and Management Office Head
	Student Affairs and Services Dean
	Center for Natural Sciences Director
	Community Development and Advocacy Coordinators
	Disaster Risk, Safety, and Sanitation Coordinators
	National Service Training Program Coordinator
	Non-Academic Personnel President
	General Services Office Head
	Student Central Council President

5. SUSTAINABILITY COMPONENT

The activities set for each component and dimension shall be monitored monthly to ensure that the planned activities are carried out. On the other hand, reporting shall be done on a semestral basis, that is – at the end of the first semester. This allows the unit or person in charge to adjust if a particular activity was not scheduled.

The annual reporting of the plans that were accomplished or not accomplished for a given school year across the four components and dimensions shall be done during annual performance monitoring and action planning. In this way, issues, concerns, and facilitating factors are identified and addressed or strengthened respectively. These mechanisms allow all units and their members in the University to exert continuous or sustained efforts toward creating sustainable communities.

To solve the problem of lack of knowledge about the program and for wider information and dissemination, the NSTP classes can be utilized to discuss the program. One module or chapter of the NSTP

course can accommodate the information and dissemination campaign of the program. For SMU employees, seminar-workshops will be performed for the program to become familiar to the implementers and all the members of the Marian community. Finally, for the basic education departments, class advisers will be requested to facilitate the information and dissemination of CHSF undertakings.

6. APPENDICES

BEHAVIORAL GUIDELINES for the CHSF PROGRAM

School Responsibilities:

1. To develop and implement policies and procedures that assist all staff and administrators in creating a clean, safe, healthy, and friendly learning environment that fairly and consistently addresses every student's needs;
2. To create a caring and nurturing learning environment;
3. To maintain a welcoming and friendly school environment; and,
4. To ensure that all students, faculty, staff, and administrators share a caring relationship, positive behavior, and responsible treatment with each other that reflect the virtues of Mother Mary.

Responsibilities of Faculty, Staff, and Students:

1. To participate in professional activities that address all school community members' health and safety concerns;
2. To develop positive and meaningful relationships with peers, teachers, staff, and students;
3. To ensure that Environment Education is integrated into the instruction;
4. To apply university policies in the classroom rules consistently and fairly;
5. To create a safe and welcoming/caring classroom environment;
6. To follow the laws, rules, policies, and procedures in the classroom, school, and community;

7. To use effective verbal and non-verbal communication skills and talk in a subdued voice to promote a healthy relationship;
8. To take advantage of the teaching and learning opportunities that the University provides;
9. To enter the classroom only after the teacher from the previous class has left;
10. To refrain from staying in the classroom during vacant periods;
11. To refrain from sitting on the table or desk;
12. To turn off lights, electric fans, and air condition unit; and,
13. To arrange chairs and clean the chalkboard and chalk ledges right after the class for the next user.

SPECIFIC GUIDELINES:

1. Classrooms:

- a. Smile and be courteous to people around you and respect the property and rights of the individual. Avoid shouting and making unfriendly or insulting remarks.
- b. Practice the "CHSF Minute" before and after every activity. Students and teachers should spend one minute picking up litter inside the classroom, disposing of them properly, arranging chairs and tables, cleaning the board, etc., to ensure a well-kept learning environment.
- c. Do not throw trash out of the window, on the floor, or leave them under the table, desk, and chair. Follow proper waste disposal and segregation at the source. Dump only sorted waste in designated garbage bins at designated areas.
- d. Refrain from staying in classrooms during vacant periods, playing, sitting on chairs and tables, and vandalizing school property.
- e. Switch off lights, electric fans, air condition unit when not in use.
- f. Texting during class is not allowed. Deactivate cellular phones or put them in silent mode.
- g. Eating inside the classroom is not permitted.

- h. Refrain from using plastics and styrofoam/polystyrene as food containers to ensure a healthy and litter-free campus.
- i. No smoking (cigarettes, vapes), no chewing of gums and betel nuts in the classroom, and spitting anywhere is not allowed.
- j. Always follow emergency and evacuation procedures in emergency cases.
- k. Notices and announcements should be written on the board and not on walls and classroom doors.
- l. Windows and doors should be closed at the end of the day or after the last class period.
- m. Teachers and students are allowed to enter the classrooms only after the teacher of the previous class has already left.
- n. Report to the maintenance office any damaged/destroyed fixture and equipment for immediate repair and replacement.

2. Faculty Rooms

- a. Refrain from gossiping and speaking in a loud voice.
- b. Courteously greet the people inside the faculty room.
- c. Refrain from entertaining vendors inside the faculty room,

3. Laboratories

- a. Science Laboratories
 - Refrain from eating inside the laboratories.
 - Be safety conscious inside the laboratories. Use personal protective equipment during experiments.
 - Take extra care of equipment/ chemicals/materials/apparatus inside the laboratories.
 - Dispose chemical waste in designated containers for chemicals.
 - Dump organic/biodegradable residue at windows for bio-degradable wastes, while chemical residues are discarded at the septic vault after proper treatment.

- Dispose toxic/hazardous wastewater at a separate septic tank/vault and not in a toilet septic tank.
- Always wash hands with detergents and water.
- Report to the maintenance office damaged facility for immediate repair and/or replacement.
- Please refrain from engaging in any unnecessary activities or playing while inside the laboratory.
- Always clean the laboratory before and after using it.

b. HRM Laboratories

- Practice the "CHSF Minute" before and after every activity. Students and teachers should spend one minute picking up litter inside the classroom and adequately dispose of it before and after the class to ensure a litter-free learning environment.
- Follow laboratory safety and emergency procedures in all areas of the HTH laboratory to ensure safety and hazard-free activities.
- Ensure that the students come in with proper attire and protective equipment/gear.
- Dispose plastic bags and different residuals in non-biodegradables. Dispose recyclable wastes such as pet bottles, glass bottles, tin cans, papers, etc., in recyclable bins. All accumulated wastes must be regularly disposed of to ensure a healthy and safe laboratory.
- No smoking (cigarettes, vapes) inside the laboratory.
- Follow housekeeping rules and regulations.
- Report to the maintenance office damaged facilities for immediate repair and replacement.

c. Computer Laboratories

- Practice the "CHSF Minute" before and after every activity. Spend one minute to pick up litter inside the laboratory and adequately dispose of it before and after every activity.
- Follow laboratory rules and regulations in the computer laboratory.
- Put off the units (computer and air condition units) when you have to be out of the room for more than two hours.

- Do not turn on the air-conditioning units before 8:00 A.M. unless the weather is hot.
- Keep the room temperature at an average of 20 degrees centigrade.
- Allow 2-3 minutes before changing the timer.
- Close the computer laboratory door gently after each class. Computer laboratory doors should always be closed to maintain the temperature inside the laboratories.
- Always clean doors, window-sills, and awnings.
- Make use of the energy-saving features of your computer. Most new models are designed to be energy efficient (Take note of the Energy star logo)
- Regulate use of computers. Lessen unnecessary use of computers.
- Turn off printers, scanners, modems, and other peripherals when not in use.

Air conditioners

- Do regular cleaning and maintenance check-ups of air conditioners.
- Minimize heat and air leakages.
- Lower ceiling and lessen dividers that prevent air circulations in rooms.
- Recommended/buy/use CFC-free models.

Appliances and Equipment

- Choose more energy-efficient appliances.
- Do regular cleaning and maintenance check-ups of appliances and equipment.
- Check if the appliance (refrigerator and freezers) is CFC-free.
- Limit the use of electric coffeepots in offices.

4. Canteens

- a. Be courteous with people around you; smile, and talk in your most subdued voice.

- b. Put back utensils (trays, plates, spoons, forks, bottles, cups, etc.) after use in the designated area: do not leave them on the table.
- c. Dispose of wrappers and other trash properly in designated garbage cans. Do not leave them on the table or throw them on the floor.
- d. Refrain from making the canteen a study area, lover's rendezvous, and hangouts. The canteen is meant to be an eating area only.
- e. Put back chairs under the table after use.
- f. Do not leave belongings unattended on the table.
- g. Be patient in forming your line and wait for your turn to be served.
- h. Follow entrance and exit signs when ordering and paying and give the exact amount when paying as much as possible.
- i. The use of styrofoam/polystyrene and plastic is strictly prohibited. These materials are highly toxic when exposed to heat and they react on food during storage. Use re-usable plates, spoons, and forks instead of plastic utensils.
- j. Canteens are open promptly and close at an appropriate time.
- k. Vendo machines are cleaned regularly.
- l. Adequate drinking fountains and containers are provided.
- m. Put off electric fans and lights when not in use.
- n. The canteen area and peripherals must be maintained by the canteen owner/manager and their staff.
- o. Notify the maintenance office for repair and/or replacement of any damaged/non-functional facilities.

5. Storeroom

- a. Cleaning materials should be separated from food items.
- b. Empty cases of soft drinks are put in separate storage.
- c. Materials should be in their proper and labeled places.
- d. Garbage cans are placed away from the dining tables and emptied regularly.

- e. Bottles, glasses, plates are gathered after use and are appropriately put in their respective area.

6. Kitchen

- a. Kitchen utensils should be neatly arranged for easy use.
- b. All utensils should be dried and clean.
- c. Enough utensils should be provided to serve the number of clients.
- d. All utensils should be labeled.
- e. Spoons and forks are soaked in hot water.
- f. The water supply is sufficient.
- g. Goods should be stocked in an orderly manner.
- h. Cracked and chipped drinking glasses are not used.
- i. Enough ventilation is provided.
- j. Ingredients and uncooked food should be stored in closed cabinets (except for vegetables that need air).
- k. Perishable and non-perishable goods are separated.
- l. The workplace is always clean and dry.
- m. Hands are washed before handling food.
- n. The kitchen is separated from the dining area.

7. Dining Area

- a. Customers are served one at a time.
- b. Price tags are placed on food items.
- c. The menu list is updated with corresponding prices.
- d. Varied and low-cost nutritious food is prepared for snacks and meals.
- e. Plastic bags and straws for soft drinks are not allowed.
- f. Spoiled, expired foods are not served.

- g. Clean drinking glasses are replenished regularly.
- h. Designated areas for used utensils are cleared promptly.
- i. Food items are placed in fly-free display cabinets.

8. School Grounds

- a. Be gracious and helpful to fellow students, teachers, and visitors you meet on the school grounds.
- b. Always keep right when walking along corridors, pathways, and entrances.
- c. Talk in a subdued voice to avoid disturbing those who are studying or have ongoing classes. Speak in a low voice when passing by classrooms, libraries, and offices.
- d. Give considerations to gardeners and maintenance personnel by not vandalizing properties or destroying plants.
- e. Do not throw your candy wrappers or papers on the school ground.
- f. Refrain from removing and transferring benches.
- g. Do not use the oval as the pathway.
- h. No smoking in all areas of the campus.

9. Restrooms

- a. Be courteous to people around you. Smile and talk in your most subdued voice.
- b. No spitting of "momma" in toilet bowls, urinals, sink, and flooring, or any place inside the comfort rooms.
- c. This is a non-smoking campus; therefore, smoking (cigarettes, vapes) in the toilets or in any campus area is not allowed.
- d. Do not urinate on the floor and sink. Use the urinals and toilet bowls. Always keep the floor clean and dry.
- e. Flush the urinals and toilet bowls properly after use. Flush them using your hands and not using your feet.

- f. Do not flush sanitary napkins, toilet papers, and other trash down the toilet bowl. Wrap and dispose of sanitary napkins in receptacles or waste bins provided.
- g. Do not write on walls, doors, mirrors, etc. Destroying toilet fixtures is not allowed.
- h. Return water containers to their proper place after use.
- i. Leaking faucets, destroyed bowls, and other defects found inside the restroom should be reported immediately to the maintenance office for repair and replacement.
- j. Avoid messing with the toilet bowl. Do not squat or step on the toilet bowl. Please sit properly.
- k. Always knock first if the toilet or bathroom appears occupied, and lock the door when you enter.
- l. Always close faucets after use to conserve water, and do not forget to wash your hands before leaving the toilet.

10. Buildings

- a. Report to the maintenance office observed cracks or gaps on walls, ceilings, beams, or columns.
- b. Immediately report any leaks on water faucets, toilet bowls, ceilings, and roofing structures to the maintenance office.
- c. Sit appropriately on benches and chairs.
- d. Refrain from writing on desks, tables, walls, and columns.
- e. Do not gather around fire exits. Make sure they are free from obstructions.

11. Building Specific Guidelines:

a. Ceilings

- Ceilings are clean, tidy, and free from cobwebs and specks of dust, etc.
- Unnecessary hanging objects like strings, ropes, and posters, etc., are removed from ceilings.

b. Walls, Columns, Beams

- Walls and columns are free from writings and graffiti.
- Painted walls have no notices, pamphlets posted on them.

- Graffiti and other marks are removed through regular touch-up paintings. Identified culprits are given a necessary reprimand.
- c. **Windows and Doors**
 - Garbage is not thrown out of the windows.
 - Windows are closed during bad weather conditions.
 - Window glasses are cleaned regularly.
- d. **Staircases/Stairwells/Emergency Exits**
 - Staircases and stairwells are free of materials (especially explosive and fire hazards) That may obstruct traffic and cause accidents.
 - Fire exits are open at all times and are freed from loitering persons and unnecessary materials.
 - Sitting on staircases is not allowed. It hinders the exit and entrance of faculty and students, especially during emergencies.
- e. **Flooring, Corridors, Lobbies, and Entrances**
 - Corridors, lobbies, and entrances are always open and free from groups of people that may cause obstruction.
 - All fixtures on corridors, lobbies, etc., like trash cans and benches, are always in their original places and are not disarranged.
 - No spitting of beetle nut on floors, staircases, and other places to assure a stain-free environment.
- f. **Covered Walk, Catwalks, and Sidewalks**
 - On corridors, concrete and wooden benches, bulletin boards, etc., are always in their original place and not disarranged.
 - Benches are appropriately used for seating and are free from any graffiti, vandalism, and waste.
- g. **Sanitary Plumbing/Water Supply**
 - Faucets and water closets are closed when not in use.
 - Annual water testing should be done regularly at the start of every semester.

h. Electrical/ Mechanical Systems

- Lights are switched off when not in use.
- Lights are available and functional in all areas (indoor and outdoor).

12. Offices

- a. Serve clientele on a "first come, first serve basis", treat them fairly and reasonably.
- b. Give service with a smile.
- c. Observe professional ethics, avoid jealousy, gossip, and maintain a Christian relationship with others.
- d. Always wash your hands after using the restroom.

13. Library

- a. Put back chairs under the table after use.
- b. Do not leave belongings /valuables unattended on the table.
- c. In borrowing book/reading materials, be patient in forming your line and wait for your turn to be served.
- d. Follow entrance and exit signs properly.
- e. Be courteous in requesting books.
- f. Silence is a must in all reading areas.
- g. Keep right when passing through passageways.
- h. No eating, smoking and shouting inside the library.
- i. No loitering and littering.
- j. Deactivate cellular phones or put them in silent mode.
- k. Follow/comply with the rules and regulations of the various library sections as stated in the student's handbook in using the library.

14. Motor Pool and Carpentry Shop

- a. Always observe safety in every area of the shop.
- b. Use/wear safety gadgets in doing every job.
- c. Practice the "CHSF Minute" before and after every activity. Spend one minute to pick up litter.
- d. Put off lights or other electronic gadgets when not in use.
- e. No smoking and drinking alcoholic beverage inside the shop.
- f. Always follow safety rules and regulations at the start of each job.
- g. Motor vehicles should be in good running condition. Regular maintenance, repair, and replacement should be observed.
- h. Report immediately to the maintenance office equipment and types of machinery that are defective for immediate repair and replacement.
- i. For university vehicles, only a licensed driver and approved by the VP Administration can drive/operate the university vehicles for official trips.

15. Transportation and Fuel

- a. Promote car-pooling
- b. Find ways to solve the traffic problem in schools.
- c. Plan trips.
- d. Walk whenever possible.
- e. Keep speed down. Wind resistance increases as car speed increases and more fuel are required to move the car at a higher rate.
- f. Avoid "Jack Rabbit" starts. Gradual acceleration can save as much as one km./liter compared to rapid acceleration.
- g. Keep speed constant.
- h. Anticipate stops.
- i. Avoid engine idling. As a guide, drivers should not idle engines for more than three minutes.

- j. Warm engine by driving.
- k. Do regular engine cleaning, maintenance, and check-up.
- l. Minimize the use of air conditioners.
- m. Maintain correct tire pressure.
- n. Keep transmission in high gear.
- o. Minimize vehicle loads.
- p. Avoid fuel spillage.
- q. Conduct emission testing.

The background of the slide is a dark, moody photograph of a dense forest. Large, broad green leaves are prominent, with their veins clearly visible. In the center of the image, a faint, ethereal face of a person is visible, partially obscured by the foliage. The overall tone is dark and atmospheric.

SAINT MARY'S UNIVERSITY

Bayombong, 3700 Nueva Vizcaya



SAINT MARY'S UNIVERSITY STRATEGIC PLAN 2021-2026 VERSION 3



*Inspired by Mission
Driven by Excellence*

BOARD RESOLUTION NO. 244
SERIES OF 2023

**BOARD RESOLUTION APPROVING
VARIOUS UNIVERSITY DOCUMENTS
FOR ADMINISTRATION AND STRATEGIC PLANNING**

WHEREAS, Saint Mary's University of Bayombong is a non-stock, non-profit educational institution duly recognized and existing under the Revised Corporation Code of the Philippines (Batas Pambansa Blg. 68) with SEC Registration No. 3947;

WHEREAS, the Corporation recognizes the importance of having clear guidelines, standards, and strategic directions to ensure the efficient and effective administration of the institution;

WHEREAS, the Administrative and Employment Manual for Academic Personnel (AEMAP) has been prepared to provide a comprehensive guide for the employment and management of administrative personnel, ensuring that their rights, duties, and responsibilities are clearly defined and protected;

WHEREAS, the Institutional Quality Management System Manual (IQMS Manual) or the Quality Manual has been crafted to set forth the standards and procedures to ensure the consistent delivery of quality education and services to the students and stakeholders of the University;

WHEREAS, the Strategic Plan 2021-2026 outlines the University's vision, mission, goals, and strategies for the next five years, ensuring that the institution remains at the forefront of academic excellence, research, and extension, among others;

WHEREAS, the Action Plans (Operational Plans) have been developed to provide a detailed roadmap for the implementation of the Strategic Plan, ensuring that the University's objectives are met in a timely and efficient manner;

NOW, THEREFORE, BE IT RESOLVED as follows:

1. The Board of Trustees hereby approves the following documents:
 - a. Administrative and Employment Manual for Academic Personnel (AEMAP)
 - b. Quality Manual (IQMS Manual)
 - c. Strategic Plan 2021-2026
 - d. Action Plans (Operational Plans)
2. Implementation and Monitoring: The University President, John Octavious S. Palina, is authorized and directed to oversee the implementation of the aforementioned documents and to establish mechanisms for regular monitoring and evaluation to ensure their effectiveness and relevance.
3. Review and Amendments: The Board recognizes that the University's needs and challenges may evolve over time. As such, the University President is authorized to conduct periodic reviews of the approved documents and propose necessary amendments to the Board for consideration.

4. Dissemination and Orientation: The University President is further directed to ensure that all stakeholders, including faculty, staff, students, and partners, are oriented on the contents and implications of the approved documents, fostering a culture of shared ownership and commitment.

RESOLVED FURTHER, that the Secretary of the Corporation is authorized and directed to certify the adoption of this Resolution, and to retain a copy thereof, duly signed by the members of the Board, in the official records of the Corporation.

ADOPTED during the Special Meeting of the Board of Trustees this 26th day of August, 2023.

ATTEST:

REV. FR.  M. BOLO JR.
Trustee & Chairman of the Board

REV. FR. MELANIO MICHAEL A. REYES, CICM
Trustee & Vice-Chairman of the Board

DR. JOHN OCTAVIOUS S. PALINA
Trustee

DR. FILMA G. BRAWNER
Trustee

REV. FR. PEDRO B. DULNUAN, CICM
Trustee

REV. GERALDO D. COSTA, CICM
Trustee

REV. FR. EARL ALAN C. CURA, CICM
Trustee

MOST REV. JOSE ELMER A. MANGALINAO, D.D.
Trustee

DR. OLIVIA B. VALLE
Trustee

REV. FR. PHILIP A. YU, JR., CICM
Trustee

CERTIFICATION

I, **ATTY. EPIFANIO DELBERT G. GALIMA III**, in my capacity as the Secretary of Saint Mary's University of Bayombong, do hereby certify that the following resolution, herein referred to as the "Board Resolution No. 244," is true and correct to the best of my knowledge and has not been amended or revised. The Board Resolution was duly deliberated and approved during a Special Meeting held on August 26, 2023, at Bayombong, Nueva Vizcaya. Therefore, the said Board Resolution is currently in effect.

Board Resolution Details:

Resolution Title: BOARD RESOLUTION APPROVING VARIOUS
UNIVERSITY DOCUMENTS FOR ADMINISTRATION AND STRATEGIC
PLANNING

Resolution Number: 244

Date of Approval: August 26, 2023

Place of Approval: Bayombong, Nueva Vizcaya

Amendment/Revision Status: Not amended or revised

Given under my hand and seal this 26th day of August 2023.

ATTY. EPIFANIO DELBERT G. GALIMA III
Corporate Secretary

TABLE OF CONTENT

I. Introduction	1
II. Environmental Analysis	3
III. Internal Environment Analysis	6
IV. Vision-Mission and Objectives	8
V. Strategic Thrusts	10
VI. Strategic Goals	12
VII. Strategic Objectives	13
VIII. Key Result Areas	14
Goal 1: Fortified Catholic Identity and CICM Mission	16
Goal 2: Intensified SMU’s culture of academic excellence	21
Goal 3: Bolstered SMU’s transformative engagement with the local and global communities	47
X. Monitoring and Evaluation	63
XI. Lead Person/s Responsible according to Goals, Directions and KRAs	63

I. Introduction

Saint Mary's University's Three-Year Development Plan (2018-2021) ended in the academic year 2020-2021, which was the height of the global health crisis. It was the year when executives across industries realized that the environment became very volatile, uncertain, complex, and ambiguous thus *living and thriving in the VUCA world* became a powerful and popular catchphrase in many institutions. The period also introduced a contemporary term called the *new normal*.

During the terminal year, several adjustments were made to address the concerns and needs of the stakeholders in the new normal, caused by the pandemic such as the use of online, residential, and blended modes of learning, flexible work schedules, and work-from-home arrangements, online enrollment scheme, online payment of fees, and use of social media accounts for inquiries, among others.

Prior to the formulation of the new development plan, a review of the previous 3-year development plan and analysis of SMU's internal strengths and opportunities and external opportunities and threats were facilitated by an external consultant, Dr. Robert Arguelles, the VP for Academic Affairs of Saint Louis University, who was also tapped to guide the Marian community in the preparation of its new Five-Year Strategic Plan, that is – from AY 2021-2022 to 2025-2026. Small groups and plenary virtual workshops were utilized to generate the key results across the general goals that were accomplished and not accomplished, and the institution's updated strengths, weaknesses, opportunities, and threats, which served as bases for charting the strategic directions of the university.

The SWOT analysis results were supplemented by workshop outputs using the same method facilitated by SMU's ISO certification consultant, Engr. Severino "Jun" Villallon from BCJA Training and Consultancy as it was also in the same academic year when the university started its ISO certification journey.

From revisiting the university's vision, mission, and general goals and analyzing its internal and external environments, the crafting of the new strategic plan proceeded with the presentation of SMU's strategic directions by the President to the Marian community which serve as grounds for determining the three general goals, namely: (1) Fortifying Catholic Identity and CICM Mission, (2) Intensified SMU's Culture of Academic Excellence, and (3) Bolstered SMU's Transformative Engagement with the Local and Global Communities. Each goal was defined and followed by the strategic objectives, key areas, and a tabular presentation of the strategic outcomes, strategic programs/projects, area, units responsible, timeframe, key performance indicators and corresponding budgets.

The strategic planning process adopted the collaborative approach, which allowed the stakeholders to provide inputs in the university's strategic actions for the next five years. This medium-term plan shall be used as basis for the unit's annual action plan preparations for Academic Year 2021-2022. Midyear and annual monitoring of strategic activities shall be carried out to determine adjustments or refinements in the strategic plan. Like the crafting of the 5-year plan, annual action planning shall also adopt the bottom-up approach through stakeholders' consultations to ensure that the unit's plan is relevant to the needs of the university and its clients as well.

II. Environmental Analysis

In crafting this Strategic Plan, SMU considered various environmental factors. Following the PESTLE (political, economic, social, technological, legal, and ecological) model of strategic analysis, SMU identified possible threats and opportunities that can significantly influence the organization.

Political/Legal

A significant threat to SMU is the COVID-19 pandemic. It has created unprecedented challenges economically, socially, and politically across the globe. More than just a health crisis, it has resulted in an educational crisis. Universities have to be resilient in times of crisis. Resiliency in the educational system is the ability to overcome challenges of all kinds—trauma, tragedy, and bounce back stronger, wiser, and more personally powerful ([Henderson, 2012](#)). Higher Education institutions (HEIs), both public and private, have also had to adjust to the new situation where face-to-face interaction and mass gatherings are prohibited. Educational institutions made necessary adjustments in teaching and learning designs guided by the policies of learning restrictions by the government regulatory bodies. Inter-Agency Task Force on Emerging Infectious Diseases (IATF-EID), the top policy-making body of the Philippines for COVID-19 imposed alert-level systems that determines businesses and activities in certain areas that caused interventions to education. Due to the 2022 National and Local Elections, the existing educational policies and guidelines may change depending on the next administration. In 2018, the Higher Education Support Fund of the CHEDs Higher Education Support Fund was implemented under the government's free tuition program for SUCs. This is considered a threat to private colleges and universities in the provinces since they cannot compete with lower to free tuition fees offered by state universities. Moreover, state universities are subsidized by the government, thus providing them a greater advantage. On the other hand, private colleges and universities depend on tuition revenues to sustain their operations. More subsidies and scholarships are available for SUCs, which may result in students enrolling in SUCs.

Amidst these however, various opportunities are available to private universities. Research grants, collaborations, and scholarships from the government are available for faculty and students, including the support in terms of free trainings and seminars. These contribute to a positive impact in the form of academic outputs such as publications, patents, and other innovations. Moreover, SMU has always been involved with the Local Government Unit in the conduct of different extension activities and in fostering health and safety among the Marian Community. For instance, SMU partnered with the Municipal Health Office for the COVID-19 vaccination safeguarding employee and student health as classes gradually return to the face-to-face modality.

Social

Cities serve as the hub of politics, culture, capital, technology ideas, and people. Students in the province prefer to enroll in city schools/universities in appeal of the city-life. Those who remain to stay in the province sadly have conceptions about private Catholic schools such as the idea that it is a school only for those who can afford it. To counter this threat of possible low enrolment, SMU offers scholarships and other forms of financial aid to ensure that low-income students have an equal opportunity to enroll. With the establishment of the Admission and External Relations Office, SMU strengthened its external relations. An international presence expands networking opportunities and elevates the university's branding and credibility. It leads to international mobility and exposure of faculty and students nurturing highly competent workforce and graduates. These also attract potential enrollees from abroad for both graduate and undergraduate programs.

Economic

Former President Rodrigo Duterte signed the Republic Act 10931 or the Universal Access to Quality Tertiary Education Act in 2017. As provided by law, all undergraduate students of state universities and colleges and local universities and colleges are entitled to free tuition fees. Aside from these, there are also available scholarships and subsidies offered by other government agencies. With parental unemployment having hit a record peak due to the pandemic, parents prefer cheaper options and enrol their children to state universities, colleges and schools. Also, with the free Modular Distance Learning program of the SUCs and DepEd, parents and learners do not need to buy gadgets or devices that is out of their financial capability. There is a disparity in teachers' salaries between private educational institutions and public schools. The higher salaries in public schools encourage private school employees to transfer to public schools. All these are threats to the economic sustainability of private educational institutions.

Nonetheless, the availability of scholarships, student loans, and other form of financial aids from SMU and government agencies allows students to focus on their studies without having to worry about their finances. Because students are more engaged in learning, educational institutions benefit from higher retention rates and higher rankings during assessment periods.

Technological

Most universities have resorted to online learning during school lockdowns as a means of mitigating for lost time in school. However, this sudden shift has resulted in problems especially to those who do not have the means to an online learning-ready device. With the onslaught of the COVID-19 pandemic, both teachers and students have found it difficult to maintain academic engagement due to a lack of access to advanced technology and internet connectivity. Most households' access to technology varies, and the availability of fast internet or gadgets is related to income. As a result, programs that can quickly target those in greatest need are critical. Technological equipment, software and tools are also key factors in providing distance learning, however, these tools necessary for remote learning are expensive. As most classes are conducted through video conferences, most platforms need an updated system to work efficiently.

Opportunities

In response to the call of the Commission on Higher Education on Higher Education in ensuring the accessibility of education in the midst of the COVID-19 pandemic, SMU has upgraded its technological resources and acquire new software (free and proprietary) and hardware to keep abreast with the new trends in offering online courses. Deliveries of digitized credentials are upgraded through the use of Credential Management System (CMS).

The teaching and learning process assumes a different shape in times of crisis. When disasters and crises (man-made and natural) occur, schools and colleges need to be resilient and find new ways to continue the teaching-learning activities (Chang-Richards et al., 2013). One emerging reality as a result of the world health crisis is the migration to online learning modalities to mitigate the risk of face-to-face interaction. Universities are forced to migrate from face-to-face delivery to online modality as a result of the pandemic. Employees' familiarity with the tools and processes and higher computer literacy are also key factors in providing distance learning.

Ecological

The COVID-19 pandemic has triggered one of the worst jobs crises. The unemployment rate in the Philippines fell to its lowest since the onset of the COVID-19 pandemic (NEDA, 2022). According to the Philippine Statistics Authority, the country's unemployment rate significantly decreased to 5.2 percent in July 2022 from 7.2 percent in the same period last year. Low employment rates mean fewer numbers of employees. Therefore, parents who lost their jobs due to the pandemic would opt to not enroll their children on private HEI. The location of SMU campus is not strategic – the access roads are narrow. Additionally, with the increasing population in Bayombong, the number of vehicles during peak hours increases which creates traffic congestion. Nueva Vizcaya is in the Northern part of Luzon which is one of the most frequently impacted areas of the Philippines by tropical cyclones due to its geographical location which generally produce heavy rains and flooding.

Amidsts these threats are ecological opportunities. Nueva Vizcaya is the southernmost province of Region 2 and is often referred to as the Southern gateway to Cagayan Valley. Nueva Vizcaya's economy remains to be predominantly agriculture, hence more agro-based industries are expected to be established. Also, Nueva Vizcaya is the watershed haven of Cagayan Valley which gives an access to clean water. With these, investors might be interested in developing the idle landholdings being managed by SMU. Social media platforms is transforming the way to connect, create, and share content thus it can be used to educate students and stakeholders about environmental education, protection, and sustainable practices.

Competitive Forces

There are other Senior High Schools in Nueva Vizcaya that are also offering other tracks aside from General Academic Strand (GAS). In addition, the growing demand of seafarer profession by the younger generation because of its lucrative employment makes students in the province to enrol in a maritime school present in Solano and other provinces. The compelling compensation and benefits offered by state universities may result to the difficulty of hiring highly qualified employees' turnover or lowered recruitment of applicants. Also, the increasing demand for graduates in certain professions, such as nursing and information technology causes labor force turnover.

SMU has a reputation of providing quality education which result to parents enrolling their children in the University. During the pandemic, SMU together with other schools switched to the online mode of learning – steadfast in its preparation for the New Normal, Saint Mary's University embraces full-online learning through its Learning Management System (LMS). These prompt students from SUCs to transfer because of better online service which ensure that its stakeholders have access to quality education despite the threats brought by the pandemic in the education industry. Furthermore, SMU was named by the Legal Education Board (LEB) as one of the 14 Bar Examination venues for 2020/2021. For the first time in history, Saint Mary's University is one of the testing venues for the 2020/2021 Philippine Bar Examinations.

III. Internal Environment Analysis

As part of SWOT Analysis, SMU also evaluate the internal environment considering strengths and weaknesses of human, physical, financial and organizational resources.

Human Resources

In order to strengthen its teaching force, the Administration sent faculty members both in the undergraduate and graduate programs to local, national and international seminars, conferences, tours, studies, and similar activities. The MIS staff is very competent; they update themselves through online and attending relevant webinars and forums in their field of expertise. As a result, Saint Mary's University has gained positional advantages over its competitors in the province and the region. The positional advantages include more opportunities for learning computer proficiencies; better learning environment for acquiring knowledge, skills and proper attitudes; greater resources for innovation; and better opportunities for co-curricular and extra-curricular activities.

A good number of the faculty members are graduate degree holders. One hundred thirty-one are with master's degree while 44 are with doctorate degree. Some of the faculty members are pursuing their master's degree, and some of those with MA are pursuing doctorate degrees. On the average, turnover of the faculty due to resignation has been relatively low. There is a continuing faculty professional enhancement trainings within and outside the institution such as of seminar-workshops, teaching demonstrations, etc. Office personnel also avail these opportunities for continuing professional enrichment.

There is more to be done regarding enhancement of skills of faculty and staff. Office personnel are not included in the subsidy for further studies. In addition, there is insufficiency on trainings and seminars for office personnel. Due to this, some employees in some departments lack or have limited knowledge on spreadsheets, thus accuracy of transactions and speed of work sometimes suffer. Interruption and delay of service occur especially during the 50% reporting scheme; for some tasks, there are no alternate staff who can act as substitute. Correspondingly, some employees have outdated skills and are resistant to retraining, slow, and are not able to cope with the demands of online services. Moreover, skilled and trained personnel are leaving because of more compelling benefits and compensations offered by other institutions.

Physical Resources

The CICT infrastructure of the University is above the standards of the current CICT standards the government impose. The staff of the CICT checks on the compatibility of both software and hardware applications. The University is conducive to work and learning; there are available study areas/kiosks around the campus. The infrastructures and buildings are also considerate to the environment as well as PWD friendly. The safety and protection of students and employees are also ensured through the installation of CCTVs in strategic areas for security monitoring. Security guards are also on 24/7 duty. Along with these are the fire safety and structural integrity of the buildings which are constantly being monitored by internal and external agencies/units.

Infrastructures and facilities management and maintenance plans are not extensively monitored and implemented. Cramped spaces for office and production are inefficient for work and movement. This may result to unproductive employees and disruption of work. Properly managed facilities are a must for a variety of reasons, ranging from safety to employee motivation. Unstable internet connections and unavailability of Wi-Fi connections in some offices affects employees in performing their tasks particularly for online services. Aside from these are the aging and the obsolete IT infrastructures; hardware, software, and operating systems of office computers are not up to date. Most of the computers are prone to malware and infection because of outdated antivirus applications.

Financial Resources

Enrollment rate is sufficient to support finances. This result to employees continuously receives their salaries even during the pandemic. They also receive their salaries on time. In addition, a good retirement plan is part of the compensation package of the University to its employees. This allows the University to invest in the financial security of its employees upon retirement; it can also help in retaining employees who are most valuable to the University's success. The availability of online payment schemes saves time, minimizes expense, increase transparency, and empower employees by giving them an account and access to financial services. The University is efficient in financial management that ensures financial stability and sustainability.

The past four-years of financial losses due to various factors like the K-12 transition brought the University to an unstable financial condition, resulting to borrowing from trust funds and deferment of payment loans. Promotion is not intensive. In connection to this, there is a need of immense support in campaigning for the school from the Marian community. The lack of promotion may have resulted in the number of enrollees in some programs are low or almost only at break-even level. Salaries cannot be increased due to decrease in revenue and no increase in tuition fee rates. Since financial resources are tight, there may be a deferment on pending projects.

Organizational

Diversity in the workforce and stakeholder engagement is a key strength of the organization. SMU recognizes stakeholder organizations like the Faculty, Employees, and Retirees' Association (FERA), the employee's union, Parent-Teacher Associations (PTA), and alumni organizations. There is an open line of communication between the top management and the rank and files with regular monitoring of unit activities through the Extended Advisory Board meetings.

The Center of Information and Communications Technology (CICT) and its sub unit communicate well with each other in solving issues and concern regarding online services as well as internet connection. The Management Information System (MIS) under the CICT designs, develops, and maintains computer application systems. It also provides management-required information to stakeholders for decision-making purposes. With the efforts and good working relations among the CICT and its sub unit, there was a smooth transition in learning modality from face to face to online learning. The SMU Learning Management System which had been in place even before the pandemic provides a learning platform with online technical support. Furthermore, processes like enrollment, requests for documents, ID processing, scholarship applications, etc. are facilitated online. School activities like masses, seminars, orientations, intramurals, graduation rites, meetings, etc., are also conducted virtually. The Computer and Electronics Technical Services Office (CETSO) on the other hand, performs the function of maintenance and support of computers and its peripherals; installs and configures new and existing computer equipment in all offices and computer laboratories in all the campuses.

Another key strength of SMU is the presence of systems that ensure efficient office processes. Employee manuals and student handbooks are available and updated regularly. There are proactive institutional committees such as those in charge of overseeing a clean, healthy, safe, and friendly (CHSF) campus, and disaster preparedness (Campus Safety and Disaster Preparedness Committee). There is also a Research and Community Development Council that oversees innovations in research and builds transformative communities. Stakeholders manifest the university mission through research, spiritual exercises, and extension activities. There is also efficient

collaboration and coordination of student organization and institutional activities. Moreover, new offices were created to address emerging needs such as the Admission and External Relations Office (AERO), the University Research Ethics Board (UREB) Office, and the Technology Transfer and Business Development Office. Lastly, there are committees, guidelines and processes to resolve issues and concerns in the University.

Any system is not without limitations. For instance, system errors and slowdowns are prevalent whenever there are simultaneous transactions across all the departments. The efficiency of esmis, or the School Management Information System, is compromised when there is high volume of transactions limiting students' access to the portal. Currently, there is no balance inquiry portal yet for Grade School department, and there remains no trained personnel to troubleshoot issues on the Financial Management Information System (FMIS). Apart from technological weaknesses, contrasting views of employees, individual differences and conflicts sometimes affect the attainment of the common goal. Nonetheless, with processes in place to address these concerns, organizational issues are continually addressed and resolved.

IV. Vision-Mission and Objectives

Vision Statement

Saint Mary's University is a premier CICM Catholic educational institution drawn into communion by the Wisdom of God, dedicated to integral formation of persons exemplifying excellence, innovation, and passion for Christ's mission.

Mission Statements and General Objectives

SMU carries on the mission of integral human development by:

1. Joyfully witnessing to Christ's mission

- a. To gather the members of the SMU community in meaningful celebrations of life and faith in Church liturgies, sacraments, Marian devotions and other prayer activities (Faith celebration);
- b. To joyfully witness to the Christian faith by reaching out to the needy and marginalized members of the immediate communities through works of charity and development (Faith action);
- c. To deepen faith understanding of the members of the SMU community through the Christian Faith Education, retreats, and recollections (Faith formation);
- d. To animate the members of the SMU community to participate in the Mission of the Church through vocation responses, as missionaries, priests, consecrated persons, or lay ministers, and through material or financial contributions (Faith response); and
- e. To build the SMU community as a strong participative Catholic community by forming and strengthening small religious organizations under the directions of the Office of the VP for Mission & Identity and Center for Christian Formation (Faith Community).

2. Responsibly taking the lead and participating in community-building; skills (Responsible citizenship and leadership)

- a. To provide opportunities for leading and being actively involved in building vibrant Christian communities (Community extension services);
- b. To provide occasions for initiating and taking part in promoting CICM and social advocacies (CICM and social advocacies); and
- c. To develop in the individual responsible citizenship and leadership.

3. Relentlessly manifesting academic, personal and professional excellence

- a. To develop and support the faculty in their pursuit of holistic growth as persons, learners and scholars in their field of specialization. (Faculty & staff development);
- b. To provide opportunities for the continuous development in all students desirable values and character traits by providing avenues for learning, relearning, and unlearning experiences aimed at facilitating and ensuring the formation of good character. (Good character formation); and
- c. To provide opportunities that enhance students' well-being.

4. Conscientiously strengthening communion

- a. To help managers develop their full potential and capacity to exercise responsibilities, as well as train and prepare other employees to assume higher levels of responsibility at a later stage (Executive management development);
- b. To create an environment of increased openness of communications, increased level of trust and support among organization members, and increased personal enthusiasm and satisfaction (Organizational development);
- c. To ensure a culture of transparency, accountability, self and group responsibility in planning, implementation and responsiveness through policies and procedures and other mechanisms (Good governance); and
- d. To ensure that managers assigned to lead the units can generate high levels of commitment from followers through the exercise of fair, just and equal treatment of employees and students, and a management style focused on policies that work for the good of the organization (Ethical stewardship and shepherding).

5. Steadfastly nurturing creativity and physical prowess

- a. To instill in the individual, faith and pride in the national culture and respect for other cultures; and
- b. To provide opportunities for the enhancement of creativity in the literary, visual, and performing arts.

V. Strategic Thrusts

Strategic thrusts are powerful initiatives anchored on SMU's vision and are formulated to guide action plans. The University President, Dr. John Octavious S. Palina, leads the university through these thrusts that encompass the core spirit of a Marian educational institution.

1. MISSION AND IDENTITY AS DEFINING ATTRIBUTES OF MARIANS

This thrust aims to build the Marian identity as a missionary that transforms adopted communities through the following endeavours:

- a. Christian formation programs, pastoral ministry (classroom, work areas and beyond)
- b. Research-based extension projects in adopted communities (plan-implement-monitor-terminate-evaluate; 5-year project)
- c. Cultivate a spirit of volunteerism (unit-based flagship programs)
- d. Support for CICM advocacies (JPIC, indigenous peoples, environmental protection and Management, and disaster risk reduction and management)
- e. Scholarship grants
- f. Stronger and sustained alumni support and involvement

2. ACADEMIC EXCELLENCE AND PRESTIGE

This initiative highlights SMU's goal of becoming a premiere university in the country that consciously and continually work towards exceptionality in scholastic activities through the following:

- a. Achieve high passing rates across board & bar programs
- b. Produce topnotchers
- c. Add PAASCU-accredited programs
- d. Regain and maintain autonomous status
- e. Maintain COE in Teacher Education
- f. Transform CODs in Civil Engineering and IT Education into COEs
- g. Add Centers of Development
- h. Offer new course programs
- i. Offer full online course packages
- j. Offer continuing education programs

3. INFRASTRUCTURE, ORGANIZATION, STUDENT AND STAFF DEVELOPMENT

This thrust aims to build a positive organizational climate that foster conducive work and learning environment. It intends to achieve this by:

- a. Upgrading facilities & teaching and learning areas, including practicum labs & incubation facility
- b. Ensuring safe workspaces; revitalizing the Materials Recovery Facility; Green campus
- c. Developing infrastructure projects (Marian park; car & motorcycle park slots; paved, cemented roads; school grounds improvement/overall physical plant)
- d. Establishing a University shop/store
- e. Creating a Museum that contains historical and cultural exhibits (about the CICM, SMU and the province of NV)
- f. Establishing Centers, units (Language Center, Instructional Resources Dev't Center, Teaching & Learning Styles, Students' Center)
- g. an Effective and efficient Management Information System (HRIS, Financial, etc), LMS
- h. TQM as a result of ISA and ISO certifications (quality as a way of life through Quality Circles)
- i. a Holistic development program for students/Holistic education
- j. a Faculty development program (faculty profile)
- k. Staff Development and Training
- l. the Management Development Program
- m. the SMU Integral Growth and Lifestyle Advocacy program (psycho-spiritual, professional and physical wellness); work-life balance programs
- n. the Management Succession Program

4. NATIONAL AND INTERNATIONAL PRESENCE

Global linkages promote learning opportunities and support innovation efforts. This thrust aims to expand linkages through:

- a. Increased public presence through a strategic communication plan (publication exchanges, special events, online/social media presence, electronic billboard, clear & bigger signage installed in strategic places, tap alumni with national & international prominence for publicity, advertising, and so on)
- b. National & international academic linkages implementation (faculty & student exchanges, target inbound international students, presence of adjunct professors from partner institutions, joint conduct of projects, collaborative researches, joint offering of courses, international OJT)
- c. Marketing materials for local/national and international students/student recruitment
- d. National and international accreditation (ISA, PQA, AACSB, ABET)
- e. ISO Certification

5. BUILD AND STRENGTHEN THE UNIVERSITY'S RESEARCH CULTURE

Research attracts institutional viability and reputation. SMU intends to strengthen research culture through:

- a. Research production; tap research grants (local and foreign)/externally-funded research projects
- b. Scholarly works publication in peer-reviewed journals with good academic or scientific reputation
- c. Research utilization
- d. New product development and commercialization (university spinoffs, licensing, technology transfer agreements, and patenting) – SMU is envisioned as a research-based entrepreneurial university

VI. Strategic Goals

Strategic goals are an institution's measurable objectives that manifest its long-term vision. For A.Y. 2021 to 2026, SMU envisioned 3 strategic goals anchored on the Strategic Thrusts.

Goal 1: Fortified Catholic Identity and CICM Mission

Fortified Catholic Identity refers to the strengthened and permeating commitment of Saint Mary's University's Christian Formation Program centered on the Risen Christ and inspired by Mother Mary in bolstering a holistic "school for the human person" (CCE, 1997, #9) and in promoting a nurturing relationship with God, self, others, community and creation through Faith Formation, Faith Celebration, Faith Response, and Faith Community.

Invigorated CICM Mission is the distinctive character of SMU as a CICM educational institution. It points to the zealous commitment and dedication to proclaim Christ and to foster the missionary consciousness through joyful and prophetic witnessing, both *ad intra* and *ad extra*, with a pioneering spirit (CICM-RP Missionary Project) in carrying the responsibility to reach out to the marginalized and to discover with them the impact of the Gospel on social reality, on justice and on solidarity.

Goal 2: Intensified SMU's culture of academic excellence

A culture of academic excellence is a way of life, an enabling environment, characterized by continuous efforts for exceptional performance in processes and conditions that ensure integral/holistic transformation among learners, employees, alumni and other stakeholders through the systematic conduct of physical and ICT infrastructure development, curriculum re-engineering, instructional innovations, management and students' services.

Goal 3: Bolstered SMU's transformative engagement with the local and global communities

Bolstered SMU's transformative engagement with the local and global communities pertains to the enhanced and reinforced pledge of Saint Mary's University to achieve significant results or outcomes in local community development and respond to global mandates. It utilizes an informational (research-driven) technique based on a transformative engagement process that is not simply founded on the transfer of expertise, but rather on a collaborative process in which all partners in community development share resources to resolve community problems. Research as a platform to drive community extension activities inform and provide a greater understanding of peoples' needs and builds deeper engagement through partnerships.

Engagement could be seen as transformational if it becomes embedded through an organization's culture. To this end, Saint Mary's University endeavors to nurture a culture of excellence in research that promotes greater alignment and partnerships between institutional research undertakings and local and global R and D agenda and works to enhance social benefits derived through mobilization of research knowledge, creative endeavors, and inventions for community development.

VII. Strategic Objectives

SMU established 9 strategic objectives to help achieve the goals that it has set for 2021 to 2026. These are the following:

Goal 1: Fortified Catholic Identity and CICM Mission

Strategic Objective 1.1: The University manifests holistic development of employees and students.

Goal 2: Intensified SMU's culture of academic excellence

Strategic Objective 2.1: The University manifests academic excellence and prestige.

Strategic Objective 2.2: The University provides upgraded, adequate, accessible and structurally sound physical facilities and teaching-learning areas.

Goal 3: Bolstered SMU's transformative engagement with the local and global communities

Strategic Objective 3.1. The university nurtures a culture of excellence in research, scholarship engagements and creative endeavors as an innovative research-intensive university.

Strategic Objective 3.2. The university promotes greater alignment and partnerships between institutional research undertakings and local, national and international R and D agenda and support programs to optimize benefits derived from it.

Strategic Objective 3.3	The university enhances social benefits derived through mobilization of research knowledge, creative endeavors and inventions for community development.
Strategic Objective 3.4.	The university expands and sustains transformative collaborations with local and international partners
Strategic Objective 3.5:	The university intensifies public presence through a strategic communication plan (Strategic Communications Program)
Strategic Objectives 3.6.	The university optimizes and sustains alumni support.

VIII. Key Result Areas

Key results areas (KRA) are the measures and milestones that SMU crafted to indicate how the team will accomplish the Strategic Objectives. Each KRA has outcomes and programs that ensure that the goals are achieved throughout the 5-year plan. The actual measure of the KRAs are the key performance indicators (KPIs). For the 2021-2016 plan, SMU created seven KRAs, as follows:

KRA	Units Involved	Programs	
1 Administration (Admin)	VPA, HRDO, CICT, IDQAO, SPCO	<ul style="list-style-type: none"> • Executive Development • SMU Integral Growth and Lifestyle Advocacy Program • Employee Performance Management • Staff Development • Membership of staff in professional organizations • Management Succession Program 	<ul style="list-style-type: none"> • SMU Integral Growth and Lifestyle Advocacy (SIGLA) • Safety and Pollution Control • Enhanced Records Management Program • ICT Management • Information System Operation Policy (ISOP) Project • Quality Assurance Programs (Institutional Accreditation & Performance Management)
2 Curriculum Development and Instruction (CDI)	VPAA, Deans, Principals, Department Heads/Coor, ETVAO, CNS, NSTP	<ul style="list-style-type: none"> • Faculty Development Program • Curricular Re-Engineering for Learning Integral Development Program • Quality Assurance Program (Program Accreditations) • Academic Linkages 	

KRA		Units Involved	Programs
3	Educational Support Services (ESS)	DSAS, GTO, ADSAS, ULRC, OUR, CICT, CETSO, SPCO, University Health Services Office, AAO	<ul style="list-style-type: none"> • Facility Issues/Concern Reporting Program • Students' Development Program • Students' Welfare Program
4	Research and Community Development (RCD)	URC, LMCDAC, UREB, TTBD0, CNS	<ul style="list-style-type: none"> • Shifting gears from a teaching-intensive university to a teaching and research-intensive university • Institutionalizing the TTBD0 • Institutionalizing the University Research Ethics Board • Producing researches aligned with Project Wellness Environment Accountability/Advocacy Life-long Learning Transformative Health (WEALTH) • Christian Formation Program • Scholarship Program • Executive Development • Community Profiling Project • Research-based Linkage Project • CICM Advocacy Programs • Outreach Activities • Revitalizing the University Museum
5	Christian and Marian Formation (CMF)	VPMI, CFED, Campus Ministry, LMCDAC	<ul style="list-style-type: none"> • Christian Formation Program • Scholarship Program • Executive Development
6	Physical and Financial Resources Management (PFRM)	President, VPF, LMCDAC, PPPDMO, CNS	<ul style="list-style-type: none"> • Basic Salary Increase Project • CHSF Program • Facilities and Teaching-learning Areas Upgrade Program • Management Information System Program • Physical Plant and Facilities Development Program • Intensified Financial Management System Program • Intensified Costs and Assets Monitoring & Control
7	Linkages	AERO, OUR, Academic Deans, Principals,	<ul style="list-style-type: none"> • Marketing and Promotions Project • Local and International Linkage Program • Strategic Communication Project • Alumni Relations Program

IX. Strategic Plan 2021-2026 (Version 3.0)

Goal 1: Fortified Catholic Identity and CICM Mission

Strategic Objective 1.1: The university manifests holistic development of employees and students.

Areas: Christian and Marian Formation (CMF)
Administration (Admin)
Physical and Financial Resources Management (PFRM)

Strategic Outcomes	Strategic Programs / Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
1.1.1. Meaningful Christian formation celebrations are ensured.	Christian Formation Program 1) Faith Celebration (Meaningful Liturgical Celebrations)									
	a. Marian feasts and solemnities	CMF	CCF, All units		7	7	7	7	1.1.1.1. At the end of year 5, all employees and students have participated in at least 28 Marian feasts and solemnities	
	b. Novena mass	CMF	CCF, All units		9	18	18	18	1.1.1.2. At the end of year 5, all employees and students have participated in 63 novena masses	
	c. Misa de gallo	CMF	CCF, All units		1	1	1	1	1.1.1.3. At the end of year 5, all employees and students have participated at least 4 <i>misa de gallo</i>	

Strategic Outcomes	Strategic Programs / Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	d. Stations of the Cross	CMF	CCF, All units		1	1	1	1	1.1.1.4. At the end of year 5, all employees and students have participated in at least 4 Station of the Cross during the Lenten Season.	
	e. First Communion	CMF	CCF, Grade School		1	1	1	1	1.1.1.5. At the end of year 5, the Grade School and Junior High School departments have organized at least 4 First Communion for their students/pupils.	
	f. Sacrament of Confirmation	CMF	CCF, Grade School		1	1	1	1	1.1.1.6. At the end of year 5, the SMU Grade School and Junior High have organized at least 4 Sacrament of Confirmation for their students/pupils.	
	g. Mass of the Holy Spirit	CMF	CCF, All units		1	1	1	1	1.1.1.7. At the end of year 5, all employees and students have participated 4 Masses of the Holy Spirit.	
	h. <i>Bisita ni Inang Maria</i>	CMF	CCF, All units		1	1	1	1	1.1.1.8. At the end of year 5, all employees and students have participated in 4 <i>Bisita Ni Inang Maria</i> (Rosary).	
	i. Recollections	CMF	CCF, All tertiary units	2	1	1	1	1	1.1.1.9. At the end of year 5, tertiary employees and students have attended 6 recollections.	
			All basic education units	1	1	1	1	1	1.1.1.10. At the end of year 5, basic education employees and students have attended at least five recollections	
	2) Faith Formation (Relevant Religious Education)	CMF	CCF	8					1.1.1.11. At the end of year 5, eight (CFE101, 102, 103, 104, 105a, 105b, 106a, 106b) learning resources for Christian Faith Education have been	

Strategic Outcomes	Strategic Programs / Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	a. Creating learning resources								crafted	
	b. Evaluating & updating of the learning resources	CMF	CCF		8	8	8	8	1.1.1.12. At the end of year 5, eight learning resources for Christian Faith Education have been evaluated and updated.	
	c. Interreligious dialogue / interfaith dialogue	CMF	CCF,	1	1	1	1	1	1.1.1.13. At the end of year 5, 5 interreligious/interfaith dialogues have been conducted.	
	3) Faith Response (Vocation and Mission Animation)	CMF	CCF	1	1	1	1	1	1.1.1.14. At the end of year 5, 5 vocation-mission animation have been conducted.	
	4) Faith Community (Animating Community)	CMF	LMCDAC, NSTP, Campus Ministry, CFED, DSAS.	1	2	2	2	2	1.1.1.15. At the end of year 5, 9 LMCDAC organized masses have been attended by students and employees.	
1.1.2. The Marian virtues and CICM Leadership attributes are practiced by administrators	Executive Development Program 1) Marian virtues and CICM Leadership seminars for: a. present administrative	Admin	VPA, HRDO, VPMI	100%	100%				1.1.2.1. At the end of the year 2, 100% administrators shall have attended the Executive Development Seminar.	

Strategic Outcomes	Strategic Programs / Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	appointees; and									
	b. new appointees for each academic year.	Admin	VPA, HRDO, VPMI	100%	100%	100%	100%	100%	1.1.2.2. At the end of year 5, 100 % of the new academic and administrative appointees have attended Executive Development Seminar.	
	2) Intensifying orientation of the CICM advocacies and Corporate Social Responsibility to: a. present administrative appointees; and	Admin	VPA, HRDO, VPMI	100%	100%				1.1.2.3. At the end of the year 2, 100% administrators shall have attended 3 CICM advocacies seminar.	
	b. new appointees for each academic year.	Admin	VPA, HRDO, VPMI	100%	100%	100%	100%	100 %	1.1.2.4. At the end of year 5, 100 % of the new academic and administrative appointees have attended 3 CICM advocacies seminar series	
1.1.3. Fair treatment of different genders is practiced by employees	SMU Integral Growth & Lifestyle Advocacy (SIGLA) Program 1) Gender and Development Program	Admin	VPA, HRDO, All units	1	1	1	1	1	1.1.3.1. At the end of year 5, all employees have attended 5 GAD trainings	

Strategic Outcomes	Strategic Programs / Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	2) Basic Salary Increase Project	PFRM	Advisory Board, Chief Accountant		3%			3%	1.1.3.2. At the end of year 5, basic salaries have been upgraded by at least 6%.	
1.1.4. Students in financial need are assisted through scholarships and grants	Scholarship Program 1) Internal scholarships, grants, and discounts a. service grants	CMF	VPMI	1.6% of total pop awarded service grants	2%	3% of total population as recipients	4% of total population as recipients	5% of total population as recipients	1.1.4.1. At the end of year 5, the service grants have been restored to 5% of the population.	
	b. Scholarship and Development Foundation	CMF	VPMI	20 slots	10 slots	10 Additional slots	10 Additional slots	10 Additional slots	1.1.4.2. At the end of year 5, the number of recipients for the SDF has increased by 40% (10% increase per year).	
	c. socialized tuition fee discounts	CMF	VPMI	10 Additional slots	10 Additional slots	10 Additional slots	10 Additional slots	10 Additional slots	1.1.4.3. At the end of year 5, the number of recipients for the socialized tuition fee program has increased by 50% (10% increase per year).	
	2) External Scholarships a. government b. private scholarships	CMF	VPMI	13% of total population as recipients	17% of total population as recipients	20% of total population as recipients	25% of total population as recipients	30% of total population as recipients	1.1.4.4. At the end of year 5, recipients of external scholarships has reached a level of 50% of the total population.	
	3) Student Loan Program	CMF	VPMI	100 Recipients of loan funds	100 Recipients of loan funds	100 Recipients of loan funds	100 Recipients of loan funds	100 Recipients of loan funds	1.1.4.5. At the end of year 5, 500 students were granted loans from the Student Loan Fund, and granted permits to take the examination.	

Strategic Outcomes	Strategic Programs / Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
								funds		

Goal 2: Intensified SMU's culture of academic excellence

Strategic Objective 2.1: The university manifests academic excellence and prestige.

Areas: Curriculum Development and Instruction (CDI)
Administration (Admin)
Physical and Financial Resources Management (PFRM)
Educational Support Services (ESS)
Research and Community Development (RCD)
Linkages

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
2.1.1. Excellent instruction is ensured.	Faculty Development Program 1) Faculty Development Program Monitoring Project	CDI	VPAA Academic Deans Principals HRDO	50%	55%	60%	65%	70%	2.1.1.1 At the end of year 5, at least 70 percent of faculty members in all levels have master's degrees;	
				15%	20%	25%	30%	35%	2.1.1.2 At the end of year 5at least 35 percent of higher education faculty members have doctorate degrees.	
	2) Faculty industry immersions	CDI	VPAA, HRDO, Deans, Principals	30%	35%	40%	45%	50%	2.1.1.3. At the end of year 5, at least 50% of the faculty have undergone industry immersion/ experience.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	3) Leadership and membership of faculty in professional organizations	CDI	VPAA, HRDO, Academic Deans, Principals	60%	70%	80%	90%	100%	2.1.1.4. At the end of year 5, 100% academic personnel have active memberships in professional organizations and 10% have leadership positions.	
	Employee Performance Management Program 1) Refining, reviewing, and digitizing performance tools	Admin	HRDO, VPAA, Academic Deans, Principals	100%	100%	100%	100%	100%	2.1.1.5. At the end of year 5, all performance tools are reviewed, refined, and digitalized.	
	2) Managing employee performance	Admin	HRDO, VPAA Academic Deans, Principals	100%	100%	100%	100%	100%	2.1.1.6. At the end of year 5, 100% of the units have undergone five performance reviews.	
	3) Awarding of professorial chair grant	Admin	VPA PSRTC		1	1	1	1	2.1.1.7. At the end of year 5, 4 employees have been awarded with a professorial chair grant.	
	Curricular Re-engineering for Learning Integral Development Program	CDI	VPAA, Academic Deans, Principals	50%	70%	80%	90%	100%	2.1.1.8. At the end of year 5, 100% of curriculum have been reviewed and refined.	
	1) Offering new course programs	CDI	VPAA Academic Deans Principals University Registrar CICT		1	1	2	2	2.1.1.9. At the end of year 5, at least one new course program or track/strand is offered in each of the Schools (under-graduate and graduate, senior high school).	
	2) Offering continuing professional development (CPD)	CDI	VPAA Academic Deans Principals	1	2	2	2	2	2.1.1.10. At the end of year 5, each school/college has offered a CPD program and sustained over the succeeding years.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	3) Offering full online course packages	CDI	VPAA Academic Deans Principals University Registrar CICT	20%	40%	60%	80%	100%	2.1.1.11. At the end of year 5, all purely lecture curricular programs have been packaged as fully online courses.	
	4) Integrating Indigenous Peoples and Peace Education in all courses	CDI	VPAA Academic Deans Principals CICT	20%	40%	60%	80%	100%	2.1.1.12. At the end of year 5, indigenous peoples and peace education has been integrated in all courses (basic and higher education).	
	5) Homeroom Guidance	CDI	VPAA Academic Deans Principals Homeroom Guidance Coordinator	3 redesigned	3 implemented	3 implemented	3 implemented	3 evaluated	2.1.1.13. At the end of year 5, the homeroom guidance in the basic education level has been redesigned, implemented and evaluated.	
	6) Student Study Group Program	CDI	VPAA Academic Deans Principals Homeroom Guidance Coordinator	50%	60%	75%	85%	95%	2.1.1.14. At the end of year 5, 95% students are members of study support groups either as organizers or beneficiaries.	
	7) MARIAN CARES	CDI	VPAA Academic Deans Principals MARIAN CARES Coordinator	20%	40%	60%	80%	100%	2.1.1.15. At the end of year 5, all the components of the Marian CARES program have been evaluated and improved.	
	8) Curricular and Support Program for Learners with	CDI	VPAA Principals		1 implemented	1 evaluated	1 improved	1 further	2.1.1.16. At the end of year 5, a basic education curricular	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	Special Education Needs (LSEs) and for Special Groups		GTO		mented in grade school	ted	ved	r improved	program for learners with special education needs and special groups has been implemented, evaluated and improved.	
		CDI		1 implemented	1 evaluated and improved	1 evaluated and improved	1 evaluated and improved	1 evaluated and improved	2.1.1.17. At the end of year 5, a support program for learners with special education needs and special groups has been implemented, evaluated and improved.	
	9) Matching of curriculum and industry needs (Employability Research including tracer studies; Employer Satisfaction Surveys)	CDI	VPAA Academic Deans URC	1	1	1	1	1	2.1.1.18. At the end of year 5, five employability research and 5 employer satisfaction surveys have been conducted.	
	10) Increasing passing rates per program	CDI	VPAA Academic Deans	10%	10%	10%	10%	10%	2.1.1.19. At the end of year 5, board exam performances are above by at least 10% of the national passing rates.	
	11) Board Performance Analyses	CDI	VPAA Academic Deans	1	1	1	1	1	2.1.1.20. At the end of year 5, 5 board performance analyses have been conducted per board program.	
	12) Offering of new short-term courses	CDI	VPAA Academic Deans		1	1	1	2	2.1.1.21. At the end of year 5, at least 5 new short-term courses have been designed and operationalized.	
	Instructional Development Program (Strategies for	CDI	VPAA VPA	80%	85%	90%	95%	100%	2.1.1.22. At the end of year 5, all faculty members have been	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	Instruction and Assessment of Flexible and Blended Learning)		Academic Deans Principals						trained in innovative strategies for teaching and assessing in flexible and blended learning.	
	Quality Assurance Programs	CDI								
	1) Institutional Accreditations	CDI	IDQAO					ISA & ISO are awarded	2.1.1.23. At the end of year 5, ISA and ISO have been awarded to SMU.	
	2) Program Accreditations	CDI	IDQAO VPAA Academic Deans Principals	100% re-accredited	100% re-accredited	100% re-accredited	100% re-accredited	100% re-accredited	2.1.1.24. At the end of year 5, all accredited programs are re-accredited and at least one accreditable curricular program in each school is accredited.	
	3) Certifications	CDI	VPAA Academic Deans ETVAO	100% re-certified	100% re-certified	100% re-certified	100% re-certified	100% re-certified	2.1.1.25. At the end of year 5, all equivalency and TESDA training and assessment programs are re-certified and new equivalency and qualifications are offered.	
	4) Centers of Development/Excellence	CDI	IDQAO VPAA Academic Deans	100% renewed	100% renewed	100% renewed	100% renewed	100% renewed	2.1.1.26. At the end of year 5, COE and CODs have been renewed and new ones awarded to SMU.	
	Academic Linkages Program (local & international)	CDI								
	1) Internship/ OJT/ Practicum a. new linkages	CDI	VPAA Academic deans			2 new	2 new	2 new	2.1.1.27. At the end of year 5, each school has sent interns to at least 6 new industry partners.	
	2) Student Exchange	CDI	VPAA Academic deans		1	2	2	2	2.1.1.28. At the end of year 5, each school has sent at least 8 students for student exchange	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
									projects.	
	3) Faculty Exchange	CDI	VPAA Academic deans		1	2	2	3	2.1.1.29. At the end of year 5, each school has engaged in at least 9 faculty exchange projects.	
	4) Twinning programs	CDI	VPAA Academic deans		1	1	1	2	2.1.1.30. At the end of year 5, at least 5 twinning programs have been designed and operationalized.	
	5) Cultural exchanges/ immersion	CDI	VPAA Academic deans DSAS		1	1	1	1	2.1.1.31. At the end of year 5, at least 5 cultural immersion activities have been conducted.	
	Staff Development Program 1) ICT trainings for staff 2) Public relations/Personality enhancement trainings for staff 3) Occupational Health and Safety Trainings 4) Job-related Trainings	Admin	VPA, HRDO, SPCO, All units	100% (2)	100% (2)	100% (2)	100% (2)	100% (2)	2.1.1.32. At the end of year 5, 100% of staff have attended at least 10 trainings/seminars.	
	Membership of staff in professional organizations	Admin	VPA, HRDO, All units	5%	10%	15%	20%	30%	2.1.1.33. At the end of year 5, 30% of staff are members of professional organizations	
	Management Succession Program 1) Developmental Management Trainings	Admin	Pres., VPA, HRDO	40	40	40	40	40	2.1.1.35. At the end of year 5, 100 employees have undergone four developmental management trainings.	
	SMU Integral Growth & Lifestyle Advocacy (SIGLA) Program 1) Sports & Cultural Activities (joint activity with the	Admin	VPA, HRDO, Campus Ministry, DSAS, All units	4	4	4	4	4	2.1.1.36. At the end of year 5, 20 major activities for employees with 100% participation in either sports or cultural activity has been conducted.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	students)									
	2) Personal Development Trainings	Admin	VPA, HRDO, Campus Ministry, DSAS, All units	1	1	1	1	1	2.1.1.37. At the end of year 5, 100% of employees have attended at least five personal development trainings.	

Strategic Objective 2.2: The university provides upgraded, adequate, accessible and structurally sound physical facilities and teaching-learning areas.

Area: Physical and Financial Resources Management
Educational Support Services
Research and Community Development
Administration

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
2.2.1. Conducive learning environment is ensured.	CHSF Program 1) Green Campus Project (Planting of ornamental trees in campus / landscaping)	PFRM	SPCO PPPDMO CNS		20	20	20	20	2.2.1.1. At the end of year 5, 100 ornamental trees in campus should have been planted.	
	2) Environmental Education Project	RCD	LMCDAC NSTP CNS SPCO	2	2	2	2	2	2.2.1.2. At the end of year 5, 90% of students and employees participated in at least 10 environmental education activities.	
	Safety and Pollution Control Program	Admin	SPCO, VPA, PPPDMO		0% deficiency	0% deficiency	0% deficiency	0% deficiency	2.1.1.38. At the end of year 5, 0% deficiency in safety and pollution control should have been recorded by accrediting agencies.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	Facility Issues/ Concern Reporting Program	ESS	ODSAS		100%	100%	100%	100%	2.2.1.3. At the end of year 5, all reports submitted on facility concerns or issues are endorsed and acted upon by proper offices in charge of the facilities (There is a systematic way of reporting concerns on facilities repair and reconditioning)	
2.2.2. Excellent learners' service is assured.	Facilities and Teaching-learning Areas Upgrade Program 1) Computer Laboratories Upgrade Project	PFRM	CICT, CETSO		50	100	100	100	2.2.2.1. At the end of year 5, 350 computer units have been purchased to replace old and fully depreciated units in the computer laboratories.	
	2) ULRC Resources Upgrade	PFRM	ULRC						2.2.2.2. At the end of year 5, the ULRC resources have been upgraded	
	a. Online database	PFRM	ULRC		1	1	1	1	2.2.2.3. At the end of year 5, subscription to 4 online databases have been placed.	
	b. Laptops for Audio-Visual Center	PFRM	ULRC		10		10		2.2.2.4. At the end of year 5, 10 laptops have been acquired for instructional use.	
	c. Computers for e-library	PFRM	ULRC			25		25	2.2.2.5. At the end of year 5, 50 computer units have been purchased to replace old units.	
	d. Computer units for grade school	PFRM	ULRC		10				2.2.2.6. At the end of year 5, 10 computer units have been purchased for the Grade School	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	library								Internet library.	
	e. Books/e-books per subject per curricular program	PFRM	ULRC	2 titles per program	5 titles per program	6 titles per program	6 titles per program	6 titles per program	2.2.2.7. At the end of year 5, 25 updated titles per program have been acquired.	
	f. Journals per curricular program	PFRM	ULRC	2 titles per program	3 titles per program	4 titles per program	5 titles per program	5 titles per program	2.2.2.8. At the end of year 5, 17 journals subscriptions per program have been placed.	
	Enhanced Records Management Program a. Student records (OUR)	Admin	CICT, OUR	1	1	1	1	1	2.2.2.9. At the end of year 5, security features are embedded in student records.	
	b. Registry records (Special Orders, Graduation Programs, School Calendars, Government Recognitions, Enrolment Reports)	Admin	OUR		1	1	1	1	2.2.2.10. At the end of year 5, at least 4 additional registry services are conducted online.	
	c. Attendance monitoring & disciplinary records (ADSAS)	Admin	CICT, ADSAS		25%	50%	75%	100%	2.2.2.11. At the end of year 5, attendance and disciplinary records are centralized in the SIS and accessible to authorized users.	
	d. Medical records	Admin	CICT, DSAS			50%	75%	100%	2.2.2.12. At the end of year 5,	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	(medical clinic)								medical records are centralized in the SIS and accessible to authorized users.	
	e. Employee records (HRIS)	Admin	CICT, HRDO		25%	50%	75%	100%	2.2.2.13. At the end of year 5, employee records are centralized in the SIS and accessible to authorized users.	
	f. NSTP records	Admin	CICT, NSTP		25%	50%	75%	100%	2.2.2.14. At the end of year 5, NSTP records are centralized in the SIS and accessible to authorized users.	
	ICT Management Program	Admin	CICT	20%	40%	60%	80%	100%	2.2.2.15. At the end of year 5, all buildings of the campuses are Wi-Fi-enabled.	
	Information System Operation Policy (ISOP) Project	Admin	CICT	3	6	9	12	15	2.2.2.16. At the end of year 5, 15 modules have IS Policy Manuals	
	Management Information System Program (SIS, FMIS, LMS, eSMIS)	PFRM	CICT						2.2.2.17. At the end of year 5, 3 SIS, 1 FMIS, and 4 LMS are upgraded.	
	a. Upgrading the information systems and the learning management system (LMS)			1	1	1	1			

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	b. Subscribing to premium apps	Admin	CICT	2 apps	4	5			2.2.2.18. At the end of year 5, 100% of students are given corporate email accounts and have subscribed to at least 5 premium apps (eg. Office 365, Google apps, Canva, etc).	
	c. Purchase of new physical server		CICT		1 server				2.2.2.19. At the end of year 2, 1 new physical server has been purchased.	
2.2.3. Physical facilities are adequate, accessible and structurally sound.	Physical Plant and Facilities Development Program 1) Constructing a business center at the Men’s Dormitory.	PFRM	Advisory Board, PPPDMO					50%	2.2.3.1. At the end of year 5, the construction of the business center has been started and completed at 50%.	
	2) Constructing a Student Center, Medical Clinic and Food Court.	PFRM	Advisory Board, PPPDMO		50%	100%			2.2.3.2. At the end of year 5, the construction of a student center, to include student organization offices, medical and dental clinic and a food court has been 100% completed.	
	3) Constructing a perimeter wall behind the Engineering and Hantson buildings.	PFRM	Advisory Board, PPPDMO		100%				2.2.3.3. At the end of year 5, the elevation and securing of the perimeter wall behind the Engineering and Hantson buildings have been 100% completed.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	4) Constructing bleachers in front of the Forest Park and val.	PFRM	Advisory Board, PPPDMO, NSTP	50%	100%				2.2.3.4. At the end of year 5, the construction of open bleachers facing the athletic field have been 100% completed	
	5) Replacing old university vehicles.	PFRM	Advisory Board, PPPDMO		1	1	1	1	2.2.3.5. At the end of year 5, 4 old and fully depreciated vehicles have been replaced.	
	6) Constructing Phase II of the Fr. Tanchoco building.	PFRM	Advisory Board, PPPDMO				50%	50%	2.2.3.6. At the end of year 5, the construction of Tanchoco building, Phase 2 has been completed.	
	7) Repairing the indoor firing range.	PFRM	Advisory Board, PPPDMO	100%					2.2.3.7. At the end of year 5, the indoor firing range in Masoc has been done.	
	8) Renovating the old college comfort rooms.	PFRM	Advisory Board, PPPDMO	1 Grade School	2 college		2 college	1 Junior High School	2.2.3.8. At the end of year 5, the renovation of 6 old rest rooms have been completed.	
	9) Replacing small water tanks with bigger tanks.	PFRM	Advisory Board, PPPDMO	5	5	5			2.2.3.9. At the end of year 5, 15 small water tanks have been replaced with bigger tanks.	
	10) Installing solar street lights.	PFRM	Advisory Board, PPPDMO	30 College	20 Grade School and Junior HS				2.2.3.10. At the end of year 5, 50 solar lamps have been installed to replace electric-powered campus lights.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	11) Installing additional rooftop photovoltaic solar panels.	PFRM	Advisory Board, PPPDMO				219 kwp		2.2.3.11. At the end of year 5, additional 219kWp solar panels have been installed in the college campus.	
	12) Renovating the Junior High School main entrance and façade.	PFRM	Advisory Board, PPPDMO			100%			2.2.3.12. At the end of year 5, the Junior High School façade and main gate entrance has been completed.	
	13) Furnishing the incubation facility at the Technology Transfer and Business Development Office.	PFRM	Advisory Board, PPPDMO TTBDO	100%					2.2.3.13. At the end of year 5, the incubation facility has been renovated and fully furnished.	
	14) Installing a giant image of Mama Mary at the San Lorenzo Park.	PFRM	Advisory Board, PPPDMO	100%					2.2.3.14. At the end of year 5, a giant image of the Patron Saint, Mama Mary has been installed at the main gate entrance.	
	15) Installing air-conditioning units at the School of Graduate Studies, the College of Law	PFRM	Advisory Board, PPPDMO		5 rooms Grad. Studies 2 Presch	5 rooms College of Law			2.2.3.15. At the end of year 5, 12 classrooms have been installed with air conditioning units for, Preschool, Graduate Studies and Juris Doctor classes.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	and the pre-school classrooms.				ool					
	16) Renovating the Treasury and Accounting Office transaction windows.	PFRM	PPPPDMO	100%					2.2.3.16. At the end of year 5, the transaction windows at the Treasury and Accounting Office have been replaced with secure, concrete service windows.	
	17) Accrediting the diagnostic testing for employees.	PFRM	PPPPDMO, CNS		100%				2.2.3.17. At the end of year 5, the accreditation of medical technology laboratory has been accredited for diagnostic testing for the employees' annual physical examination.	
	18) Paving the gymnasium entrance and road towards De Busschere building.	PFRM	PPPPDMO, NSTP	100%					2.2.3.18. At the end of year 5, the pathways in front of the gymnasium and east side of the athletic field have been paved.	
	19) Improving the main gate façade.	PFRM	PPPPDMO			100%			2.2.3.19. At the end of year 5, the main gate entrance and façade in the college campus has been aesthetically improved.	
	20) Constructing car and motorcycle parking areas.	PFRM	PPPPDMO	100%					2.2.3.20. At the end of year 5, parking space for vehicles/motorcycles along the University Avenue going to Gate 3 has been completed.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	21) Installing permanent building signages.	PFRM	PPPDMO		100%				2.2.3.21. At the end of year 5, the tarpaulin building signages have been replaced with permanent building markers.	
	22) Starting fundraising activities for the retrofitting of the Lambrecht Building towards SMU's Centennial Celebration.	PFRM	Advisory Board, AAO, Alumni, PPPDMO					100% launched	2.2.3.22. At the end of year 5, the fund-raising campaign for the retrofit of Lambrecht building has been launched.	
	23) Constructing the bunkhouse in SMU's <i>Dinadiawan</i> property.	PFRM	PPPPDMO			100%			2.2.3.23. At the end of year 5, a bunkhouse in the <i>Dinadiawan</i> property has been constructed.	
	24) Providing a office for the University Ethics Review Board (UREB)	PFRM	Advisory Board, PPPDMO UREB	100%					2.2.3.24. At the end of year 5, the UREB office has been identified and 100% furnished and operational.	
	25) Providng an office for Christian Faith Education (CFED) faculty members	PFRM			50%	100%			2.2.3.25. At the end of year 5, an office space for CFED faculty members has been 100% constructed.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	26) Furnishing the Literature Center	PFRM			100%				2.2.3.26. At the end of year 5, the Literature Center has been 100% furnished.	
	27) Constructing a Science Laboratory Building with clinical set-up at the college campus.	PFRM				100%			2.2.3.27. At the end of year 5, a science laboratory building in the college campus has been 100% completed.	
	28) Constructing a Student Teaching Laboratory.	PFRM			100%				2.2.3.28. At the end of year 5, a more spacious student teaching laboratory has been fully furnished.	
	29) Constructing a roof for the Hantson Building mezzanine.	PFRM				100%			2.2.3.29. At the end of year 5, the second half of the Hantson mezzanine roof has been completed.	
	30) Establishing a Multimedia Center	PFRM	PPPDMO, ULRC		100%				2.2.3.30. At the end of year 5, the multimedia center has been renovated and fully furnished.	
	31) Creating an Assessment Centers for ETVAO	PFRM	PPPDMO, ETVAO		100%				2.2.3.31. At the end of year 5, at least one new assessment center has been established.	
	32) Revitalizing the University Museum	RCD	LMCDAC	1					3.3.2.32. At the end of year 5, one artifact research has been conducted.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	<ul style="list-style-type: none"> Artifact Research Project 									
	<ul style="list-style-type: none"> Museum Design Project 	RCD	LMCDAC PPPDMO	1					3.3.2.33. At the end of year 5, one museum design has been crafted.	
	<ul style="list-style-type: none"> Fund Drive 	RCD	LMCDAC	2	1	1	1	1	3.3.2.34. At the end of year 5, 6 fund drive activities have been conducted.	
	<ul style="list-style-type: none"> Creating the University Museum 	RCD	LMCDAC PPPDMO		50%	75%	100%		3.3.2.35. At the end of year 5, the Museo de Maria has been 100% completed.	
	<ul style="list-style-type: none"> Creating a university museum 	PFRM	LMCDAC, PPPDMO		50%	75%	100%		2.2.3.36. At the end of year 5, the University Museum has been 100% completed.	
2.2.4. The University's sustainability is strengthened.	Intensified Financial Management System Program	PFRM	VPF, TAO, PDPDO, Internal Auditor							
	Intensified revenue resource generation 1) Increasing tuition fees	PFRM	VPF, TAO, PDPDO, Internal Auditor	3%	3%	3%	3%	3%	2.2.4.1. At the end of year 5, 15% increase in tuition fees have been implemented.	
	2) Increasing miscellaneous and other fees	PFRM	VPF, TAO, PDPDO, Internal Auditor		7%			8%	2.2.4.2. At the end of year 5, 15% increase in miscellaneous and other fees have been implemented.	
	3) Increasing revenues	PFRM	VPF, TAO, PDPDO, Internal Auditor	3%	3%	3%	3%	3%	2.2.4.3. At the end of year 5, 15% increase based on year 1 figures	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
									shall have been realized.	
	4) Adding income-generating projects	PFRM	VPF, TAO, PDPDO, Internal Auditor						2.2.4.4. At the end of year 5, additional income generating projects shall have been realized.	
	a. Souvenir store	PFRM	VPF, TAO, PDPDO, Internal Auditor		25%	50% completed	100% operational		2.2.4.5. At the end of year 4, a Souvenir Store shall have been 100% operational.	
	b. Expanding marketing of books published/ printed in-house.	PFRM	VPF, TAO, PDPDO, Internal Auditor				Additional 1 school		2.2.4.6. At the end of year 4, an expanded marketing of books shall have been conducted.	
	c. Water refilling station	PFRM	VPF, TAO, PDPDO, Internal Auditor			50% completed	100% operational		2.2.4.7. At the end of year 4, a water refilling station shall have been 100% operational.	
	d. Intensifying management and utilization of other/idle landholdings	PFRM	Advisory board, PPPDMO	Php200k additional revenues	Php200k additional revenues	Php200k additional revenues	Php200k additional revenues	Php200k additional revenues	2.4.4.8. At the end of year 5, revenues of at least 1M has been generated from idle landholdings.	
	Intensified Costs and Assets Monitoring & Control a. Containment mechanisms and	PFRM	All units under Finance	1% reduction	1% reduction	1% reduction	1% reduction	1% reduction	2.2.4.9. At the end of year 5, variable costs have been reduced by 5%.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	accountability									
	b. Monitoring and control for physical assets	PFRM	All units under Finance	Zero losses	Zero losses	Zero losses	Zero losses	Zero losses	2.2.4.10. At the end of year 5, zero losses from unaccounted assets.	
	c. Budget monitoring and control	PFRM	All units under Finance	5%	5%	5%	5%	5%	2.2.4.11. At the end of year 5, budget variance is limited to 5%.	
	Marketing and Promotions Project	Linkages	AERO, OUR, Academic Deans, Principals	2%	2%	2%	2%	2%	2.2.4.12. At the end of year 5, there is a 10% increase in enrollment.	
	a. Conducting enrolment trend studies to be used in marketing campaigns	Linkages	AERO, Academic Deans, Principals	1	1	1	1	1	2.2.4.13. At the end of year 5, 5 enrolment trend studies have been conducted.	
	b. Launching institution-based promotions	Linkages	AERO, Academic Deans, Principals	1	1	1	1	1	2.2.4.14. At the end of year 5, 5 research-based marketing campaigns have been launched.	
	c. Conducting program-based promotions	Linkages	Academic Deans Principals	1	1	1	1	1	2.2.4.15. At the end of year 5, each school /unit has conducted five program-based promotions.	
	d. Conducting student recruitment activities to feeder schools	Linkages	AERO, Academic Deans, Principals, DSAS	5	5	5	5	5	2.2.4.16. At the end of year 5, at least 4 visits have been conducted among feeder schools	
	e. Updating the university website	Linkages	AERO, CICT, All units with submenu in the SMU website		1	1	1	1	2.2.4.17. At the end of Year 5, units with sub-menu in the official website have updated their content	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
									at least 4 times.	
	f. Conferring outstanding persons in society with <i>honoris causa</i> degrees	CDI	VPAA, AAO, OUR			1		1	2.2.4.18. At the end of year 5, 2 <i>honoris causa</i> degrees shall have been conferred.	

Strategic Objective 2.3:
 The university delivers intensified shepherding programs and support services for the holistic integral learners’ development.

Area: Educational Support Services

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
2.3.1. Shepherding programs and support services for learners’ holistic development are delivered.	Students’ Development Program 1) Intensifying the implementation of the Guidance Program	ESS	GTO	100%	100%	100%	100%	100%	2.3.1.1. At the end of year 5, the different activities listed and enumerated from each GTO services programed to address the developmental career needs of students have been accomplished by 100%.	
	a. Orientating new students	ESS	GTO	60%	65%	70%	75%	80%	2.3.1.2. At the end of year 5, the GTO was able to orient at least 80% of all new students.	
	d. Administering developmental assessments	ESS	GTO	60%	65%	70%	75%	80%	2.3.1.3. At the end of year 5, the GTO was able to administer Personal Data Inventory, EQ test, and Wellness Inventory to at least 80% of all enrolled students.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	e. Intake interview of new students	ESS	GTO	60%	65%	70%	75%	80%	2.3.1.4. At the end of year 5, the GTO was able to administer intake interviews to at least 80% of the new tertiary students.	
	f. Conducting follow-up counseling for higher year students	ESS	GTO	60%	65%	70%	75%	80%	2.3.1.5. At the end of year 5, the GTO was able to conduct follow up counseling sessions to at least 80% of “at risk” students and other regular counselees.	
	g. Updating the Guidance and Testing Office MOPG	ESS	GTO			1		1	2.3.1.6. At the end of year 5, the GTO MOPG was updated at least twice.	
	h. Conducting research based on GTO data	ESS	GTO	1	1	1	1	1	2.3.1.7. At the end of year 5, the GTO was able to produce five researches based on available GTO data.	
	2) Discipline Program a. Updating the Pupil/Student Handbooks and e-decorum program	ESS	ADSAS, Basic Ed, SOGS, COL	1 st update		2 nd update		3 rd update	2.3.1.8. At the end of year 5, the Pupil Handbook, Undergraduate Student handbook and e-behavioural guidelines have been updated at least 3 times with supplemental copies	
	b. Reviewing mechanisms for addressing student grievances	ESS	ADSAS, Basic Ed	1 st review		2 nd review		3 rd review	2.3.1.9. At the end of year 5, policies and processes on student discipline were reviewed 3 times and assessed by the stakeholders.	
	3) Conducting skills enhancement activities for a. athletes	ESS	Sports Coordinator, Basic Ed		1	2	2	2	2.3.1.10. At the end of year 5, seven Sports Clinics have been conducted for athletes.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	b. artists (performers)	ESS	CAO, Basic Ed		2	2	2	2	2.3.1.11. At the end of year 5, eight Arts Workshops/Trainings have been conducted for student performers	
	c. writers	ESS	The Marian (TM), Basic Ed	2	2	2	2	2	2.3.1.12. At the end of year 5, 10 workshops have been conducted for TM staff and students	
	4) Student Leadership Program	ESS	DSAS, GTO, ADSAS, Basic Ed	2	2	2	2	2	2.3.1.13. At the end of year 5, 10 Leadership Trainings/Workshops have been conducted for students	
	5) Housing Program and Boarding House Visitations	ESS	ADSAS, Dorm Matron and Master		2	1	2	2	2.3.1.14. At the end of year 5, the BHOMA in the 5 barangays around the university have been organized and at least 2 boarding house visitations per year have been conducted.	
	6) Student Publication/ Yearbook Program	ESS	TM, AAO, Basic Ed	2	2	2	2	2	2.3.1.15. At the end of year 5, there shall be 10 publications per unit involved	
	Students' Welfare Programs 1) Career Support Program	ESS	GTO, AAO, OUR, HRDO, DSAS, Basic Ed	3	3	3	3	3	2.3.1.16. At the end of year 5, 15 career thematic seminars/ workshops and administration of exit interviews have been conducted for graduating students.	
	2) Job Placement	ESS	AAO	3	3	3	3	3	2.3.1.17 At the end of year 5, 15 career seminars/ workshops were conducted	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	3) Health Services Program	ESS	UHSO, DSAS, Basic Ed, NSTP, Med Tech Dept	2	2	2	2	2	2.3.1.18. At the end of year 5, 10 medical-related webinars have been conducted.	
	4) Health Records of Students	ESS	UHSO (Tertiary)	25%	50%	75%	85%	100%	2.3.1.19. At the end of year 5, 100% of tertiary students' medical records have been digitized.	
	5) Cultural Programs	ESS	CAO, DSAS, Basic Ed		2	2	2	2	2.3.1.20. At the end of year 5, 8 arts workshops have been conducted for students	
	6) Sports Development Programs	ESS	Sports Dev't Office DSAS, Basic Ed		2	2	2	2	2.3.1.21. At the end of year 5, 8 sports workshops have been conducted for students	
	7) Special Needs and PWD services Programs	ESS	GTO, PPDMO, DSAS, BASIC Ed	100%	100%	100%	100%	100%	2.3.1.22. At the end of year 5, all enrolled PWDS are given appropriate services	
	8) Disciplinary records of students	ESS	ADSAS	100%	100%	100%	100%	100%	2.3.1.23. At the end of 5 years, all disciplinary cases of students sanctioned are encoded and are available in the SIS.	
	9) Institutional Rewards on excellence in student affairs and services Program (to reward excellent participation of individuals and organization in SAS activities)	ESS	DSAS, ADSAS		1 manual	1	1	1	2.3.1.24. At the end of year 5, there shall be a manual for SAS Awards and three awards programs have been conducted.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	10) Stakeholders' evaluation of student services	ESS	DSAS, ADSAS, GTO, UHSO, CAO, SDO, TM, CCF, VPMI, Basic Educ	1	3	3	3	3	2.3.1.25. At the end of year 5, 13 researches have been conducted to evaluate the student services in all levels.	
	11) Alumni Pictures Acquisition Program	ESS	Academic Deans, Program Department Heads, AAO	2021	2022	2023	2024	2025	2.3.1.26. At the end of year 5, all Program DH keep a database of solo graduation pictures of their graduates with the file shared to the Dean and AAO covering 2020 to 2025	
		ESS	Principals, Heads, AAO	2021	2022	2023	2024	2025	2.3.1.27. At the end of year 5, Principals keep a database of solo graduation pictures of their graduates with the file shared to the AAO covering 2020 to 2025	

Goal 3: Bolstered SMU's transformative engagement with the local and global communities

Strategic Objective 3.1.

The university nurtures a culture of excellence in research, scholarship engagements and creative endeavors as an innovative research-intensive university.

Area: Research and Community Development (RCD)
Physical and Financial Resources Management (PFRM)
Linkages

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
3.1.1. High quality researches via collaborative undertakings of advisers and student research teams are ensured	Shifting gears from a teaching - intensive university to a teaching and research - intensive university	RCD	URC, UREB, and Research Councils							
	1) The Research Adviser - Promotership Project a. Disseminating developed policies that guide the adviser-promotership project	RCD	Faculty Advisers	4					3.1.1.1. At the end of year 1, 4 information-dissemination activities are organized by the four research councils	
	b. Implementing developed policies	RCD	Faculty Advisers	15	30	45	60	75%	3.1.1.2. At the end of year 5, 75% of full-time faculty are engaged in the adviser promotership program	
	2) Research Partnerships and or Collaborative Research Projects with HEIs and Agencies a. Communicating with partner HEIs	RCD	Faculty Advisers	1	2				3.1.1.3. At the end of year 2, 3 research collaborations are finalized for implementation	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	b. Implementing provisions written in MOUs / MOAs with partner HEIs	RCD	Faculty Advisers			1	1	1	3.1.1.4. At the end of year 5, at least 5 collaborative researches are undertaken	
	3) Policy on commissioned researches a. Disseminating policies on commissioned researches	RCD	URC	1					3.1.1.5. At the end of year 1, 1 information-dissemination activity is undertaken	
	b. Implementing developed policies on commissioned researches	RCD	URC		1	1	1	1	3.1.1.6. At the end of Year 5, 4 commissioned researches are undertaken	
	4) Research Grant-in-Aid Projects with Agencies/institutions	RCD	URC							
	a. Exploring probable research grants from agencies/institutions	RCD		1	1	1	1	1	3.1.1.7. At the end of year 5, 5 explorations are conducted	
	b. Applying for and crafting of project proposals for research grant	RCD		1	1	1	1		3.1.1.8. At the end of year 5, 5 research grants are approved and conducted	
	5) Research Publication in refereed journals	RCD	URC	8	8	8	8	8	3.1.1.9. At the end of year 5, 40 researches are published in refereed journals	
	6) Research utilization projects	RCD	URC	10	10	10	10	10	3.1.1.10. At the end of year 5, 50 researches are utilized	
3.1.2. Patents, utility models and industrial	Institutionalizing the TTBDO	RCD	TTBDO	100%					3.1.2.1. At the end of year 1, the TTBDO system is established.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
designs for societal benefit are certified.	a. Continuing assessment of internal stakeholders (students and faculty) researches for potential market opportunities of high-end products	RCD	TTBDO, Academic Deans	1	1	1	1	1	3.1.2.2. At the end of year 5, 5 stakeholders' researches are mass-produced.	
	b. Continuing production of essential goods (food and non-food products) from internal stakeholders	RCD	TTBDO, Academic Deans	2	2	2	2	2	3.1.2.3. At the end of year 5, 10 product types are mass-produced.	
	c. Providing services to outside clients specifically MSMEs thru DTI&PLGU Shared Service Facilities	RCD	TTBDO, Academic Deans	10	10	10	10	10	3.1.2.4. At the end of year 5, 50 MSMEs utilize DTI & PLGU Shared Service Facility	
	d. Supervising produced TTBDO goods and Regional 2 produced goods at the NV Pasalubong Center (Retail Store)	RCD	TTBDO	2	2	2	2	2	3.1.2.5. At the end of year 5, 10 product types are marketed	
	e. Creating spin-off companies affiliated to SMU	RCD	TTBDO					3	3.1.2.6. At the end of year 5, at least 3 spin-off company is established and operational	
3.1.3. Ethical research is safeguarded	Institutionalizing the University Research Ethics Board	RCD	UREB, URC						3.1.3.1. At the end of year 1, the UREB system is established.	
	Applying for accreditation by PHREB	RCD	UREB, URC	100% preparation					3.1.3.2. At the end of year 1, the SMUREB has prepared for PHREB accreditation.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
		RCD	UREB		Level 1 accredited				3.1.3.3. At the end of year 2, the SMUREB is accredited by PHREB for level 1	
	Continuing Accreditation	RCD	UREB			Level 2 accredited			3.1.3.4. At the end of year 3, the SMUREB is accredited by PHREB for level 2	
		RCD	UREB					Level 2 maintained	3.1.3.5. At the end of year 5, the SMUREB has maintained PHREB Level 2 accreditation.	
	Continuing Education of Ethics Reviewers	RCD	UREB		25%	50%	75%	100%	3.1.3.6. At the end of year 5, all the SMUREB members have undergone 2 PHREB-recognized training on research ethics.	
	Capability-building among stakeholders	RCD	UREB, URC	3	3	3	3	3	3.1.3.7. At the end of year 5, the UREB office have conducted 15 capability-building seminars or workshops	
	Development of ethics guidance and processes	RCD	UREB	2	2	2	2	2	3.1.3.8. At the end of year 5, the UREB office have developed 10 documented ethics guidance and processes that will be incorporated into the policies/guidelines of the URC and the SoGS.	
	Ethics review of research	RCD	UREB	100	100	100	100	100	3.1.3.9. At the end of year 5,	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	proposals								500 research proposals have reviewed for ethics clearance.	

Strategic Objective 3.2.

The university promotes greater alignment and partnerships between institutional research undertakings and local, national and international R and D agenda and support programs to optimize benefits derived from it.

Area: Research and Community Development

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
3.2.1. Research knowledge and competencies of faculty and student-researchers are ensured via capability training programs and the WEALTH R and D v. 2.0 program	Producing researches aligned with Project Wellness, Environment Accountability/Advocacy Life-long Learning Transformative Health (WEALTH)	RCD	URC and Research Councils	100%	100	100	100	100	3.2.1.1. At the end of year 5, 100% of conducted studies are aligned with Project WEALTH v 2.0	
	Optimizing Research Capability Services by Enhancing the Research Councils	RCD	URC and Research Councils	2	2	2	2	2	3.2.1.2. At the end of year 5, 10 capability trainings are conducted by research councils	

Strategic Objective 3.3

The university enhances social benefits derived through mobilization of research knowledge, creative endeavors and inventions for community development.

Area: Research and Community Development

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
3.3.1. Research-based community extension projects are ensured	1) Community Profiling Project	RCD	LMCDAC Schools Extension Council	2					3.3.1.1. At the end of year 1, two adopted communities were profiled	
	a. Community profiling	RCD	LMCDAC Schools Extension Council	2					3.3.1.2. At the end of year 1, eight identified needs have been assessed.	
	b. Needs Assessments	RCD	LMCDAC Schools Extension Council	2					3.3.1.3. At the end of year 1, eight project proposals have been crafted.	
	c. Project Proposals	RCD	LMCDAC Schools Extension Council	4					3.3.1.4. At the end of year 5, two outcomes/ impact assessments have been done.	
	d. Social auditing/ accounting	RCD	LMCDAC Schools Extension Council					2		
	2) Research-based Linkage Projects									
	a. Utilizing Project WEALTH and other research outputs in the community	RCD	URC, All Academic Units, LMCDAC	5	5	5	5	5	3.3.1.5. At the end of year 5, 25 research outputs have been utilized.	
	b. Undertaking joint researches (outside Project WEALTH)	RCD	URC, All Academic Units, CAO	1	1	1	1	1	3.3.1.6. At the end of year 5, 5 joint research undertakings have been conducted.	
	c. Exchanging research publications or resources	RCD	URC	2	2	2	2	2	3.3.1.7. At the end of year 5, 10 research publications/resources have been exchanged.	
	d. Serving as faculty-reviewers of	RCD	URC, All Academic	3	3	3	3	3	3.3.1.8. At the end of year 5,	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	research journals		Units						15 faculty have served as reviewers of research journals.	
	e. Serving as faculty- external research evaluators in other institutions (panel, adviser, validator etc.)	RCD	URC, All Academic Units	5	5	5	5	5	3.3.1.9. At the end of year 5, 25 faculty have served as external research evaluators.	
	f. Serving as external evaluators (as panel, adviser, validator, etc.) in our research undertakings	RCD	URC, All Academic Units	2	2	2	2	2	3.3.1.10. At the end of year 5, 10 external evaluators have been involved in our research undertakings.	
	g. Serving as faculty in external research conferences (presenters, participants)	RCD		5	5	5	5	5	3.3.1.11. At the end of year 5, 25 faculty have participated in external research conferences.	
	h. Conducting biennial research conferences	RCD	URC		1			1	3.3.1.12. At the end of year 5, 2 international research conferences across disciplines have been organized.	
	i. Operationalizing international research collaborations	RCD	URC		1		1	1	3.3.1.13. At the end of year 5, 3 international research collaborations have been operationalized.	
	3) Extension-based Linkage Projects									
	a. Utilizing Project WEALTH and other research outputs in the community	RCD	URC, All Academic Units, LMCDAC	2	2	2	2	2	3.3.1.14. At the end of year 5, at least 10 extension programs have been forged and operationalized.	
	4) IP Development and Advocacy Program									

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	a. Providing scholarships for IP Students (funded by ECIP/ CBCP)	RCD	LMCDAC, VPMI	5	5	5	5	5	3.3.1.15. At the end of year 5, 25 IP scholars have been enrolled and 10 IP scholars have graduated.	
	b. Evaluating Community Development Projects (MLGU Bagabag and MLGU Villa Verde)	RCD	LMCDAC, URC, URED					2	3.3.1.16. At the end of year 5, the MOAs with MLGU Bagabag and MLGU Villa Verde have been evaluated and closed/terminated.	
	c. Partnering with NCIP and ICC Leaders on IKSPs and Customary Laws (to facilitate the FPIC process)	RCD	LMCDAC, URC, UREB		2	2	2	2	3.3.1.17. At the end of year 5, 8 FPIC processes have been facilitated.	
	d. Conducting Ethnicity and Musuem Week Celebrations	RCD	LMCDAC	1	1	1	1	1	3.3.1.18. At the end of year 5, five ethnicity and museum week celebrations have been conducted.	
	e. Conducting IPEd Trainings and Capacitation at Lantap, Bagabag	RCD	LMCDAC, URC, All Academic Units		1	1	1	1	3.3.1.19. At the end of year 5, 2 IPEd trainings/ capacitation have been and conducted.	
	f. Operationalizing international extension collaborations	RCD	LMCDAC	1	1	1	1	1	3.3.1.20. At the end of year 5, 5 international extension collaborations have been operationalized.	
	g. Conducting the International Conference on Cultural Studies	RCD	LMCDAC		1		1		3.3.1.21. At the end of year 5, two international conferences on cultural studies have been conducted	
3.3.2. CICM advocacies and	CICM Advocacy Programs 1) Research-based flagship extension	RCD	LMCDAC Schools Extension		5	5	5	5	3.3.2.1. At the end of year 5, 20 Marian students are	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
flagship projects of extension councils are revitalized	programs/ projects (flagship programs of each school) a. Hunger Alleviation Program <ul style="list-style-type: none"> Feed My Lambs Project 		Council All Units						recipients of the Feed My Lambs project.	
	<ul style="list-style-type: none"> Feeding Program 	RCD	LMCDAC Grade School Department Non-Academic Personnel		2	2	2	2	3.3.2.2. By the end of year 5, 8 feeding activities have been conducted in the two adopted communities/ other communities	
	b. Sustainable Environment Program <ul style="list-style-type: none"> One student/ employee-one tree project 	RCD	LMCDAC CNS DSAS NSTP			1000 trees	1000 trees	1000 trees	3.3.2.3. At the end of year 5, there are 3 thousand trees planted and maintained by employees and students.	
	<ul style="list-style-type: none"> Environmental Educational project 	RCD	LMCDAC CNS NSTP PDPO	2	2	2	2	2	3.3.2.4. At the end of year 5, 10 environmental education activities have been conducted	
	c. Disaster Risk Reduction Program <ul style="list-style-type: none"> Tulong Maria Project 	RCD	LMCDAC SHS NSTP	1	1	1	1	1	3.3.2.5. At the end of year 5, five Tulong Maria projects have been organized	
	<ul style="list-style-type: none"> Sagip Maria Project 	RCD	LMCDAC SHS NSTP	1	1	1	1	1	3.3.2.6. At the end of year 5, five Sagip Maria Projects have been organized	
	<ul style="list-style-type: none"> DRRM Trainings/ Capacitation 	RCD	LMCDAC SHS	1	1	1	1	1	3.3.2.7. At the end of year 5, five DRRM Trainings/	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
			NSTP						Capacitation have been organized	
	d. Health and Wellbeing Program	RCD	LMCDAC SHANS NSTP		2	2	2	2	3.3.2.8. At the end of year 5, eight medical mission activities shall have been conducted	
	e. Poverty Alleviation Program • Entrepreneurial Skills Development	RCD	LMCDAC SAB NSTP		2	2	2	2	3.3.2.9. At the end of year 5, eight entrepreneurial skills development activities have been conducted	
	• Technical/ Technological Skills Development	RCD	LMCDAC SEAIT NSTP		2	2	2	2	3.3.2.10. At the end of year 5, eight technical/ technological skills development activities have been conducted	
	f. Socio-Pastoral Ministry and Evangelization Program	RCD	LMCDAC STEH NSTP		2	2	2	2	3.3.2.11. At the of year 5, eight socio-pastoral ministry and evangelization activities have been conducted	
	g. Education for All Program	RCD	LMCDAC GSD JHS SOGS NSTP		4	4	4	4	3.3.2.12. At the end of year 5, 16 education for all activities have been conducted	
	2) Community Development and Advocacy Programs a. IP Advocacy and Development Program b. Climate Change Justice Program	RCD	LMCDAC <u>All Units</u>	100%	100%	100%	100%	100%	3.3.2.3. At the end of year 5, all extension flagship programs of all schools/departments have been 100% implemented in the adopted communities.	
3.3.3. Outreach	Outreach Activities	RCD	LMCDAC	4	4	4	4	4	3.3.3.1. At the end of year 5,	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
activities are sustained	1) Pamaskong Handog 2) Other Outreach Activities		SAB, SEAIT, SHNS, STEH, SHS, JHS, GS, NSTP, DSAS-SCC, Non-Academic Personnel All units						20 dole-out activities have been implemented/ conducted.	

Strategic Objective 3.4. The university expands and sustains transformative collaborations with local and international partners

Area: Linkages

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
3.4.1. Local and international linkages are expanded and sustained.	Local and International Linkage Program	Linkages	AERO, AAO, URC, LMCDAC, Academic Units							
	1. Forging transformative linkages with local and international partners that are supportive of the vision-mission of the University.	Linkages	AERO, President	2; 1	2;1	2:1	2;1	2;1	3.4.1.1. At the end of year 5, 10 local linkages and 5 international linkages have been forged.	
	2. Crafting a linkage implementation plan on instruction, research, and extension	Linkages	Academic deans, Principals, URC, LMCDAC, All units with linkages on instruction, research & extension, AERO	1	1 update	1 update	1 update	1 update	3.4.1.2. At the end of year 5, units with linkages have crafted a linkage implementation plan and updated it annually.	
	3. Monitoring the implementation of local and international	Linkages	AERO Academic Deans Principals	100%	100 %	100 %	100 %	100%	3.4.1.3. At the end of year 5, 100% of the partnership agreements have been	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	partnership agreements		URC LMCDAC All Implementing Units						monitored.	

Strategic Objective 3.5: The university intensifies public presence through a strategic communication plan (Strategic Communications Program)

Area: Linkages

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
3.5.1. Public presence through a strategic communications plan is intensified.	Strategic Communication Project	Linkages	AERO, President							
	1. Institutionalizing the visual identity framework	Linkages	AERO, President	1					3.5.1.1. At the end of year 1, visual identity framework has been institutionalized.	
	2. Conducting information sessions on SMU visual identity and branding	Linkages	AERO	1	1	1	1	1	3.5.1.2. At the end of Year 5, 5 information sessions on visual identity and branding have been conducted.	
			All units		1	1	1	1	3.5.1.3. At the end of Year 5, all employees and students have attended at least one information session on visual identity and branding.	
	3. Producing an annual corporate video for the University	Linkages	AERO	1	1	1	1	1	3.5.1.4. At the end of Year 5, 5 corporate videos have been produced.	
	4. Producing timely public relations (PR) messages	Linkages	AERO	3	3	3	3	3	3.5.1.5. At the end of year 5, 15 PR messages have been produced.	

Strategic Objectives 3.6. The university optimizes and sustains alumni support.
Area: Linkages

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
3.6.1. Alumni support is optimized and sustained.	Alumni Relations Program									
	1. Alumni Associations Project	Linkages	AAO	1	1	1	1	1	3.6.1.1. At the end of year 5, 5 major alumni projects should have been accomplished and sustained.	
	2. Alumni Communications Project	Linkages	AAO, Publishing	2	2	2	2	2	3.6.1.2. At the end of year 5, 10 print issues of The Newsletter should have been circulated.	
	3. Alumni Involvement Project	Linkages	AAO, LMCDAC	Needs assess-ment for project 1	Project 1	Impact Assess-ment	Needs assess-ment for project 2	Project 2	3.6.1.3. At the end of year 5, the alumni association should have involved itself in 2 major extension projects.	
	4. Alumni organizations based on special interest (varsity, choir, publication); invite / allow alumni to use school facilities when available	Linkages	AAO, DSAS, ROTC, ULRC	1	1	1	1	1	3.6.1.4. At the end of year 5, 5 special interest alumni associations should have been organized, operational, and sustained.	

Strategic Outcomes	Strategic Programs/ Projects	Area	Units Responsible	Y1	Y2	Y3	Y4	Y5	KPI	Budget
	5. The Order of the Golden Rose shall be accorded to generous stakeholders in recognition of their substantial contributions in the achievement of the vision-mission of the university.	Linkages	AAO, VPF	2	2	2	2	2	3.6.1.5. At the end of year 5, there shall have been 10 recipients of the Order of the Golden Rose.	
	6. An Alumni Directory shall be produced with alumni expert-lecturers identified and tapped for all curricular programs (SAB, STEH, SHNS, SEAIT, SOGS, basic education, COL)	Linkages	AAO, Academic Deans	2 new alumni expert-lecturers identified and tapped for each curricular program	2 additional alumni expert-lecturers identified and tapped for each curricular program	2 additional alumni expert-lecturers identified and tapped for each curricular program	2 additional alumni expert-lecturers identified and tapped for each curricular program	2 additional alumni expert-lecturers identified and tapped for each curricular program	3.6.1.6. At the end of year 5, there shall have been an updated Alumni Directory whose roster includes at least 10 alumni expert-lecturers identified and tapped for each curricular program.	

X. Monitoring and Evaluation

The monitoring of the 5-year strategic plan implementation shall be done at the end of Year 3 to determine the level of accomplishments of Key Performance Indicators for Academic Years 2021-2022 to 2023-2024. This feedback loop provides an opportunity for the university to adjust its targets, if needed, or come up with additional strategic programs or projects. With regard to the unit’s action plan, monitoring of performance shall be conducted at the end of the first semester, i.e., end of August to December period to identify gaps or matches and making the necessary adjustments. Annual plan monitoring provides an opportunity to identify enabling and inhibiting factors that need to be strengthened and addressed, respectively.

The evaluation aspect for the medium-term plan shall be carried out at the end of the 5-year period. This process allows the university to review and determine the goals and strategic outcomes that were accomplished and not accomplished. The overall results serve as basis for the crafting of its new medium-term development plan. Regarding the annual action plan evaluation, it will be conducted in June of the academic year. Results will be used to prepare for the action plan of the new school year.

XI. Lead Person/s Responsible according to Goals, Directions and KRAs

Strategic Goals	Strategic Objectives	KRA	Strategic Objectives	Strategic Programs	Persons Responsible
Goal 1: Fortified SMU Catholic Identity and Mission	To restate as objectives: Mission & Identity as defining attributes of Marians	KRA 5: CMF	To facilitate holistic development of employees and students.	Christian Formation Programs	VPMI
				1) Religious Education Project	CCF (CM, CFED), All units
				2) Recollections	CCF (CM, CFED), All units
				3) Liturgical Celebrations	Campus Ministry, All units
		KRA 5: CMF	To support CICM advocacies	Scholarship Program	VMPI
		KRA 1: Admin	To manifest Catholic communion and CICM identity	Executive Development Program	VPA, HRDO, All units
				Faculty Development Program	VPAA, Academic Deans, Principals, HRDO
				Staff Development Program <ul style="list-style-type: none">• Staff needs assessment• ICT training• Public relations training	VPA, HRDO, All units
				Management Succession Program	Pres, VPA, VPAA, VPF, VPMI, Legal Counsel, HRDO

Strategic Goals	Strategic Objectives	KRA	Strategic Objectives	Strategic Programs	Persons Responsible
		KRA 1: Admin	To expand and intensify community wellness	SMU Integral Growth & Lifestyle Advocacy (SIGLA) Program	HRDO, Medical Clinic, FERA, Campus Ministry, GTO, DSAS
		KRA 1: Admin		1) Sports and Cultural Program	DSAS, MAPEH Dept, Sports Coordinator
		KRA 5: CMF		2) Psycho-spiritual Development Program	GTO, Campus Ministry
		KRA 1: Admin		3) Personal-Professional Development Program	HRDO, VPA, GTO
Goal 2: Intensified SMU's culture of excellence through innovation	Academic excellence and prestige	KRA 1: Admin KRA 1: Admin	To implement information systems to support students' learning	Management Information System Program (SIS, FMIS, LMS, eSMIS) • Upgrading of the information systems; improvements of the LMS	CICT
				1) Enrolment Management Project	VPAA, CICT, OUR
		KRA 1: Admin	To strengthen institutional quality through accreditations and quality management	Quality Assurance Programs	IDQAO,
		KRA 1: Admin		1) Institutional accreditations (ISA, ISO)	IDQAO
		KRA 2: CDI		2) Program accreditations (PAASCU)	VPA, Academic Deans, IDQAO
		KRA 1: Admin		3) Performance Management Program	VPAA, Academic Deans, Principals, HRDO
		KRA 2: CDI		Curricular re-engineering for Learning Integral Development Program	VPAA, Academic Deans, Principals
				Adding of Centers of Development/Excellence	VPAA, Academic Deans
				Offering new course programs	VPAA, Academic Deans
				Offering continuing professional development programs (CPD)	VPAA, Academic Deans

Strategic Goals	Strategic Objectives	KRA	Strategic Objectives	Strategic Programs	Persons Responsible
				Offering full online course packages	VPAA, Academic Deans
				Integration of IP education and other related courses	VPAA, Academic Deans
				Revitalized Homeroom Guidance Program	VPAA, Principals
				Student Study Group Program	VPAA, Deans
	Infrastructure, Organization, & Student & Employee Development	KRA 3: ESS KRA 3: ESS KRA 3: ES	To ensure conducive campus spaces	Clean, Healthy, Safe & Friendly (CHSF) Program	Safety & Pollution Control Office (SPCO), NSTP, PPPDMO, Academic Deans, Principals, Medical Clinic
		KRA 6: PFRM		Green Campus Project (planting of ornamental trees in campus and SMU residential lots)	All units
		KRA 6: PFRM	To upgrade facilities & teaching-learning areas	Computer Laboratories Upgrade Project	CICT
		KRA 6: PFRM		Upgrading of the ULRC (online library; e-books, etc)	ULRC
		KRA 6: PFRM		Enhanced Records Management Program (unified portal to access university services)	CICT, OUR
		KRA 6: PFRM		ICT Management Program [adding of more WI-FI hotspots in campus; providing premium apps for students' use (e.g. Canva; providing University/corporate emails for students] 5.1. Information System Operation Policy (ISOP Project)	CICT
		KRA 6: PFRM	To provide adequate,	Physical Plant Development Program	PPPDMO,

Strategic Goals	Strategic Objectives	KRA	Strategic Objectives	Strategic Programs	Persons Responsible
			accessible and structurally sound physical plant & facilities	(relocation of medical clinic; upgrading of offices)	
				Establish a multimedia center	SEAIT
				Establish assessment centers	Basic Education Units; academic deans with canteen
				Establish student centers	Basic Education Units; academic deans, PPPDMO
				Establish a museum that houses historical and cultural exhibits	LMCDAC, PPPDMO
		KRA 3: ESS	To deliver intensified shepherding programs and support services for learners' holistic development.	Students' Integral Development Program	DSAS
				1) Skills Enhancement for Athletes and Performers Project	DSAS, Sports Coordinator, CAO
				2) Enhanced Marian Citizenship Program	DSAS, GTO
				3) Student Leadership and Development Programs	DSAS, Academic Deans
		KRA 3: ESS		4) Guidance Program	GTO, DSAS
		KRA 1: Admin KRA 3: ESS		4.1. Gender and Development Program	GTO, DSAS, VPA, HRDO
				5) Project for Learners with Special Education Needs (LSEs)	DSAS, GTO, Academic Deans, Principals
				6) Student Skills' Development Project	DSAS, GTO, Academic Deans, Principals

Strategic Goals	Strategic Objectives	KRA	Strategic Objectives	Strategic Programs	Persons Responsible
		KRA 6: PFRM	To upgrade the university's compensation package.	Compensation Package Upgrade Program 1) Basic Salary Increase Project 2) Ensuring SMU's Compensation Packages' Competitiveness Project	VPF
			To intensify the university's financial management system	Financial Management Step-up Program 1) utilize the Financial Management Manual" 2) increase annual revenues (tuition fees by at least 5% for 1st years; miscellaneous & other fees by 2%-3% for all 1st years; other revenues by at least 1% to 2%) 3) reduce operating costs by at least 1% 4) assure functionality of physical assets by at least 90% 5) reduce unfavorable budget performance by at least 5%	VPF
	National and international presence	KRA 7: Linkages	To forge & operationalize external linkages	External Relations Program 1) Increase public presence through a strategic communication plan 2) Implement national & international academic linkages	AERO, AAO, President
				• MOA revisit and implementation	AERO
				• Launch international linkages with ASEAN Universities promoting student/faculty exchange programs (Marian Beyond Borders Program) • Hire faculty who are based abroad • Apply for international internship program or immersion	SHNS, AERO

Strategic Goals	Strategic Objectives	KRA	Strategic Objectives	Strategic Programs	Persons Responsible
				<ul style="list-style-type: none"> Sustain AFS exchange students Accommodate national and international students through distance learning or flexible learning options 	Basic Education, AERO
				<ul style="list-style-type: none"> Continue student exchange programs & participation in international academic activities, exposure, and internship 	Academic deans, principals, AERO
			To increase public presence through a strategic communication plan	Strategic Communications & Branding Program	AERO, AAO, President
			To create marketing materials for local, national, and international student recruitment	Marketing & Promotions Program	AERO, AAO, President
			To strengthen alumni support	Alumni Relations Program <ol style="list-style-type: none"> Alumni Associations Project Alumni Communications Project Alumni Involvement Project 	AAO
				Sustain SMUGS/HS Alumni Association	Basic Education
				Conduct employer and tracer studies	URC, AAO
				Establish alumni organizations based on special interest (varsity, choir, publication); invite / allow alumni to use school facilities when available	AAO
				Alumni involvement on community extension	AAO, LMCDAC

Strategic Goals	Strategic Objectives	KRA	Strategic Objectives	Strategic Programs	Persons Responsible
Goal 3: Bolstered SMU's transformative engagement with the local and global communities	Strengthened university research culture	KRA 4: RCD	To transform communities through research-based programs and services	Research-based extension projects in adopted communities (plan-implement-monitor-terminate-evaluate; 5-year project) <ul style="list-style-type: none"> Community profiling Needs assessments Outcome/impact assessments/social audit 	URC, LMCDAC
				Research production projects <ul style="list-style-type: none"> Project WEALTH 2 	URC
				<ul style="list-style-type: none"> Review of existing institutional support for publication 	URC, UREB
				Research utilization projects <ul style="list-style-type: none"> Capacitation training for research utilization 	URC
				New product development projects <ul style="list-style-type: none"> R & D alignment to government agencies for funding Upscaling of capstone projects IPR registration/application 	URC, TTBD0
			To transform communities by supporting CICM advocacies	Flagship Extension Programs	LMCDAC, All units
				4.1. Livelihood and Enterprise Development Program (<i>PabookAS & Entrep sa Barangay</i>)	SAB & TTBD0, LMCDAC
				4.2. Technical Skills Development Project (<i>Tulungan sa Teknolohiya</i>)	SEAIT & TTBD0, LMCDAC
				4.3. Education-for-All Program:	LMCDAC
				4.3.a. Functional Literacy and Empowerment (<i>Nanumo nga Pagadalan</i>)	Grade School, LMCDAC

Strategic Goals	Strategic Objectives	KRA	Strategic Objectives	Strategic Programs	Persons Responsible
				4.3.b. Marian CARES Program	Grade School, JHS, SHS, LMCDAC
				4.3.c. Project GIFTED	SOGS, LMCDAC
				4.4. Health and Wellbeing Advocacy (Child Jesus Mobile Clinic)	SHNS, LMCDAC
				4.5. Socio-Pastoral and Evangelical Program (<i>SILAWAM</i>)	STEh, LMCDAC
				4.5.a. Build/Adopt-a-chapel Project	STEh, Campus Ministry
				4.5.b. Adult Literacy Project	STEh
				4.5.c. Peace and Justice Program	STEh
				4.6. Feed My Lambs Project	Office Personnel, LMCDAC
				Community Development and Advocacy Programs	LMCDAC
				1) IP Advocacy and Development Program	LMCDAC
				2) Climate Change Justice Program	LMCDAC, SPCO, NSTP
				2.1. Environmental Protection Project	
				2.2. Disaster Risk Reduction Project	LMCDAC, SPCO

SAINT MARY'S UNIVERSITY
BAYOMBONG, NUEVA VIZCAYA, PHILIPPINES

Strategic Plan 2021-2026
© April 2024

*Inspired by Mission,
Driven by Excellence*



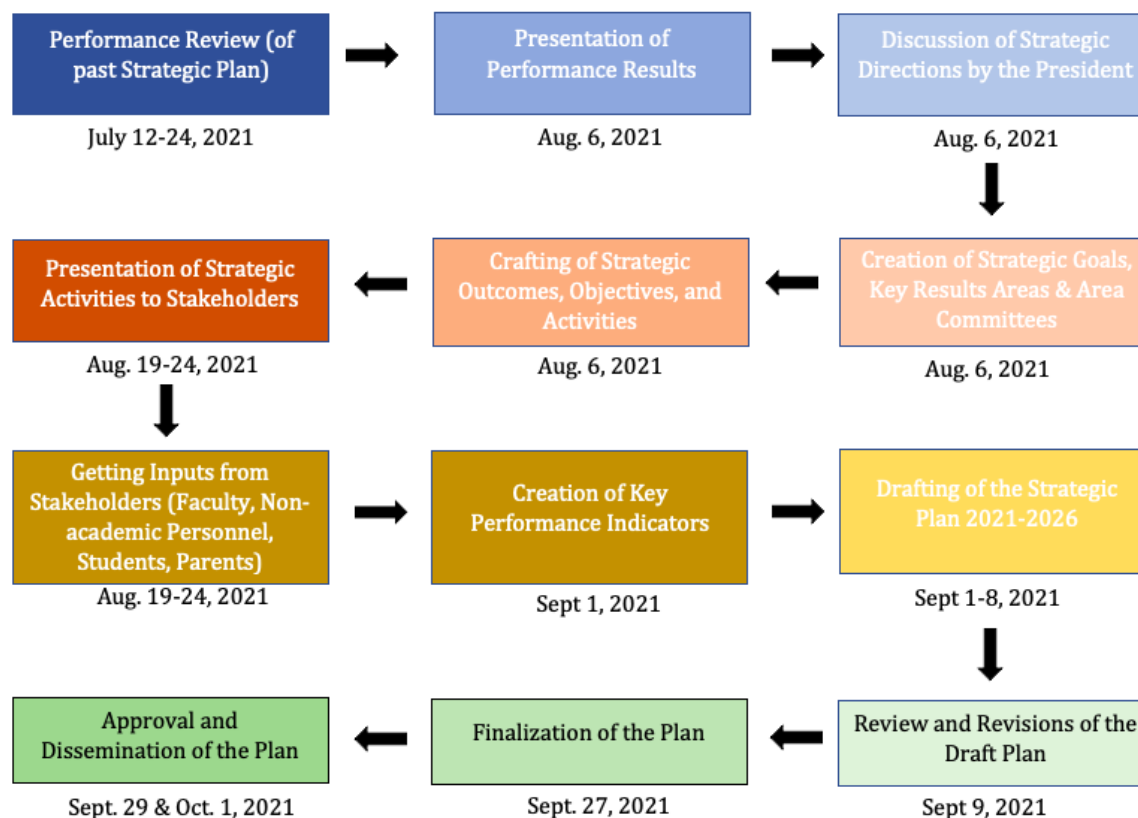


INSTITUTIONAL DEVELOPMENT AND QUALITY ASSURANCE OFFICE

FORMULATION OF THE STRATEGIC PLAN 2021-2026

The formulation of the Strategic Plan 2021-2026 involved several processes and stakeholders of the University. It began with performance review sessions that started in July 2021 and ended with the dissemination of the plan through the Administrative Session in October 2021. Below are the processes that occurred in relation to the formulation of the 5-year plan.

Process Description of SMU's Strategic Planning





INSTITUTIONAL DEVELOPMENT AND QUALITY ASSURANCE OFFICE

Presentation of Performance Results

The presentation of performance results was conducted on Aug. 6, 2021 (previously scheduled Aug. 5, 2021). In this session, results of Workshops 1-3 were presented to the body comprised of office heads, department heads, and coordinators. These results were then used as basis in the formulation of strategic activities for the new 5-year Strategic Plan (2021-2026).

What: Strategic Plan 2018-2021 Evaluation and Formulation of Strategic Activities for 2021-2026

Who: Office heads and Coordinators – Grade School, Junior High School, Senior High School and Higher Education

When: August 6, 2021, 8am-12pm; 1:00-5:00pm

Where: Fr. Tonus Gymnasium, SMU

I. Attendees (see photo on the right)

II. Proceedings

This first session for the formulation of the Strategic Plan was designed to present the summary of the evaluation of the 2018-2021 and provide administrative and academic officers of the university directions as part of the Strategic Planning process. The session was facilitated by the Institutional Development and Quality Assurance Office (IDQAO) and supervised by the University President. The participants were academic and administrative officers, as well as departmental officers from the basic to the higher education levels.

List of Participants

1. Dr. John Octavious S. Polina	SAB Departmental Officers
2. Dr. John G. Tayaban	40. Mrs. Maria Concepcion T. Jailjail
3. Dr. Moises Alexander T. Asundon	41. Dr. Harrison T. Villanueva
4. Mrs. Veronica S. Acosta, CPA	42. Dr. Mayvelyn S. Covita
5. Rev. Fr. Philip A. Yu Jr., CIOH	SEAIT Departmental Officers
6. Atty. Epifanio Delbert G. Galima III	43. Engr. Jeffrie T. Alindayu
7. Dr. Gertrude G. Danao	44. Mr. Rogle B. Taborda
8. Rev. Fr. Alberto I. Tamisen, CIOH	45. Engr. Jojo C. Mariano
9. Mrs. Elhora V. Adalem	46. Engr. Joel T. Mendoza
10. Dr. Henry F. Gamboa	SHNS Departmental Officers
11. Miss Carina S. Mallillin	47. Mrs. Melchora M. Bautista
12. Dr. Arlene L. Tabaquero	48. Mrs. Elory Michelle C. Quiben
13. Dr. Regina D. Ramel	49. Mrs. Maria Shiela M. Ramos
14. Mr. Melendo G. Bernardino Jr.	STEh Departmental Officers
15. Mrs. Aileen O. Santos	50. Dr. Zayda S. Asundon
16. Dr. Ma. Cristeta M. Aduca	51. Mr. Gerome H. Bautista
17. Mr. Samuel B. Damayan	52. Dr. Mary Grace M. Bulatao
18. Dr. Lorvin M. Adducul	53. Mrs. Alona C. Costales
19. Mr. Jason Arnold L. Maslang	54. Mr. Ernest L. Esmeralda
20. Mr. David A. Cabonero	55. Mrs. Analyn A. Guevara
21. Mrs. Essel T. Calaberal	56. Mrs. Jeanette D. Manuel
22. Dr. Christopher Allen S. Marquez	57. Dr. Felipe V. Naries
23. Dr. Darwin Don M. Dacles	Senior High School
24. Mrs. Ruby Lyn R. Nuestro	58. Mr. Mark D. Balonguita
25. Mrs. Pearl Via S. Coballes	59. Mrs. Marites Vilma F. Sanchez
26. Dr. Cesar T. Medula Jr.	60. Mr. Harold J. Padilla
27. Mrs. Leila A. Navarro	61. Miss Lea A. Galvan
28. Mrs. Ariane P. Daran	Junior High School
29. Mrs. Irma Modelleine F. Lopez	62. Dr. Elsa L. Calucom
30. Mr. Kerwin N. Bayot	63. Miss Genelita B. Escaros
31. Dr. Clara M. Gonzales	64. Mrs. Mariful C. Gacusan
32. Dr. Edwin Edilberto N. Mania	65. Mrs. Armely A. Morales
33. Mrs. Iris E. Reginalde	Grade School
34. Mrs. Marie Grace C. Sadangsal	66. Mrs. Ma. Socorro M. Calpito
35. Mr. Sherween Jerry Paul V. Saquing	67. Mrs. Myla R. Dueñas
36. Mrs. Joan B. Taroma	68. Mrs. Nida A. Galan
37. Mr. Mildos Meeds Oriazo V. Blando	69. Mrs. Lilibeth V. Cajimat
38. Mr. Sherwin A. Marciano	
39. Engr. Angelino Pimentel	



INSTITUTIONAL DEVELOPMENT AND QUALITY ASSURANCE OFFICE

The objectives of the session are shown on the photo below. After presenting the evaluations of the past plan, the group was then oriented on the Strategic Thrusts of the University President, as follows:


Strategic Directions from the University President

1. MISSION AND IDENTITY AS DEFINING ATTRIBUTES OF MARIANS

- Christian formation programs, pastoral ministry (classroom, work areas and beyond);
- Research-based extension projects in adopted communities (plan-implement-monitor- terminate-evaluate; 5-year project);
- Cultivate a spirit of volunteerism (unit-based flagship programs);
- Support for CICM advocacies (JPIC, indigenous peoples, environmental protection and management, and disaster risk reduction and management);
- Scholarship grants; and
- Stronger and sustained alumni support and involvement.

2. ACADEMIC EXCELLENCE AND PRESTIGE

- achieve high passing rates across board & bar programs
- produce topnotchers
- add PAASCU-accredited programs
- regain and maintain autonomous status
- maintain COE in Teacher Education
- transform CODs in Civil Engineering and IT Education into COEs
- add Centers of Development
- offer new course programs
- offer full online course packages
- offer continuing education programs.



SAINT MARY'S UNIVERSITY
BAYOMBONG, NUEVA VIZCAYA, PHILIPPINES
INSTITUTIONAL DEVELOPMENT AND QUALITY ASSURANCE OFFICE

To: **OFFICE HEADS, DEPARTMENT HEADS, AND COORDINATORS**
Re: **PART 2 - STRATEGIC PLAN 2018-2021 EVALUATION**
Date: **July 30, 2021**

Dear Sirs/Mesdames:

Please be informed that Part 2 of our Evaluations of the 2018-2021 Strategic Plan will be held face-to-face on **August 5, 2021 (Thursday)** at the **Fr. Tonus Gymnasium** from 8:00 AM to 5:00 PM. The objectives of Part 2 evaluations are the following:

- 1) Determine what can be improved with our programs and projects;
- 2) Have a common understanding of our SWOT;
- 3) Be oriented on Strategic Planning and Directions by our University President;
- 4) Create our Key Result Areas; and
- 5) Construct our strategic activities.

Kindly see the Program of Activities and the list of participants attached in this notice.

May Mary, our Patroness, guide us as we move forward toward our strategic goals.

Respectfully,

PEARL VIA S. COBALLES
Director, IDQAO

Approved by: _____

DR. JOHN OCTAVIUS S. PALINA
University President

1



INSTITUTIONAL DEVELOPMENT AND QUALITY ASSURANCE OFFICE

3. INFRASTRUCTURE, ORGANIZATION, STUDENT AND STAFF DEVELOPMENT

- a) upgrade facilities & teaching and learning areas, including practicum labs & incubation facility
- b) ensure safe workspaces; revitalize the Materials Recovery Facility; Green campus
- c) infra projects (Marian park; car & motorcycle park slots; paved, cemented roads; school grounds improvement/overall physical plant)
- d) University shop/store
- e) museum that contains historical and cultural exhibits (about the CICM, SMU and the province of NV)
- f) establish Centers, units (Language Center, Instructional Resources Dev't Center, Teaching & Learning Styles, Students' Center)
- g) effective and efficient Management Information System (HRIS, Financial, etc), LMS
- h) TQM as a result of ISA and ISO certifications (*quality as a way of life through Quality Circles*)
- i) holistic development program for students/Holistic education.
- j) faculty development program (faculty profile)
- k) staff development and training
- l) management development program
- m) SMU Integral Growth and Lifestyle Advocacy program (psycho-spiritual, professional and physical wellness); work-life balance programs
- n) management succession program

4. NATIONAL AND INTERNATIONAL PRESENCE

- a) increased public presence through a strategic communication plan (publication exchanges, special events, online/social media presence, electronic billboard, clear & bigger signage installed in strategic places, tap alumni with national & international prominence for publicity, advertising, and so on)
- b) national & international academic linkages implementation (faculty & student exchanges, target inbound international students, presence of adjunct professors from partner institutions, joint conduct of projects, collaborative researches, joint offering of courses, international OJT)
- c) marketing materials for local/national and international students/student recruitment
- d) national and international accreditation (ISA, PQA, AACSB, ABET)
- e) ISO Certification

5. BUILD AND STRENGTHEN THE UNIVERSITY'S RESEARCH CULTURE

- a) Research production; tap research grants (local and foreign)/externally-funded research projects
- b) Scholarly works publication in peer-reviewed journals with good academic or scientific reputation
- c) Research utilization
- d) New product development and commercialization (university spinoffs, licensing, technology transfer agreements, and patenting)

**INSTITUTIONAL DEVELOPMENT AND QUALITY ASSURANCE OFFICE**

With the President's thrusts, the group proceeded in finalizing the Strategic Goals. For this year, the same goals as that of the 2018-2021 was adopted as these were deemed to still be suited to the current context of the organization

Strategic Goals

Goal 1: Fortified Catholic Identity

Goal 2: Intensified SMU's Culture of Excellence through Innovation

Goal 3: Bolstered SMU's Transformative Engagement with the Local & Global Communities

To achieve these goals, they are translated into Key Result Areas (KRA) which serve as guideposts to track progress and success. In finalizing the KRAs, the group considered which areas are also evaluated by accrediting agencies. Below is an overview of how the finalized KRAs are reflected in accrediting agencies:

KRAs aligned to ISA & PAASCU standards

SMU KRAs	PAASCU	ISA
1) Administration	Area 1: Leadership & Governance	KRA 1: Governance & Management
	Area 2: Quality Assurance	
	Area 3: Resource Mngt	
2) Curriculum Development & Instruction	Area 4: Teaching-Learning	KRA 2: Quality of Teaching & Learning
3) Educational Support Services	Area 5: Student Services	KRA 4: Support for Students
4) Research & Community Development	Area 7: Research	KRA 3: Quality of Professional Exposure, Research & Creative Work
		KRA 5: Relations with the Community
5) Christian and Marian Formation		KRA 5: Relations with the Community
6) Physical and Financial Management	Area 3: Resource Mngt	KRA 1: Governance & Management
7) Linkages	Area 6: External Relations	KRA 1: Governance & Management
	Area 8: Results	

**INSTITUTIONAL DEVELOPMENT AND QUALITY ASSURANCE OFFICE**

After finalizing the KRAs, the group then identified the corresponding committee chairs and members per KRA.

Key Result Areas	
KRA	KRA Composition
Administration	Chair: Vice President (VP) for Administration Co-chair: Director, HRDO Members: Director, Center for Information and Communications Technology (CICT); Director, Institutional Development and Quality Assurance Office; and Head, Safety and Pollution Control Office (SPCO)
Curriculum Development & Instruction	Chair: VP for Academic Affairs Members: Academic Deans, Principals, Department Heads / Coordinators, Coordinator of the Equivalency and Technical-Vocational Assessment Office, Director of the Center for Natural Sciences (CNS), Coordinator of NSTP
Educational Support Services	Chair: Dean of Student Affairs and Services (DSAS) Co-chair: Head, Guidance and Testing Office Members: Associate DSAS for Men and Women, Director of the University Learning Resources Center, University Registrar, Director of the CICT, Head of the Computer and Electronics Technical Services Office, Head of the SPCO, nurses and doctors of the University Health Services Office
Research & Community Development	Chair: Director, University Research Center Co-chair: Director, <i>Lingkod Maria</i> Community Development and Advocacy Center Members: Head of the University Research Ethics Board; Head of the Technology Transfer and Business Development Office; Director of the Center of Natural Sciences
Christian and Marian Formation	Chair: VP for Mission and Identity Co-chair: Department Head, Christian Faith Education Members: Campus Ministry; Director, <i>Lingkod Maria</i> Community Development and Advocacy Center



INSTITUTIONAL DEVELOPMENT AND QUALITY ASSURANCE OFFICE

KRA	KRA Composition
Physical and Financial Resources Management	Chair: VP for Finance Co-Chair: President Members: All offices under the VP for Finance, Internal Auditor; Coordinator – Maintenance and General Services; Head of Safety & Pollution Control Office (SPCO); Director of the Center for Information and Communications Technology; and Director of the University Learning Resources Center
Linkages	Chair: Head, Admissions and External Relations Office Members: Head, Alumni Affairs Office; Director, <i>Lingkod Maria</i> Community Development and Advocacy Center; Director of the University Research Center; per school representative

Crafting of the Strategic Outcomes, Objectives, and Activities

As an output of the August 6, 2021 session, each KRA convened to craft their initial outcomes, objectives, and activities. Below is a sample output of the groups:

STRATEGIC PLAN 2021-2026

Strategic Goals	Strategic Directions	KRA	Strategic Objectives	Strategic Activity	Persons Responsible	KPI
Goal 1: Fortified SMU Catholic Identity and Mission	Mission & Identity as defining attributes of Marians	<ul style="list-style-type: none"> KRA 5: Christian and Marian Formation KRA 4: Research and Community Development KRA 1: Administration 	<ul style="list-style-type: none"> To facilitate holistic development of employees and students To manifest Catholic communion and CICM identity To support CICM advocacies To expand and intensify community wellness 	<ul style="list-style-type: none"> Christian Formation Programs Community Development and Advocacy Programs Scholarship Program Executive Development Program Faculty Development Program Staff Development Program Management Succession Program SMU Integral Growth & Lifestyle Advocacy (SIGLA) Program 		

- 1.1. The University strongly manifests the Catholic Standards and CICM Identity (Catholic Standards and CICM Identity).
- 1.2. The University engages in a vibrant Christian Formation (Christian Formation).
- 1.3. The University possesses a vibrant culture of Christian stewardship and professionalism (Corporate Culture).
- 1.4. The University blazes with the seal of mission and excellence (Branding).



Presentation of Strategic Activities and Getting Inputs from Stakeholders

Now that each KRA has initial activities, the plan was then disseminated to the stakeholders of the university – academic and non-academic personnel and students. The IDQAO facilitated the sessions via Zoom, with each session being a consultation meeting to gather stakeholder perspectives on the programs, projects, and activities they would like to be included in the plan.

The consultation session with the non-academic personnel occurred on August 19, 2021 from 8:30-10am. The session formally started with an opening message from the University President, Dr. John Octavious S. Palina who discussed how important the inputs are of the non-academic personnel. He highlighted that ownership of programs and plans as well as participation to activities is higher when employees are actively involved in the planning sessions.

What: Non Academic Cluster – Strategic Planning: Inputs from Stakeholders
Who: Staff – Grade School, Junior High School, Senior High School and Higher Education
When: August 19, 2021, 8:30-10:00am
Where: Zoom

NON-ACADEMIC PERSONNEL CLUSTER

STRATEGIC PLANNING

Inputs from Stakeholders

August 19, 2021
8:30 AM to 10:00 AM
via Zoom

ORGANIZED BY IDQAO





Program

Time	Activity	In-charge
8:30 AM	Prayer	Sr. Aileen Faith A. Dacyon, SIHM Staff, Campus Ministry
	Opening Message	Dr. John Octavious S. Palina University President
	Statement of Objectives Overview of the Strategic Planning	Mrs. Pearl Via S. Coballes Director, IDQAO
9:30 AM	Open Forum: Inputs from Participants	IDQAO
10:00 AM	Closing Prayer	Mrs. Liza Domingo Staff, LMCDAC





INSTITUTIONAL DEVELOPMENT AND QUALITY ASSURANCE OFFICE

The screenshot shows a Zoom meeting interface. The main window displays a presentation slide with the following content:

- PREMIER UNIVERSITY WISDOM OF GOD INTEGRAL FORMATION** (in a yellow sun-like shape)
- Provide Quality Catholic Education** (in a blue house-like shape)
- WITNESS TO CHRIST'S MISSION**
- COMMUNITY-BUILDING; STRENGTHEN COMMUNITY**
- MANIFEST EXCELLENCE**
- NURTURE CREATIVITY**
- CORE VALUES** (in a green box):
 - Christ's Mission
 - Innovation
 - Communion
 - Excellence
- "Inspired by Mission, Driven by Excellence"** (in a blue box)

The right side of the screen shows a grid of participants:

- President-John Palina
- IDQAO-Pearl
- VPF-Treasury and Ac...
- IDQAO-Mac
- VPAA-SEAIT Staff
- VPMI-Sr. Marilyn Tayaban
- VPMI - Fr. Phillip, CICM
- VPA-CETSO

The bottom of the screen shows the Zoom toolbar with options like Unmute, Stop Video, Security, Participants, Chat, Share Screen, Pause/Stop Recording, Breakout Rooms, Reactions, and More.

The university president providing context for the day's consultation session with non-academic personnel.

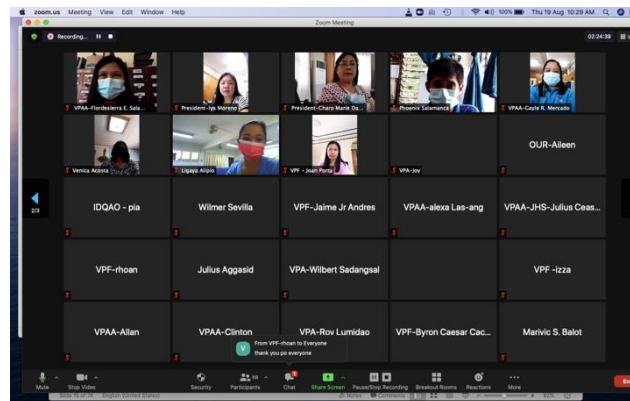
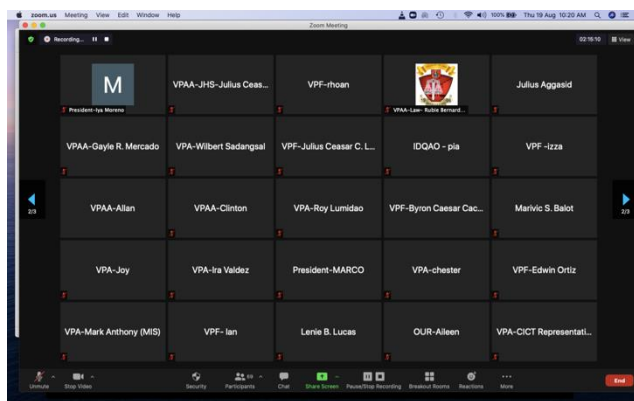
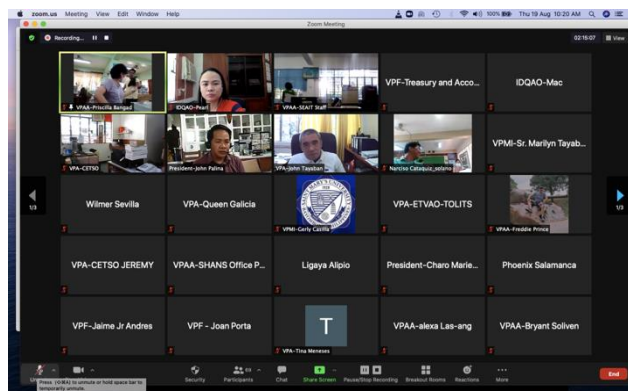
The meeting then continued with the Statement of Objectives and an Overview of the Strategic Planning process provided by the Director of the Institutional Development and Quality Assurance (IDQAO), Mrs. Pearl Via S. Coballes. The existing programs, projects, and activities were presented to the group. An open forum commenced where non-academic personnel presented the activities they would like to be included in the strategic plan.



INSTITUTIONAL DEVELOPMENT AND QUALITY ASSURANCE OFFICE

Strategic Activity	Inputs from Office Personnel
On the Staff Development Program	<ul style="list-style-type: none"> • Provide more ICT training for staff • Organize Public Relations Training for office personnel
On Administration	<ul style="list-style-type: none"> • Reignite the Clean, Healthy, Safe, and Friendly (CHSF) Program • Add activities in relation to Gender and Development

Photo Documentation during the consultations with non-academic personnel

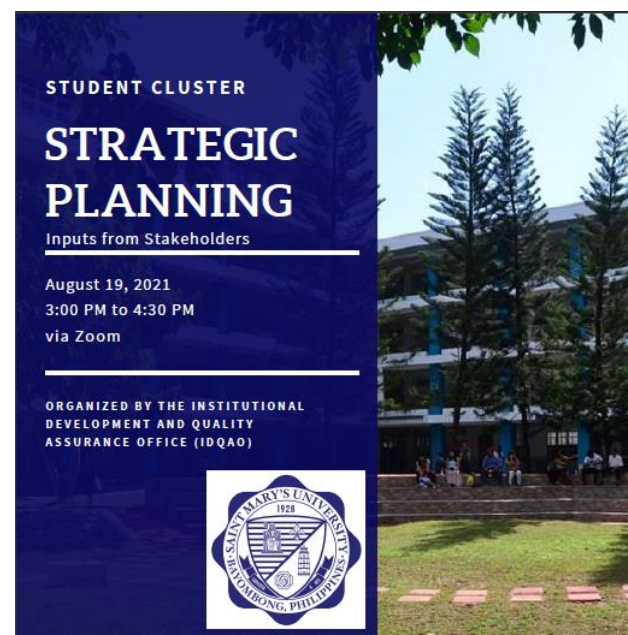




INSTITUTIONAL DEVELOPMENT AND QUALITY ASSURANCE OFFICE

What: Student Cluster – Strategic Planning: Inputs from Stakeholders
Who: Students - Higher Education
When: August 19, 2021, 3:00-4:30pm
Where: Zoom

The student cluster was consulted in the afternoon of August 19, 2021. Similar to the non-academic personnel cluster, the President provided context to the students and the need for their inputs to the strategic plan. The IDQAO director presented the initial plan then facilitated the presentation of inputs from each student academic council. For the student cluster, the IDQAO coordinated with the Dean of Student Affairs and Services, who in turn also requested student organizations to consult their student body on plans they have for their schools.



Student council	Inputs/suggested activities from students	
Student Central Council	<ul style="list-style-type: none">• “Mula sa Marian, Tungo sa Marian” Fundraising through Online Selling (emergency fund for students during disasters)• Marian <i>Kandili</i> (support group for students)• Leaders’ Summit• Webinar series to increase social consciousness• Enhancement of online bulletin board	<ul style="list-style-type: none">• CHSF relaunching• Outreach programs for university’s outsourced service providers• Supplemental Load Assistance Program• Regular meetings with university administration
School of Engineering, Architecture, and	<ul style="list-style-type: none">• Improve/Update the Laboratory Facilities• Maximizing the Student’s Participation	<ul style="list-style-type: none">• More Beneficiaries of Students Load Assistance Program (Continue the SLAP in F2F)

**INSTITUTIONAL DEVELOPMENT AND QUALITY ASSURANCE OFFICE**

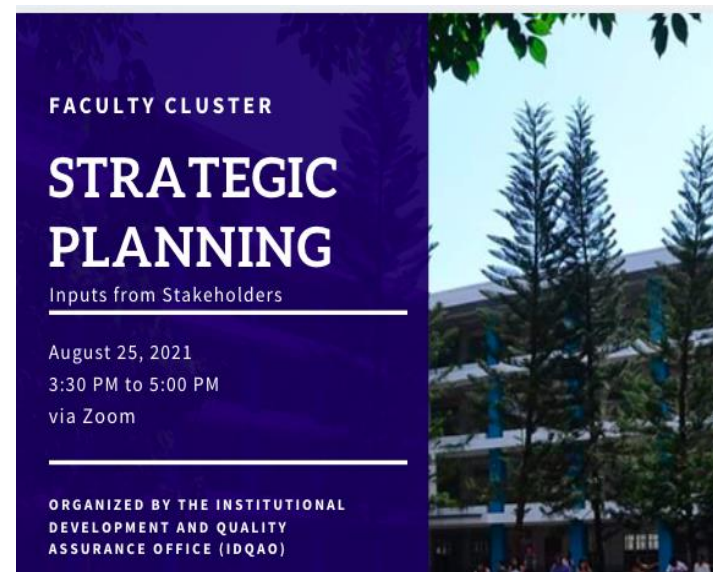
Student council	Inputs/suggested activities from students	
Information Technology	<ul style="list-style-type: none">• Enhancing the skills of the Students (Create Programs/Subjects for developing skills, e.g. Calligraphy, Drawing, Cooking)• More Scholarship Opportunities• Creation of the Students' University Emails with Access Benefits• More rest rooms and benches. Also, a Swimming Pool (SHS and College Swimming Activities)	
School of Accountancy and Business	<ul style="list-style-type: none">• Student well-being programs• Management of online learning	
School of Health and Natural Sciences	<ul style="list-style-type: none">• Free WiFi• Additional laboratories, equipment and reagents for medical-related courses• Streetlights, more lights in the mini forest and oval• Additional fans in classrooms, e-trike in campus,	<ul style="list-style-type: none">• Reviving the Student Study Group Program• Improve the Learning Management System (LMS)• SMU Online Library• SMU Alumni Lectures
School of Teacher Education and Humanities	<ul style="list-style-type: none">• Continuous implementation of extra-curricular activities that promote student development• Increased scholarship grants• Avail premium applications (e.g. Canva)• Regular inspection or evaluation of the professors and instructors	<ul style="list-style-type: none">• More student involvement in outreach activities• Renovation of the main gate and entrance, to accommodate more students upon entering the campus• Improve the oval track• LMS library



INSTITUTIONAL DEVELOPMENT AND QUALITY ASSURANCE OFFICE

What: Faculty Cluster – Strategic Planning: Inputs from Stakeholders
Who: Faculty Members – Grade School, Junior High School, Senior High School and Higher Education
When: August 25, 2021, 3:30-5:00PM
Where: Zoom

On August 25, 2021, faculty members participated in a Strategic Planning Session to provide their inputs for the 2021-2026 Strategic Plan. The session was organized by the Institutional Development and Quality Assurance Office (IDQAO). The meeting began with an Opening Message provided by the University President, Dr. John Octavious S. Palina. Mrs. Pearl Via Coballes, the Director of IDQAO, the proceeded in discussing the objectives of the session and gave an overview of the Strategic Planning Process.



The University President, Dr. John Octavious S. Palina (below), providing his Opening Message during the Faculty Cluster Strategic Planning Session.

**INSTITUTIONAL DEVELOPMENT AND QUALITY ASSURANCE OFFICE**

The meeting then proceeded with inputs from faculty members on specific activities they would like to be included in the suggested/Strategic Activities that have been initially indicated on the Plan. These Suggested Activities were outputs from the Performance Review Session of the 2018-2021 Institutional Development Plan which were participated in by selected personnel of the University including faculty members, coordinators, and principal of the Grade School.

Below are the highlights of the inputs from faculty attendees during the planning session:

KRA 1: ADMINISTRATION	Inputs from Faculty
<ul style="list-style-type: none">• Executive Development Program• Faculty Development Program• Staff Development Program• Management Succession Program• Performance Management Program• SIGLA Program• Quality Assurance Programs• Management Information System Programs	On Staff Development Program: <ul style="list-style-type: none">• Provide a record of employees who were sent for training & those who have not been sent yet
<ul style="list-style-type: none">• Executive Development Program• Faculty Development Program• Staff Development Program• Management Succession Program• Performance Management Program• SIGLA Program• Quality Assurance Programs• Management Information System Programs	On Performance Management Program <ul style="list-style-type: none">• Maintain positive attitudes of teachers• Regularly 'inspect' / teachers' performance On Management Information System Programs <ul style="list-style-type: none">• Improve the Learning Management System (LMS) Enhance the Gender and Development Program
KRA 2: CURRICULUM DEVELOPMENT & INSTRUCTION	Inputs from Faculty



INSTITUTIONAL DEVELOPMENT AND QUALITY ASSURANCE OFFICE

<ul style="list-style-type: none">• Program Accreditations• Adding of Centers of Development/Excellence• Offering new course programs• Offering continuing professional development programs (CPD)• Offering full online course packages• Curricular re-engineering for Learning Integral Development Program	<ul style="list-style-type: none">• Integrate special topics on IP education & all related courses• Enhance the RHGP Program
KRA 3: EDUCATIONAL SUPPORT SERVICES	Inputs from Faculty
<ul style="list-style-type: none">• Enhancement of teaching-learning facilities• Students' Integral Development Program• Subprojects: Student Leadership & Development Programs (health services, housing, discipline, guidance, student publication, leadership, etc)-• Skills Enhancement for Athletes and Performers Project• Enhanced Marian Citizenship Program• GAD Program• Guidance Program• CHSF Program• Enhancement of teaching-learning facilities• Students' Integral Development Program• Subprojects: Student Leadership & Development Programs (health	<p>On Enhancement of teaching-learning facilities</p> <ul style="list-style-type: none">• Plant ornamental trees in campus• Adopt the One Student-One Tree Project



INSTITUTIONAL DEVELOPMENT AND QUALITY ASSURANCE OFFICE

<p>services, housing, discipline, guidance, student publication, leadership, etc)-</p> <ul style="list-style-type: none"> • Skills Enhancement for Athletes and Performers Project • Enhanced Marian Citizenship Program • GAD Program • Guidance Program 	
KRA 4: RESEARCH & COMMUNITY DEVELOPMENT	Inputs from Faculty
<ul style="list-style-type: none"> • Research-based extension projects <ul style="list-style-type: none"> • Community profiling; needs assessments;; outcome/impact assessments/social audit, • Research production projects • Project WEALTH 2 • Research utilization projects <ul style="list-style-type: none"> • Capacitation training for research utilization • New product development projects <ul style="list-style-type: none"> • R & D alignment to government agencies for funding • Upscaling of capstone projects 	
KRA 5: CHRISTIAN & MARIAN FORMATION	Inputs from Faculty
<p>Christian formation program</p> <ul style="list-style-type: none"> • Extension Flagship programs • Religious Education Project • Recollections • Liturgical celebrations • Adopt-a-chapel program • Vocation-animation 	<ul style="list-style-type: none"> • More involvement of students in outreach activities



INSTITUTIONAL DEVELOPMENT AND QUALITY ASSURANCE OFFICE

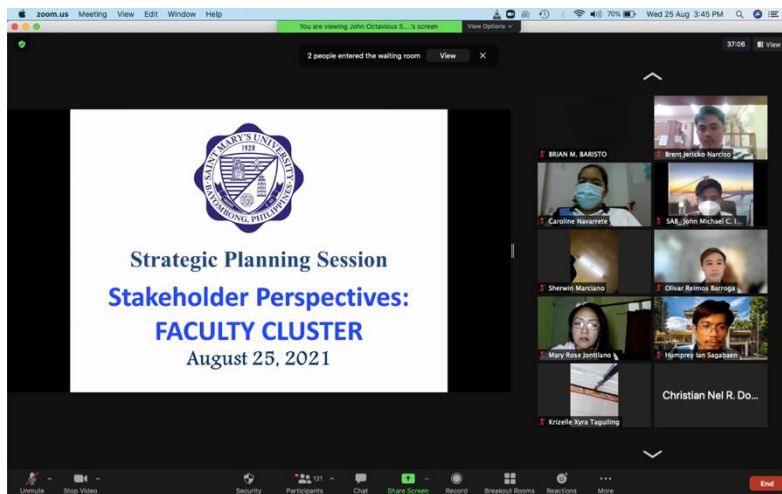
Support for CICM advocacies <ul style="list-style-type: none">• Scholarship Program• IP Advocacy & Development Program• Environmental Protection Program	
KRA 6: PHYSICAL & FINANCIAL RESOURCES MANAGEMENT	Inputs from Faculty
<ul style="list-style-type: none">• Compensation Package Upgrade Program• Basic Salary Increase Project• Financial Management Step-up Program• Green campus• Upgrade of facilities & teaching-learning areas• Establish SPED center for grade school• Computer Laboratories Upgrade Project• ICT Management Program• Physical Plant Development Program• Enhanced Records Management Program	
KRA 7: LINKAGES	Inputs from Faculty
<ul style="list-style-type: none">• Forging & operationalization of external linkages• Strategic Communication & branding• Increase public presence through a strategic communication plan	On strengthen alumni support <ul style="list-style-type: none">• Invite alumni to provide lectures in class



INSTITUTIONAL DEVELOPMENT AND QUALITY ASSURANCE OFFICE

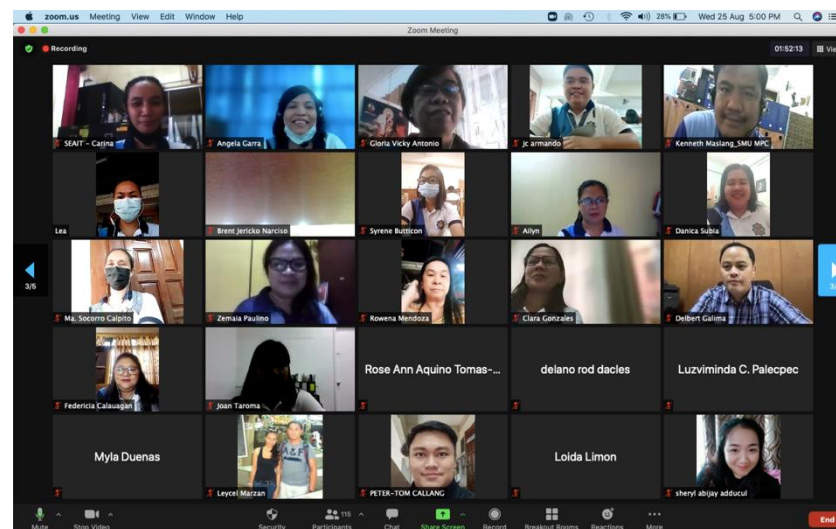
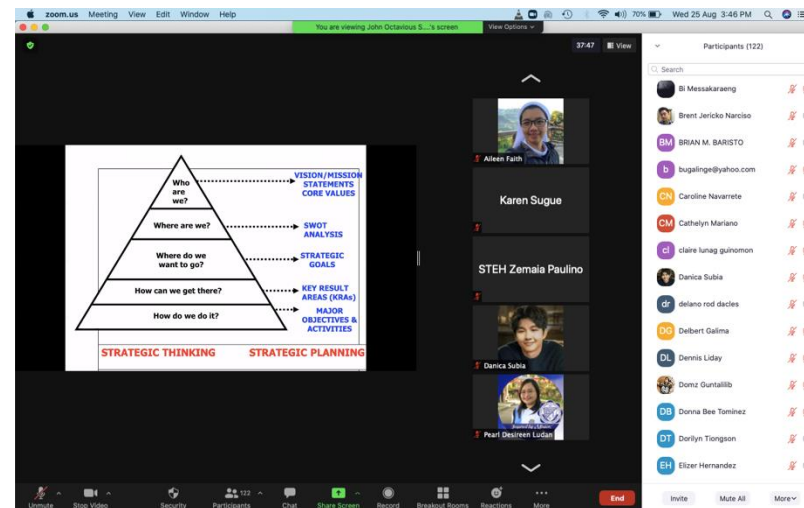
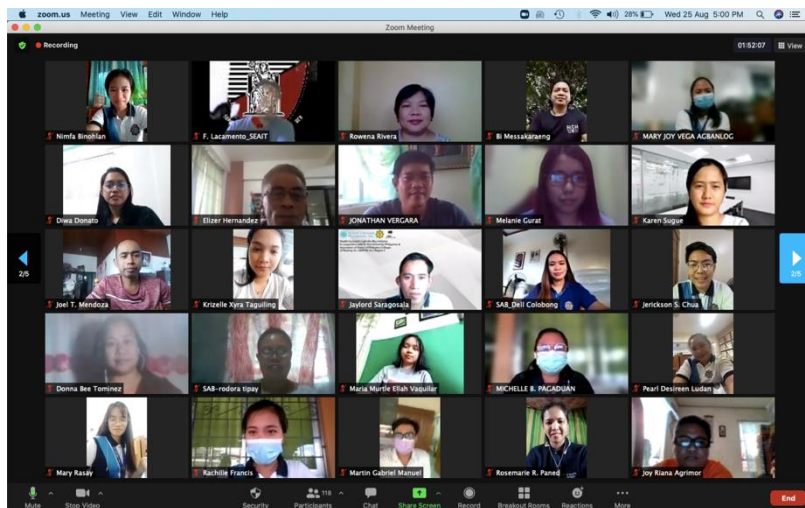
- Implement national & international academic linkages
- Create marketing materials
- Strengthen alumni support

Photo Documentation





INSTITUTIONAL DEVELOPMENT AND QUALITY ASSURANCE OFFICE





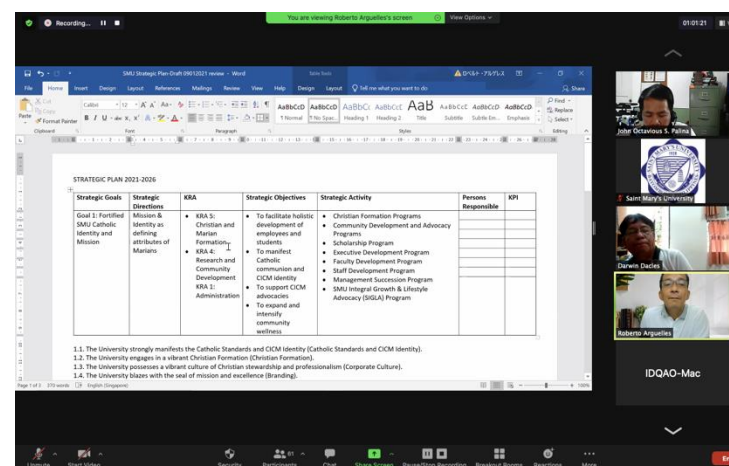
INSTITUTIONAL DEVELOPMENT AND QUALITY ASSURANCE OFFICE

Now that several activities have been solicited from stakeholders, the plan was presented to the Extended Advisory Board (EAB). The EAB comprises of top administration, the academic deans, and office heads.

After this, the first draft of the plan was created with each KRA indicating their key performance indicators (KPI). This occurred from September 1-8, 2021 in both online and face-to-face sessions per KRA.



Drafting of the Strategic Plan





INSTITUTIONAL DEVELOPMENT AND QUALITY ASSURANCE OFFICE

Review of the Draft of the Strategic Plan 2021-2026

Now that there are complete parts to the Strategic Plan, the KRA committee members convened to get feedback about the plans. Dr. Roberto Arguelles was welcomed back to SMU as he provided some insights on what to improve in the plan. The Strategic Plan Review occurred on September 1, 2021 via Zoom.





INSTITUTIONAL DEVELOPMENT AND QUALITY ASSURANCE OFFICE

Further refinements to the plan were conducted between September 1-28, until it was approved for dissemination to the Administration Session on September 29 and October 1, 2021.

The screenshot displays a Zoom meeting interface. The top bar shows the Zoom logo, menu options (Meeting, View, Edit, Window, Help), and system status (39% battery, Fri 1 Oct 5:15 PM). The main area is a grid of 25 video thumbnails. Most show individual participants, while some show a blue screen with the text "wala pong webcam" or "IDQAO smu". The bottom toolbar includes icons for Unmute, Stop Video, Security, Participants (238), Chat, Share Screen, Record, Breakout Rooms, Reactions, Apps, and a red "Leave" button. The date "Oct. 15, 2021" is visible at the bottom left. On the right side, there is a "Participants (238)" list with a search bar and a "Chat" window showing messages from participants like "Ibarra, John Michael C., SAB to Everyone" and "De guzman et al for example is almost 2 months na po on process".



SAINT MARY'S UNIVERSITY

BAYOMBONG, NUEVA VIZCAYA, PHILIPPINES

LINGKOD MARIA COMMUNITY DEVELOPMENT AND ADVOCACY
CENTER

Document Code	LMC-FO-014
Revision	01
Effectivity Date	2022/11/17
Page/s	Page 1 of 5

MINUTES OF THE MEETING STAKEHOLDERS' MEETING Thursday, June 20, 2024, 9:00 A.M., AVR1

I. ATTENDANCE

Present:

1. Dr. Christopher Allen S. Marquez	Director, LMCDAC
2. Mrs. Rodora P. Tipay	CDA Coordinator, SAB
3. Engr. Candido Joseph T. Rosario, Jr.	CDA Coordinator, SEAIT
4. Mr. Robert S. Aceret	CDA Coordinator, SHANS
5. Miss Laurice Kaye Laguinday	CDA Coordinator, STEH
6. Miss Joy D. Balawa	CDA Coordinator, GS
7. Mrs. Jojilyn L. Anoché	CDA Coordinator, JHS
8. Mrs. Pedelina D. Bulligan	CDA Coordinator, SHS
9. Mr. Michael S. Catacutan	Laboratory Assistant, CNS
10. Mrs. Heidee L. Lamoste	Staff, LMCDAC
11. Mr. Samuel Damayon	Dean, ODSAS/Doctoral Student
12. Mr. Luther F. Castillo	Doctoral Student
13. Mrs. Fatima Nadia H. Abdurahman	Resident, Sitio Masina
14. Ms. Laayan Faith A. Sarawad	Resident, Sitio Masina
15. Ms. Hailie Manuel	Resident, Sitio Masina
16. Ms. Lilibeth F. Jose	Resident, Ipil-Cuneg
17. Mrs. Esmelinda S. Banduhan	Resident, Ipil-Cuneg
18. Mr. Hazan C. Daniel	TIC, Ipil-Cuneg ES
19. Mrs. Janet C. Ampat	Resident, Pawak
20. Mrs. Rosita T. Dalmacia	Resident, Pawak
21. Marcelino B. Tayaban	Resident, Gonggongob
22. Novelyn I. Tan-um	Resident, Gonggongob

OPENING PRAYER: Prayer before a Meeting

II. PROCEEDINGS

	TOPIC	DISCUSSION/AGREEMENTS	REMARKS
1	2023-2024 Accomplishments and Challenges	<ul style="list-style-type: none">Dr. Marquez presented to the body the significant achievement of the center, detailing its activities, projects, and advocacy programs initiated by the	



SAINT MARY'S UNIVERSITY

BAYOMBONG, NUEVA VIZCAYA, PHILIPPINES

LINGKOD MARIA COMMUNITY DEVELOPMENT AND ADVOCACY
CENTER

Document Code	LMC-FO-014
Revision	01
Effectivity Date	2022/11/17
Page/s	Page 2 of 5

		<p>University. He highlighted the alignment of these initiatives with the sustainable development goals, showcasing the collaborative efforts of various units and schools within SMU to support their partner communities. He also shared some of the challenges encountered by the SMU team in implementing these activities. Through these community-focused efforts, he emphasized SMU's commitment to creating a lasting impact in their five-year partnership.</p>	
2	Presentation of Research Outputs:	<ul style="list-style-type: none">• Dr. Marquez presented the results and discussions of the needs assessment conducted at Sitio Pawak, Pawak Elementary School, and Baguingey Elementary School by the SMU Junior High School and Grade School. He outlined the identified challenges and immediate needs of these communities, enabling SMU to propose projects and initiatives to address them comprehensively.• Regarding the Sitio Masina Water Quality Assessment, Mr. Catacutan presented the research findings from the assessment conducted on	



SAINT MARY'S UNIVERSITY

BAYOMBONG, NUEVA VIZCAYA, PHILIPPINES

LINGKOD MARIA COMMUNITY DEVELOPMENT AND ADVOCACY
CENTER

Document Code	LMC-FO-014
Revision	01
Effectivity Date	2022/11/17
Page/s	Page 3 of 5

		<p>January 27, 2024. He emphasized the need for improvements to the two primary water sources in the area to enhance water quality. Additionally, he suggested constructing a small water reservoir, similar to the installed water tanks in Prk. Gonggongob, to further support the community's safe water needs.</p>	
3	Action Plan	<ul style="list-style-type: none">• Dr. Marquez requested the CDA Coordinators to convene and engage in the discussions with representatives from their partner communities to develop a comprehensive action plan.• For inclusion in the 2024 Action Plan:<ul style="list-style-type: none">☐ Livelihood:<ul style="list-style-type: none">• Pawak: Turmeric/salted egg/bugnay wine.• Ipil-Cuneg: soap making• Masina: Wine making (ongoing)• Gonggongob: Chayote pickles (ongoing)☐ Water quality-related projects with partner communities;☐ Library for the partner schools	



SAINT MARY'S UNIVERSITY

BAYOMBONG, NUEVA VIZCAYA, PHILIPPINES

LINGKOD MARIA COMMUNITY DEVELOPMENT AND ADVOCACY
CENTER

Document Code	LMC-FO-014
Revision	01
Effectivity Date	2022/11/17
Page/s	Page 4 of 5

IV. ADJOURNMENT

The meeting adjourned at 12:00 P.M. with a closing prayer

V. PHOTO DOCUMENTATION



Prepared by:

HEIDEE L. LAMOSTE
Staff, LMCDAC



SAINT MARY'S UNIVERSITY

BAYOMBONG, NUEVA VIZCAYA, PHILIPPINES

LINGKOD MARIA COMMUNITY DEVELOPMENT AND ADVOCACY
CENTER

Document Code	LMC-FO-014
Revision	01
Effectivity Date	2022/11/17
Page/s	Page 5 of 5

Checked and Reviewed by:

DR. CHRISTOPHER ALLEN S. MARQUEZ
Director, LMCDAC

Project SHARE: Soil and H₂O Amendments and Restoration Efforts for Sustainable Farming in Dupax del Sur

Elsa L. Cajucom, PhD, Lorna C. Aban, MAEd, and Gloria Vicky A. Antonio, MEd

EXECUTIVE SUMMARY

Nueva Vizcaya is Cagayan Valley's vegetable capital and the country's next "salad bowl" (Department of Agriculture, 2011). In particular, Dupax del Sur is one of the main vegetable producers. The income of most families is derived from rice farming, onion planting, and vegetable cultivation. Thus, it is inevitable for farmers to use fertilizers to boost crop yield. Farmers across the municipality use a variety of fertilizers to grow crops and to improve and increase the crop yield in every cropping season. Applying these inorganic fertilizers repeatedly for decades pollutes the soil and the water reservoir near it. Excessive use of fertilizers could potentially cause groundwater contamination.

Among the most pervasive pollutants of freshwater globally today are phosphate and nitrate (Khan & Ghouri, 2011). Sources of nitrates include runoff or seepage from fertilized lands, municipal and industrial wastewater, refuse dumps, animal feedlots, septic tanks, private sewage disposal systems, drainages, and decaying plant debris. Nitrates and phosphates are surplus nutrients that contaminate the soil and affect fertility.

The study aimed to raise knowledge and awareness of sustainable farming, considering the conventional means of utilizing fertilizers versus non-conventional ones, which may ensure the soil and water quality that farmers will need to grow their crops.

Project SHARE aimed to disseminate the previous research findings through Information, Education, and Communication (IEC) materials on soil and water amendments.

This utilization project came out of empirical data titled: **Assessment of Nitrate and Phosphate Content of Farm Soil and Groundwaters in an Agri-Municipality in Nueva Vizcaya: Basis for MLGU-SMU Restoration Efforts and Eutrophication Control Program.**

Water safety and quality are essential, especially to human health, agriculture, aquaculture, industry, and all life forms. Effective crop production depends on an adequate supply of nutrients through fertilizer application to achieve maximum yield. However, soil nutrients need to be appropriately managed to meet the fertility requirements of crops without adversely affecting the quality of our valuable water resources. This research assessed the level of concentration of nitrates and phosphates in farmland soil and groundwater in two selected agro-ecosystem barangays in Dupax del Sur, Nueva Vizcaya, to ascertain the degree of anthropogenic influence via the application of fertilizer and other agro-chemicals to farmlands by farmers. The study shows that the dissolved nitrate concentrations of both irrigation water sources and farmland soils for both barangays are below the recommended levels set by the respective standards referenced in the study - with the data showing no statistically significant difference in nitrate concentrations in the two barangays. Also, the study indicates that the soil phosphate concentrations on all sampled farmlands in both barangays are below the recommended levels set by the standards referenced in the study. However, the dissolved phosphate concentrations in all sampled irrigation water sites are significantly above the recommended levels. The differences in soil and water phosphate concentrations can be due to having a separate irrigation source that has experienced multiple runoffs and leaching events, increasing its dissolved phosphate.

Project SHARE aims to disseminate the research findings to the farmers in the two BLGUs in Dupax del Sur through information, education, and communication (IEC) materials on farm soil and groundwater amendments, specifically on organic farming.

With the initial data gathered, information is needed to help farmers practice sustainable farming through soil and water amendment and restoration efforts. The target farmers are members of the Mangayang-Iheangan-Duppes Irrigation Association, Inc. and Gabut Farmers Rice and Onion Growers Association, respectively. Dupax del Sur is one of the main vegetable producers of Nueva Vizcaya. Farmers across the municipality use a variety of fertilizers to grow crops and to improve and increase the crop yield in every cropping season.

The two neighboring barangays, Mangayang and Gabut, are divided by the Magat River, a stream, and hectares of farmlands owned by both barangay residents. Farming is the main livelihood for almost all families. The farmers from Mangayang are members of the Mangayang-Iheangan-Duppes Irrigation Association, Inc. The farmlands cover an area from 0.8 hectares (8,000 sq. meters) to 1.5 hectares (15,000 sq. meters) with a mean area of 1.15 hectares (11,500 sq. meters). The common crop planted in Mangayang is sweet potato, commonly called camote. Rice is also grown on two farms, while corn is on one farm. As one farmer shared, camote is a better alternative to rice since the profit is greater, considering the very low price of rice bought by traders. Vegetables such as tomato, pepper, Kentucky beans, string beans, winged beans (*pallang*), and bottle gourd (*upo*) are also planted as additional crops. The only farm visited in Gabut is planted with squash and red onions.

The findings of the study were seen as beneficial for the environment and the community. Farmers would become aware of the potential risks of continued usage of inorganic or chemical fertilizers. Hence, they would be encouraged to use alternative fertilizers for more sustainable farming. Concerned government agencies could raise awareness about this phenomenon. This could enable them to devise restoration efforts and formulate eutrophication control programs for affected areas. The researchers also believe that the study would help promote sustainable farming and is also aligned with risk reduction and mitigation, one of the components of SMU's Project WEALTH VERSION 2.0. This academic endeavor was also associated with the United Nations' Sustainable Development Goals (SDGs) 2, 6, 12, and 13. SDG2 is No hunger: End hunger, achieve food security

and improved nutrition, and promote sustainable agriculture; SDG6 is Clean Water and Sanitation: Ensure availability and sustainable management of water and sanitation for all; SDG12 is Responsible Consumption and Production: Ensure sustainable consumption and production patterns; and SDG13 is Climate Action: Take urgent action to combat climate change and its impacts (UN, n.d.).

THE UTILIZATION COMPONENT

Before the research dissemination to the target beneficiaries, the study was presented by Dr. Elsa L. Cajucum at the 10th HCU Thailand e-Conference on June 29, 2023, via Zoom under the Science and Technology cluster.



While waiting for the confirmation of the two barangay captains, the team conducted online research about organic farming. At the same time, one of the researchers gathered insights about organic farming from a professor from a state university. After finalizing the content draft, IEC materials such as a brochure and a poster were crafted using Canva Tools. The researchers worked as a group on the layout and design of the IEC materials.

A. Brochures



Communication letters were given to the two barangays for the proposed schedule of dissemination and distribution of IEC materials among the target farmer-beneficiaries, and upon the confirmation of the two barangays, Team Project SHARE conducted the dissemination and distribution of IEC materials on November 11, 2023. During the onsite activity, an interview was conducted. The sampled farmers were briefly interviewed about organic farming and their insights on the provided IEC materials. In addition, some farmers were also interviewed through brief phone calls conducted in the afternoon after their farm work.

Crafting and Distribution of Brochures and Posters

Since Mr. Pedro Gudoy, the farm leader of Brgy. Mangayang attended a burial on November 11, 2023, at Brgy. The treasurer received a copy of the research findings, 25 pcs of the brochure, and the poster to be posted in the farmers' venue of their meetings. During the house meeting, the study's findings on the sampled farmlands in their barangay were also discussed. It was explained that the farmers' continuous use of synthetic fertilizers significantly affects the soil quality. Thus, the team advocates the use of organic farming towards sustainable farming.

Meanwhile, the team went to the house of Hon. Jon Agoos, The Brgy. Captain of Gabut distributed the IEC materials and provided a copy of the research findings.





The researchers visited the sampled farmland owners in barangays Mangayang and Gabat to give brochures for an information drive about Organic Farming.

Feedback from Clients/Beneficiaries

The team gathered some testimonials from the farmland owners. Below are their insights about the IEC materials they received.

On November 15, 2023, Brgy. Captain Jheremie Mangaong communicated the farmers' request to conduct a short forum on Organic Farming. As an extended activity, Team Project SHARE organized a forum in collaboration with the Department of Agriculture – Nueva Vizcaya.

