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Taft Avenue, Manila 1000, Philippines

**Transforming Philippine Normal University into an
internationally recognized and nationally relevant teacher
education university: How far have we gone?**

A five-year evaluation of the University's strategic development plan
and organizational structure



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organizational structure

The Educational Policy Research and Development Center

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Executive Summary

A new organizational structure (OS) supported by a ten-year strategic development plan (SDP) has been instituted to realize the vision of the Philippine Normal University (PNU) to become an ‘internationally recognized and nationally responsive teacher education university.’ To evaluate the extent to which the University has been achieving its functions (i.e. research, instruction, extension and linkages, product development, and administration) five years after the inception of the new OS, we examine the University’s organizational structure *vis-à-vis* its functions and contributions in meeting the university’s goals and propose policy recommendations to further improve and enhance the new OS. Data from three sources were analyzed and triangulated for this report: structured face-to-face individual interviews and focus groups, six point-scale perception survey questionnaire, and the president’s report from 2012 to 2017. Participants of this study were internal stakeholders of the university. For the perception survey, 334 undergraduate and graduate students, 27 administrative staff, 49 faculty members, and six administrators selected through convenience sampling, participated in the study. Twenty eight university officials participated in the interview while 11 focus groups were held with an average of 10 participants composed of faculty, administrative staff, and undergraduate and graduate students.

Results of the perception survey suggest that the University is moderately achieving its performance indicators in research ($M=5.11$, $SD=1.69$). Emerging themes from student interviews on their perceptions about the University research programs: (1) research should be taught and developmental feedback be provided to students, (2) research programs (and incentives) are partially extended to undergraduate students, and (3) updated research-related materials should be readily available for students. Emerging themes from administrators and faculty members’ interviews on their perceptions on the University research program/s: (1) improved research production, (2) need to clarify the role of the Educational Policy Research and Development Center (EPRDC) in achieving research targets.

Participants reported that the University is moderately achieving its performance indicators in instruction ($M=4.84$, $SD=0.93$). Emerging themes from student interviews on their views on instruction: (1) PNU continues to provide quality teacher-education, (2)

some PNU professors failed to observe the requirements in course preparation and delivery, (3) the term (trimester scheme) is short for learning to occur, and (4) PNU professors have a number of workloads. Emerging themes from administrators and faculty members' interviews on their views on instruction: (1) PNU produces graduates who are shapers of education, and (2) need to review the trimester scheme.

On extension and linkages, participants reported that the University is moderately achieving its performance indicators ($M=4.84$, $SD=1.06$). Emerging themes from student interviews on their perceptions on extension and linkages: (1) students are knowledgeable of the Community Partnership and Extension Office (CPEO) and Linkages and International Office (LIO) initiatives, (2) National Service Training Program (NSTP) is less supervised, (3) extension programs are not properly disseminated to students. Emerging themes from administrators and faculty members' interviews on their perceptions on extension and linkages: (1) the extension and linkages units actively forms partnerships, and (2) lacks program that would sync with other units of the university.

Product development is perceived to be the least achieved by the University, with overall moderate perceived attainment ($M=4.67$, $SD=1.14$). Emerging themes from student interviews on their views on product development: (1) students are aware that PNU professors are authors of books, and (2) students identify the Licensure Examination for Teachers (LET) review guide and modules as the main university products. Emerging themes from administrators and faculty members' interviews on their views on production: (1) PNU produces LET topnotchers and passers, (2) PNU produces quality instructional materials and is at the lead in generating research knowledge, and (3) PNU needs to clarify what products are to be produced.

The university is also moderately achieving its performance indicators in administration ($M=4.85$, $SD=1.19$). Emerging themes from student interviews on their perceptions on the administration: (1) students see the need for the administration to set distinct communication lines with students, and (2) the link between student-related units is uncertain. Emerging themes from administrators and faculty members' interviews on their perceptions on the administration: (1) the administration needs to clarify the functions of the units (terms of reference [TOR]), (2) there is a lack of a sense of

community in the administration, and (3) the administration is able to establish a check and balance within the university.

Perceived performance of the University in achieving its strategic development plans: shared vision of excellence, *to a great extent* ($M=5.11$, $SD=1.33$), quality assurance, *to a very great extent* ($M=5.25$, $SD=1.48$), systems-based solution, *to a great extent* ($M=4.82$, $SD=1.33$), branding, *to a great extent* ($M=4.97$, $SD=1.26$), internationalization, *to a great extent* only ($M=5.10$, $SD=1.30$), collaboration and partnership, *to a great extent* ($M=4.96$, $SD=1.93$), product and service development, *to a great extent* ($M=4.72$, $SD=1.64$), responsiveness to stakeholders, *to a great extent* ($M=4.65$, $SD=1.50$), sustainability, *to a great extent* ($M=4.87$, $SD=1.62$), human capital management, *to a great extent* ($M=5.02$, $SD=1.32$).

To bridge the gap in the current state of the five functions of the University *vis-a-vis* the strategic development plans, we make the following conclusions and policy recommendations: (1) the research culture in the University is progressing, and will continue to prosper with the support from the administration, (2) the role of the EPRDC is confusing; its TOR should be reviewed, (3) while PNU faculty members are competent teachers, the burden of administrative workload make them less efficient, (4) the implementation of the trimester scheme is challenging; its framework should be reviewed, (5) the University should invest in visibility and branding undertakings, (6) the University needs to capacitate its publishing house - the PNU Press, and (7) the administration should promote transparency and accountability in the University.

To improve service delivery framework under the new OS, the following are suggested by the faculty members and administrators who participated in this study. There are offices/units that need to be realigned based on its functions: (1) the Center for Planning and Quality Assurance (CPQA) should be under the Office of the President (OP), (2) the Institute of Knowledge Management (IKM) should be merged with Information Technology (IT) and the Management Information System (MIS), (3) Internal Audit should be under the Board of Regents (BOR), (4) MIS should be under the Office of the Vice President for Academics (OVPA), (5) Security Office should not be under the Auxiliary Services (AS) and should be merged with the Facilities Management and Sustainability Services (FMSS), (6) the Intellectual Property Office (IPO) should be

under the Office of the Vice President for Research, Planning, and Quality Assurance (OVPRPQA), (7) a separate Research Ethics Unit (REU) should be established, and (8) the PNU Press should be under the Publication Office (PO). The overarching rationale for the realignment is with regard to the flow of work between the unit concerned and the unit in which it directly communicates with. The realignment will likewise address issues of duplication of tasks and personnel assignment since some offices have few personnel.

Roles should also be clarified between and among the following units: (1) the Campus Development Office (CDO) role needs clarification (i.e. is the director's function to coordinate with the executive directors and provost of the campus to ensure that their academic programs are developed?), (2) LIO and CDO should be reviewed in terms of their TOR, (3) the Promotional and Business Development Office (PBDO) and the Office of Admissions (OA) should discuss how roles will be distributed regarding University marketing, (4) committees formed to address University concerns do not have permanent members, (5) there should be a line merging OVPRPQA with the colleges, and (6) CPEO and LIO should be reviewed in terms of their TOR. The concerns are concentrated on defining the parameters of how each unit will function to complement other units with similar beneficiaries. There are lines where the end-users see that the functions are the same and this needs to be clarified.

In view of the findings of this study, it is hereby recommended that the Center for Planning and Quality Assurance (CPQA) conduct a SWOT (strengths, weaknesses, opportunities, and threats) analysis to further substantiate and validate the foregoing recommendations.

Table of Contents

Executive Summary	ii
Introduction.....	1
Methods	2
Findings and Discussion	4
On University Functions	5
Research: Knowledge Creation	5
Emerging themes from Student-Interviews: Perceptions on the University Research Programs	8
Emerging Themes from Administrators and Faculty Members' Interviews: Perceptions on the University Research Program/s	11
Instruction: Knowledge Transfer.....	13
Emerging Themes from Student-Interviews: Views on Instruction	15
Emerging Themes from Administrators and Faculty Members' Interviews: Views on Instruction.....	18
Extension and Linkages: Knowledge Sharing and Exchange	20
Emerging Themes from Student-Interviews: Perceptions on Extension and Linkages	22
Emerging Themes from Administrators and Faculty Members' Interviews: Perceptions on Extension and Linkages	23
Product Development: Knowledge Application and Dissemination.....	25
Emerging Themes from Student-Interviews: Views on Product Development.....	27
Emerging Themes from Administrators and Faculty Members' Interviews: Views on Production.....	28
Administration: Knowledge Support Management System	30
Emerging themes from student interviews: Perceptions on the Administration.....	33
Students' perceived contribution in research, extension, product development, and administration	35
Emerging Themes from Administrators and Faculty Members' Interviews: Perceptions on Administration	36
The students' take on changes in the university's organizational structure.....	40
On Strategic Development Plan.....	41
Shared Vision of Excellence	41
Perceived Attainment of Shared Vision of Excellence.....	42
Quality Assurance	45
Perceived Attainment of Quality Assurance.....	46
Systems-based Solution.....	47
Perceived Attainment of Systems-Based Solutions.....	47

Branding	48
Perceived Attainment of Branding	49
Internationalization.....	50
Perceived Attainment of Internationalization	52
Collaboration and Partnership	53
Perceived Attainment of Collaboration and Partnership	53
Product and Service Development	54
Perceived Attainment of Product and Service Development.....	54
Responsiveness to Stakeholders.....	55
Perceived Attainment of Responsiveness to Stakeholders	56
Sustainability	57
Perceived Attainment of Sustainability	58
Human Capital Management.....	58
Perceived Attainment of Human Capital Management	60
Conclusions and Implications for Policy and Practice.....	61
References.....	66
Appendix 1 University Functions (PNU, 2012, p. 14-17)	68
Appendix 2 Ten Strategic Directions (PNU, 2012, p. 19-29)	72
Appendix 3.1 Evidence of Major Accomplishments from the President's Report.....	79
Appendix 3.2 Strategic Actions and Performance Targets	100
Appendix Questionnaire for the Administrator	129
Appendix Questionnaire for the Faculty	145
Appendix Questionnaire for the Staff	158
Appendix Questionnaire for the Students	171
Appendix Interview Guide for Key Informants and Stakeholders/Head of Unit.....	184

Introduction

The changing landscape of universities across the world that is partly driven by the global ranking of university competitiveness as well as the establishment of the ASEAN economic community in the Southeast Asian region, prompted the Philippine Normal University (PNU) and other Philippine universities to transition from being a teaching university to a research university (PNU, 2012a). Similarly, as PNU was elevated by the Philippine government to be the national center for teacher education, the University was directed to provide research-based policy recommendations on issues concerning education to the Department of Education (DepEd), the Commission on Higher Education (CHED), and the Senate and House of Representatives of the Philippines (14th Congress, 2009). For example, as a response to the implementation of the new K-12 curriculum and its implications to the training of pre-service and in-service teachers in the country, the University's Research Center for Teacher Quality (RCTQ) developed the Philippine Professional Standards for Teachers (PPST), which is now being implemented by the Department of Education (see DepEd, 2017). This indicates that while the University transitions into an international research university, PNU still recognizes its role in the Philippine education arena.

To be able to transform into an 'internationally recognized and nationally responsive teacher education university,' (PNU, 2013b, p. 3) a ten-year (2012-2022) strategic development plan (SDP) was instituted in 2012. This SDP mapped out key indicators of the five functions of the University (i.e. research, instruction, extension and linkages, product development, and administration) (see Appendix 1) as well as the ten strategic directions of the University (i.e. shared vision of excellence, quality assurance, systems-based solutions, branding, internationalization, collaboration and partnership, product and service development, responsiveness to stakeholders, sustainability, and human capital management) (see Appendix 2). Consequently, a new organizational structure (OS) was implemented to realize the objectives of the SDP in 2013 (PNU, 2013b). This new OS operates on four core values: 'quality, reach, efficiency, and sustainability' (PNU, 2013b, p. 4). Moreover, this new OS aims to 'transform PNU as an innovative and entrepreneurial

university' (PNU, 2013b, p. 3) in response to the continued financial pressure in many higher education institutions (Cullen, 2011), not just in the Philippines, but across the world.

Five years since the inception of the new OS, this report sheds light on three research aim: (1) evaluate the extent to which the University has been performing its functions, (2) examine the University's organizational structure *vis-à-vis* its functions and contributions in meeting the university's goals, and (3) propose policy recommendations on how the new OS can be improved.

Methods

Data from three sources were analyzed and triangulated for this report: structured face-to-face individual interviews and focus groups, six point-scale perception survey questionnaire, and president's reports from 2012 to 2017. Triangulation was used in this report by combining different methodologies to evaluate the new OS and SDP (see Denzin, 1970).

Interview and focus group questions, perception survey questionnaire, and documentary analysis were anchored on the performance indicators of the five functions (see Appendix 1) and the ten strategic development plans of the University (see Appendix 2). Perception survey questionnaires were face and content validated by the officials, faculty and staff of the VPRPQA domain during its planning workshop in the last quarter of 2018; revised version of the survey was presented to the administrative council during the University Planning Workshop held in January 2019 at Hotel Benilde. Documentary analysis was used in this report by examining and interpreting extant documents (e.g. president's report) to be able to elicit meaning and develop knowledge based on empirical data (see Corbin & Strauss, 2008).

Interview and focus group transcripts and documents collected were analyzed using deductive and inductive thematic analysis. Deductive thematic analysis refers to an analysis based on 'a theoretical idea that the researcher brings to the research' (Joffe, 2012). In this

report, the frameworks used in deductive thematic analysis were the university functions (Appendix 1) and the strategic development plan (Appendix 2). Inductive thematic analysis, on the other hand, refers to analysis based on ‘the raw data itself’ (Joffe, 2012), where themes are expected to emerge in the coding process.

Survey questions were analyzed using descriptive statistics – mean (M) and standard deviation (SD) – to establish the extent to which the participants perceive that the performance indicators are being attained by the University. Mean ratings were interpreted using Table 1.

Table 1

Mean range and qualitative interpretation of the perception survey

Organizational structure perception survey		Strategic development plan perception survey	
Mean range	Qualitative interpretation	Mean range	Qualitative interpretation
5.17-6.0	Strongly agree	5.17-6.0	To a very great extent
4.33-5.16	Agree	4.33-5.16	To a great extent
3.49-4.32	Somewhat agree	3.49-4.32	To a moderate extent
2.65-3.48	Somewhat disagree	2.65-3.48	To some extent
1.81-2.64	Disagree	1.81-2.64	To a small extent
1.0-1.80	Strongly disagree	1.0-1.80	Not at all

Participants of the perception survey were 334 students (CGSTER 8.1%, CTD 66.8, IKM 6.3%, ITL 11.4%, IPEHRDS 7.5%), 27 administrative staff (administrative assistant 37%, technical assistant 22.2%, web editor 3.7%, administrative aide 18.5%, administrative officer 7.41%, head 3.7%, nurse 3.7%, librarian 3.7%), 49 faculty members (instructor 24.5%, assistant professor 34.7%, associate professor 30.6%, and professor 10.2%), and six administrators (CFLEX 16.7%, UBS 16.7%, UEMPRO 16.7%, IKM 16.7%, VPRPQA 16.7%, MISO 16.7%) selected through convenience sampling (Figure 1). For faculty member participants, the average years of service is almost 13 years, with 36 years as the

longest and one year as the shortest years of service. The average years of service is almost 15 years for administrators, with 29 years as the longest and two years as the shortest years of service. The average years of service is around six years for administrative staff, with 20 years as the longest and 19 days as the shortest years of service.

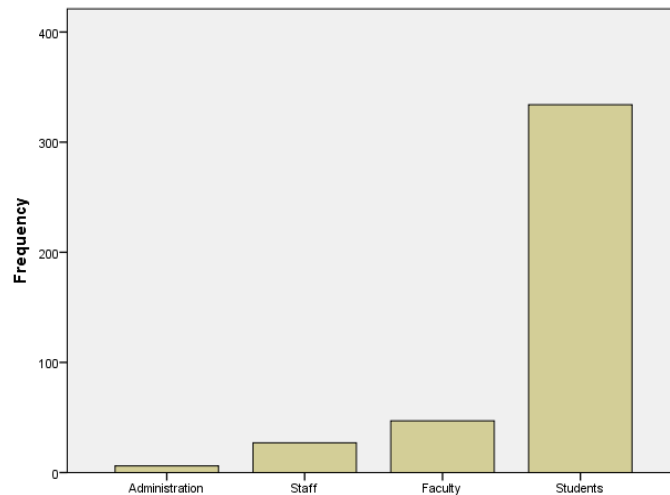


Figure 1 Profile of participants

Twenty eight university officials participated in the interview while 11 focus groups were held with an average of 10 participants composed of faculty, administrative staff, and undergraduate and graduate students.

Findings and Discussion

As earlier indicated, this study asks how the OS/DP is perceived to attain goals set and deliver on the targets. In particular, the deliverables are geared to promote a university that exemplifies the university's core values of truth, excellence and service. The values were designed to be integrated within strategic action and performance targets and were calibrated in the types of development programs for, and by, the students, faculty and administrative staff.

Here we present a summary of findings from the analysis and triangulation of the three sources of data. We organize the summary by presenting the key findings in the five

university functions first, followed by the key findings in the ten strategic development plans of the university. In each section, we present an analysis of the quantitative perceptions of stakeholders as well as empirical data from the president's report from 2012 to 2017.

Findings in the qualitative data are presented in two parts with the first part centering on the students' voices regarding the university functions and their views on the organizational structure. While the second part revolves around perspectives coming from the academic leaders, faculty members, and administrative personnel of the university

On University Functions

Research: Knowledge Creation

One of the primary functions of the University is research, which is also a major consideration in the global ranking of university competitiveness. As a corollary, the University crafted key indicators with focus on carrying out research studies in teacher education that will inform policy (PNU, 2012a).

It is apparent that participants perceive that the University is moderately achieving its performance indicators in research ($M=5.11$, $SD=1.69$) (Table 1), with three of its indicators regarded to be highly attained by the University: (1) shares expertise and competence in educational research to the community of learners and/or scholars ($M=5.31$, $SD=0.84$), (2) takes a leadership role in the development of unifying teacher education research agenda among teacher education institutions (TEI) ($M=5.25$, $SD=1.02$), and (3) develops innovative ideas in education ($M=5.17$, $SD=0.92$). However, two of the performance indicators under this category are perceived to be lowly achieved by the University: (1) disseminates all timely research outputs systematically in all modalities to all its stakeholders ($M=4.99$, $SD=1.06$), and (2) establishes and maintains a database of international and national educational policies and other significant data related to education ($M=4.87$, $SD=1.16$).

Clearly, in a span of five years, the University was able to attain its goal to carry out innovative research studies in education and share it with domestic and international audience (see Asuan et al., 2017; Asuan et al., 2012; Ferreras, Bedural, Serafico, & dela Cruz, 2015; Ferreras, Regalado, Asuan, et al., 2016; Ferreras, Regalado, Bedural, et al., 2016; PNU, 2013a). For example, in 2013, 63 research projects were completed and 72 research outputs were presented in national and international research conferences and fora. In 2016, 65 research projects were completed and 51 research outputs were presented in national and international research conferences and fora (see Appendix 3 for summary). In spite of these achievements, however, it appears that wide dissemination of research studies through databases and public domain portals is deemed to be only moderately achieved by the University even though a university research portal was already in place in 2016 (see Abulon, David, & Morales, 2016). It seems likely that the presence of the university research portal for two years was not sufficient for the participants to be aware that a research portal is already in place. Perhaps, instituting a regular training-workshop on the use of the university research portal for faculty members and students will potentially boost its awareness of its presence to the academic community.

Table 1
Perceived Research Performance of the University

	Student	SD	Faculty Member	SD	Administrator	SD	Administrative Staff	SD	Overall	SD	Interpretation
1. The university conducts high impact researches that improve the quality of educational system.	5	0.95	4.87	0.60	5.33	0.89	5.26	0.6	5.12	0.93	Agree
2. The university develops innovative ideas in education.	5.17	0.87	4.98	0.85	5.33	0.89	5.19	0.85	5.17	0.92	Strongly Agree
3. The university shares expertise and competence in educational research to the community of learners and/or scholars.	5.2	0.83	5	0.86	5.83	0.45	5.22	0.86	5.31	0.84	Strongly Agree

	Student	SD	Faculty Member	SD	Administrator	SD	Administrative Staff	SD	Overall	SD	Interpretation
4. The university provides research-based input to DepEd and CHED in designing curricular programs.	5.18	1.02	4.96	0.82	5.17	1.79	5.26	0.82	5.14	1.03	Agree
5. The university takes the leadership role in the development of unifying teacher education research agenda among TEIs.	5.23	1.01	4.96	0.83	5.50	0.89	5.30	0.83	5.25	1.02	Strongly Agree
6. The university provides policymakers with research-based inputs for the formulation of the country's education legislative agenda.	5.06	1.09	4.89	0.91	5.00	1.73	5.19	0.91	5.04	1.14	Agree
7. The university disseminates all timely research outputs systematically in all modalities to all its stakeholders.	4.9	1.05	4.53	0.87	5.50	0.55	5.04	0.87	4.99	1.06	Agree
8. The university establishes and maintains a database of international and national educational policies and other significant data related to education.	5.06	1.13	4.67	0.84	4.67	1.00	5.07	0.84	4.87	1.16	Agree
Overall Mean	5.1		4.8575		5.29		5.19		5.11	1.69	Agree

Emerging themes from Student-Interviews: Perceptions on the University Research Programs

When it comes to students' understanding of the university's deliverables, two emerging themes were developed. The first theme centered on research in instruction, while the other discussed the research incentives in which students are entitled to receive when their paper is published in an academic journal recognized by the university. The two differing themes reflect the lens in which students see the delivery of research programs in the university.

Theme 1: Research should be taught and developmental feedback be provided to students

The students expressed that most of their courses require research as a main output, however, their course professors seem to be remiss in providing them information on how to actually do it. Student A (M, 18) pointed out that *"...from the beginning like naman na pinagagawa sa amin about research, hindi standard yung itinuturo on how to conduct a research. Kasi sir, hindi po na-discuss sa amin kung ano po ba ang dapat gawin for conducting a research kumbaga we learn it by ourselves."* (The process of conducting research is not being discussed to us, we discover it by ourselves). Research is a plausible way in teaching independent learning, but in Student A's narration, the structure and process in developing a research should be clear early-on. This may include providing the bases for the conduct of research specific to discussing the course goals at the start of classes, as Student A further mentioned *"...i think mas malaki po (ang aming matutunan) kung mayroon background po muna (sa research) which can serve as guide (to) the student."* (I think we can do better if we have a good background in research first, which will guide us when we conduct our own research.)

Student B (M, 20), provided reasons for professors for requiring research without the necessary preparation, *"...nung third year kami, napansin ko medyo mababa ang mastery namin in conducting research kasi po ang nangyayari is yung mga professors, di naman namin nilalahat... ang lagi nilang nirarason PNUans naman kayo so magagaling naman*

kayo, so you have to.” (When we were in third year, I noticed that we have a poor or low mastery in conducting research because some professors are always saying that we are PNUans, so we are expected to be knowledgeable in research.) The superordinate thinking that PNU students are diligent and knowledgeable in different areas like research, seem to take its toll on how students develop their research competencies. The concern for the skills and competencies is extended to the need for course-aligned research tasks. Student C (F, 20) mentioned, “*...kailangan din po in line sa pagiging science majors namin, gusto po sana namin ng pure science research ang problema yung time kasi ang hirap ng preparation... sana magkaroon ng advanced courses na research at specialization para po pag research time makapag-focus at mamaster namin.*” (We are hoping that research tasks be aligned to our specialization, which is science. We want our projects to be pure science research; the problem, however, is preparation time. I hope there would be advanced courses on research in our specialization so that we can master the skills focused on our specialization). The student is referring to a professional education course, Educational Research, which is sometimes taught by a professor whose background may not be necessarily the same as theirs.

Lastly, some students saw the need for professors of research courses to provide developmental feedback among the students. Student D (F, 21) emphasized that her research courses did not provide information with regard to the progress she and her classmates were making. Her response centered on not getting their paper back, “*...nagbigay lang po ang research (course) namin ng gagawin tapos wala na pong follow up tapos natapos po kami ng research pero di pa namin nakukuha yung feedback kung ano ba nagawa.*” (We were given a task to do research. We did not, however, receive receive any feedback regarding our work). The university offers research courses in specialization courses and Student D, unfortunately, had problems in the two research courses she took “*...natapos yung Research 1 namin na para bang wala kaming alam kung tama yung ginawa namin...natatakot po kami sa professor noon. Nung research 2 wala kaming magamit kasi wala naman kaming learning from research 1, kaya sa Research 2 pinangangambahan namin, paano kung mag-Masteral kami.*” (We finished Research 1 course without getting a good grasp of the research process. We were scared to ask our professor. Hence, we worry that we are not well-equipped when

we take Research 2 course let alone a graduate degree). This has been validated by Students B and C, with student B saying, “...paano namin ma-pursue yung gusto namin as science majors sa masters kung wala kaming background sa subject.” (*How can we pursue a reserach project in science if we don’t have a good background about it?*).

Theme 2: Research programs (and incentives) are partially extended to undergraduate students

A number of students saw that the research program of the university provide opportunities for research presentation and publication. Student E (M, 19) said that, “...nakakatuwa ang research dito sa PNU, kasi nagkaroon kami ng pagkakataon na magpresent ng research, which is para nilang nabibigyan ng pansin participation.” (*I’m happy with the research programs of PNU because we are given a chance to present our work*). The interviewed students highlighted that they appreciate the opportunity to share what they worked on and the knowledge they generated from the process. Student F (F, 20) emphasized that there should be funding for student research in the university, “...kailangan po magprovide ang university for research funding para sa undergraduate level, mahirap kasi mag-source ng funds.” (*The university needs to provide funding for undergraduate research projects because it is hard for us to secure funding*)

Theme 3: Updated research-related materials should be readily available for students

The theme centered on the availability of research resources for courses needing the creation of a paper. One of Student G’s (F, 19) concerns is “*if you want to find RRLs or anything that would help you in your research, you would not find anything in the library.... There’s nothing you could find there that could help you so you have to go out to other universities.*” This predicament was supported by the other students pinpointing the limited resources that the university has in terms of providing for the research needs of its faculty and students. One student mentioned that although he knows the research centers of the university, they are not aware of its functions. Some also mentioned the PNU commons but reported that resources are limited because it just started recently.

There are three points arising from the themes: (1) PNU students become more motivated when their research efforts are recognized and they are given the opportunity to present their findings/results; (2) PNU students in the undergraduate level need to be provided with funding support for their research projects; and (3) PNU students need access to materials related to the research-work they are working on. The research the students are doing may serve as venues for patent-building and knowledge-creation. By being provided with the necessary scaffolding e.g. opportunities to present, funding, and access to materials, their research studies may be a source of new information and help in building new theories in understanding the field.

Emerging Themes from Administrators and Faculty Members' Interviews: Perceptions on the University Research Program/s

Theme 1: Improved research production

The faculty members and administrators believe that research activities has extensively improved. Administrator A mentioned that, *"...again, if we talk of product – knowledge creation – which is put into product like the journals that we have. Of course there are other products that we could think of like the instructional materials that the faculty have been producing, but let us start first with the product in the form of research knowledge that we have created, which are captured in journals that PNU is producing. We have more research journals in the university in the present administration – I am still referring to the present administration that we have, compared to what we have in the past, as we have now international journals – The Normal Lights, that used to be institutional – has been CHED-recognized, and is now international in its level as it is part of the ASEAN international index."*

The focus-group discussions with faculty members showed a general appreciation of the research programs in the university. Indicators of improved research production according to them include (1) available incentives for research; (2) presence of research

centers that operates to assist the university; (3) centers that strengthen teacher quality; and (4) strong involvement of faculty in research. Faculty A (F, 32) mentioned that *“...then, there’s already that culture of research. I think another one is because of the incentives provided by the university, by the management, like, like, if you are, if you would like to apply for a funded research.”* The availability of research funding as managed by the Educational Policy Research and Development Center (EPRDC) is seen as a research strength by the university, the funding as shared by them provide “seeds of growth” for young and starting researchers. Another research strength is the availability of specialized research centers, Faculty G (M, 36) mentioned, *“...the work that RCTQ has done because RCTQ has done, uhm, so much as far as contributing to the development of the Philippine Professional Standards for Teachers is concerned – as far as that research is concerned.”*

Theme 2: Need to clarify EPRDC's role in achieving research targets (maximizing the center for addressing all research areas in education)

Despite the strengths enumerated, a number of administrators and faculty saw areas that needed to be improved in as far as research is concerned. One area is in relation to clarifying the role of research centers, specific to the EPRDC and its function in the OS. Administrator C expressed that, *“...I think, another consideration that the EPRDC should consider for future research, is how they can maximize or utilize the institute. Because in my own understanding, the reason why we have institute is aside from the instructions to produce a research, that’s why it’s separate from college. The specific signature pedagogies in terms of EPRDC should also consider the signature pedagogies for PNU is which is originated or created by the office in charge of research, because we have a lot of produced research from teaching, to management and to even applied research.”*

Faculty responses with regard to improvements in research focused on the lack of international collaborators, with Faculty D (F, 42) saying that *“...sa research, feeling ko kasi marami pang pwedeng gawin lalo na yung link up natin sa international arena, kulang pa tayo. Feeling ko kaya pero hindi pa na [encourage] na bawat PNU faculty may co-researcher or collaborator from a university abroad.”* (We can still do better in research by

collaborating with international agencies and institutions. We should encourage each faculty members to collaborate with researchers abroad.) The opportunities to do research with international collaborators is perceived to be the function of EPRDC. The coordination between seasoned researchers, young researchers and international collaborators should be facilitated by the EPRDC. Administrators and faculty members likewise see that there is a need for research to be leveled up with regard to publication, one administrator opined, “...*marami tayong research ma’am pero hindi sya napapublish, hindi sya nalalagay sa mga accredited journals ng CHED, is ayun sa mga nagpapababa sa atin sa PBB [Performance-based Bonus].*” (*We have plenty of research outputs, which has not yet been published; hence we got low scores in the PBB system.*)

Instruction: Knowledge Transfer

Despite being branded as a ‘premier’ teacher education institution in the country, which aims to deliver instructional methods that are relevant and responsive to the educational needs of the community of learners’ (PNU, 2012a, p. 15), participants reported that they think that the University is only moderately achieving its performance indicators in instruction ($M=4.84$, $SD=0.93$) (Table 2). Only one of its indicators was regarded to be highly attained by the University, which is providing programs that promote cutting edge student learning experiences in a globally competitive environment ($M=5.22$, $SD=0.94$). This high perception rating in global education can be attributed to various international benchmarking activities done by both faculty members and administrators of the University in the past five years. For example, in 2013 alone, faculty members were funded to visit 38 Asian countries to benchmark on instruction and research. Similarly, a few members of the faculty were sent overseas to pursue PhD degrees (e.g. PhD in Knowledge and Innovation Management in Bangkok University and PhD in Sports Education in Universitas Negeri Jakarta). Apart from these undertakings, the University also invested in inviting visiting lecturers from the international community to expose students and faculty members alike to global education. A summary of these achievements are outlined in Appendix 3.

Participants, on the other hand, perceive that the indicator that is least achieved by the University is providing relevant alternative modes of instructional delivery system ($M=93$, $SD=1.00$). This inadequacy, however, was supplemented by the launching of the PNU Online Commons in 2017 (PNU, 2017) in addition to the already existing Learning Management System (LMS), where online courses are available (PNU, 2012b). The PNU Online Commons ‘offers venue for quality, wide variety of off-print publications (journal articles, theses and dissertations, technical reports, monographs, research series, and instructional materials) of both faculty and staff’ (see PNU, 2017, p. 2). However, it seems likely that the presence of the online commons for a year was not sufficient for the participants to be aware that alternative modes of instructional delivery system are already in place. Surprisingly, even though the LMS had been in place for five years, its presence had not been felt by internal stakeholders. Perhaps, instituting a regular training-workshop on the use of the LMS and PNU Online Commons for faculty members and students will potentially boost awareness of its presence to the academic community.

Table 2
Perceived Instruction Performance of the University

	Student	SD	Faculty Member	SD	Administrator	SD	Administrative Staff	SD	Overall	SD	Interpretation
1. The university provides pre-service and in-service instruction that is responsive to national thrusts and of the highest quality.	5.17	0.91	5.26	0.74	5.50	0.55	5.26	0.74	5.05	0.90	Agree
2. The university offers innovative and strategic undergraduate and graduate teacher education courses.	5.22	0.86	5.21	0.71	5.83	0.45	5.26	0.71	5.04	0.86	Agree
3. The university provides programs that promote cutting edge student learning experiences in a globally competitive environment.	5.09	0.97	5.02	0.73	5.50	0.55	5.19	0.73	5.22	0.94	Strongly Agree

	Student	SD	Faculty Member	SD	Administrator	SD	Administrative Staff	SD	Overall	SD	Interpretation
4. The university provides relevant alternative modes of instructional delivery system.	5.03	1.03	5.11	0.76	5.17	0.84	5.22	0.76	4.93	1.00	Agree
5. The university provides continuing professional education for specific academic fields and special purposes.	5.20	0.94	5.20	0.78	5.67	0.45	5.19	0.78	4.97	0.92	Agree
	5.14		5.16		5.53		5.22		4.84	0.93	Agree

Emerging Themes from Student-Interviews: Views on Instruction

Theme 1: PNU continues to provide quality teacher-education

Students believe that they are getting the best from PNU. This has been expressed in the type of professors they met who they considered “premium professors in the field.” One student (F, 20) mentioned that there are many PNU professors who “...*know what they are doing, who you know are talking sense and are not dense...those who really teach you and educate you on how you are supposed to be educated.*” This view has been shared by others who believe that PNU professors are brilliant and are able to effectively impart their knowledge to students. However, a number of students mentioned drawbacks with regard to professor availability in major subjects and their teachers’ workload vis-a-vis student-contact-time.

Other students highlighted that as NCTE, PNU continues to maintain its branding with “...*the performance of our LET passers reflecting the efforts of PNU to produce innovative teachers*” (F, 20). The teachers were likewise perceived as able to “...*follow the trend of the 21st century learners by integrating technology in teaching* (M, 20).” They also perceive PNU teachers to be “...*best in theoretical and practical matters* (F, 21).”

Theme 2: Some PNU professors failed to observe the requirements in course preparation and delivery

The lack of and inability to follow the syllabus was highlighted as a drawback in how PNU teachers handle their courses. The students understand the need of a course outline which serves as a guide for students to see how the course will progress and whether their course expectations are met, one student (M, 19) reported that “...*in college, you have to layout what the students are supposed to do...some professors tend to lose that part of their job...and students are left to wonder what they are doing in that course.*” Student C (F, 20) said that “...*some professors appear in class and say, hey you need to do this next week and it’s not on the syllabus.*”

Most students saw that the courses offered to them are aligned and suitable to receiving the appropriate teacher education program. They believe that by having courses dedicated to master content, pedagogy and technology-integrated teaching approaches, they are exposed to the expectations in the field and will go outside PNU, better-equipped. However, they saw that time in teaching the courses is not enough. Professor attendance was considered to be a problem in delivering the courses effectively. Likewise, teacher-availability is a problem to the students with one student (F, 19) highlighting that the term had usually started before they are given a professor, “...*our class had to find a professor who is willing to teach the course. Because of that we were delayed for a few weeks and had to start the class in the middle of the term.*”

Another issue that surfaced when it comes to teacher performance is that professors come unprepared in class and would be absent for a long time with the students ending doing coursework on their own. Student F (F, 20) mentioned that “*There aren’t enough professors. There are a lot of professors who would commit a number of absences, but when their students are absent, they (the professors) complain about it.*”

Lastly, professors seem to prefer not meeting students and settle with social media communication, this surfaced in the answers of the students with one student (F, 19) verbalizing that “...*some professors when they are absent give instructions through Facebook and other online platforms. But some students do not have internet access and would end up not being able to comply with what was asked.*”

Theme 3: The term (trimester scheme) is short for learning to occur

The students saw the current term structure as a reason for courses not to cover what it intends to cover. This hinders students from getting the maximum learning opportunity from general and professional education courses. As one student (M, 20) puts it, “...*because we are in a trimestral scheme, time is not enough to tackle all the required tasks we need to accomplish.*”

One student, (Student M, (F, 21)) suggested “...*to remove FLA because we are not really doing anything in FLA, let us use our FLAs as contact time because the term is short.*” Another student (Student J, F, 18) expressed that reporting is okay for some classes but make sure, given the trimester scheme, that it would not be the preferred strategy most of the subjects.

Theme 4: PNU professors have a number of workloads

The students saw how professors balance their time between teaching and addressing other university-related functions. They pinpointed that professors who are “*officers*” or members of various committees or are holding administrative positions “...*cannot focus on teaching because they have a number of seminars or meetings inside or outside the university. That’s our problem, we have to adjust to their schedules.*” The students believe that professors should be monitored for their class attendance and performance.

Relative to the theme are concerns with workload alignment, with some students pointing out that when it comes to course assignment some teachers may excel in other areas but cannot perform well in areas that are not aligned with their expertise. One example given by student M (F, 21) is with regard to professors who are not experts but are given specialization courses and would end up, “...*telling stories about themselves.*” Student J (F, 18) also mentioned that some professors are assigned to technology-related courses but are not knowledgeable in teaching technology and would assign students to teach, “...*don’t give technology in the classroom to old professors because they do not know what is happening to technology now.*”

Four emerging themes are salient in the students interviewed and these have to do with (1) acknowledging PNU’s strength in its faculty; (2) faculty preparation; (3) how learning is paced in a trimester schedule; and (4) faculty workload vis-a-vis delivery of effective instruction. The students saw that the concerns are systemic and it would take a collaborative effort between and among university units to address and improve ways of delivery to the students.

Emerging Themes from Administrators and Faculty Members’ Interviews: Views on Instruction

Theme 1: PNU produces graduates who are shapers of education

Both administrators and faculty members agree that the strength of the university lies in its quality instruction. They expressed that PNU continues to produce the shapers of education through its (1) OBE curriculum; and (2) effective faculty members who use varied teaching strategies. Faculty G (F, 48) expressed that, “...*So, curriculum-wise, again, I think the last few years are, are quite significant because we were able to revise the curriculum and making all undergraduate curriculum in the undergraduate [which is the] outcomes-based. But as you know, [it’s] still on the completion stage, uhm, of revising our curriculum in the graduate college, making all of them, uhm, making all of them outcomes-based.*” The

faculty members agree that their profile and ability to inspire students are relevant aspects to the performance of the university.

In addition, the administrators expressed that the university's legacy of producing quality teachers is reflected through the (1) number of graduates; and (2) number of LET passers. The university, they believe has continued to live with its legacy of producing the highest number of passing test-takers in the licensure examination. The improved performance is attributed to the leadership of the university, with one administrator saying, *"...the kind of leadership that we have would be an advantage to the students as they will be better graduates with the outcomes that we have defined. Uhm, hopefully, noh, and of course it's my assumption as they are more advanced in meeting that outcomes that we have set, as we have implemented the curriculum, which is outcome-based, ahead of other, uhm, teacher education institutions. [This] would be an edge of our graduates to other graduates of the same program."*

Theme 2: Need to review the trimester scheme

One emerging theme that highlighted an area that should be addressed is in relation to the trimester scheme that is currently being implemented in the university. According to some faculty members and administrators interviewed, the scheme according to one administrator tends to have detrimental effects to the students' mental health, *"...yung nababasa natin sa 'PNU diaries' or sa mga usap usapan informally ng mga undergraduate students na napaka stressful daw masyado yung trimester scheme ng OBTEC, pwedeng bumalik sa semestral scheme without sacrificing yung OBTEC ano."* (The things that we can read in 'PNU diaries' [Facebook page] or even the informal discussions of undergraduate students about how stressful the trimester scheme of OBTEC [Outcomes-based Teacher Education Curriculum] is. I hope we can go back to semestral scheme without sacrificing the OBTEC curriculum.)

In the FGD with faculty members, one problem arising from the trimester scheme is the lack of time to cover the course syllabus, Faculty N (F, 48) mentioned that “...*ang importante lang dito lalo na tong trimester andon yung fear dahil sa lack of time. Di ba? There so much to do lalo na sa lab na hindi natin nagagawa.*” (*There are many laboratory activities that we can no longer do in the trimester scheme due to lack of time.*) This observation has been expressed by another faculty, “*I think po ma’am yung sa ano po natin, yung sa pagiging trimester kulang talaga ang oras natin, yung sa FLA it’s not good po. Parang hindi siya enough para ma-cover natin lahat ng lectures, lessons.*” (*The FLA [Flexible Learning Activity] in the trimester scheme is not enough to help cover the course content*).

Extension and Linkages: Knowledge Sharing and Exchange

As a state university, the University entails to ‘reach out to various agencies/groups that need its technical assistance or to partner with other institutions for mutual benefits’ (PNU, 2012a, p. 15). In a span of five years, participants perceive that the University is only moderately achieving its performance indicators in extension and linkages, ($M=4.84$, $SD=1.06$) (Table 3), with only one of its indicators regarded to be highly attained by the University, which is expanding linkages with national and international academic and non-academic institutions in Asia for mutual exchanges ($M=5.22$, $SD=0.98$). Indeed, in 2014, the University led the establishment of the Association of Southeast Asian Nations (ASEAN) Teacher Education Network or AsTEN that aims to ‘engage in faculty and student exchange programs... between and among the participating member universities, colleges, and institutes’ (AsTEN, 2014). In the same year, the University was also elected as institutional chair of the Association of Southeast Asian Institutions of Higher Learning (ASAIHL). Apart from these achievements, the University continues to partner with international universities and institutions in research and extension (see Appendix 3 for summary).

Strengthening the visibility and branding of the University through print, broadcast, and other forms of media ($M=4.84$, $SD=1.04$), however, is perceived to be least achieved by the University. We argue that indeed, the University has to increase its visibility in national

and international platforms. The University can start by regularly updating the information in the university website (www.pnu.edu.ph). At present, the only sections being actively updated in the university website are the news and announcement sections. However, the more important sections (e.g. academics and research) are seldom or never been updated at all. The academics section of the university's website has outdated or no information at all about the colleges, faculties, schools, and institutes. This inadequacy in publicity was manifested in the 2018 UniRank web ranking or online popularity of universities, where PNU only got a rank of 68th (UniRank, 2018). In the 2019 Webometrics Ranking of World Universities, PNU only got a rank of 49th in the Philippines. Webometrics Ranking of World Universities 'provide reliable, multidimensional, updated and useful information about the performance of universities from all over the world based on their web presence and impact' (Rosales, 2019).

Table 3

Perceived Extension and Linkages Performance of the University

	Student	SD	Faculty Member	SD	Administrator	SD	Administrative Staff	SD	Overall	SD	Interpretation
1. The university designs, implements, and sustains innovative and progressive extension programs.	5.15	0.96	4.67	0.89	5.33	0.89	5.04	0.89	5.05	0.99	Agree
2. The university shares diverse intellectual and creative resources to strategic stakeholders to promote mutual benefit.	5.09	0.99	4.68	0.94	5.33	0.89	5.04	0.94	5.04	1.00	Agree
3. The university expands linkages with national and international academic and non-academic institutions in Asia for mutual exchanges.	5.21	0.99	4.94	0.93	5.67	0.45	5.07	0.93	5.22	0.98	Strongly Agree
4. The university strengthens and sustains the interests, concerns, and participation of	5.09	1.20	4.43	0.92	5.00	1.00	5.19	0.92	4.93	1.18	Agree

	Student	SD	Faculty Member	SD	Administrator	SD	Administrative Staff	SD	Overall	SD	Interpretation
PNU alumni in university affairs.											
5. The university intensifies the networks with national and international non- government organizations to generate resources and enhance research capability and academic programs.	5.11	1.09	4.76	0.94	4.83	1.64	5.19	0.94	4.97	1.12	Agree
6. The university strengthens its visibility and branding through print, broadcast, and other forms of media.	4.94	1.02	4.51	0.82	4.83	1.22	5.07	0.82	4.84	1.04	Agree
	5.10		4.67		5.17		5.10		5.01	1.06	Agree

Emerging Themes from Student-Interviews: Perceptions on Extension and Linkages

Theme 1: Students are knowledgeable of the CPEO and LIO initiatives

Several interviewed students communicated that they are aware that the CPEO and LIO exist, and are performing units in the university. Student O (M, 20) said that “*I think both offices are doing their jobs as I experienced joining their activities as a volunteer.*”

The students reported encountering exchange students from Japan, Indonesia and China. Student E (M, 19) mentioned that “*PNU has networks of teacher education institutions, which I think PNU has the chairmanship.*” Their memory of the LIO projects involved participation in the AsTEN as a student-volunteer in the conference/s held in Manila and in other parts of Asia. Student P (F, 20), said that “*I have experienced being one of the persons who gathered information from a community as part of an extension project... and I think that is one of the advantages of PNU, that is being able to partner with other communities.*”

Theme 2: NSTP is less supervised

NSTP is a service program managed by CPEO. The students reported that they have encountered a number of problems in their freshmen year because their assignments outside PNU were not supervised. The students reported that they were left on their own, with student J (F, 18) reporting that “...*there were not a lot of teachers who were there to supervise us during that time, so we did not know what to do, we did not know where to go.*” The students further reported that they were supervised by student facilitators and this brought confusion to the students in relation to expected work tasks e.g. being told they were to teach versus actual work tasks (i.e. breaking tiles and posting things on the wall).

Theme 3: Extension programs are not properly disseminated to students

Despite the knowledge that the CPEO is a functioning university unit, the students expressed that they are not aware of its programs. Student C (F, 20) said that “...*there is not much information disseminated about their programs to students and I think it boils down to proper coordination and information between offices (CPEO and Faculty-where student is based).*” The dissemination of information according to the students should include international scholarships or partnerships where undergraduate students can partake.

Three emerging themes discussed the students’ knowledge of the extension and linkages programs of the university. The students in general are aware of the programs of these units, however, they expressed their disappointment when it comes to the services delivered by their NSTP classes and how extension programs are disseminated to students.

Emerging Themes from Administrators and Faculty Members’ Interviews: Perceptions on Extension and Linkages

As regards extension and linkages, the faculty and administrators’ group expressed ambivalent views in terms of the functions and output of the two units.

Theme 1: The extension and linkages units actively forms partnerships

The administrators acknowledges the efforts of the units in as far as partnership is concerned, one administrator said that, *“In terms of extension and linkages, I think PNU is doing well because we have linkages with the relevant institutions and organizations who helped us achieve our goals and who share the same values and objectives with us. So we have a number of linkages that helped us and also get taught from us so that the goals in our respective institutions are achieved.”* The faculty members interviewed share the same observation and emphasized that the programs developed are responsive (extension) and that partnerships with universities abroad has served its full purpose, *“...Tapos yung sa extension and linkages naman natin, I think maganda din yung extension and linkages natin. Although ang kailangan lang natin in terms of equipping yung mga teachers in the field. Kasi talaga naman we are also here not just to supply teachers to do them but also to help them and achieve its goal, para maging exemplary rin ang kanilang performance by providing them with trainings.”* (I think our extension and linkages programs are doing well by capacitating the teachers in the field. Our role is not just to train teachers but also to help them achieve their goals.) The faculty members see the need of extending the services of the units to providing relevant training to teachers.

The effective and timely contributions of the linkages office has placed PNU as a lead in teacher education network in the SEA region.

Theme 2: Lacks program that would sync with other units of the university

The problem with extension and linkages is with regard to coordinating with other university units when it comes to program and project harmonization. Some faculty expressed that they felt their efforts are unrecognized, *“...alam mo yan sa extension ang kwan ko dyan. Masakit ang loob ko dyan. Tayo di ba malaki ang contribution natin sa extension kaya lang pag dating doon sa reporting parang. (Other interviewee) parang wala tayong ginawa.”* (I feel bad that even though we contributed much in extension, what was reported is that... (Other interviewee) we did not accomplish anything.” A number of faculty members also expressed confusion as to whether their contribution is considered to be part of forming

linkages or an extension activity, “*Ang sa akin lang, halimbawa yung work namin with SCI, extension ba yun or linkage? (For example our work with SCI, is that extension or linkage?) Ayan, usually the distinction is extension you do this for free and if you are compensated that will be for linkages. So for example, what we are doing in Marikina that’s for the extension. So initially, this two are part of one office but now separate. So when we say extension that is something we do because we love to do it and linkages for possibly other reasons.*”

There is also a need to continuously monitor extension activities, as one faculty puts it, “*I’m not very familiar with the linkages, [but] with the extensions [I think, I am]. We have an extension office and the policies are in place. I think that’s a good thing but I think for the kind of extension services that we provide I do not see the continuation. Yung sanang makita yung sustainability like after 5 years or 3 years of adapting this community we can see that there is an impact. Ganun sana yung maging mga extension activities natin sa extension services.*” (I hope to see the impact of our extension program to the community by sustaining it for three or five years.)

Product Development: Knowledge Application and Dissemination

It is apparent that among all the university functions, the key indicators of product development are perceived to be the least achieved by the University, with none of its performance indicators viewed to be highly achieved. Product development refers to ‘the production, publication, and marketing of quality and innovative print and non-print educational materials based on knowledge generated from research, practices, and trends in education that could be made readily available and useful to improve practices, opportunities, and conditions in the educational system’ (PNU, 2012a, p. 16).

Even though product development is perceived to be the least achieved by the University, the overall perceived attainment in this category is still moderate ($M=4.67$, $SD=1.14$) (Table 4). Participants noted that the area needing improvement the most in this category, is the establishment of a competitive university publishing house that produces quality scholarly educational materials for learning and training ($M=5.11$, $SD=1.26$). The

University has an existing publishing house -- the PNU Press. However, we argue that the presence of PNU Press within the PNU community is seldom felt because it rarely publishes books and other educational materials that are readily available to the community. Perhaps benchmarking with other established university presses in the country (e.g. UP Press, DLSU Press, ADMU Press, and UST Publishing House), upgrading of facilities and equipment, and capacitating press staff will potentially help improve the performance of PNU Press.

Table 4

Perceived Product Development Performance of the University

	Student	SD	Faculty Member	SD	Administrator	SD	Administrative Staff	SD	Overall	SD	Interpretation
1. The university ensures that knowledge and its application is disseminated and shared through various forms for full utilization of such knowledge.	5.06	0.96	4.50	0.77	5.17	0.45	5.15	0.77	4.97	1.00	Agree
2. The university establishes a market competitive university publishing house that produces quality and scholarly educational materials for learning and training.	4.89	1.25	4.33	0.80	4.17	1.30	5.11	0.80	4.63	1.26	Agree
3. The university produces and markets creative ICT educational tools, kits, and equipment as alternative learning materials for enhanced delivery of instruction, training, and research.	4.73	1.25	4.04	0.77	3.83	1.22	5.00	0.77	4.40	1.28	Agree
	4.89		4.29		4.39		5.09		4.67	1.14	Agree

Emerging Themes from Student-Interviews: Views on Product Development

Theme 1: Students are aware that PNU professors are authors of books

With regard to product development, a number of students who were interviewed mentioned that PNU faculty members are “...*high quality writers of modules and text books* (Student N, F, 20).” The number of national and local conferences that the faculty members are the frontliners as organizer, speaker, and/or research presenter. This is likewise seen as products by the students.

One student, Student Q (F, 19) mentioned that “...*books can be developed for the use of PNU students.*” The students saw the need to be provided with educational materials and identify with the work of the faculty members.

Theme 2: Students identify the LET review guide and modules as the main university products

The students pointed the LET review materials as evidence of product development in the university. They have seen a number of people purchasing it during review days and perceive that the university excels by producing this type of materials. Likewise, they were able to see modules made by faculty members specific to online distance education.

When it comes to product development the students acknowledge the faculty members as prolific writers and see them as the products themselves in academic fora. They only see LET review materials as the concrete evidence of product produced by the university.

Emerging Themes from Administrators and Faculty Members' Interviews: Views on Production

Theme 1: PNU produces LET topnotchers and passers

A tangible university product is its graduates. According to the administrators and faculty members, the university prides itself with the number of LET passers and topnotchers, with the university placing itself in the five-top performing schools in the Philippines. One administrator mentioned, *"I think [the] best measure will be our LET passers and PNU produced topnotchers, so we are going to consider that as product."* This was supported by a faculty saying that, *"Okay naman sa product and development kasi the product ng PNU is the graduates. So pagdating naman sa feedback kasi, not only from other schools, PNU is really producing good teachers kasi pwede silang, As I have heard kasi, I'm not a teacher na meron siyang ST sa PNU, Student Teacher siya, pwede nilang bitawan ang mga STs nila even na they are still ST. They can trust the STs of PNU, yan ang feedback ng other schools, when it comes to the product of PNU."* (Feedback from other schools is that PNU is producing good teachers. In fact, even though our students are still student teachers [TA], they can already handle a class with less supervision.) This emphasized the belief of the academic community that the institution continues to produce students who will eventually become experts in their respective fields.

Theme 2: PNU produces quality instructional materials and is at the lead in generating research knowledge

Both administrators and faculty members believe that PNU is still at the forefront in leading educators to improve their instruction. The academic community acknowledges that the faculty produce textbooks that are of high quality and continuously experiments on applying new approaches to improve the teaching-learning process. An administrator opined, *"...and when it comes to instructional materials development, as I know it is also a form of product, I think the LET materials that we have produced are again, much better than how we packaged them before."* However, the materials produced should be published

and showcased according to Faculty C, “...*pati sa prof. ed. Kunwari mga sample lesson plans. May nakita ako sa field madaming magaganda ang sulat, pero sa totoo lang yung magagandang models ay nandidito satin. So kailangan lang i-sulat.*” (*I’ve seen some lesson plans in the field, which were well written, but to be honest the well-written ones are here in PNU. It just needs to be written.*)

Another quality product perceived by the faculty and administrators is research knowledge. The university has published in a number of academic journals cited as the most read and with high impact in the field (ISI and Scopus). Publication in international journals enhances the branding of the university, with one faculty saying, “...*publication... So very good ang performance natin para sa kin in terms of this area....and then yun, ang isa ko lang na pansin, we maybe can say that we are very good in producing teacher education research.*” (*We are performing well in publishing research outputs; hence, I can say that we are doing our part in undertaking research projects in teacher education.*)

Theme 3: PNU needs to clarify what products are to be produced

On the other hand, PNU needs to clarify the products it should be producing, one administrator emphasized that, “...*product development is quite challenging for the university. Well, first of all, we don’t know what really is the product that we are developing here. From the eyes of perspective, product is actually referring to the graduates.*” According to the administrator, if our products are graduates then the instruction and programs to improve graduate performance should be the primary goal of the university.

Another concern raised in terms of product clarification is with regard to patents, Faculty F (M, 33) raised that, “...*example as a faculty gusto mo namang mag-patent but the thing is how to patent. Yung mga basic questions na hindi ko masagot din. Siguro university can identify sa taas muna manggaling what to do and then.. hindi yung. Sana wag naman from kasi pag from bottom mas maganda kung malaki that’s the time they will give something eto yung mga possible ways to do. Medyo kasi malabo pagkadating doon. You want to patent something, meron kang ipapatent ang tanong papano. So papano ka tutulong kung hindi mo*

alam papano ang gagawin, so that's one thing. Protocol will do. If they can give a protocol for that kasi matagal talaga ang patenting.” (For example, as a faculty you want to apply for a patent, but the question is how to do it. Maybe the university can let us know what to do and how to proceed. I hope that they can help us and tell us what to do even if the project is not a big one. You want to patent something, you have something to patent, but the question is how? How will you proceed if I myself don't know how to do it. There are always protocols that we need to abide. Should they have provided guidelines in patenting, it would have been done a long time ago.) As faculty members are encouraged to produce their own products, the policies regarding how their contributions are safeguarded should be clearly set.

Administration: Knowledge Support Management System

Similar to product development, it is apparent that the university is only moderately achieving its performance indicators in administration ($M=4.85$, $SD=1.19$) (Table 5), with none of its performance indicators deemed as highly achieved by the University. Administration refers to ‘governance of the University and management of systems, standards, processes, practices, and procedures designed to create and sustain an environment that promotes innovation in knowledge creation, transfer, sharing, application, and exchange’ (PNU, 2012a, p. 16).

Participants noted that areas needing improvement in this category include: (1) implementation of quality and innovative ICT services and support for smooth and improved operations of academic programs and services ($M=4.79$, $SD=1.13$), (2) implementation of communication, promotional, and marketing program for the University ($M=4.78$, $SD=1.21$), and (3) implementation of financial management system including business planning and analysis, financial accounting, and forecasting ($M=4.74$, $SD=1.36$).

Despite the inception of various ICT services (e.g. Web-based Inventory System for Property and Supply, Web-based Human Resource Information System, and e-PNU Learning Management System) in 2012, it seems that the participants think that it is still necessary for the University to find better ways to implement quality and innovative ICT

services. Perhaps capacitating staff of the Management Information Office (MISO) through various professional development programs as well as hiring highly competent staff will potentially help improve the performance of MISO.

As argued in the previous section, the University has to increase its visibility in national and international platforms through various promotional, and marketing programs. Participants deemed it necessary for the University's Promotional and Business Development Office (PBDO) to plan better ways to market the services of the University. We hypothesize further that efficient marketing of the University's services will result in more income for the University.

The University has been complying with all good governance conditions (e.g. PhilGEPS postings, citizen's charter, SALNs, and cash advance liquidations) required by the Government for the Performance-based Bonus (PBB) program. However, internal stakeholders perceive that the University's financial management system still needs upgrading to efficiently manage the University's finances and various income-generating projects (e.g. review programs for BLEPT, NQESH, CSE). We argue that administrative staff assigned at the Financial Management Services (FMS) should be highly competent not just on financial accounting but also on business planning and forecasting. Perhaps hiring highly qualified staff or capacitating current staff will potentially help improve the performance of the FMS.

Table 5***Perceived Administration Performance of the University***

	Student	SD	Faculty Member	SD	Administrator	SD	Administrative Staff	SD	Overall	SD	Interpretation
1. The university promotes an institutional culture and shared management philosophy.	5.05	1.01	4.55	0.86	4.83	0.71	5.26	0.86	4.92	1.02	Agree
2. The university has a program for recruitment, development, and retention of competent, committed, and excellent human resources.	5.06	1.28	4.59	0.77	5.00	0.71	5.07	0.77	4.93	1.25	Agree
3. The university provides administrative support services that are high quality, reliable, and cost effective.	4.92	1.20	4.45	0.82	4.67	1.64	5.15	0.82	4.80	1.19	Agree
4. The university implements quality and innovative ICT services and support for smooth and improved operations of academic programs and services.	4.83	1.16	4.43	0.87	4.83	0.71	5.07	0.87	4.79	1.13	Agree
5. The university provides facilities in planning, design, construction, operation, and maintenance services that are customer-focused, quality standard, certified, optimized, and environmentally sustainable.	4.91	1.18	4.47	0.84	5.00	0.71	4.96	0.84	4.84	1.14	Agree
6. The university implements financial management system that include business planning and analysis, financial accounting and forecasting.	4.79	1.41	4.41	0.82	4.67	1.64	5.07	0.82	4.74	1.36	Agree
7. The university establishes structures and processes related to governance of the university to ensure effective planning, decision making, and appropriate management of operations.	4.93	1.26	4.57	0.82	5.17	0.84	5.04	0.82	4.93	1.20	Agree

	Student	SD	Faculty Member	SD	Administrator	SD	Administrative Staff	SD	Overall	SD	Interpretation
8. The university provides auxiliary services that enrich the learning experience and life opportunities of all PNU students.	4.96	1.24	4.46	0.80	5.17	0.84	4.93	0.80	4.88	1.20	Agree
9. The university implements communication, promotional and marketing program for the university.	4.90	1.22	4.50	0.92	4.67	1.52	5.04	0.92	4.78	1.21	Agree
10. The university provides efficient and effective delivery services to students in the areas of admissions, student records, library services, and acquisition of materials, equipment, and supplies.	4.90	1.12	4.49	0.75	5.17	0.45	5.00	0.75	4.89	1.10	Agree
	4.93		4.29		4.92		5.06		4.85	1.19	Agree

Emerging themes from student interviews: Perceptions on the Administration

Theme 1: Students see the need for the administration to set distinct communication lines with students

The students recognize the presence of the administrative offices, however, they are not aware of the functions of the different academic units, as Student P (M, 20) puts it, “...*we are aware that there is an administration but we are oblivious of its functions.*” The students admitted that they are aware of the functions of OSASS and that this unit serve as a bridge between the administration and the students, however, Student Q (F, 19) said that “...*not everyone goes to OSASS because of its location...in the hidden part of the library.*” This proximal distance between students and the office intended to respond to their needs is significant in planning for the university’s office mapping.

Theme 2: The link between student-related units is uncertain

A number of students shared their personal anecdotes about their experiences with OSASS, UEMPRO and the FMSS. The three units address concerns about student activities and coordination is integral to the success of the organization's or class' activity. Student A (M, 19) narrated an event when he was passed from one unit to the other because none of the units know how to address his concern, *"...I asked OSASS permission to post the signage and was told to go to UEMPRO. UEMPRO said they are not the approving body when it comes to signages, and I had to go to OSASS again to tell them that I was directed by UEMPRO to have them sign."* This uncertainty and unclear handling of responsibilities had detrimental effects to the efficient delivery of the students' activities.

When it comes to the FMSS, they mentioned issues pertaining to early release of needed equipment and whether the equipment released have complete parts (e.g. microphones without cables, etc). Likewise, the students mentioned names of support staff in the FMSS who they knew were not efficient in providing the support needed in student activities. Efficiency was translated to the staff coming late or not coming at all to activities where sound system and other equipment are even requested ahead of time. Student H (M, 19) elaborated this concern by saying *"...our program which was supposed to start at 1:00 PM, started at 3:00 PM because (name of staff) was not around. When he came, he left the equipment for us to set it up."*

Another concern raised by the students is with regard to the services provided by the OSASS, the students saw that there were problems in processing papers where the office is concerned. Student G (F, 19) mentioned, *"...there are a lot of overlapping documents and signing of documents takes two weeks to get processed."*

The breadth and depth of the students' understanding of administrative functions were concentrated on the units that provide support to their activities. There are unit functions needed to be reviewed as well as personnel who should be trained in professional service.

Students' perceived contribution in research, extension, product development, and administration

Across all university functions, the students believe that they are contributing significantly to the institutional goals in research, extension and production. In research the students pinpointed that their participation in the activities of their teachers and other faculty members when it comes to project-based grants is a demonstration of their commitment to increase research involvement. Student Q expressed that “...*we contribute a lot with promotion of research in the university as well as joining different conferences here in the Philippines and abroad.*” The students agreed that PNUans are trained to be focused on competencies and skills related to research. As future teachers, the students believe that their research skills will be beneficial to doing action research.

With regard to instruction, the students expressed that by consistently doing their duties to evaluate teachers and provide comments as regards their teachers' strengths and weaknesses in the classroom. They mentioned that by expressing their thoughts and by experimenting on new pedagogical approaches in their demonstration classes, they are contributing to the institution's vision of producing nurturing teachers.

Student C shared that “...*I think okay in the positive side ang OSASS, they are encouraging each organization to have an extension program.*” (*The OSASS [Office of Student Affairs and Student Services] is doing a great job encouraging student organizations to have extension programs.*)

This perception along with other students' sharings on the programs promoted by OSASS to specifically address and promote community involvement were seen as the contributing factors to students' contribution to the university's extension activities. While for product development, the students see themselves as feedback providers to modules, instructional materials, and books produced by faculty members. Student F mentioned that “...*as students, we can contribute by creating modules and such and I think it is practical that what we do would be published and produced also.*”

Lastly, when it comes to how students contribute to the administration's concerns, the students expressed that their contribution concentrates on "...*speak (ing) up on issues that are happening in PNU. The SG should lead students to react to situations concerning students and the administration* (Student P)." Likewise, the students believe that they contribute to the university administration by answering the evaluation forms focusing on customer satisfaction, this is observed in Student F's response, "...*in the library, they have evaluation sheets about their performance.*"

In general, the consistent theme salient in the students' responses across the four areas of the university's function is that of being a feedback provider. They see themselves as reacting to and contributing to the university's pursuit of excellence.

Emerging Themes from Administrators and Faculty Members' Interviews: Perceptions on Administration

With regard to administration, the faculty and administrators reported ambivalent feelings regarding how people in the position are performing their functions. Some administrators pointed out that the university's targets are being addressed. While others saw that there are offices lacking in transparency and terms of reference.

Theme 1: The administration needs to clarify the functions of the units (terms of reference)

Some administrators reported difficulty in comprehending roles assigned to them because of the scope and delineation issues in terms of responsibility, one past administrator commented, "...*ang faculty members cooperative naman sila sa admin. Kaya lang minsan hesitant sila maging member. Hindi ko alam kung anong dahilan, kasi like for example nung ako'y naging member ng... Naging director ng (post withheld), maganda naman yung trabaho, maganda naman yung experience. Kaya lang minsan yung demand, iba yung demand mo sa oras, yung output, yung expectation[s].*" (Faculty members are cooperative with the administration. However, sometimes they can be hesitant to be part of the management. I don't know exactly what their reasons are; for example, when I became a

member of... become the director of [post withheld], the post is good, and even the experience. The demands in time and outputs, however, are too high. The expectations are too high.) The type of expectations from administrators need to be clarified to provide faculty members offered with the position a chance to form realistic goals when it comes to their posts.

There were other administrators and faculty members who reported that the administration tends to make mismatched administrative assignments, “...*but after three months, as no one would take the leadership role of different units, I was assigned to a post that I know I could be able to do, but without proper training – formal training. You know, going to where you are trained to be a xxxx did not happen to me.*” The interview with one administrator reflected this sentiment as he was trained to master the unit he is handling but was assigned to a different unit, with work-demands that are far from what he was trained to do.

Theme 2: There is lack of a sense of community in the administration

The interviewed respondents expressed that the administration seem to lack a sense of community when it comes to addressing university concerns, as one interviewee puts it, “*There was still a selection process, but there’s – there’s no more presentation. In addition to that, the deans – the selection of the deans before, the candidates for deanship would also do presentations, because the community would want to know how competent these candidates are, and what are his or her plans [are]. I think beyond, beyond competence is also how acceptable, for instance, I am not saying that emphasis should be given to the acceptability, but in one way or another, that is one of the factors that needs to be considered.*” This observation was in relation to who is assigned to a management position.

Another emerging theme reflecting the type of community formed within the organization is the high turnover rates in administrative posts and the tendency of decision-makers to overlook qualifications as an aspect in assigning people to administrative posts. One faculty highlighted this point, “...*Oo, parang kasi wala tayong direction as on now kasi*

sa taas pa lang hindi na nila naiintindihan on how to direct us, kung minsan iba iba din ang utos, iba iba din ang instruction kasi doon pa lang hindi sila nagkakasundo. So most likely turuan sila doon sa administration tapos yun yung baba dito so atin so magiging buo yung ano. Meron kasing ito ang desisyon nung isa hindi ito ang desisyon nung isa, parang saan ba tayo lulugar.” (It seems like the University has no sense of direction at the moment because the management doesn't even know how to lead us. Sometimes they give orders and instructions that are not clear and could lead to confusion because they have not reached a collective decision yet. Then, they point fingers and blame each other, and then they expect us to do all the work. The administration is barely making collective decisions so we are confused about who and what to follow). The uncertainties felt by faculty members and some administrators led to high turnover rates in management positions.

Theme 3: The administration is able to establish a check and balance within the university

There were faculty members and administrators who saw the strength of the current administration with regard to clarification of the check and balance within the university. The process of transparency had indicators such as (1) alignment of specialization in sending scholars; (2) provision for capacity building for faculty members and staff; and (3) achievement of objectives set.

One administrator commented that, “...but when you’re talking of the overall management, for instance, we have a conservative and democratic process in terms of PNU administration. Well, there are already highly-institutionalized mechanism, like when you’re talking of administrative matters, you have the administrative council. If you’re talking of academic matters, you go to the academic council, and regardless, regardless of who your leader is.” Furthermore, some administrators observed that the administration is supportive when it comes to the faculty, staff and student-welfare, “...and for the administration, yes our administration is very supportive of the needs of every unit in the university. We have meetings, consultation review from the bottom to up. So every domain, every VP domain has its own management committee and this MANCOM holds several meetings where consultation and presentations of proposals so that the objectives of the university are meet.”

Likewise, the faculty members expressed positive views regarding the administration's performance of its functions, *"...administration, medyo string line na yung administration natin. I think because of the ISO, malaking tulong yun. Malaking tulong din yung initiative na binibigay ng admin, in terms of breaking new ano... Breaking into new horizons for PNU as NCTE."* (The functions of the administration are already laid out. The ISO accreditation helped us achieve that. The initiative of the administration in achieving the goals of PNU being NCTE is also beneficial to the University.) Another faculty member emphasized that, *"...Ang performance kasi naman ng administration is base dun sa policies. Wala naman silang vina-violate pa eh, di ba? Kung бага ano compliance tayo sa lahat. Sa administration nag co-comply din naman tayo whatever is the order coming from the governing board. Kaya pag sinabi na... Kaya nga pag nag submit sila ng proposal at in-approve yun ang ini-implement kasi guided tayo ng ano. Hindi naman tayo on our own lang, wala naman tayong autonomous na basta makakapag gawa eh. Even the administration kaya di ba, kaya nga meron tayong external auditor. Sila yung control mechanism kung nag oover na tayo sa ginagawa eh. Pero pwede yung functions nila? Masasabi naman natin na they are functioning."* (The performance of the administration can be measured in the policies that they have crafted and implemented. And as far as I know, they have not violated anything yet, right? We comply with what is required of us by the Board of Regents and all the decisions that they are making are approved by the Board as well. The reason for this is because we are not autonomous; hence, we have external auditors to do checks and balances. I can say, however, that the administration is doing its job well.)

In general the faculty members and administrators believe that the university's management is effective in achieving its function. Effective functioning is based on the management's actions when it comes to providing evidence-based decisions on university matters and upholding its mandate as NCTE.

The students' take on changes in the university's organizational structure

Theme 1: The students are not informed of some units in the organizational structure

Student I (F, 20) communicated that, *"...students need to be aware of the organizational structure. I think the university should inform us."* Other students admitted that they were not aware of the other offices in the organizational structure shown to them, when they were asked to answer the survey. They were also not aware of the functions of the other offices they recognize in the structure.

One student (Q: F, 19) mentioned that she does not know what the Management Information Systems Office is for, *"...can we come here if we have a problem with a certain professors in certain areas?"* To address this concern, Student Q suggested to put signs describing what the office is about.

Theme 2: The students perceive that certain institutional units are misplaced

Student P raised a question on why the Legal and Intellectual Property Office is placed under the VP for Finance and Administration. She mentioned that *"...wherein in Research and Planning Quality Assurance we have the Center for planning wherein it should be working hand-in-hand with this office, the LIPO because it handles research and patents, the books we are publishing including the Press and Print Unit."*

The OSASS should have a separate Guidance and Counseling Unit according to Student E. He emphasized that, *"...the psychological consultation should be in Guidance and Counseling, ibang office na. Hindi siya ginagawa ng OSASS kasi parang sometimes, as a scholar, OSASS is requiring us to have a monthly mentoring or counseling on your acads. Of course we need to pretend that we are happy, we are fine, pero deep inside we are dying...hindi na naging concern yung well-being ng students."* (There should be a separate office for guidance and counseling unit. The OSASS is already congested and lacks privacy; that's why we just pretend that we are happy, we are fine during counseling sessions for scholars, but deep inside we are dying. The well-being of students is no longer considered.)

On Strategic Development Plan

Shared Vision of Excellence

The primary goal of this SDP is to ‘solidify internal stakeholders’ support in pursuit of excellence thru innovation, influence, and impact’ (PNU, 2012a, p. 19). In this SDP, participants perceive that the University is attaining its performance indicators *to a great extent* ($M=5.11$, $SD=1.33$) (Table 6), with 13 of its performance indicators deemed to be achieved *to a very great extent*. For the participants, the greatest strength of the University is an institution of research development program including policies for faculty research ($M=5.31$, $SD=1.17$). This high perception rating can be attributed to the establishment of the Educational Policy Research and Development Center (EPRDC) in 2013. The EPRDC spearheaded the development of faculty research manual (see EPRDC, 2015) as well as the research agenda of the University (see PNU, 2016). The EPRDC also leads research capability building and upskills programs to enhance and update research skills of both faculty members and graduate students.

The University, however, is deemed to be weak on three of its performance indicators under this category. The first of these areas for improvement is the implementation of policies on research utilization ($M=4.88$, $SD=1.33$). Although the University has an existing intellectual property office (IPO) under the Office of the Vice President for Finance and Administration (OVPPFA) (PNU, 2015), we argue that indeed, the University has to strengthen its intellectual property policies on utilizing research that was generated by faculty members and students because at present it is hardly ‘felt’ by the academic community.

The second of these areas for improvement is providing research-based information by administrative offices ($M=4.88$, $SD=1.40$). It seems that the University’s administrative offices lack this initiative to provide research-based policy recommendations to improve delivery of service. Hence, we argue that indeed, administrative staff should also be carrying out research projects aimed at improving the efficiency of delivering service to internal and external stakeholders. To be able to do this, the University has already capacitated some

administrative staff in research by funding them to undertake a graduate courses at the Technological University of the Philippines (TUP) in 2017.

Finally, digitizing conference proceedings using database management system ($M=4.88$, $SD=1.38$) was also deemed to be an area needing improvement. This deficiency, however, has already been resolved by the University through the inception of the university research portal in 2016. Digital copies of conference proceedings for conferences and fora hosted by the University can now be accessed via the university research portal (see Abulon, David, & Morales, 2016). We argue, however, that there is still room for expanding the scope and reach of the university research portal by serving as a repository in showcasing work of faculty members, administrative staff, and students that is accessible to the general public (see for example Australasian Open Access Repositories: <https://aoasg.org.au/open-access-repositories-at-australian-institutions/>).

Table 6
Perceived Attainment of Shared Vision of Excellence

	Student	SD	Faculty Member	SD	Administrator	SD	Administrative Staff	SD	Overall	SD	Interpretation
1. Vision, Mission, Goals (VMG) are incorporated in the syllabi, methodology, instructional materials, and teaching strategies of the faculty	5.39	0.82	5.32	1.57	5.17	0.84	5.08	1.57	5.24	0.94	To a very great extent
2. Faculty, students, and staff have undertaken orientation on University VMG	5.16	1.10	4.96	1.41	5.17	1.41	5.04	1.41	5.08	1.17	To a great Extent
3. A research development program which includes the university research agenda has been developed	5.06	1.17	5.06	1.33	5.83	0.45	5.20	1.33	5.29	1.19	To a very great extent
4. A research development program which includes policies for faculty research has been developed	5.12	1.12	5.11	1.31	5.83	0.45	5.16	1.31	5.31	1.17	To a very great extent
5. A research development program which includes research infrastructure has been developed	5.02	1.36	4.85	1.61	5.50	0.55	5.13	1.61	5.13	1.39	To a great Extent

		Student	SD	Faculty Member	SD	Administrator	SD	Administrative Staff	SD	Overall	SD	Interpretation
6.	A research development program which includes a research management system has been developed	5.03	1.28	4.91	1.29	5.50	0.55	5.04	1.29	5.12	1.33	To a great Extent
7.	Policies on research planning and implementation is in place and being implemented	5.03	1.29	5.00	1.39	5.67	0.45	5.00	1.39	5.18	1.34	To a very great extent
8.	Policies on research monitoring is in place and being implemented	5.01	1.38	5.16	1.32	5.67	0.45	5.04	1.32	5.22	1.40	To a very great extent
9.	Policies on research dissemination and publication is in place and being implemented	5.02	1.19	5.13	1.28	5.67	0.55	5.08	1.28	5.23	1.24	To a very great extent
10.	Policies on research utilization is in place and being implemented	4.98	1.29	4.74	1.28	5.33	0.89	5.08	1.28	5.03	1.33	To a great Extent
11.	Policies on research utilization is in place and being implemented	5.00	1.30	4.76	1.28	4.67	0.50	5.08	1.28	4.88	1.34	To a great Extent
12.	Policies on reporting of faculty research is in place and being implemented	5.01	1.39	5.04	0.83	5.33	0.89	5.15	0.83	5.13	1.39	To a great Extent
13.	Policies on research ethics is in place and being implemented	5.10	1.24	5.24	0.77	5.17	1.30	5.12	0.77	5.16	1.26	To a great Extent
14.	There are externally funded/ commissioned researches	4.92	1.61	5.13	0.82	5.67	0.45	5.23	0.82	5.24	1.57	To a very great extent
15.	Faculty have undergraduate and graduate student research collaborators	5.00	1.35	4.80	0.76	5.17	1.30	5.23	0.76	5.05	1.32	To a great Extent
16.	Faculty collaborate with their students in publishing their thesis/dissertation	5.03	1.24	4.82	0.87	5.50	0.55	5.04	0.87	5.10	1.25	To a great Extent
17.	Administrative offices are able to provide research-based information	4.92	1.38	4.52	0.82	4.83	1.22	5.23	0.82	4.88	1.40	To a great Extent
18.	There is ICT-ized database for journal publications	4.97	1.05	4.76	0.79	5.17	0.84	5.31	0.79	5.05	1.13	To a great Extent
19.	There is ICT-ized database for online commons	4.98	1.07	4.82	1.32	4.83	1.30	5.28	1.32	4.98	1.20	To a great Extent
20.	There is ICT-ized database for conference proceedings	4.91	1.30	4.56	1.32	5.00	0.84	5.04	1.32	4.88	1.38	To a great Extent
21.	PNU System performs well in LET in terms of	5.34	0.93	5.13	1.39	5.50	0.55	5.20	1.39	5.29	1.01	To a great Extent

	Student	SD	Faculty Member	SD	Administrator	SD	Administrative Staff	SD	Overall	SD	Interpretation
passing rate and topnotchers											
22. There is improvement in PNU's performance in LET compared to last year	5.12	1.44	4.91	1.28	5.00	1.22	5.31	1.28	5.09	1.43	To a great Extent
23. International indicators are being used for internal monitoring of quality education	5.13	1.29	5.05	1.29	5.33	0.55	5.04	1.29	5.14	1.37	To a great Extent
24. Performance-based system of evaluation of quality education is being put in place	5.18	1.17	4.93	0.80	5.50	0.55	5.19	0.80	5.20	1.21	To a great Extent
25. Performance targets included in IPCR/OPCR are being met	5.09	1.72	4.91	0.93	4.67	1.52	5.07	0.93	4.94	1.63	To a great Extent
26. There is periodic rating of faculty performance	5.16	1.23	5.28	1.21	5.33	0.89	5.32	1.21	5.27	1.22	To a very great extent
27. The OBTEC curricular programs are reviewed and revised	4.85	1.33	5.09	1.34	5.33	0.89	5.08	1.34	5.09	1.34	To a great Extent
28. The OBGTEC curricular programs are reviewed and revised	4.87	1.67	5.04	1.29	5.50	0.55	5.13	1.29	5.14	1.65	To a great Extent
29. The OBGTEC curricular programs are reviewed and revised	4.83	1.68	5.00	0.84	5.33	0.89	5.08	0.84	5.06	1.65	To a great Extent
30. Courses are research-based in the design and delivery	5.01	1.22	4.85	0.82	5.17	0.89	4.96	0.82	5.00	1.21	To a great Extent
31. Faculty members initiate innovations in curriculum, instruction, and assessment	5.06	1.13	4.81	0.77	5.17	0.89	4.96	0.77	5.00	1.15	To a great Extent
32. Blended learning is being used in the delivery of courses	5.05	0.98	4.78	1.26	5.17	0.84	4.88	1.26	4.97	1.08	To a great Extent
33. There is online delivery of graduate programs	4.90	1.63	4.79	1.26	4.67	1.30	4.69	1.26	4.76	1.64	To a great Extent
34. Faculty members deliver lectures/ professional sharing to colleagues	5.08	1.29	4.77	1.31	5.17	0.55	4.96	1.31	5.00	1.29	To a great Extent
35. PNU pursues a leading role through networking with national networks (e.g., 3NS)	5.11	1.37	5.15	0.83	5.50	0.89	5.27	0.83	5.26	1.34	To a very great extent
36. PNU pursues a leading role through networking with international networks (e.g., ASTEN)	5.18	1.30	5.06	0.79	5.67	0.55	5.11	0.79	5.26	1.27	To a very great extent
37. Faculty members participate in community extension service in the spirit of volunteerism	5.14	1.30	5.02	0.83	5.50	0.55	5.15	0.83	5.20	1.28	To a very great extent

	Student	SD	Faculty Member	SD	Administrator	SD	Administrative Staff	SD	Overall	SD	Interpretation
38. Students participate in community extension service in the spirit of volunteerism	5.15	1.04	4.89	1.25	5.50	0.55	5.16	1.25	5.18	1.11	To a very great extent
39. Internal stakeholders support management practice	5.01	1.42	4.89	0.75	5.67	0.45	5.35	0.75	5.23	1.41	To a very great extent
Overall Mean	5.05		4.95		5.32		5.11		5.11	1.33	To a great Extent

Quality Assurance

In terms of quality assurance, participants reckon that the University is attaining its performance indicators *to a very great extent* ($M=5.25$, $SD=1.48$) (Table 7), with five of its success indicators perceived to be attained *to a very great extent* as well. The aim of this SDP is to ‘institutionalize quality assurance mechanisms that ensure compliance with national and international standards of excellence and implement PNU’s distinctive competence in all the products and service’ (PNU, 2012a, p. 21).

It is apparent that the greatest strength of the University under this category is compliance with relevant laws and policies ($M=5.38$, $SD=1.19$). This strength was indeed attested to by qualifying to the requirements for performance-based bonus since its inception in 2012 until the time when ISO certification has been required by the Government.

The weakest amongst the performance indicators is ISO certification of the PNU System ($M=5.05$, $SD=1.26$). The survey was conducted, however, before the University was awarded with ISO Certification 9001:2015 in 2018 (see PNU, 2018). The University is now ISO certified.

Table 7***Perceived Attainment of Quality Assurance***

	Statements	Student	SD	Faculty Member	SD	Administrator	SD	Administrative Staff	SD	Overall	SD	Interpretation
1.	A Quality Assurance Center is established	5.18	1.45	5.39	0.64	5.50	0.45	5.37	0.64	5.36	1.39	To a very great extent
2.	Compliance with the requirements of normative financing (NF)	5.08	1.70	5.00	1.26	5.50	0.45	5.27	1.26	5.21	1.67	To a very great extent
3.	Compliance with the requirements of NBC 461	5.53	1.89	5.16	1.23	5.50	0.45	5.27	1.23	5.37	1.81	To a very great extent
4.	Compliance with the requirements of CHED	5.27	1.39	5.27	1.21	5.50	0.45	5.31	1.21	5.34	1.36	To a very great extent
5.	The university system complies with relevant laws and policies	5.33	1.21	5.13	0.64	5.67	0.45	5.37	0.64	5.38	1.19	To a very great extent
6.	ISO certification of the PNU System	5.27	1.27	5.00	0.87	4.67	1.30	5.26	0.87	5.05	1.26	To a great Extent
7.	QS standard is being used to guide the internal monitoring of PNU	5.23	1.54	4.93	0.84	5.17	0.55	5.30	0.84	5.16	1.51	To a great Extent
8.	Appropriate measure of academic performance for teacher education university is developed through collaboration with TEIs abroad (e.g., ASEAN TEIs)	5.28	1.48	5.00	0.88	4.83	1.00	5.30	0.88	5.10	1.48	To a great Extent
	Overall Mean	5.27		5.11		5.29		5.31		5.25	1.48	To a very great extent

Systems-based Solution

On systems-based solutions, the University is deemed to be achieving its performance targets *to a great extent* ($M=4.82$, $SD=1.33$) (Table 8), with none of its indicators considered to be achieved *to a very great extent*. The primary goal of this SDP is to ‘employ proven management technologies and systems as solutions to providing quality, reliable, and efficient academic and administrative support services to sustain the University’s competitiveness’ (PNU, 2012a, p. 22).

Participants noted that upgrading of administrative plantilla positions/personnel’s ($M=4.67$, $SD=1.46$) to be the weakest amongst the performance indicators in this SDP. The University, however, has already capacitated some administrative staff by funding them to pursue a master’s degree in management in TUP in 2017. These administrative staff will be completing their graduate degrees in 2019. We argue that this graduate degree in management will potentially help upgrade skills of administrative personnel.

Table 8

Perceived Attainment of Systems-Based Solutions

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	Student	SD	Faculty Member	SD	Administrator	SD	Administrative Staff	SD	Overall	SD	Interpretation
1. ICT plan that will modernize PNU services is being implemented	4.94	1.29	4.64	1.23	4.33	1.14	4.93	1.23	4.71	1.33	To a great Extent
2. There is a functioning university planning system	4.98	1.25	5.02	0.94	4.67	1.14	5.19	0.94	4.97	1.26	To a great Extent
3. Effective and efficient internal financial control is being implemented	4.87	1.55	4.69	1.18	4.67	1.10	5.04	1.18	4.82	1.51	To a great Extent
4. A campus development plan is being implemented	5.06	1.21	4.70	1.07	4.67	1.10	5.11	1.07	4.89	1.21	To a great Extent
5. Administrative positions are being upgraded	4.95	1.46	4.49	1.48	4.50	1.14	4.73	1.48	4.67	1.46	To a great Extent

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	Student	SD	Faculty Member	SD	Administrator	SD	Administrative Staff	SD	Overall	SD	Interpretation
6. There is a functioning restructured organization filled up with competent academic/administrative personnel	4.99	1.26	4.60	1.35	5.00	0.71	4.85	1.35	4.86	1.29	To a great Extent
7. Library services and information development plan are being implemented satisfactorily	4.91	1.18	4.57	0.89	4.83	1.10	4.93	0.89	4.81	1.19	To a great Extent
Overall Mean	4.96		4.67		4.67		4.97		4.82	1.33	To a great Extent

Branding

This SDP aims to ‘promote a distinct and widely recognized PNU brand as being the source of responsive innovations in teacher education’ (PNU, 2012a, p. 23). In this SDP, the University was deemed to be attaining its performance targets *to a great extent* ($M=4.97$, $SD=1.26$) (Table 9), with two of its indicators considered to be accomplished *to a very great extent*: (1) awareness on ‘qualities of graduates’ of PNU nationwide ($M=5.26$, $SD=1.01$), and (2) PNU performing groups are competing and winning in international competitions ($M=5.23$, $SD=1.33$).

In the first aforementioned strength of this SDP, stakeholders indicated high awareness of the qualities of a PNU graduate, even though there are no existing documents explicitly stating these graduate attributes. The undergraduate and graduate student handbook posted in the University website seems to have no section stating the attributes of a PNU graduate (see PNU, 2014; PNU, 2017). We argue that a great addition to the student handbook would be a section listing the attributes expected of a PNU graduate. This list of graduate attributes will guide students as well as instructors in keeping up with the standards set by the University.

In the second aforementioned strength of this SDP, PNU performing groups are indeed winning competitions in national and international arenas. For example, the Makawiwili Dance Troupe of PNU Visayas was adjudged champion in the Sayaw Pinay Competition in 2017. The PNU Kislap Sining Dance Troupe represented the Philippine Department of Foreign Affairs as ambassador of goodwill to four countries in 2012: Singapore, the United States, Middle East, and South Korea. We argue that with continued support from the administration, these PNU performing groups will potentially be put on the map.

Two of the performance targets under this category are considered to be weakly achieved by the University: (1) presence of students from ASEAN countries ($M=4.82$, $SD=1.36$), and (2) presence of international lecturers ($M=4.82$, $SD=1.25$). The University, however, has been inviting international lecturers as well as students from the ASEAN countries for faculty and student exchange programs. It seems, however, that the University's efforts in this endeavor is not being felt by the community because the invited students and lecturers are only distributed to a few faculties, schools, or institutes. It seems that this unequal distribution of international students and lecturers was a result of the determination (or the lack thereof) of a few delivery units. We argue that it is necessary for the Linkages and International Office (LIO) to manage student and faculty mobility to avoid this unequal distribution. There is also a need for the LIO to strengthen its ties with the international community for the mobility programs of the University to be realized.

Table 9
Perceived Attainment of Branding

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	Student	SD	Faculty Member	SD	Administrator	SD	Administrative Staff	SD	Overall	SD	Interpretation
1. There is awareness of "qualities of graduates" of PNU nationwide	5.33	0.97	5.17	0.98	5.33	0.89	5.22	0.98	5.26	1.01	To a very great extent
2. There is an awareness of "qualities of graduates" of PNU at the ASEAN	5.16	1.38	4.80	1.41	4.67	0.84	5.00	1.41	4.91	1.39	To a great Extent

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	Student	SD	Faculty Member	SD	Administrator	SD	Administrative Staff	SD	Overall	SD	Interpretation
3. PNU branding plan is being implemented	5.22	1.26	4.96	0.99	4.50	1.14	5.15	0.99	4.96	1.28	To a great Extent
4. There is visibility of faculty members on the web for academic-related content	5.07	1.17	4.60	1.00	4.83	1.00	5.07	1.00	4.89	1.20	To a great Extent
5. There are students from ASEAN countries	5.10	1.34	4.66	0.94	4.50	0.89	5.00	0.94	4.82	1.36	To a great Extent
6. There are international lecturers	5.14	1.24	4.51	1.02	4.67	1.10	4.96	1.02	4.82	1.25	To a great Extent
7. There are PNU performing groups competing and winning in international competitions	5.10	1.35	4.93	0.69	5.50	0.55	5.37	0.69	5.23	1.33	To a very great extent
8. The institutional memory of PNU is preserved by telling and retelling stories about best practices, tradition, and the past (e.g., book on history of PNU)	5.14	1.18	4.56	0.84	4.83	0.71	5.07	0.84	4.90	1.23	To a great Extent
Overall Mean	5.16		4.77		4.85		5.11		4.97	1.26	To a great Extent

Internationalization

Similar to other SDPs, internationalization is also deemed to be attained *to a great extent* only ($M=5.10$, $SD=1.30$) (Table 10), with two of its performance indicators deemed to be achieved *to a very great extent* as well: (1) faculty members are leaders in professional networks, and attend international conferences ($M=5.27$, $SD=1.17$), and (2) Linkages and International Office is fully operational ($M=5.19$, $SD=1.35$). This SDP aims to ‘transform PNU as internationally recognized leader in teacher education’ (PNU, 2012a, p. 23).

We argue that even though faculty members of the University are considered to be leaders in teacher education in the Philippines, and that they attend and present research findings in international conferences and fora, there is still room for improvement so that they can be recognized in the international community. Strengthening their skills in academic

scholarship will help them achieve this. A good indicator of internationalization is a pool of academics who are highly cited using the theory, model, or framework that they have developed. Another good indicator of internationalization is the publication of internationally-circulated books, monographs, creative works, and papers in Web of Science (WoS) and Scopus-indexed journals. However, only a few papers of faculty members are published in WoS and Scopus-indexed journals. For example, there were only eight and in 2015, two in 2016, and five in 2017. Hence, we argue that encouraging and supporting faculty members financially in developing theories, models, or framework and assisting them in publishing in reputable international journals will potentially boost the internationalization agenda of the University.

The LIO is deemed to be fully operational. However, participants indicated that the University is still weak in terms of inviting international students and lecturers from the ASEAN countries and beyond. Hence, similar to our argument in the previous SDP, the LIO should strengthen its partnership and continue forging MOUs/MOAs with international universities to increase mobility in the University.

Despite attendance of faculty members to international conferences and fora, the weakest target achieved in this SDP, as perceived by the participants, is membership of faculty members to international professional organizations ($M=4.96$, $SD=1.29$). It appears that there is no existing document recording the international professional organizations of faculty members. Hence, we argue that there is a need for faculty members to apply for membership, and be recognized, in international organizations. Faculty members, however, would be able to realize this undertaking through generous financial support from the University and other institutions.

Table 10***Perceived Attainment of Internationalization***

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	Student	SD	Faculty Member	SD	Administrator	SD	Administrative Staff	SD	Overall	SD	Interpretation
1. The Linkages and International Office is fully operational	5.11	1.40	5.06	1.00	5.50	0.45	5.07	1.00	5.19	1.35	To a very great extent
2. There is an international conference organized by PNU	5.06	1.52	5.04	1.00	5.33	0.55	5.00	1.00	5.11	1.47	To a great Extent
3. Faculty members are leaders in professional networks, and attend international conferences	5.27	1.21	5.02	0.77	5.67	0.55	5.11	0.77	5.27	1.17	To a very great extent
4. There are scholarly works and products that attract international audience	5.18	1.27	4.70	0.82	5.33	0.89	5.07	0.82	5.07	1.26	To a great Extent
5. There are research, extension, and production of national impact done through the international network with PNU's leadership	5.19	1.21	4.70	1.00	5.17	0.84	5.07	1.00	5.03	1.20	To a great Extent
6. Faculty are members of international professional organizations	5.15	1.35	4.79	0.80	4.67	0.84	5.22	0.80	4.96	1.29	To a great Extent
Overall Mean	5.16		4.89		5.28		5.09		5.10	1.30	To a great Extent

Collaboration and Partnership

This SDP aims to optimize collaboration and partnership with public and private institutions and organizations to support effective and efficient delivery of University functions' (PNU, 2012a, p. 25). In this SDP, the University is perceived to be attaining its performance targets *to a great extent* ($M=4.96$, $SD=1.93$) (Table 11), with none of its indicators considered to be attained *to a very great extent*.

The weakest identified indicator in this category is the implementation of a business development plan with public-private partnership ($M=4.77$, $SD=1.51$). Indeed, it appears that there is no section in any of the president's report that is explicitly stating that the University is forging partnerships with private institutions. Hence, we suggest that the PBDO and LIO scout for potential private institutions to collaborate in research and extension.

Table 11
Perceived Attainment of Collaboration and Partnership

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	Student	SD	Faculty	SD	Administrator	SD	Administrative Staff	SD	Overall	SD	Interpretation
1. There is a functioning alumni office	5.02	1.48	4.59	0.75	5.17	1.34	5.37	0.75	5.04	1.43	To a great Extent
2. There is an alumni engagement program being implemented	4.98	1.54	4.44	1.31	4.83	1.73	5.35	1.31	4.90	1.54	To a great Extent
3. A national network of Normal Schools is formed and expanded, and with collaborative research conducted	5.05	1.42	4.78	0.64	5.50	0.55	5.41	0.64	5.19	1.39	To a great Extent
4. Faculty have national and international linkages	5.18	1.26	4.87	1.30	4.50	0.58	5.23	1.30	4.95	1.24	To a great Extent
5. Students are members and officers of national student organizations	5.09	1.19	4.64	1.30	4.83	1.00	5.23	1.30	4.95	1.24	To a great Extent

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	Student	SD	Faculty	SD	Administrator	SD	Administrative Staff	SD	Overall	SD	Interpretation
6. There is business development plan with public-private partnership being implemented	5.03	1.44	4.60	1.62	4.33	2.07	5.12	1.62	4.77	1.51	To a great Extent
Overall Mean	5.06		4.65		4.86		5.29		4.96	1.93	To a great Extent

Product and Service Development

This SDP aims to ‘develop well planned products and services that are of value to stakeholders’ (PNU, 2012a, p. 26). Similar to other SDPs, participants also perceived that this SDP is only achieved by the University *to a great extent* ($M=4.72$, $SD=1.64$) (Table 12), with none of its performance indicators deemed to be attained *to a very great extent*. It is apparent that among all the SDPs, the targets of product and service development are perceived to be the least achieved by the University, with participants noting that the weakest amongst its performance indicators is the development of a PNU standard of product development, marketing, and protection ($M=4.65$, $SD=1.52$).

The University has an existing IPO. However, it seems that a standard or guidebook in product development, marketing, and protection is non-existent. Hence, we argue that the University has to define standards in developing products and services. Perhaps the IPO can take charge in crafting the standards together with experts in various disciplines.

Table 12

Perceived Attainment of Product and Service Development

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	Student	SD	Faculty Member	SD	Administrator	SD	Administrative Staff	SD	Overall	SD	Interpretation
1. The Revenue Plan is being implemented	4.93	1.83	4.52	1.44	4.50	1.52	4.92	1.44	4.72	1.79	To a great Extent
2. The departments have developed products	4.95	1.61	4.33	1.50	4.17	1.48	4.88	1.50	4.58	1.61	To a great Extent

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	Student	SD	Faculty Member	SD	Administrator	SD	Administrative Staff	SD	Overall	SD	Interpretation
3. There is a functioning business development office and business development plan is being implemented	4.98	1.64	4.58	0.84	5.00	2.45	5.11	0.84	4.92	1.59	To a great Extent
4. A PNU standard of product development, marketing, and protection is developed	5.00	1.51	4.53	1.29	4.00	1.58	5.08	1.29	4.65	1.52	To a great Extent
Overall Mean	4.97		4.49		4.42		5.00		4.72	1.64	To a great Extent

Responsiveness to Stakeholders

Responsiveness to stakeholders is also perceived by the participants to be achieved *to a great extent* only ($M=4.65$, $SD=1.50$) (Table 13). However, two of its performance targets are deemed to be attained *to a very great extent*: (1) there is an established and functioning Educational Policy Research and Development Center (EPRDC) ($M=5.36$, $SD=1.40$), and (2) there is expanded student support mechanism and services plan like assistantship and scholarship ($M=5.17$, $SD=1.18$).

Participants noted that the EPRDC is indeed doing its part as the research arm of the University by mentoring faculty members and students on research and publication and by managing the research operations of the University (see Appendix 3 for summary). We argue, however, that faculty researchers should be de-loaded with administrative and research management duties for them to be able to focus on producing quality research outputs for the University. In other Philippine universities (e.g. UP system), the Office of the Vice President for Research manages the research operations of the university. Hence, we suggest that the Office of the Vice President for Research, Planning, and Quality Assurance (OVRPQA) to either take on the responsibility in managing the research operations (e.g. monitoring of full professor research compliance, etc) of the University or establish a separate office dedicated for this purpose.

In this SDP, participants noted that support for students is visible through student assistantships and scholarships. The Office of Student Affairs and Student Services (OSASS) is indeed facilitating and managing undergraduate scholarships for students in dire need of assistance to pursue their studies. For example, the Students' Grants-In-Aid Program for Poverty Alleviation (SGP-PA) was instituted in 2012 through the Department of Social Welfare and Development's (DSWD) Pantawid Pamilyang Pilipino (4Ps) program. Sixty four students were supported and guided until they were able to attend regular classes. In the same year, international student exchange scholarships were also given to highly achieving students. The scholarship was made possible through grants from Tokyo Gakugei University and the Global Undergraduate Exchange Scholarship by the Philippine-American Educational Foundation. We argue, however, that although the University is receiving sponsorships from various institutions, more scholarship opportunities for both undergraduate and graduate students are still warranted to support them in finishing their degrees as majority of PNU students are from middle to low income families.

The weakest among the indicators under this category is the establishment of an indigenous curricular program ($M=4.46$, $SD=1.58$). This performance indicator, however, is being taken care of by PNU North Luzon campus. Results of the perception survey on this particular indicator could be low because the participants of this study are from PNU main campus.

Table 13

Perceived Attainment of Responsiveness to Stakeholders

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	Student		Faculty Member		Administrator		Administrative Staff		Overall		Interpretation
		SD		SD		SD		SD		SD	
1. There is expanded student support mechanism and services plan like assistantship and scholarship	5.30	1.18	4.74	0.91	5.50	0.89	5.15	0.91	5.17	1.18	To a very great extent
2. There is an increase in campus employment and retention rate	5.08	1.53	4.70	0.89	5.33	1.34	5.11	0.89	5.06	1.52	To a great Extent
3. There is an increase in MA and PhD graduates	5.14	1.65	4.67	1.52	4.67	1.52	5.04	1.52	4.88	1.66	To a great Extent

STRATEGIC ACTIONS AND PERFORMANCE TARGETS		Student	SD	Faculty Member	SD	Administrator	SD	Administrative Staff	SD	Overall	SD	Interpretation
4.	A national recruitment plan is being implemented	5.05	1.70	4.36	1.49	4.33	1.82	4.92	1.49	4.67	1.69	To a great Extent
5.	There are scholars from each region	5.10	1.41	4.24	1.37	4.33	1.52	4.96	1.37	4.66	1.50	To a great Extent
6.	There is a student from each province	5.14	1.40	4.17	1.31	4.33	1.34	4.96	1.31	4.65	1.50	To a great Extent
7.	An indigenous curricular program is in place	4.87	1.55	4.26	1.01	3.83	1.79	4.89	1.01	4.46	1.58	To a great Extent
8.	All campuses are Centers of Excellence in the region	5.17	1.46	4.24	1.50	4.83	1.30	4.85	1.50	4.77	1.56	To a great Extent
9.	There is presidential leadership in the network of TEI extension offices	5.07	1.61	4.44	1.41	4.50	1.82	5.04	1.41	4.76	1.69	To a great Extent
10.	Extension services are making satisfactory impact	5.08	1.35	4.46	1.45	5.17	1.30	5.00	1.45	4.93	1.35	To a great Extent
11.	There is an institutionalized e-PNU system	5.06	1.43	4.44	0.83	4.67	1.14	5.19	0.83	4.84	1.43	To a great Extent
12.	There is an established and functioning Educational Policy Research and Development Center (EPRDC)	5.13	1.42	5.11	0.85	5.83	0.45	5.35	0.85	5.36	1.40	To a very great extent
Overall Mean		5.10		4.49		4.78		5.04		4.85	1.50	To a great Extent

Sustainability

On sustainability, participants perceive that the University is achieving its success indicators *to a great extent* ($M=4.87$, $SD=1.62$) (Table 14), with none of its performance indicators perceived to be attained *to a very great extent*. Participants noted that the formulation of implementing rules and regulations for the University's legislative agenda ($M=4.73$, $SD=1.59$) as the weakest amongst the performance targets under this category. It seems that the University has no existing legislative agenda that is formulated based on Republic Act (RA) No 9647 or the NCTE Law (see 14th Congress, 2009). What the

University has is a strategic development plan based on the NCTE Law. Thus, we argue that implementing rules and regulations should be formulated based on RA 9647.

Table 14

Perceived Attainment of Sustainability

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	Student	SD	Faculty Member	SD	Administrator	SD	Administrative Staff	SD	Overall	SD	Interpretation
1. A financial sustainability program (FSP) is developed, implemented, and practiced	4.95	1.68	4.60	0.82	4.50	1.52	5.15	0.82	4.80	1.65	To a great Extent
2. A strategic asset management plan is developed, properly in place, and being implemented	5.02	1.65	4.49	0.89	4.67	1.64	5.07	0.89	4.81	1.65	To a great Extent
3. PNU Strategic Development Plan is being implemented and targets are being achieved	5.01	1.62	4.76	1.30	5.67	0.45	5.08	1.30	5.13	1.58	To a great Extent
4. Implementing rules and regulations (IRR) for the university's legislative agenda are formulated and implemented	5.05	1.55	4.47	1.34	4.40	2.51	5.00	1.34	4.73	1.59	To a great Extent
Overall Mean	5.01		4.58		4.81		5.08		4.87	1.62	To a great Extent

Human Capital Management

It is apparent that participants perceive that the University is achieving its performance targets on human capital management *to a great extent* ($M=5.02$, $SD=1.32$) (Table 15), with none of its performance targets deemed to be achieved *to a very great extent*. Three performance targets were deemed to be least achieved by the University: (1) development and implementation of an institutionalized recruitment plan ($M=4.84$, $SD=1.56$), (2) presence of international (e.g., ASEAN) lecturers ($M=4.89$, $SD=1.43$), and (3) faculty members with PhD degrees ($M=4.97$, $SD=1.11$).

In the first target, participants deem it necessary to institutionalize a recruitment plan so that quality assurance is carried on and that the place of PNU in the Philippine academia is sustained. The University will be able to attain this by setting standards and making the position competitive to attract highly qualified faculty members. The Human Resource Management and Development Services Office (HRMDSO) should lead the development of this recruitment plan including the dissemination of the call for faculty positions. We further argue that a succession plan is necessary to maintain the quality of instruction and research being delivered by the university. A mentoring program is hereby necessary to be institutionalized, where a more senior and seasoned faculty member is mentoring a junior faculty member in a subject matter where they are considered an expert.

In the second target, the University is deemed to be weak in the recruitment of international lecturers. As we argued earlier in this report, perhaps forging MOUs/MOAs with foreign universities and strengthening relationship with the ASTEN universities for research and extension will potentially facilitate the mobility of students and faculty members.

In the third target, participants deemed it necessary for the University to employ faculty members with PhD. The University has foreseen this inadequacy even before the inception of the new OS and SDP. Hence, the University let some faculty members pursue PhD degrees on full release with pay. This program was even strengthen in the new OS through the establishment of the Professional Development Incentive Program (PDIP) and Faculty Development Plan (FDP). The University has even sent a few faculty members to pursue PhD overseas.

Table 15***Perceived Attainment of Human Capital Management***

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	Student	SD	Faculty Member	SD	Administrator	SD	Administrative Staff	SD	Overall	SD	Interpretation
1. There is an institutionalized recruitment plan developed and implemented	5.08	1.54	4.58	1.35	4.67	1.14	5.04	1.35	4.84	1.56	To a great Extent
2. There is a functional faculty and staff development program	5.13	1.22	4.76	0.93	5.33	0.89	5.07	0.93	5.07	1.22	To a great Extent
3. There are institutionalized Outstanding Faculty and Staff Awards	5.21	1.27	5.11	0.91	5.67	0.45	5.15	0.91	5.29	1.21	To a great Extent
4. Faculty members have PhD	5.17	1.13	4.66	1.17	5.00	0.71	5.04	1.17	4.97	1.11	To a great Extent
5. All staff attend professional and skills development programs	5.24	1.27	4.87	0.87	5.33	0.55	5.00	0.87	5.11	1.22	To a great Extent
6. Faculty members have distinctive competence with emphasis on pioneering and innovative approaches	5.24	1.22	4.87	1.32	5.00	1.30	5.12	1.32	5.06	1.21	To a great Extent
7. There are international (e.g., ASEAN) lecturers	5.06	1.45	4.44	0.82	5.00	1.10	5.07	0.82	4.89	1.43	To a great Extent
8. There is systematic upgrading of faculty profile	5.19	1.44	4.69	1.33	4.83	1.64	5.04	1.33	4.94	1.44	To a great Extent
Overall Mean	5.17		4.75		5.10		5.07		5.02	1.32	To a great Extent

Conclusions and Implications for Policy and Practice

Here we present a summary of recurrent and unifying themes of the current state of the five functions of the University *vis-a-vis* the strategic development plans. We present areas for improvement as well as policy recommendations to bridge such gaps.

The research culture in the University is progressing, and will continue to prosper with the support from the administration

Clearly, research production and dissemination increased five years since the inception of the new organizational structure. Areas needing improvement include the following:

1. Teaching of research courses at the undergraduate level is problematic. Some lecturers seem to be uncomfortable in teaching education research subjects potentially because they were not trained to do education research. Lecturers teaching specialist courses (e.g. science, mathematics, sociology, political science, etc) are trained in their own disciplinary research that is different from education research. Providing quality professional development opportunities in education research for both new and seasoned lecturers would potentially bridge this gap. These trainings should focus on the fundamentals of education research as well as how to teach the same in the undergraduate level.
2. Research-related resources, such as journals and books, are scarce and not readily available in the University. Participants commented that it was difficult for them to scout for literature because majority of high quality journals and books are blocked by paywall. Perhaps the University can gradually subscribe to these online journals for the benefit of research students and faculty members. Subscribing to top journals could also be a good project of various consortia of the University. In this way, financial responsibility will be shared amongst all the member universities, which will be cheaper than subscribing individually.

The role of the EPRDC is confusing; its TOR should be reviewed

As an ‘education policy’ research center, full time faculty researchers should be embarking and leading research projects that will inform policies in education. However, this is not the case for PNU’s EPRDC. Being the only research arm of the University, the EPRDC handles all research undertakings of the University - from administrative and research management, research capability building programs, research production, research ethics evaluation to advising and mentoring of faculty members and students. Perhaps, distributing the administrative and management responsibilities, research capability building programs, and research ethics evaluation to the OVPRQA will lessen the workload of faculty researchers; hence, they will be able to focus on what they should be doing - leading research groups on various themes in education needing reform, just like what RCTQ is doing. Moreover, technical reports pertaining to quality assurance, just like this report, should be prepared by the CPQA, as they are the responsible center for this. To capacitate the OVPRQA and the CPQA with these technical skills, the University should give two non-teaching (NT) loads to faculty members who are knowledgeable in this area. Also, for EPRDC to become an independent and self-sustaining research center, the Center should seek external funding and grants.

While PNU faculty members are good teachers, the burden of administrative workload make them inefficient

Participants reported exemplary learning and teaching experiences with PNU faculty members. They also noted, however, that teaching efficiency of faculty members diminish when they have administrative workload (e.g. members of the administrative council and those assigned in accreditation, etc). Participants observed that the problem with faculty members with administrative workload is that they do not attend to their classes religiously or if they do, they come to class unprepared and deviate from what is in the syllabus. It seems that education leadership and teaching duties are two different entities. Thus, we suggest that faculty members with administrative position should not be given ‘extra’ teaching load. One teaching load is enough for them to secure their proportional vacation pay (PVP).

The trimester scheme is problematic; its implementation should be reviewed

Participants expressed concern over the inefficiency of the trimester scheme in covering the syllabus and implementing innovative strategies in teaching. They also noted that the flexible learning activity (FLA) is not enough to help cover the course content outside the classroom. Some participants even expressed that FLAs are not being implemented properly, or worse, it is not being utilized at all. Furthermore, participants also expressed concern over the potential detrimental effects of cognitive overload of the trimester scheme to the students. Thus, we suggest that a review of the trimester scheme be done to identify areas for improvement or whether the University needs to shift to the semestral scheme again.

The University should invest in visibility and branding undertakings

While the University is doing its part in nation building by producing ‘innovative teachers and education leaders,’ the presence of PNU is seldom felt in both national and international academic community. To increase the visibility of PNU, we recommend the following:

1. Periodic updating of the University’s website, with information about the faculty members and their research undertakings.
2. Include a list of ‘graduate attributes’ expected of every PNU graduate to the University’s VMGO.
3. Continue supporting faculty members in attending national and international conferences and fora.
4. Encourage faculty members to write op-ed (opposite the editorial page) articles about the findings of their research projects or opinion pieces to magazines, periodicals, or other online platforms.

The University needs to capacitate its publishing house - the PNU Press

Participants reported that the PNU Press is producing quality print materials such as the BLEPT reviewers and the research journals managed by the University. Participants also noted that the PNU press is lacking print materials that can be circulated in national or international academic community, such as books, reference books, monographs, etc. To bridge these gaps, the following are hereby recommended:

1. Benchmark with established publishing houses in the country (e.g. UP Press, DLSU Press, ADMU Press, and UST Publishing House) regarding production and dissemination of quality print materials.
2. Purchase printing equipment and hire highly qualified and competent publishing staff that can deliver excellent results in production and dissemination, which can be an income generating unit for PNU later on.
3. Participants expressed confusion on what product should be produced. They noted that they consider PNU graduates as ‘products.’ However, performance indicators on product development are expecting tangible outputs. Thus, the University Curriculum and Instructional Materials Development Office (UCIMIMO) should orient faculty members on what products should be produced. Likewise, University officials should encourage faculty members to publish books, reference books, papers, and monographs in PNU Press through an incentive program.

The administration should promote transparency and accountability in the University

Participants noted that the university administration is generally doing well in managing the University, and can still be improved by promoting transparency and accountability. The following are suggested to improve the governance of the University:

1. Acquire a better financial management system software to efficiently manage the University’s finances and income generating projects.
2. Select university officials (e.g. deans of colleges, vice presidents, academic directors, associate deans, deputy deans, etc.) based on a set of criteria, such as track record, plans for the unit, flagship programs, and ideas for a smooth transition. Shortlisted candidates

should present their platforms in an open forum where all members of the concerned unit can ask them questions.

Administrators' and Faculty Members' Recommendations on the OS

The following are the suggested changes by the faculty and administrators when it comes to the organizational structure.

There are offices/units that need to be realigned based on its functions

1. CPQA should be under the Office of the President
2. IKM should be merged with IT and MIS
3. Internal audit should be under BOR
4. MIS should be under VPA
5. Security office should not be under AS and be merged with FMSS
6. IPO should be under VPRPQA
7. A separate Research Ethics Unit should be established
8. PNU Press should be under PO

The overarching rationale for the realignment is with regard to the flow of work between the unit concerned and the unit in which it directly communicates with. The realignment will likewise address issues of duplication of tasks and personnel assignment since some offices have few personnel.

Roles should be clarified between and among units

CDO role needs clarification (is the director's function to coordinate with the directors – executive directors and (provost) of the campus to ensure that their programs are developed?)

1. LIO and CDO should be reviewed in terms of their TOR
2. PBDO and Admissions should discuss how roles will be distributed regarding university marketing
3. Committees formed to address university concerns do not have permanent members
4. There should be a line merging VPRPQA with the colleges
5. CPEO and LIO should be reviewed in terms of their TOR

The concerns are concentrated on defining the parameters of how each unit will function to complement other units with similar beneficiaries. There are lines where the end-users see that the functions are the same and this needs to be clarified.

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Appendix 1 University Functions (PNU, 2012, p. 14-17)

1. Research (Knowledge Creation)

It refers to the function of the University as the source of information on a new theory or its application that could shape education, particularly teacher education, in the country and beyond its borders, PNU shall:

- 1.1 Conduct high impact researches that will improve the quality of the educational system particularly teacher education in the country and the world;
- 1.2 Develop innovative ideas in education that will give PNU an international distinction;
- 1.3 Share expertise and competence in educational research to the community of learners and/or scholars;
- 1.4 Provide research data to the Department of Education (DepEd) and the Commission on Higher Education (CHED) as input in designing curricular programs in basic education and teacher education;
- 1.5 Take the leadership role in the development of unifying teacher education research agenda among teacher education institutions;
- 1.6 Provide policy makers with empirical research data to serve as bases for their formulation of the country's education legislative agenda;
- 1.7 Disseminate all timely research outputs, systematically in all modalities (print, non-print) to all its stakeholders; and,
- 1.8 Establish and maintain a database of international and national educational policies and other significant data related to education in the Philippines, the Asia Pacific region and beyond.

2. Instruction (Knowledge Transfer)

This function refers to the philosophical framework, content, pedagogy, delivery, materials, and evaluation of instruction to be relevant and responsive to the educational needs of the community of learners. As an NCTE, PNU shall:

- 2.1 Provide pre-service and in-service instruction that are responsive to national thrusts and of highest quality;
- 2.2 Offer innovative and strategic undergraduate and graduate teacher education courses;
- 2.3 Provide programs that promote cutting edge student learning experiences in a globally competitive environment;
- 2.4 Provide relevant alternative modes of delivery system; and,
- 2.5 Provide continuing professional education for specific academic fields and special purposes.

3. Extension and Linkages (Knowledge Sharing and Exchange)

They refer to the actions of the University to reach out to various agencies/groups that need its technical assistance or to partner with other institutions for mutual benefits. PNU Shall:

- 3.1 Design, implement, and sustain innovative and progressive extension programs in support or in partnership with other TEI's, centers of excellence (COE) and adopted communities in the local, national, and international levels;
- 3.2 Share diverse intellectual and creative resources to strategic stakeholders to promote mutual benefit;
- 3.3 Expand linkages with national and international academic and non-academic institutions in Asia for mutual changes;
- 3.4 Strengthen and sustain the interests, concerns, and participation of PNU alumni in University affairs;

- 3.5 Intensify the networks with national and international non-government organizations to generate resources and enhance research capability and academic programs; and
- 3.6 Strengthen PNU visibility and branding through print, broadcast, and other forms of media.

4. Product Development (Knowledge Application and Dissemination)

It refers to the production, publication, and marketing of quality and innovative print and non-print educational materials based on knowledge generated from research, practices, and trends in education that could be made readily available and useful to improve practices, opportunities, and conditions in the educational system. PNU shall:

- 4.1 Ensure that knowledge and its application is disseminated and shared through various forms for full utilization of such knowledge;
- 4.2 Establish a market competitive university publishing house that produces quality and scholarly educational materials for learning and training; and,
- 4.3 Produce and market creative ICT educational tools, kits, and equipment as alternative learning materials for enhanced delivery of instruction, training, and research.

5. Administration (Knowledge Support Management System)

It involves governance of the University and management of systems, standards, processes, practices, and procedures designed to create and sustain an environment that promotes innovation in knowledge creation, transfer, sharing, application and exchange. PNU Shall:

- 5.1 Promote an institutional culture and shared management philosophy;
- 5.2 Develop a program for recruitment, development, and retention of competent, committed, and excellent human resources;

- 5.3 Provide administrative support services that are high quality, reliable, and cost effective;
- 5.4 Develop and implement quality and innovative ICT services and support, and make solutions available to ensure both smooth and improved operations of academic programs and services;
- 5.5 Provide facilities in planning, design, construction, operation and maintenance services that are costumer focused, quality standard, certified, optimized, and environmentally sustainable;
- 5.6 Implement financial management system to include business planning and analysis, financial accounting and forecasting to prevent fraud and corruption and to ensure the University's fiscal health and growth;
- 5.7 Establish structures and processes related to governance of the University to ensure effective planning, decision making and appropriate management of operation of quality standards, legal compliance requirements, certification/accreditation requirements, and accountability;
- 5.8 Provide auxiliary services that enrich the learning experience and life opportunities of all PNU students through a range of high quality, innovative, responsive and efficient services, relevant to the teaching, research, extension, production, and international activities of the University;
- 5.9 Implement communication, promotional, and marketing program for the university; and,
- 5.10 Provide efficient and effective delivery services to students in the areas of admissions, student records, library services and acquisition of materials, equipment and supplies.

Appendix 2 Ten Strategic Directions (PNU, 2012, p. 19-29)

1. Shared Vision of Excellence

Solidify internal stakeholders' support in pursuit of excellence thru innovation, influence, and impact.

D1S1. Develop and implement a comprehensive internal stakeholders' engagement program that will regularly orient them on PNU mission, vision, values, standards, and systems to ensure their translations into expected behaviors

D1S2. Build a culture of excellence by:

D1S2.1. Strengthening the culture of research among faculty, staff, students, and other key players of the university through;

- Institutionalizing a research development program which will include university agenda, policies for faculty research; capability building, research infrastructure, etc.
- Implementing a system for planning, implementing, monitoring, dissemination, publication, utilization, and reporting of faculty research
- Raising research performance of faculty in Institute for Science Information (ISI) and other refereed journals
- Providing centrally coordinated, research facilities and adequate research services and infrastructures
- Increasing the number of funded and commissioned researches
- Strengthening faculty and student research partnership to inculcate the value of research in knowledge creation
- Optimizing the organization of research data for improving management and administrative services

D1S2.2. Focusing effort toward improving performance in national and international measures of quality education such as Licensure

Examination for Teachers, normative financing, and at least in one international ranking system, etc.

D1S2.3. Defining faculty and staff accountability as basis for performance evaluation

D1S2.4. Improving teaching and learning thru:

- Setting high and attainable teaching performance targets as basis for planning, review, and monitoring outcomes for improvement;
- Conducting periodic circular review in all campuses
- Integrating research in course development and delivery initiating innovations in curriculum, instruction, and assessment integrating research in course development and delivery
- Maximizing the use of information and communication technology (ICT) in teaching and learning
- Institutionalizing professional sharing of faculty

D1S2.5. Pursuing a leading role thru networking both professional and institutional aligned with its mandate

D1S2.6. Inculcating the value of community extension service and spirit of volunteerism to promote national development

D1S3. Develop a shared leadership and management philosophy, principles, and values appropriate for building an institutional culture consistent with and in support of PNU's vision and mission.

2. Quality Assurance

Institutionalize quality assurance mechanisms that ensure compliance with national and international standards of excellence and implement PNU's distinctive competence in all products and service.

D2S1. Create a Quality Assurance Center which will ensure that defined standards are met.

D2S2. Implement the requirements of normative financing scheme, NBC 461 and other national issuances as minimum standards to be met.

D2S3. Ensure the university system's compliance with relevant laws and policies.

D2S4. Adopt ISO 9001:2000 for the education sector to guide PNU in improving its management system.

D2S5. Utilize the QS ranking system to transform PNU as a globally respected university.

D2S6. Develop an appropriate measure of academic performance for teacher Education University thru collaboration with other TEIs abroad.

3. Systems – Based Solutions

Employ proven management technologies and systems as solutions to providing quality, reliable, and efficient academic and administrative support services to sustain the University's competitiveness.

D3S1. Develop and implement an ICT plan that will modernize PNU services and ensure seamless data generation and utilization by internal and external stakeholders.

D3S2. Integrate and synchronize office operations based on clearly defined university planning system.

D3S3. Implement efficient and effective internal financial control system and related governance processes that provide clear and appropriate oversight of the University.

- D3S4. Improve the efficiency and effectiveness of resources and infrastructure support services and when necessary, outsource services which are not core functions of the University.
- D3S5. Create an enabling environment (e.g. structure/personnel requirement) to support the articulated reforms; and administrative positions must be consistent with 2020 and 2030 administrative services.
- D3S6. Develop and provide access to high quality library and information services targeted to enrich student learning experiences and lifelong pursuits, and to advance the University's research endeavors.

4. Branding

Promote a distinct and widely recognized PNU brand as being the source of responsive innovations in teacher education.

- D4S1. Embed the PNU brand in the activities of the faculty, staff, and students with emphasis on "qualities of graduates".
- D4S2. Develop and implement information and communication program to promote the PNU brand to key institutional, national and international audiences.
- D4S3. Optimize the cyberspace to promote PNU and enhance its reputation.
- D4S4. Preserve the University's glorious tradition in the performing arts and literature by giving full support and inspiration to performances and publication of performing groups, Drama clubs, literary circle, and writers' organizations.
- D4S5. Preserve the institutional memory by telling and re-telling stories about the best practices, tradition, and the past.

5. Internationalization

Transform PNU as internationally recognized leader in teacher education.

- D5S1. Develop an internationalization program that will increase the number and expand diversity of foreign students and faculty.

- D5S2. Develop an international relations strategic plan to ensure strategic position within the global teacher education network and academic community.
- D5S3. Develop and produce scholarly work and products that attract international audience.
- D5S4. Position PNU as a hub for academic activities and exchanges relevant to teacher education and basic education to ensure its international presence.
- D5S5. Participate in international network of TEIs to promote collaboration and partnership in the conduct of research, extension, and production.

6. Collaboration and Partnership

Optimize collaboration and partnership with public and private institutions and organizations to support effective and efficient delivery of University functions.

- D6S1. Strengthen partnership with alumni as significant stakeholders of the University.
- D6S2. Maximize national TEI network in the conduct of research, extension, and production to expand the reach of PNU leadership.
- D6S3. Promote individual and institutional linkages and network that will ensure active engagement of faculty and PNU in multi-disciplinary, professional and scientific communities.
- D6S4. Support PNU students' leadership in national and international student academic communities.
- D6S5. Pursue opportunities afforded by public-private partnership to increase and diversify University resources.

7. Product and Service Development

Develop well planned products and services that are of value to stakeholders.

- D7S1. Providing quality product solutions to national and global educational issues and demands.
- D7S2. Creating the relevant unit/s for the development, marketing, and protection of PNU products and services.

D7S3. Complying with standards for product development, marketing, and protection.

8. Responsiveness to Stakeholders

Respond effectively and innovatively to the needs, demands, and requirements of the different stakeholders to actualize/demonstrate the University's relevance and leadership.

D8S1. Provide academic and support services to ensure the effective transition of students to various levels in higher education and increase student retention and success.

D8S2. Broaden the PNU Main campus' national intake of select group of students through aggressive recruitment, scholarship, and promotion program to expand PNU's scope of impact.

D8S3. Develop PNU campuses as regional hub in teacher education offering programs peculiar to the region.

D8S4. Expand the impact of PNU extension service program thru cascading leadership in the network of TEI extension offices.

D8S5. Provide structures that will maximize opportunities that respond to the demands of a knowledge-based society toward e-PNU as University's future the soonest possible time.

D8S6. Provide research-based solutions to address challenges to quality education and other concerns related to educational reforms.

9. Sustainability

Embed in the University system the value of environmental sustainability, continuing growth, and forward thinking.

D9S1. Institute a financial sustainability program that supports the University's strategic goals.

D9S2. Develop and implement a Strategic Asset Management Plan which identifies key priorities, opportunities and constraints relating to physical environment,

information and communications technology, and equipment/infrastructure requirements for the University's projected development.

D9S3. Implement, monitor, evaluate and adjust the University Strategic Development Plan as a measure for sustainability.

D9S4. Develop a legislative agenda for the University's growth and sustainability.

10. Human Capital Management

Ensure an enriching, fair, and healthy work environment which promotes professional growth and career advancement for faculty and staff and guarantee a steady supply of highly competent human resource.

D10S1. Upgrade the system of recruitment to ensure a pool of human resource with high level of expertise.

D10S2. Provide opportunities for professional growth, leadership, faculty, and staff development in an environment that values excellence.

D10S3. Recognize and reward performing faculty and staff.

D10S4. Identify, encourage and proactively manage faculty and staff to ensure that performance standards are met.

D10S5. Increase the number of faculty with high level expertise trained from reputable universities in the country and abroad.

D10S6. Maintain a faculty profile that has 2/3 in teacher education and 1/3 of the faculty in pure disciplines to ensure diversity of expertise.

Appendix 3.1 Evidence of Major Accomplishments from the President's Report

DOCUMENTARY ANALYSIS FORM (Year 2012)	
Evidences of Major Accomplishments (Annual President's Report) in terms of:	
Research:	
1	Effects of the Self-Breast Care for Early Detection and Prevention of Breast Cancer Among the Women of the Philippine Normal University: Basis for Curricular Integration and Health Program (Research Batch 1 Completed)
2	The Nutritional Status of PNU Students: Basis for Institutional Nutrition Program, Policy Formulation, and Creation of Curriculum Materials to Promote Good Nutrition (Research Batch 2 Completed)
3	A Teacher Education Institution (TEI) Stakeholders' Knowledge, Attitude and Practices on Smoking and its Related Policies: Bases for New School Policies and Intervention Program (Research Batch 2 Completed)
4	CLOTEXT Kit (Research Batch 1 Completed)
5	Infectious Respiratory Problems Among PNU Students: Basis for Designing a Respiratory Health Care Program (Research Batch 1 Completed)
6	Exploring Pedagogical Strategies for Teaching Large (Merged) Classes in Values Education 1 (Dr. Wilma S. Reyes) March 2012
7	A Comparative Analysis of the Implementation of the Day/Child Care Centers in the Philippines and Singapore: Inputs to Early Childhood Education (Dr. Edna Luz Abulon and Dr. Teresita T. Rungduin) May 2012
8	Recruitment Factors for Hiring Teachers in Basic Education (Dr. Ma. Carmela T. Mancao June 2012)
9	Analysis of the Graduate College Admission Test: Basis for Revision (Prof. Lucilla R. Fetalvero) August 2012
10	Impact Evaluation of the District Supervisors Leadership (DSL) Program of DepEd and SEAMEO INNOTECH (Dr. Marilyn U. Balagtas as Project Director) April 2012
11	Recruitment Viewpoints for Hiring Teachers in Basic Education Schools (Dr. Maria Carmela T. Mancao, Normal Lights Vol. 6 No. 1)
12	Pre-Service Teachers' Motivation Related to Career Choice: The Case of PNU BECED and BEED Students (Dr. Edna Luz Abulon, Normal Lights Vol. 6 No. 1)

DOCUMENTARY ANALYSIS FORM (Year 2012)	
13	Development of a Rubric on the Internationalization of Teacher Education Institution in the Philippines and Beyond (Dr. Marilyn U. Balagtas, Prof. Marla C. Papango, Dr. Zenaida Q. Reyes, Prof. Marilou Ubiña & Dr. Bill Atweh, Normal Lights Vol. 6 No. 1)
14	Hiring Perspectives of Basic Education Schools (Dr. Ma. Carmela T. Mancao, Research Series)
15	Exploring Collaborative Participatory Process in Developing a Multicultural Teacher Education Curriculum (July 7, 2012)
16	Crafting the Self: Filipino Battered Women Narratives of Survival and Recovery (August 15 - 17, 2012)
17	Towards the Development of a Framework for Internationalization of HEIs in the Philippines (August 5 - 10, 2012)
Instruction:	
1	PNU students topped the September 2012 Licensure Examination for Teachers
Extension:	
1	On August 14, 2012, Dr. Ogena was invited by Dr. Seung-In Nam, President of Daegu National University of Education (DNUE), to sign MOA with DNUE and the Province of Gyeongsangbuk-Do for multicultural partnership
2	MOA signing with Salahaddin University, Kyrgistan
3	MOA signing with Dongseo University
4	MOA signing with Guangzhou University
5	MOA signing with Rajamangala University
6	Penned an agreement with Japan Foundation (May 18, 2012) for mutual cultivation and enrichment of cultures through language and arts education
7	PNU renewed ties with the Spanish Government through a MOA signed by PNU and Spanish Ambassador to the Philippines (June 25, 2012)
8	PNU hosted the 3rd International Workshop of the Educational Co-Research for Sustainability (August 23-25, 2012)
9	International Experiences of PNU Faculty (pp. 41-44)
10	PNU Student's International Exposure (p. 44) Ms. Pearl Divina Asuncion went to Tokyo Gakugei University (TGU) in Japan last

DOCUMENTARY ANALYSIS FORM (Year 2012)	
	October 2012 for a five-month program. Likewise, Ms. Patriluz Manongsong, taking Bachelor of Secondary in English, was awarded with the Global Undergraduate Education Exchange Scholarship by Philippine - American Educational Foundation.
11	Collaborative Activities with the 3NS and other Agencies (pp. 46-48)
12	Reaching Out to Communities (p. 56)
13	Extension Programs in the Colleges (pp. 57-58)
14	<i>PNU Kislap Sining Dance Troupe</i> The group represented the Philippines in various capacities as:
	Ambassador of Goodwill to Singapore for the Department of Foreign Affairs
	The United States of America for the Centennial Celebration of the country
	In the Middle East for Cultural Festival
	In South Korea for the International Folklore Festival and Cultural Exhibit
15	<i>PNU Chorale</i> – This group has produced music teachers in the field.
	2nd Place, Casino Filipino's "KRISMAS KAROL KANTAHAN KONTES (4K) 2012"
	4th Place, 5th PASUC Literary and Cultural Festival (December 12-14, 2012)
	2nd Place, Holiday Hymns at Araneta Center (December 23, 2012)
16	<i>PNU Rondalla</i> – Performs not only in PNU but also across the country. They are often invited in various international gatherings, especially those with Philippine themes.
Product Development:	
1	<i>Practice Teachers Kits: (p. 50)</i> K-3 Math Kit Grades 4 - 6 Math Kit Grade 7 - 10 Math Kit Physics Lab Kit)
2	Publications from different colleges (see on pp. 51-52)
3	New set of materials for Licensure Examination for Teachers (LET) in professional education, general education and all secondary specialization courses.

DOCUMENTARY ANALYSIS FORM (Year 2012)	
	These LET materials were used in the Review Classes for the March and September 2013 LET
4	<i>PNU – Agusan</i> , Developed textbooks, modules, work text/course book and instructional manuals. (p. 52)
5	<i>PNU – Cadiz</i> , Compiled exercises and materials for different courses/program (pp. 52-53)
6	Training Programs and Other Services (p. 53)
Administration:	
1	<i>BOR Resolution No. U-1725, s. 2012</i> Guidelines on the Grant of Honoraria to Personnel involved in PNU Research and Development, Programs/Projects/Services (3 February 2012)
2	<i>BOR Resolution No. U-1749, s. 2012</i> Amendments to the functions and Structure of the University Research Council as recommended by the Administrative Council (3 May 2012)
3	<i>BOR Resolution No. U-1803, s. 2012</i> R&D Support for Faculty and Staff Research on Students' Grants-In-Aid Program for Poverty Alleviation (SGP-PA) in the amount of Twenty Thousand Pesos (₱ 20,000) per Research (3 August 2012)
4	<i>BOR Resolution No. U-1802, s. 2012</i> Guidelines for the Outstanding Thesis and Dissertation Award, the Criteria for Judging, and Cash Prize of Twenty Five Thousand Pesos (₱ 25,000) and Thirty Thousand Pesos (₱ 30,000) for Outstanding Dissertation (3 August 2012)
5	<i>BOR Resolution No. U-1805, s. 2012</i> R&D Mega Issues in Teacher Education (3 August 2012)
6	<i>BOR Resolution No. U-1838, s. 2012</i> Implementing Guidelines on the Use of Anti-Plagiarism Test to Determine Originality and Authenticity of Ideas in the Research and Publication Materials of PNU Faculty and Students, and the Charging the Corresponding Fees (19 October 2012)
7	This year is the first of the Aquino Government's Performance Based Bonus (PBB) implementation.
8	The BOR approved the transition Scheme/Formula for Faculty Promotion from Performance Appraisal Scheme (PAS) to National Budget Circular No. 461 (NBC 461) (refer to p. 28)

DOCUMENTARY ANALYSIS FORM (Year 2012)	
9	Granting Level III Re-accredited Status (AACCUP) Dec. 10, 2012
10	PWEBBS was made into a policy with BOR RESOLUTION NO. U-1730, S. 2012
11	Web-based Inventory System for Property and Supply
12	Web-based Human Resource Information System (HRIS)
13	PNU Board of Regents (BOR) Resolution Catalogue System
14	e-PNU Learning Management System
15	<p><i>Students' Grants-In-Aid Program for Poverty Alleviation (SGP-PA)</i> 64 Applicants from poor households: 54 in NCR and 10 in Region IV-B covered under the DSWD's Pantawid Pamilyang Pilipino (4Ps) took the PNU Admission Test (PNUAT). However, a bridging program was necessary since majority of the beneficiaries did not pass the PNUAT. The bridging program called Academic Intervention Program (AIP). Volunteer faculty PNU members prepared modules and lessons especially for the SGP-PA students, and monitored and evaluated the performance of the student's scholar. At the second take of PNUAT, 12 students passed, and they were transferred to regular section. The rest were formed into one section.</p>

DOCUMENTARY ANALYSIS FORM (Year 2013)	
Evidences of Major Accomplishments (Annual President's Report) in terms of:	
Research:	
1	21 publications in international refereed journals
2	63 research projects completed
3	72 research outputs presented in national and international research fora
4	Faculty research involvement: 87% PNUM, 62% PNU campuses
5	23 publications in local refereed journals
6	Research Center for Teacher Quality established
7	National Higher Education Research Forum
8	National Forum on Current and Emerging in Teacher Education
9	RTD on Indigenous Peoples Education

DOCUMENTARY ANALYSIS FORM (Year 2013)	
10	RTD on students' selection and admission in the PH
11	International Research Forum on Sports and Physical Education
12	ISSN for The Normal Lights e-journal granted
13	Travel grant for international paper presentations (19 faculty members availed)
14	Cash incentive for papers published in international refereed journals (18 faculty members availed)
15	Project-Based Research Grants (13 faculty members availed)
Instruction:	
1	Spanish Resource Centre inaugurated
2	PNU LIDER Program: OBTEC, Outcomes-based Co-Curricular Programs, Transition Curriculum, Trimester format, Institutionalizing flexible delivery
3	ICT grant (73 faculty members availed)
4	Benchmarking grant in Asian universities (38 countries)
Extension:	
1	in-kind donation for the victims of typhoon Yolanda
2	Psychosocial support training to around 120 professionals under the Burubligay program in partnerships with PASUC
3	25 students admitted from Leyte-Samar areas affected by Yolanda
4	10 PNU students as exchange students, paper presenters, and delegates to international conferences
5	<p><i>Memorandum of Agreement implemented with:</i></p> <p>Daegu National University of Education International Multicultural Internship Program (45 participants)</p> <p>Tokyo Gakugei University Student Exchange (1)</p> <p>Rajamangala University of Technology PhraNakhon Cultural Exchange (25 participants)</p>

DOCUMENTARY ANALYSIS FORM (Year 2013)	
Product Development:	
1	Outcomes-based Teacher Education Curriculum
Administration:	
1	Top TEI in the Philippines based on PBED study: Performance of teacher education institutions in the licensure examination for teachers from October 2009 to March 2013
2	Top performing school for 2013: PNU Manila (1st-Secondary, 5th- Elementary) and PNU Agusan (3rd- Secondary)
3	New PNU Organizational Structure - faculty and staff remapped
4	Hubs: PNUM-Multicultural Education Hub, PNUNL-Indigenous Peoples Education Hub, PNUV-Environment and Green Technology Education Hub, PNUSL-Technology and Livelihood Education Hub
5	New MOUs with 6 International HEIs and other agencies and 3 MOUs implemented
6	1st ASEAN Future Teachers Camp (FEAST Camp 2013)
7	9th APEC Future Education Forum and the 11th International ALCoB Conference
8	PNU Alumni Night
9	PNU FIRST (For Inspiring Reform and Service to Teaching)
10	PNU FRIENDS (Fellow Reformers in Education for National Development and Service)
11	3NS Normalite program took off (local Erasmus Mundus program)
12	Modernizing facilities: Main Auditorium, installation of LCD projectors and repair of restrooms in HRD building, PC classroom and V-smart mobile tablet classroom, roofing rehabilitation and renovation of Orata building
13	cash incentive for finishing PhD degree (4 faculty members availed)
14	ICT training for administrative staff (17 admin staff availed)

DOCUMENTARY ANALYSIS FORM (Year 2014)	
Evidences of Major Accomplishments (Annual President's Report) in terms of:	
Research:	
1	38 Completed Research (15 Completed Research Finished within the Original Time Frame)
2	74 Publication in International Refereed Journal
3	68 Paper Presentations in International Conferences
4	24 Accomplished PBRGs for 2014
5	Enduring Legacy - Coffee Table Book with Philippine Normal University as the Project Leader
6	1000 Commonly Used Words Dictionary with Leyte Normal University as the Project Leader
Instruction:	
1	S.Y. 2014 - 2015 OBTEC implementation for first year students
2	<i>Activities of the College of Teacher Development in 2014: (see pp. 13-16)</i> Responsive Curriculum Governance Functional Faculty Development Quality Student Services Academic Networking
3	PNU students topped the August 2014 Licensure Examination for Teachers
Extension:	
1	Conduct of 2014 Philippine Association of State Colleges and Universities (PASUC) - NCR International Higher Education Research Forum (October 21-22, 2014)
2	PNU was elected as the institutional chair of the Association of Southeast Asian Institutions of Higher Learning (ASAIHL) National Council of the Philippines during its general assembly on May 20, 2014
3	Establishment of Association South East Asian Nations Teacher Education Network (ASTEN)

DOCUMENTARY ANALYSIS FORM (Year 2014)	
4	Widened International Networks PNU hosted various international activities to foster ties with other universities and institutions (see p. 51)
Product Development:	
1	The Normal Lights was accredited by CHED for 2014 - 2016 through CMO No. 23, S. 2014 (Dec. 19, 2014)
2	PNU Research Manual (submitted to PNU Press Office for printing) Manual with ISBN 978-971-568-035-6
Administration:	
<i>BOR Resolutions Related to Research Writing & Publication</i>	
1	BOR Resolution No. U-2087 dated April 30, 2014; Amending BOR Resolution No. U-1030 Revised Guidelines and Criteria for the Granting of the Annual Outstanding Research Award
2	<i>BOR Resolution No. U-2091 dated April 30, 2014</i> Creation of the Research Ethic Committee
3	<i>BOR Resolution No. U-2089 dated April 30, 2014</i> Guidelines for the Distinguished Researcher Award
4	<i>BOR Resolution No. U-2090 dated April 30, 2014</i> Guidelines for the Research Citation Award
5	<i>BOR Resolution No. U-2135 dated August 1, 2014</i> Guideline on Research Compliance for Faculty with the Academic Ranks of Full-, College-, and University Professor
6	<i>BOR Resolution No. U-2136 S. 2014</i> Guidelines for the Approval of Internally-Funded Research Proposals
7	<i>BOR Resolution No. U-2137 S. 2014</i> Guidelines for the Monitoring of Commissioned Externally-Funded Research

DOCUMENTARY ANALYSIS FORM (Year 2014)	
8	<i>BOR Resolution No. U-2138 S. 2014</i> Guidelines on the Application to Travel to Participate in an International Academic and Research Event and the Submission of Travel Liquidation Report
9	Guidelines on Research Requirement for Faculty Members below the Academic Rank of Full Professors and who are mapped in CGSTER
10	PBB 2014, the university has been validated as compliant in all four (4) Good Governance Conditions (GCC)
11	Level IV accredited status from the AACCUP Board Action; 11 programs were assessed by AACCUP during its survey visits on Jan. 27 - Feb. 1, 2014 and Sept. 8 - 13, 2014
12	<i>Improvement and Rehabilitation on some Facilities: (see p. 60)</i> Re-roofing of Bonifacio P. Sibayan Hall Cashiers Office Renovation Re-roofing of Faculty Center

DOCUMENTARY ANALYSIS FORM (Year 2015)	
Evidences of Major Accomplishments (Annual President's Report) in terms of:	
Research:	
<i>AsTEN Collaborative Research Projects</i>	
1	Innovations in pedagogy and assessment in ASEAN (CGSTER)
2	Qualities and competence of the ASEAN arts and languages teachers in the ASEAN region vis-a-vis the demands of educational institutions: implications for teacher mobility in the region (FAL)
3	Competencies in multicultural, civic, and global citizenship education in teacher development in ASEAN (FBeSS)
4	Best practices in mathematics and science teacher education in selected ASEAN countries (FSTeM)
5	Philosophy of teaching in ASEAN teacher education institutions (FES)
<i>AsTEN International Conference on Teacher Education</i>	
6	1st International Graduate Students Multidisciplinary Research Conference

DOCUMENTARY ANALYSIS FORM (Year 2015)	
7	51 completed project-based research grant and full professor research compliance
8	61 research publications
9	research citation award (Arevalo)
Instruction:	
1	AsTEN Workshop on the ASEAN Qualification Network
2	AsTEN+ roundtable discussion on graduate teacher education curriculum
3	International lecturers and speakers from Bangkok University, Kent State University, US Department of State
4	APEC Learning Community Builders (ALCoB) International Volunteers' Workshop
5	Strengthening the Outcomes-based Teacher Education Curriculum through OBTEC summits
6	Development of outcomes-based graduate teacher education curriculum
7	LET results: PNUM - 2nd top performing university Elem level, PNUM-2nd top performing university Secondary level, PNUMin-4th, PNUV-7th, PNUNL-10th
8	Institutionalization of outcomes-based co-curricular programs (OBCCuP)
9	Undergraduate scholarships (305 OBTEC students and 627 students in the semestral scheme were given scholarships)
Extension:	
1	Fulbright-Hays Group Project (FBeSS)
2	Sa Pinas, Ikaw ang Ma'am/Sir (DOLE-NRCO)
3	<i>International Academic Exchanges (PNU students attended international events)</i> Nadine R. Rejano (BSE English) Exchange Student at Tokyo Gakugei University, Japan, April 2015 - August 2015 Carmela Arcigal (BSE English) Exchange Student, Global Undergraduate Exchange Program University of Wisconsin, USA, 2014 - 2015 Alyzza Shane Constantino Rodillo (BECED) and Morielle M. Ramos (BSE Physical Education)

DOCUMENTARY ANALYSIS FORM (Year 2015)	
	<p>Participant, Daegu National University of Education, Daegu, South Korea for the Annual Winter School Program, January 25 - February 1, 2015</p> <p>Alicia Jane F. Peras (Bachelor of Science in Chemistry for Teachers) Participant, Sakura Science Program in Osaka University, Osaka Japan September 6-15, 2015</p>
Product Development:	
1	LET review materials
2	Modules for Sa Pinas, Ikaw and Ma'am/Sir
3	4 science of survival pamphlets (FSTeM)
4	3 creative work books written by Jarin
Administration:	
1	Credit transfer scheme for teacher education amongst AsTEN and CAPEU member institutions
2	<i>Forged MOAs/MOUs with international universities and institutions</i> Thailand: Office of the Secondary Education Area fore Chonburi and Rayong provinces
	Japan: Japan Foundation Manila funded a Japanese lecturer to teach Japanese language and culture in PNU
	PhD in Knowledge and Innovation Management scholarship for PNU faculty members in Bangkok University
	PhD in Sports Education for IPEHRDS faculty members in Universitas Negeri Jakarta
3	AsTEN 2nd meeting of presidents: collaborative projects, maiden issue of AsTEN Journal, AsTEN website,
4	Institutional chair, Association of Southeast Asian Institutions of Higher Learning (ASAIHL)
5	Board member, Consortium of Asia-Pacific Education Universities (CAPEU)
6	International academic exchanges: international students and visiting professors
7	Customized doctorate degree programs for faculty members in partnership with foreign (18) and local (11) universities and in PNU (24)

DOCUMENTARY ANALYSIS FORM (Year 2015)	
8	Scholarships under the faculty development program (8)
9	faculty cash incentives for new PhD degree holders (7)
10	Intellectual property rights (IPO): PNU logo is now registered
11	ISO certification preparation
12	responsive to good governance accountability
13	Improvement and rehabilitation of major structures and buildings: PNU Hostel, Faculty Center, Dagot Hall, Medical and Dental building, executive lounge and board room, SIKM faculty room, science laboratories, research laboratories, regional campuses
14	In School Year 2015 -2016, a total of 305 students under OBTEC were given scholarships, both by government and private institutions, and 627 students under semestral scheme. (see pp. 34-37)

DOCUMENTARY ANALYSIS FORM (Year 2016)	
Evidences of Major Accomplishments (Annual President's Report) in terms of:	
Research:	
1	<i>Papers Presented by Faculty in International and National Conferences: (pp. 43-51)</i> 24 Research Paper from PNU - Manila 5 Research Paper from PNU - South Luzon 7 Research Paper from PNU - Visayas 15 Research Paper from PNU - Mindanao
2	<i>Research Outputs published in International Journal & CHED Accredited Journals (pp. 52-62)</i> 31 Research Outputs from PNU - Manila 16 Research Outputs from PNU - North Luzon 3 Research Outputs from PNU - Mindanao 25 Research Outputs from PNU - Visayas
3	65 Researches Completed by PNU Faculty (pp. 63-66)
4	Best Research Paper Award during 2016 International Higher Education Research Forum paper was entitled " <i>Academic Experience of Poor Teacher Education Students</i> "

DOCUMENTARY ANALYSIS FORM (Year 2016)	
<i>Instruction:</i>	
1	<p><i>EPRDC led four (4) major RCBP trainings held at the PNU main campus and PNU Mindanao:</i></p> <p>(1) NVIVO Training for Faculty and Staff (PNU Main, Aug. 31, 2016)</p> <p>(2) Research Mentoring Session for Faculty and Staff (PNU Main, Sept. 2016)</p> <p>(3) Orientation on Full Professor Research Compliance (all full professors from PNU main and hubs, Oct. 2016)</p> <p>(4) Basic and Advanced SPSS Training for Faculty and Staff (PNU Mindanao, Oct. 25 - 26, 2016)</p>
2	Workshops on Outcomes Based Teacher Education Curriculum Quality Audit (August - September 2016)
3	Several trainings related to Gender and Development (GAD)
<i>Extension:</i>	
1	MOA signing between Universiti Pendidikan Sultan Idris and Philippine Normal University, July 26, 2016 at NCDC, UPSI
2	<p><i>New partners of PNU starting 2016: (p. 82)</i></p> <p>University of New England (Australia)</p> <p>Universitas Pendidikan Indonesia (Indonesia)</p> <p>Universitas Sriwijaya (Indonesia)</p> <p>Universitas Negeri Yogyakarta (Indonesia)</p> <p>Cambodia University of Specialties (Cambodia)</p> <p>Japan Foundation Manila (Japan)</p> <p>Tokyo Gakugei University</p>
3	<p>Summer Training Program for Senior High School Teachers</p> <p>"Summer Training Program for the Enhancement of Content and Pedagogical Competitiveness of Teachers for Senior High School" Philippine Normal University; May 2-4, 2016</p>
4	<p><i>Programs led by the Community Partnership and Extension office:</i></p> <p>Adopt-a-Community thru Literacy Initiatives for Empowerment (ACtLIFE)</p> <p>Adopt-a-School for Quality Education (ASQuE) - 16 activities were conducted by ASQuE</p> <p>Disaster Emergency and Relief (DEAR)</p>
5	<p><i>Campus Extension Activities South Luzon:</i></p> <p>Pamayantasan Livelihood Training</p> <p>Project LEAD 2016</p>

DOCUMENTARY ANALYSIS FORM (Year 2016)	
6	<p><i>Campus Extension Activities Visayas:</i></p> <p>Environmental Education Literacy (ALS) Drugs Awareness and Drugs Use Prevention Seminar Managing 21st Century Schools Action Research Capability Building Seminar Women in Disaster Risk Reduction and Management Awareness and Sensitivity Workshop Gender Responsive Disaster Risk Reduction and Management</p>
7	<p><i>Campus Extension Activities Mindanao:</i></p> <p>Guinikanan Ikawang Panig-Ingnan Phase 4 Seminar Workshop on Contextualization/Localization to Grade 7 to Grade 10 Mathematics Teachers</p>
8	<p><i>International Academic Student Exchanges</i></p> <p>Jay Maicah C. Catantan (IKM - Library Science) Winter School Program, South Korea (January 25-31, 2016)</p> <p>Jude Russel U. Cuntapay (FBeSS - History) 2nd SEAMEO Youth Leadership Forum, Thailand (March 7-11, 2016)</p> <p>Arielle Tracy M. Manuel (FAL - English), Klarence Anne Lou G. Gatchalian (FSTEM - Biology) and Myrrh Micah R. Matilla (FES - Early Childhood Education) SEA Teacher Project, Indonesia (July 17 - August 15, 2016)</p> <p>Leighlan Jasper J. Rosario (FBeSS - Social Science) MSU Global Citizenship Camp, Thailand (November 2-14, 2016) Ruthie Beatrix A. Eneria (FSTEM - Physics) Sakura Science Exchange Program, Japan (December 11-20, 2016)</p>
Product Development:	
1	22 K to 12 materials were developed and published (pp. 69-70)
2	4 IEC Materials - Science of Survival Pamphlets was developed by PNU Faculty (p. 70)
3	19 teaching guides were developed by the CHED - PNU K to 12 Engagement Program (p. 83)
Administration:	
1	10 Completed Scholarship Grants in 2016

DOCUMENTARY ANALYSIS FORM (Year 2016)	
2	University Research Portal completed in June 2016
3	Publication Office Website launched in 2016
4	2015 Outstanding Institution Award National Research Council of the Philippines (NRCP) Awarded: March 16, 2016
5	Three PNU Campuses have been recognized as <i>Center of Excellence in Teacher Education through the issuance of CHED Memorandum Order (CMO) No. 17, s. of 2016</i> – PNU Main, PNU North Luzon & PNU Mindanao

DOCUMENTARY ANALYSIS FORM (Year 2017)	
Evidences of Major Accomplishments (Annual President's Report) in terms of:	
Research:	
1	Education Pathways to Peace in Conflict-affected areas of Mindanao (AusAID-funded)
2	Examining Teacher Practices in Philippine Science High School System using the PPST
3	Brain-based Learning and Education Neuroscience (BRAENS) Program (CHED-funded)
4	TPACK in STEAM Education (CHED-funded)
5	Strengthening the role of PNUV as hub for environment and green technology education (CHED-funded)
6	Production and publication of selected Manobo songs of Agusan del Sur (NCAA)
7	Preserving developing cultures and languages through the literature of Mindanao (NCAA)
8	Documentation of Philippine traditional knowledge and practices on health and development of traditional knowledge digital library on health: Higaonon tribe, Espereanza, Agusan del Sur (DOST)
9	Medicinal efficacy of indigenous plant materials of the Agta of Northern PH (DOST)

DOCUMENTARY ANALYSIS FORM (Year 2017)	
10	Development and validation of word list for the top 7 PH languages used in the K-3 curriculum (DOST)
11	Asia Pacific Higher Education Research Journal was elevated to international status
12	2017 International Higher Education Research Forum
13	2 nd International Summit on Education for Sustainable Development
14	International Conference of European and Asian Researchers and Educators on Lifelong Learning for Sustainable Development
15	International Conference on Technology and Life Skills Education: Innovating TVET for Sustainable Communities
16	International Pre-Service Teachers Convention and Competition
17	8 international research presentations by faculty members
18	52 national research presentations by faculty members
19	5 publications in ISI/Scopus-indexed journals
20	BOR Resolution No U-2662 s 2017: Guidelines for fees of online subscription and access to PNU Online Commons
21	BOR Resolution No U-2632 s 2017: Revised schedule of fees for members of the editorial board publication team of journals managed by the University
22	Writing for publication workshops for PNUM, PNUV, and PNUM
23	Research capacity building program - Faculty development program (FDP) to complete MA/PhD in international/local universities
Instruction:	
1	Curriculum Quality Audit for Outcomes-based pre-service teacher education program for 3NS, COEs, and CODs
2	Proposed Teacher Education Standards for Quality Assurance Agencies for Teacher Education Institutions in ASEAN (QAA-TEIA)
3	Curriculum review on the CHED proposed revised undergraduate degree programs

DOCUMENTARY ANALYSIS FORM (Year 2017)	
Extension:	
1	CHED GAD Project in Hanoi, Vietnam (4-6 July 2017)
2	14 policy briefs submitted to CHED, DepEd, House of Representatives, and Senate
3	Local ASTEN consisting of TEIs recognized as COE (formerly Philippine Teacher Education Network)
4	Creating networks of educators in specific areas of teacher education (ISEGTEA-PNUV, ALTA-PNUSL)
5	Provided assistance to other HEIs (benchmarked by international and local HEIs)
6	Seminar-Workshop on Teaching Strategies at Epifanio delos Santos Elementary School (ITL)
7	Pagtuturo ng poagsulat sa mga mag-aaral ng Alternative Learning System (CGSTER)
8	Adopt-a-community through Literacy initiatives for Empowerment (CPEO)
9	Project Kindergarten Teachers Empowerment and Sustainability (FES-CRL)
10	Seminar-workshop for guidance advocates and school officials of Division of Marikina City (OSASS)
11	Seminar-workshop in Basic Statistics for Education and Science (FSTeM)
12	Teacher Training Series on Science Content Knowledge in Junior High Grades 4-6 Teachers (FSTeM)
13	Teacher Training Series on Content Knowledge in Junior High Mathematics (FSTeM)
14	Training-workshop on science and mathematics assessment and test construction in the k-12 curriculum grades 7-10 teachers (FSTeM)
15	Science of survival (SOS) disaster risk reduction management training services part 1 (FSTeM)

DOCUMENTARY ANALYSIS FORM (Year 2017)	
16	Makawiwili Dance Troupe PNU Visayas Champion, Sayaw Pinay Folkdance Competition 2017
17	<i>Jomar A. Felix (PNU North Luzon)</i> BSE Mathematics, Magna Cum Laude Chair, PNU National Union of Student Governments Awardee, Adelan Leadership Award for Young Adults Awardee, Ten Outstanding Students of the Philippines (Regional Level) Qualifier, Ten Outstanding Students of the Philippines (National Level)
18	<i>Alger M. Esguerra (PNU Mindanao)</i> BSE English Awardee, Outstanding Students of CARAGA
19	<i>Outbound Exchange Students</i> Edmy Rien Kyla M. Santos (FAL) and Josephine O. Arquero (FAL) SEA Teacher Project, Batch 3, Thailand, January 15 - February 12, 2017 Angelo Ma. Roman V. Gonzales (FBeSS) and France M. Jimenez (FES) DNUE Winter School Program, South Korea, January 15 - February 12, 2017 Ivy E. Escanan (IPEHRDS) and Judd Thomas S. Diolazo (IPEHRDS) AsTEN Education and Culture Exchange Programme, Myanmar February 26 - March 7, 2017 Mel Franky S. Lizardo (FBeSS) UPI Summer Program, Bandung Indonesia, July 30 - August 5, 2017 Maria Abigail L. Gamban (FES) and Maycie Ann Darla C. Timajo (FES) SEA Teacher Project, Batch 4, Thailand, August 7 - September 5, 2017
Product Development:	
1	National Adoption of PPST through DepEd Order No 4 S 2017
Administration:	
1	CHED-IDG grant to strengthen PNU Mindanao as a Multicultural Education Hub

DOCUMENTARY ANALYSIS FORM (Year 2017)	
2	16th Asian University Presidents Forum
3	2017 BLEPT topnotchers (6-secondary, 1-elementary, 1-guidance counselors boards)
4	Certificate of Recognition for PNUV by TOSP
5	Certificate of Recognition for PNUV by TOSP Regional Level
6	Recognition of graduates with exemplary work: Gawad Sulo for Eminent Alumni, Metrobank Foundation Outstanding Teacher Awardees
7	Grand Alumni Homecoming
8	Student Mobility program: hosted students from Kansai University of International Studies and Tokyo Gakugei University, Southeast Asia Teacher Project, SEAMEO international practice teaching, AsTEN teacher exchange program
9	Granted Level 3 Phase 1 by AACUP - PNU NL BEED and BSE
10	AACUP preliminary survey visit of OBTEC programs of PNU NL: BEE, BFE, BME, BSE, BSSE, and BPEHE
11	Candidate accreditation status for PNU SL BTLE program
12	CHED NCR Certificate of Program Compliance for FAL, FBeSS, FES, FSTeM, IPEHRDS, and IKM
13	Efficient budget utilization
14	Human resource capability enhancement through seminar-work shops
15	UHSU Wellness Wednesdays
16	Government fare agreement for booking domestic flight for official travels
17	Administrative staff enrolled in Master in Management program at TUP
18	Facilities enhancement - investment in facilities to support modern teaching requirements
19	Province of Leyte silver award seal of good environment governance for PNUV
20	Quality manual and procedure manuals for ISO 9001:2015 certification

DOCUMENTARY ANALYSIS FORM (Year 2017)	
21	Institutional Performance Measure Initiative (IPMI)
22	Tools developed for institutional evaluation: Workplace Environment Evaluation Survey, Security Services Evaluation Survey, and Janitorial Services Evaluation Survey
23	Reached Station 8 (root-cause analysis) for ISO 9001:2015 certification
24	Alumni database and tracer study (ARSO)
25	development of framework for internationalization
26	Income-generating projects: review programs for BLEPT, NQESH, CSE
27	<i>Certificate of Scholarship (PNU Manila, S.Y. 2016-2017)</i> Undergraduate: 707 1st term, 737 2nd term, 731 3rd term Graduate: 58 1st term, 169 2nd term, 59 3rd term

Appendix 3.2 Strategic Actions and Performance Targets

Extent of Accomplishment of SDP Targets

Strategic Action	Performance Targets 2015	Evidences Generated from 2013 - 2017 President's Report and VPRPQA Meeting On May 22,2019	Extent of Accomplishment (CODE: GREEN – ACCOMPLISHED; YELLOW – WITH SOME DEGREE OF ACCOMPLISHMENT; RED – FOR VERIFICATION WITH CONCERNED DOMAIN)
Develop and implement a comprehensive internal stakeholders' engagement program that will regularly orient them on the PNU mission, vision, values, standards, and systems to ensure their translations into expected behaviors.	50% implementation of ICT Plan	Information System Strategic Plan crafted (c/o MIS)	
Build a culture of excellence by:			
Strengthening the culture of research faculty, staff, students and other key players of the university thru:			
Institutionalizing a research development program which will include university research agenda, policies for faculty research; capability building, research infrastructure	By 2015, a research development program shall have been developed which will include university research agenda, policies for faculty research; capability building, research infrastructure, and a research management system.	<p>2012: 1) University Research Agenda (2012-2015)</p> <p>2013: 1) Research Center for Teacher Quality established</p> <p>2014: 1) Transfer of EPRDC to ORATA HALL; Creation of desks for efficient research management function</p> <p>2015: 1) Credit transfer scheme for teacher education amongst AsTEN and CAPEU member institutions 2) Improvement and rehabilitation of major structures and buildings: EPRDC with better facilities and equipment; softwares 3) Revised PNU Research Manual to cover new policies on research as per approval of the BOR</p> <p>2016: 1) Research Mentoring Sessions for Faculty and Staff regularly conducted</p>	

Strategic Action	Performance Targets 2015	Evidences Generated from 2013 - 2017 President's Report and VPRPQA Meeting On May 22,2019	Extent of Accomplishment (CODE: GREEN – ACCOMPLISHED; YELLOW – WITH SOME DEGREE OF ACCOMPLISHMENT; RED – FOR VERIFICATION WITH CONCERNED DOMAIN)
		2) Revisited the PNU Research Agenda and released the 2016-2018 University Research Agenda 2017: 1) Writing for publication workshops for PNUM, PNUV, and PNUM	
Implementing a system for planning, implementing, monitoring, dissemination, publication and utilization and reporting of faculty research	Research policy and mechanism in place and implemented	2012: 1) <i>BOR Resolution No. U-1725, s. 2012</i> Guidelines on the Grant of Honoraria to Personnel involved in PNU Research and Development, Programs/Projects/Services (3 February 2012) 2) <i>BOR Resolution No. U-1803, s. 2012</i> R&D Support for Faculty and Staff Research on Students' Grants-In-Aid Program for Poverty Alleviation (SGP-PA) in the amount of Twenty Thousand Pesos (₱ 20,000) per Research (3 August 2012) 3) <i>BOR Resolution No. U-1802, s. 2012</i> Guidelines for the Outstanding Thesis and Dissertation Award, the Criteria for Judging, and Cash Prize of Twenty Five Thousand Pesos (₱ 25,000) and Thirty Thousand Pesos (₱ 30,000) for Outstanding Dissertation (3 August 2012) 4) <i>BOR Resolution No. U-1838, s. 2012</i> Implementing Guidelines on the Use of Anti-Plagiarism Test to Determine Originality and Authenticity of Ideas in the Research and Publication Materials of PNU Faculty and Students, and the Charging the Corresponding Fees (19 October 2012) 2014: 1) The Normal Lights was accredited by CHED for 2014 – 2016 through CMO No. 23, S. 2014 (Dec. 19, 2014) 2) PNU Research Manual (submitted to PNU Press Office for printing) Manual with ISBN 978-971-568-035-6 3) BOR Resolution No. U-2087 dated April 30, 2014; Amending BOR Resolution No. U-1030 (Revised Guidelines and Criteria for the Granting of the Annual Outstanding Research Award) 4) BOR Resolution No. U-2091 dated April 30, 2014 (Creation of the Research Ethic Committee)	

Strategic Action	Performance Targets 2015	Evidences Generated from 2013 - 2017 President's Report and VPRPQA Meeting On May 22,2019	Extent of Accomplishment (CODE: GREEN – ACCOMPLISHED; YELLOW – WITH SOME DEGREE OF ACCOMPLISHMENT; RED – FOR VERIFICATION WITH CONCERNED DOMAIN)
		5) BOR Resolution No. U-2089 dated April 30, 2014 (Guidelines for the Distinguished Researcher Award) 6) BOR Resolution No. U-2090 dated April 30, 2014 (Guidelines for the Research Citation Award) 7) BOR Resolution No. U-2135 dated August 1, 2014 (Guideline on Research Compliance for Faculty with the Academic Ranks of Full-, College-, and University Professor) 8) BOR Resolution No. U-2136 S. 2014 (Guidelines for the Approval of Internally-Funded Research Proposals) 9) BOR Resolution No. U-2137 S. 2014 (Guidelines for the Monitoring of Commissioned Externally-Funded Research) 10) BOR Resolution No. U-2138 S. 2014 (Guidelines on the Application to Travel to Participate in an International Academic and Research Event and the Submission of Travel Liquidation Report) 2017: 1) BOR Resolution No U-2632 s 2017: Revised schedule of fees for members of the editorial board publication team of journals managed by the University	
Providing centrally coordinated, research facilities and adequate research services and infrastructures	Data center fully operational	2016: Initial University Research Portal was institutionalized where collection of policies on education and database on researches conducted were uploaded as resource materials for researchers	
Increasing the number of funded and commissioned researches	At least 25% of completed researches are externally funded/commissioned	2013: 1) CHED Commissioned Researches GIA Funded (DAP funded) – 2 completed researches 2014: 1) PBB 2014, the university has been validated as compliant in all four (4) Good Governance Conditions (GCC)	

Strategic Action	Performance Targets 2015	Evidences Generated from 2013 - 2017 President's Report and VPRPQA Meeting On May 22,2019	Extent of Accomplishment (CODE: GREEN – ACCOMPLISHED; YELLOW – WITH SOME DEGREE OF ACCOMPLISHMENT; RED – FOR VERIFICATION WITH CONCERNED DOMAIN)
		2017: 1) Education Pathways to Peace in Conflict-affected areas of Mindanao (AusAID-funded) 2) NRCP funded research on Pedagogy of the poor started 3) STEAM -TPACK – started; CHED GIA funded 4) PNU BRAENS Project – started; CHED DARE 2	
Strengthening faculty and student research partnership to inculcate the value of research in knowledge creation	At least 50% of faculty with undergraduate and graduate student research collaborators	2013: 1) Psychosocial support training to around 120 professionals under the Burubligay program in partnership with PASUC 2) 10 PNU students as exchange students, paper presenters, and delegates to international conferences 2017: 1) Graduate students and faculty as co-authors of research articles published in The Normal Lights	
Optimizing the organization of research data for improving management and administrative services	50% of administrative offices are able to provide research-based information		
	ICT-ized data base	2012: 1) Web-based Inventory System for Property and Supply 2) Web-based Human Resource Information System (HRIS) 3) PNU Board of Regents (BOR) Resolution Catalogue System 4) e-PNU Learning Management System 5) PWEBBS was made into a policy with BOR RESOLUTION NO. U-1730, S. 2012 2013: 1) ICT grant (73 faculty members availed) 2) Modernizing facilities: Main Auditorium, installation of LCD projectors and repair of restrooms in HRD building, PC classroom and V-smart mobile tablet classroom, roofing rehabilitation and renovation of Orata building 3) ICT training for administrative staff (17 admin staff availed)	

Strategic Action	Performance Targets 2015	Evidences Generated from 2013 - 2017 President's Report and VPRQA Meeting On May 22,2019	Extent of Accomplishment (CODE: GREEN – ACCOMPLISHED; YELLOW – WITH SOME DEGREE OF ACCOMPLISHMENT; RED – FOR VERIFICATION WITH CONCERNED DOMAIN)
		2016: 1) NVIVO Training for Faculty and Staff (PNU Main, Aug. 31, 2016) 2) University Research Portal completed in June 2016 3) Publication Office Website launched in 2016 2017: 1) Facilities enhancement - investment in facilities to support modern teaching requirements 2) Alumni database and tracer study (ARSO) 3) BOR Resolution No U-2662 s 2017: Guidelines for fees of online subscription and access to PNU Online Commons	
Focusing effort toward improving performance in national and international measures of quality education such as the Licensure Examination for Teachers, normative financing, and at least in one international ranking system, etc.	95% LET passing rate in the PNU system with at least 50% topnotchers	2012: 1) PNU students topped the September 2012 Licensure Examination for Teachers 2013: Top Performing Schools for 2013 PNU Manila - 1 st place for secondary level and 5 th place for elementary level PNU Agusan - 3 rd for secondary level 2014: PNU students topped the August 2014 Licensure Examination for Teachers 2015: LET results: PNUM - 2nd top performing university Elem level, PNUM-2nd top performing university Secondary level, PNU Min-4 th , PNUV-7 th , PNUNL-10 th 2017: 2017 BLEPT top-notchers (6-secondary, 1-elementary, 1-guidance counselors boards)	
	Increased performance by 50%	2013: (Based on the study of Philippine Business for Education (PBED) titled "Performance of Teacher Education Institutions in the Licensure Examination for Teachers from October 2009 to March 2013", for both	

Strategic Action	Performance Targets 2015	Evidences Generated from 2013 - 2017 President's Report and VPRPQA Meeting On May 22,2019	Extent of Accomplishment (CODE: GREEN – ACCOMPLISHED; YELLOW – WITH SOME DEGREE OF ACCOMPLISHMENT; RED – FOR VERIFICATION WITH CONCERNED DOMAIN)
		<p>elementary and secondary, among the top one percent of Teacher Education Institutions (TEIs) with 80 and above passing rates in the Licensure Examination for Teachers (LET) and at the same time with 100 and above first time takers)</p> <p>2016: Secondary Level 1) Rank 4, PNU-Manila 163 passed out of 194 examinees (84.02%) 2) Rank 5, PNU-NL 73 passed out of 87 examinees (83.91%)</p>	
	Use of international indicators for internal monitoring	<p>2012: 1) Granting Level III Re-accredited Status (AACCUP) Dec. 10, 2012</p> <p>2014: 1) Level IV accredited status from the AACCUP Board Action; 11 programs were assessed by AACCUP during its survey visits on Jan. 27 - Feb. 1, 2014 and Sept. 8 - 13, 2014</p> <p>2015: 1) ISO certification preparation</p> <p>2016: 1) Three PNU Campuses have been recognized as Center of Excellence in Teacher Education through the issuance of CHED Memorandum Order (CMO) No. 17, s. of 2016 (PNU Main, PNU North Luzon & PNU Mindanao)</p> <p>2017: 1) Granted Level 3 Phase 1 by AACUP - PNU NL BEED and BSE 2) AACUP preliminary survey visit of OBTEC programs of PNU NL: BEE, BFE, BME, BSE, BSSE, and BPEHE</p>	
Defining faculty and staff accountability as basis for performance evaluation	Putting in place performance-based system of evaluation	<p>2012: 1) This year is the first of the Aquino Government's Performance Based Bonus (PBB) implementation. 2) The BOR approved the transition Scheme/Formula for Faculty Promotion from Performance Appraisal Scheme (PAS) to National Budget Circular No. 461 (NBC 461) (refer to p. 28)</p>	

Strategic Action	Performance Targets 2015	Evidences Generated from 2013 - 2017 President's Report and VPRPQA Meeting On May 22,2019	Extent of Accomplishment (CODE: GREEN – ACCOMPLISHED; YELLOW – WITH SOME DEGREE OF ACCOMPLISHMENT; RED – FOR VERIFICATION WITH CONCERNED DOMAIN)
Setting high and attainable teaching performance targets as basis for planning, review and monitoring outcomes for improvement	Monitoring system in place	Faculty Evaluation via online	
Conducting periodic curricular review in all the campuses	Undergraduate and graduate curricular programs reviewed and revised	2013: 1) Outcomes-based Teacher Education Curriculum 2015: 1) strengthening the Outcomes-based Teacher Education Curriculum through OBTEC summits 2) development of outcomes-based graduate teacher education curriculum 3) institutionalization of outcomes-based co-curricular programs (OBCCuP) 2017: 1) Curriculum review on the CHED proposed revised undergraduate degree programs	
Integrating research in course development and delivery	At least 25% of courses are research-based in the design and delivery	2012: 1) Practice Teachers Kits: (p. 50) a) K-3 Math Kit c. Grade 7 - 10 Math Kit b) Grades 4 - 6 Math Kit d. Physics Lab Kit 2) PNU – Agusan (Developed textbooks, modules, worktext/course book and instructional manuals. (p. 52) 3) PNU – Cadiz (Compiled exercises and materials for different courses/program (pp. 52-53) 2015: 1) Modules for Sa Pinas, Ikaw and Ma'am/Sir 2) 4 science of survival pamphlets (FSTeM) 3) 3 creative work books written by Jarin 2016: 1) 22 K to 12 materials were developed and published (pp. 69-70)	

Strategic Action	Performance Targets 2015	Evidences Generated from 2013 - 2017 President's Report and VPRPQA Meeting On May 22,2019	Extent of Accomplishment (CODE: GREEN – ACCOMPLISHED; YELLOW – WITH SOME DEGREE OF ACCOMPLISHMENT; RED – FOR VERIFICATION WITH CONCERNED DOMAIN)
		2) 4 IEC Materials - Science of Survival Pamphlets was developed by PNU Faculty (p. 70) 3) 19 teaching guides were developed by the CHED - PNU K to 12 Engagement Program	
Initiating innovations in curriculum, instruction, and assessment	At least 50% of faculty initiating innovations in curriculum, instruction, and assessment	2012: 1) New set of materials for Licensure Examination for Teachers (LET) in professional education, general education and all secondary specialization courses. These LET materials were used in the Review Classes for the March and September 2013 LET 2015: 1) LET review materials 2017: 1) National Adoption of PPST through DepEd Order No 4 S 201 With Trimester Scheme, load for materials development for faculty	
Maximizing the use of information and communication technology (ICT) in teaching and learning	At least 50% of courses are blended; at least 1 graduate program per college is online	2012: 1) e-PNU Learning Management System 2013: 1) PNU LIDER Program: OBTEC, Outcomes-based Co-Curricular Programs, Transition Curriculum, Trimester format, Institutionalizing flexible delivery CFLEX PROGRAMS (e-PNU)	
Institutionalizing professional sharing of faculty	100% of faculty to have delivered a lecture professional sharing to colleagues	2012: 1) Researches Presented in National/International Conferences 2) Towards the Development of a Framework for Internationalization of HEIs in the Philippines 2013: 1) 72 research outputs presented in national and international research fora 2) International Research Forum on Sports and Physical Education 2014: 1) 68 Paper Presentations in International Conferences	

Strategic Action	Performance Targets 2015	Evidences Generated from 2013 - 2017 President's Report and VPRPQA Meeting On May 22,2019	Extent of Accomplishment (CODE: GREEN – ACCOMPLISHED; YELLOW – WITH SOME DEGREE OF ACCOMPLISHMENT; RED – FOR VERIFICATION WITH CONCERNED DOMAIN)
		2016: Papers Presented by Faculty in International and National Conferences: (pp. 43-51) 1) 24 Research Paper from PNU – Manila 2) 5 Research Paper from PNU - South Luzon 3) 7 Research Paper from PNU – Visayas 4) 15 Research Paper from PNU – Mindanao 2017: 1) 28 international research presentations by faculty members	
Pursuing a leading role thru networking both professional and institutional aligned with its mandate	Networking with at least 2 TEIs	2012: 1) On August 14, 2012, Dr. Ogena was invited by Dr. Seung-In Nam, President of Daegu National University of Education (DNUE), to sign MOA with DNUE and the Province of Gyeongsangbuk-Do for multicultural partnership 2) Penned an agreement with Japan Foundation (May 18, 2012) for mutual cultivation and enrichment of cultures through language and arts education 2014: 1) Conduct of 2014 Philippine Association of State Colleges and Universities (PASUC) – NCR International Higher Education Research Forum (October 21-22, 2014) 2) Establishment of Association South East Asian Nations Teacher Education Network (ASTEN) 2015: Forged MOAs/MOUs with international universities and institutions 1) Thailand: Office of the Secondary Education Area for Chonburi and Rayong provinces 2) Japan: Japan Foundation Manila funded a Japanese lecturer to teach Japanese language and culture in PNU 3) PhD in Knowledge and Innovation Management scholarship for PNU faculty members in Bangkok University 4) PhD in Sports Education for IPEHRDS faculty members in Universitas Negeri Jakarta	

Strategic Action	Performance Targets 2015	Evidences Generated from 2013 - 2017 President's Report and VPRPQA Meeting On May 22,2019	Extent of Accomplishment (CODE: GREEN – ACCOMPLISHED; YELLOW – WITH SOME DEGREE OF ACCOMPLISHMENT; RED – FOR VERIFICATION WITH CONCERNED DOMAIN)
		2016: 1) MOA signing between Universiti Pendidikan Sultan Idris and Philippine Normal University, July 26, 2016 at NCDC, UPSI 2) New partners of PNU starting 2016: (p. 82) University of New England (Australia) Universitas Pendidikan Indonesia (Indonesia) Universitas Sriwijaya (Indonesia) Universitas Negeri Yogyakarta (Indonesia) Cambodia University of Specialties (Cambodia) Japan Foundation Manila (Japan) Tokyo Gakugei University 2017: 1) CHED GAD Project in Hanoi, Vietnam (4-6 July 2017)	
Inculcating the value of community extension service and spirit of volunteerism to promote national development	50% of faculty; 100% of students	2012: 1) Collaborative Activities with the 3NS and other Agencies (pp. 46-48) 2) Reaching Out to Communities (p. 56) 3) Extension Programs in the Colleges (pp. 57-58) 2013: 1) in-kind donation for the victims of typhoon Yolanda 2) Psychosocial support training to around 120 professionals under the Burubligay program in partnership with PASUC 3) 25 students admitted from Leyte-Samar areas affected by Yolanda 2014: 1) Conduct of 2014 Philippine Association of State Colleges and Universities (PASUC) – NCR International Higher Education Research Forum (October 21-22, 2014) 2) Widened International Networks PNU hosted various international activities to foster ties with other universities and institutions (see p. 51) 2015: 1) Fulbright-Hays Group Project (FBeSS) 2) Sa Pinas, Ikaw ang Ma'am/Sir (DOLE-NRCO)	

Strategic Action	Performance Targets 2015	Evidences Generated from 2013 - 2017 President's Report and VPRPQA Meeting On May 22,2019	Extent of Accomplishment (CODE: GREEN – ACCOMPLISHED; YELLOW – WITH SOME DEGREE OF ACCOMPLISHMENT; RED – FOR VERIFICATION WITH CONCERNED DOMAIN)
		<p>3) 4 students participated in the International Academic Exchanges (PNU students attended international events)</p> <p>2016:</p> <ol style="list-style-type: none"> 1) Summer Training Program for Senior High School Teachers "Summer Training Program for the Enhancement of Content and Pedagogical Competitiveness of Teachers for Senior High School" Philippine Normal University; May 2-4, 2016 2) Programs led by the Community Partnership and Extension office: <ol style="list-style-type: none"> (a) Adopt-a-Community thru Literacy Initiatives for Empowerment (ACtLIFE) (b) Adopt-a-School for Quality Education (ASQuE) - 16 activities were conducted by ASQuE (c) Disaster Emergency and Relief (DEAR) 3) Campus Extension Activities South Luzon: <ol style="list-style-type: none"> (a) Pamayantasan Livelihood Training (b) Project LEAD 2016 4) Visayas: <ol style="list-style-type: none"> (a) Environmental Education (b) Literacy (ALS) (c) Drugs Awareness and Drugs Use Prevention Seminar (d) Managing 21st Century Schools (e) Action Research Capability Building Seminar (f) Women in Disaster Risk Reduction and Management (g) Awareness and Sensitivity Workshop (h) Gender Responsive Disaster Risk Reduction and Management 5) Mindanao: <ol style="list-style-type: none"> (a) Guinikanan Ikawang Panig-Ingnan Phase 4 (b) Seminar Workshop on Contextualization/Localization to Grade 7 to Grade 10 Mathematics Teachers (c) 7 International Academic Student Exchanges <p>2017:</p> <ol style="list-style-type: none"> 1) Provided assistance to other HEIs (benchmarked by international and local HEIs) 	

Strategic Action	Performance Targets 2015	Evidences Generated from 2013 - 2017 President's Report and VPRPQA Meeting On May 22,2019	Extent of Accomplishment (CODE: GREEN – ACCOMPLISHED; YELLOW – WITH SOME DEGREE OF ACCOMPLISHMENT; RED – FOR VERIFICATION WITH CONCERNED DOMAIN)
		2) Seminar-Workshop on Teaching Strategies at Epifanio delos Santos Elementary School (ITL)	
Develop a shared leadership and management philosophy, principles, and values appropriate for building an institutional culture consistent with and in support of PNU's vision and mission	100% of internal stakeholders support management practice	2015-2017: Working Collaboratively towards ISO Certification	
Create a Quality Assurance Center which will ensure that defined standards are met	QAC established	2012: 1) BOR Resolution No. U-1838, s. 2012: Implementing Guidelines on the Use of Anti-Plagiarism Test to Determine Originality and Authenticity of Ideas in the Research and Publication Materials of PNU Faculty and Students, and the Charging the Corresponding Fees (19 October 2012) 2) The BOR approved the transition: Scheme/Formula for Faculty Promotion from Performance Appraisal Scheme (PAS) to National Budget Circular No. 461 (NBC 461) (refer to p. 28) 3) Granting Level III Re-accredited Status (AACUP) Dec. 10, 2012 2013: 1) ISSN for The Normal Lights e-journal granted 2014: 1) The Normal Lights was accredited by CHED for 2014 – 2016 through CMO No. 23, S. 2014 (Dec. 19, 2014) 2) BOR Resolution No. U-2091 dated April 30, 2014 (Creation of the Research Ethic Committee) 2017: 1) Quality manual and procedure manuals for ISO 9001:2015 certification 2) Institutional Performance Measure Initiative (IPMI)	
Implement the requirements of normative financing (NF) scheme, NBC 461 and other	100% compliance with requirements of NF, NBC 461 and national issuances	2012: 1) This year is the first of the Aquino Government's Performance Based Bonus (PBB) implementation.	

Strategic Action	Performance Targets 2015	Evidences Generated from 2013 - 2017 President's Report and VPRPQA Meeting On May 22,2019	Extent of Accomplishment (CODE: GREEN – ACCOMPLISHED; YELLOW – WITH SOME DEGREE OF ACCOMPLISHMENT; RED – FOR VERIFICATION WITH CONCERNED DOMAIN)
national issuances as minimum standards to be met		<p>2) The BOR approved the transition Scheme/Formula for Faculty Promotion from Performance Appraisal Scheme (PAS) to National Budget Circular No. 461 (NBC 461) (refer to p. 28)</p> <p>2013: 1) PNU -VQUALIFIED TO RECEIVE PBB 2013</p> <p>2014: 1) PBB 2014, the university has been validated as compliant in all four (4) Good Governance Conditions (GCC)</p> <p>2016: 1) NBC 461 was implemented - faculty promotion done via filling up of vacant positions</p>	
Ensure the university system's compliance with relevant laws and policies	100% compliance	<p>2012: 1) Granting Level III Re-accredited Status (AACCUP) Dec. 10, 2012</p> <p>2014: 1) Level IV accredited status from the AACCUP Board Action; 11 programs were assessed by AACCUP during its survey visits on Jan. 27 - Feb. 1, 2014 and Sept. 8 - 13, 2014</p> <p>2015: 1) Intellectual property rights (IPO): PNU logo is now registered 2) ISO certification preparation</p> <p>2016: 1) Three PNU Campuses have been recognized as Center of Excellence in Teacher Education through the issuance of CHED Memorandum Order (CMO) No. 17, s. of 2016 (PNU Main, PNU North Luzon & PNU Mindanao)</p> <p>2017: 1) Granted Level 3 Phase 1 by AACUP - PNU NL BEED and BSE 2) AACUP preliminary survey visit of OBTEC programs of PNU NL: BEE, BFE, BME, BSE, BSSE, and BPEHE</p>	

Strategic Action	Performance Targets 2015	Evidences Generated from 2013 - 2017 President's Report and VPRPQA Meeting On May 22,2019	Extent of Accomplishment (CODE: GREEN – ACCOMPLISHED; YELLOW – WITH SOME DEGREE OF ACCOMPLISHMENT; RED – FOR VERIFICATION WITH CONCERNED DOMAIN)
		3) Candidate accreditation status for PNU SL BTLE program 4) CHED NCR Certificate of Program Compliance for FAL, FBeSS, FES, FSTeM, IPEHRDS, and IKM	
Adopt ISO 901:2000 for the education sector to guide PNU in improving its management system	ISO 9001:2000 Certification of 50% of PNU System	2013- 2014: 1) Modernizing facilities: Main Auditorium, installation of LCD projectors and repair of restrooms in HRD building, PC classroom and V-smart mobile tablet classroom, roofing rehabilitation and renovation of Orata building Screen reader support enabled. 2015: 1) Started the ISO certification preparation 2016: 1) ISO orientation and workshops undertaken 2017: 1) Quality manual and procedure manuals for ISO 9001:2015 certification 2) Reached Station 8 (root-cause analysis) for ISO 9001:2015 certification	
Utilize the QS ranking system to transform PNU as a globally respected university	Using QS standard to guide the internal monitoring of PNU		
Develop an appropriate measure of academic performance for teacher education university thru collaboration with other TEIs abroad	ASEAN TEI network	2012: 1) On August 14, 2012, Dr. Ogena was invited by Dr. Seung-In Nam, President of Daegu National University of Education (DNUE), to sign MOA with DNUE and the Province of Gyeongsangbuk-Do for multicultural partnership 2) MOA signing with Salahaddin University, Kyrgistan 3) MOA signing with Dongseo University 4) MOA signing with Guangzhou University 5) MOA signing with Rajamangala University 6) Penned an agreement with Japan Foundation (May 18, 2012) for mutual cultivation and enrichment of cultures through language and arts education 7) PNU renewed ties with the Spanish Government through a MOA signed by PNU and Spanish Ambassador to the Philippines (June 25,	

Strategic Action	Performance Targets 2015	Evidences Generated from 2013 - 2017 President's Report and VPRPQA Meeting On May 22,2019	Extent of Accomplishment (CODE: GREEN – ACCOMPLISHED; YELLOW – WITH SOME DEGREE OF ACCOMPLISHMENT; RED – FOR VERIFICATION WITH CONCERNED DOMAIN)
		<p>2012)</p> <p>2013: Memorandum of Agreement implemented with:</p> <ol style="list-style-type: none"> 1) Daegu National Univeristy of Education International Multicultural Internship Program (45 participants) 2) Tokyo Gakugei University, Student Exchange (1) 3) Rajamangala University of Technology PhraNakhon, Cultural Exchange (25 participants) <p>2014:</p> <ol style="list-style-type: none"> 1) PNU was elected as the institutional chair of the Association of Southeast Asian Institutions of Higher Learning (ASAIHL) National Council of the Philippines during its general assembly on May 20, 2014 2) Establishment of Association South East Asian Nations Teacher Education Network (ASTEN) 3) Widened International Networks PNU hosted various international activities to foster ties with other universities and institutions (see p. 51) <p>2015: Forged MOAs/MOUs with international universities and institutions</p> <ol style="list-style-type: none"> 1) Thailand: Office of the Secondary Education Area for Chonburi and Rayong provinces 2) Japan: Japan Foundation Manila funded a Japanese lecturer to teach Japanese language and culture in PNU 3) PhD in Knowledge and Innovation Management scholarship for PNU faculty members in Bangkok University 4) PhD in Sports Education for IPEHRDS faculty members in Universitas Negeri Jakarta <p>2016:</p> <ol style="list-style-type: none"> 1) MOA signing between Universiti Pendidikan Sultan Idris and Philippine Normal University, July 26, 2016 at NCDC, UPSI 2) New partners of PNU starting 2016: (p. 82) 	

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		<p>University of New England (Australia) Universitas Pendidikan Indonesia (Indonesia) Universitas Sriwijaya (Indonesia) Universitas Negeri Yogyakarta (Indonesia) Cambodia University of Specialties (Cambodia) Japan Foundation Manila (Japan) Tokyo Gakugei University</p> <p>2017:</p> <ol style="list-style-type: none"> 1) International Conference of European and Asian Researchers and Educators on Lifelong Learning for Sustainable Development 2) International Conference on Technology and Life Skills Education: Innovating TVET for Sustainable Communities 3) Local ASTEN consisting of TEIs recognized as COE (formerly Philippine Teacher Education Network) 4) Creating networks of educators in specific areas of teacher education (ISEGTEA-PNUV, ALTA-PNUSL) 5) Provided assistance to other HEIs (benchmarked by international and local HEIs) 	
Develop and implement an ICT plan that will modernize PNU services and ensure seamless data generation and utilization by internal and external stakeholders	50% implementation of ICT Plan	<p>2012:</p> <ol style="list-style-type: none"> 1) Web-based Inventory System for Property and Supply 2) Web-based Human Resource Information System (HRIS) 3) PNU Board of Regents (BOR) Resolution Catalogue System 4) e-PNU Learning Management System 5) PWEBBS was made into a policy with BOR RESOLUTION NO. U-1730, S. 2012 <p>2013:</p> <ol style="list-style-type: none"> 1) ICT grant (73 faculty members availed) 2) Modernizing facilities: Main Auditorium, installation of LCD projectors and repair of restrooms in HRD building, PC classroom and V-smart mobile tablet classroom, roofing rehabilitation and renovation of Orata building 3) ICT training for administrative staff (17 admin staff availed) 	

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		2016: 1) NVIVO Training for Faculty and Staff (PNU Main, Aug. 31, 2016) 2) University Research Portal completed in June 2016 3) Publication Office Website launched in 2016 2017: 1) Alumni database and tracer study (ARSO) 2) BOR Resolution No U-2662 s 2017: Guidelines for fees of online subscription and access to PNU Online Commons	
Integrate and synchronize office operations based on clearly defined university planning system	Functioning university planning system	Conduct of yearly strategic planning workshop to ensure the planning system is in place	
Implement efficient and effective internal financial control system and related governance processes that provide clear and appropriate oversight of the University	Zero leak		
Improve the efficiency and effectiveness of resources and infrastructure support services and when necessary, outsource services which are not core functions of the University	50% of Campus development plan implemented; upgraded administrative positions		
Create an enabling environment (e.g. structure / personnel requirement) to support the articulated reforms; and administrative positions must be consistent with 2020 and 2030 administrative services	Functioning re-structured organization; vacancies filled-up with highly competent academic/administrative personnel	Filling up of vacant faculty position (Cycle 6 NBC); Staff position as per CSC requirements	
Develop and provide access to high quality library and information services targeted to enrich student learning	50% of Library services and information development plan implemented; 80% satisfaction rate	Procurement of books; free access to search engines for students and faculty as disseminated by the PNU Library	

Strategic Action	Performance Targets 2015	Evidences Generated from 2013 - 2017 President's Report and VPRPQA Meeting On May 22,2019	Extent of Accomplishment (CODE: GREEN – ACCOMPLISHED; YELLOW – WITH SOME DEGREE OF ACCOMPLISHMENT; RED – FOR VERIFICATION WITH CONCERNED DOMAIN)
experiences and lifelong pursuits, and to advance the University's research endeavors			
Embed the PNU brand in the activities of the faculty, staff, and students with emphasis on "qualities of graduates"	75% awareness of PNU nationwide; 50% awareness of PNU at the ASEAN; 75% Implementation of Branding Plan	Lead Shepherd of 3NS ASTEN Chairmanship ASAHIL Chairmanship	
Develop and implement information and communication program to promote the PNU brand to key institutional, national and international audiences	100% visibility of faculty members on the web for academic related content; 5M hits	PNU Branding Policies c/o PBDO	
Optimize the cyberspace to promote PNU and enhance its reputation	At least 10% of student population coming from at least 5 ASEAN countries; At least 10 international lecturers	<p>2012: PNU Student's International Exposure (p. 44)</p> <p>1) Ms. Pearl Divina Asuncion went to Tokyo Gakugei University (TGU) in Japan last October 2012 for a five-month program.</p> <p>2) Ms. Patriluz Manongsong, taking Bachelor of Secondary in English, was awarded with the Global Undergraduate Education Exchange Scholarship by Philippine – American Educational Foundation.</p> <p>2013:</p> <p>1) 10 PNU students as exchange students, paper presenters, and delegates to international conferences</p> <p>2) Memorandum of Agreement implemented with:</p> <p>(a) Daegu National University of Education International Multicultural Internship Program (45 participants)</p> <p>(b) Tokyo Gakugei University, Student Exchange (1)</p> <p>(c) Rajamangala University of Technology PhraNakhon Cultural Exchange (25 participants)</p> <p>2015:</p> <p>1) International lecturers and speakers from Bangkok University, Kent State University, US Department of State</p>	

Strategic Action	Performance Targets 2015	Evidences Generated from 2013 - 2017 President's Report and VPRPQA Meeting On May 22,2019	Extent of Accomplishment (CODE: GREEN – ACCOMPLISHED; YELLOW – WITH SOME DEGREE OF ACCOMPLISHMENT; RED – FOR VERIFICATION WITH CONCERNED DOMAIN)
		<p>2) International Academic Exchanges (PNU students attended international events)</p> <p>(a) Nadine R. Rejano (BSE English) – Exchange Student at Tokyo Gakugei University, Japan, April 2015 – August 2015</p> <p>(b) Carmela Arcigal (BSE English) – Exchange Student, Global Undergraduate Exchange Program, University of Wisconsin, USA, 2014 – 2015</p> <p>(c) Alyzza Shane Constantino Rodillo (BECED) and Morielle M. Ramos (BSE Physical Education) Participant, Daegu National University of Education, Daegu, South Korea for the Annual Winter School Program, January 25 - February 1, 2015</p> <p>(d) Alicia Jane F. Peras (Bachelor of Science in Chemistry for Teachers), Participant, Sakura Science Program in Osaka University, Osaka Japan, September 6-15, 2015</p> <p>2016: International Academic Student Exchanges</p> <p>1) Jay Maicah C. Catantan (IKM - Library Science) – Winter School Program, South Korea, January 25-31, 2016</p> <p>2) Jude Russel U. Cuntapay (FBeSS – History) - 2nd SEAMEO Youth Leadership Forum, Thailand, March 7-11, 2016</p> <p>3) Arielle Tracy M. Manuel (FAL - English), Klarence Anne Lou G. Gatchalian (FSTEM - Biology) and Myrrh Micah R. Matilla (FES – Early Childhood Education) SEA Teacher Project, Indonesia, July 17 - August 15, 2016</p> <p>4) Leighlan Jasper J. Rosario (FBeSS – Social Science), MSU Global Citizenship Camp, Thailand, November 2-14, 2016</p> <p>5) Ruthie Beatrix A. Eneria (FSTEM - Physics) Sakura Science Exchange Program, Japan, December 11-20, 2016</p> <p>2017: Outbound Exchange Students</p> <p>1) Edmy Rien Kyla M. Santos (FAL) and Josephine O. Arquero (FAL) – SEA Teacher Project, Batch 3, Thailand, January 15 - February 12, 2017</p>	

Strategic Action	Performance Targets 2015	Evidences Generated from 2013 - 2017 President's Report and VPRPQA Meeting On May 22, 2019	Extent of Accomplishment (CODE: GREEN – ACCOMPLISHED; YELLOW – WITH SOME DEGREE OF ACCOMPLISHMENT; RED – FOR VERIFICATION WITH CONCERNED DOMAIN)
		2) Angelo Ma. Roman V. Gonzales (FBeSS) and France M. Jimenez (FES) – DNUE Winter School Program, South Korea, January 15 - February 12, 2017 3) Ivy E. Escanan (IPEHRDS) and Judd Thomas S. Diolazo (IPEHRDS) – AsTEN Education and Culture Exchange Programme, Myanmar, February 26 - March 7, 2017 4) Mel Franky S. Lizardo (FBeSS) – UPI Summer Program, Bandung Indonesia, July 30 - August 5, 2017 5) Maria Abigail L. Gamban (FES) and Maycie Ann Darla C. Timajo (FES) – SEA Teacher Project, Batch 4, Thailand, August 7 - September 5, 2017	
Preserve the University's glorious tradition in a performing arts and literature by giving full support and inspiration to performances and publication of performing groups, Drama clubs, literary circles and writers' organizations	PNU performing groups in at least 1 international competition a year and winning in at least 1 national competition	2012: 1) PNU Kislap Sining Dance Troupe The group represented the Philippines in Various capacities as: (a) Ambassador of Goodwill to Singapore for the Department of Foreign Affairs (b) The United States of America for the Centennial Celebration of the country (c) In the Middle East for Cultural Festival (d) In South Korea for the International Folklore Festival and Cultural Exhibit 2) PNU Chorale This group has produced music teachers in the field. (a) 2nd Place, Casino Filipino's "KRISMAS KAROL KANTAHAN KONTES (4K) 2012" (b) 4th Place, 5th PASUC Literary and Cultural Festival (December 12-14, 2012) (c) 2nd Place, Holiday Hymns at Araneta Center (December 23, 2012) 3) PNU Rondalla Performs not only in PNU but also across the country. They are often invited in various international gatherings, especially those with Philippine themes.	

Strategic Action	Performance Targets 2015	Evidences Generated from 2013 - 2017 President's Report and VPRPQA Meeting On May 22,2019	Extent of Accomplishment (CODE: GREEN – ACCOMPLISHED; YELLOW – WITH SOME DEGREE OF ACCOMPLISHMENT; RED – FOR VERIFICATION WITH CONCERNED DOMAIN)
		2017: 1) Makawiwili Dance Troupe, PNU Visayas Champion, Sayaw Pinay Folkdance Competition 2017	
Preserve the institutional memory by telling and re-telling stories about the best practices, tradition, and the past.	1 book on history of PNU	PNU Coffee Table Book	
Develop an internationalization program that will increase the number and expand diversity of foreign students and faculty	International Relations Office fully operational; 50% of the plan implemented	Linkages and International Office	
	At least 1 international conference organized by PNU	2013: 1) National Higher Education Research Forum 2) National Forum on Current and Emerging in Teacher Education 3) International Research Forum on Sports and Physical Education 4) 1 st ASEAN Future Teachers Camp (FEAST Camp 2013) 5) 9 th APEC Future Education Forum and the 11th International ALCoB Conference 2014: 1) Conduct of 2014 Philippine Association of State Colleges and Universities (PASUC) – NCR International Higher Education Research Forum (October 21-22, 2014) 2015: 1) 1 st International Graduate Students Multidisciplinary Research Conference 2) AsTEN Workshop on the ASEAN Qualification Network 3) AsTEN roundtable discussion on graduate Teacher education curriculum 4) APEC Learning Community Builders (ALCoB) International Volunteers' Workshop 2017: 1) 2017 International Higher Education Research Forum	

Strategic Action	Performance Targets 2015	Evidences Generated from 2013 - 2017 President's Report and VPRPQA Meeting On May 22,2019	Extent of Accomplishment (CODE: GREEN – ACCOMPLISHED; YELLOW – WITH SOME DEGREE OF ACCOMPLISHMENT; RED – FOR VERIFICATION WITH CONCERNED DOMAIN)
		2) 2 nd International Summit on Education for Sustainable Development 3) International Conference of European and Asian Researchers and Educators on Lifelong Learning for Sustainable Development 4) International Conference on Technology and Life Skills Education: Innovating TVET for Sustainable Communities 5) International Pre-Service Teachers Convention and Competition	
Develop an international relations strategic plan to ensure a strategic position within the global teacher education network and academic community	100% faculty membership and leadership in professional networks; 100% of faculty attendance in international conferences	NBC 461 documents on membership of faculty in professional networks/organization; record on attendance to international conferences	
Develop and produce scholarly work and products that attract international audience	25% sale of print and non-print		
Position PNU as a hub for academic activities and exchanges relevant to teacher education and basic education to ensure its international presence	At least 1 research, 1 extension, 1 production of national impact done through the network with PNU's leadership	Adoption of PPST as spearheaded by PNU-RCTQ by Department of Education (2018)	
Participate in international network of TEIs to promote collaboration and partnership in the conduct of research, extension, and production	100% membership of faculty in at least 2 national professional organizations	2015: 1) Collaborative Research projects (5) with ASTEN members completed	
Strengthen partnership with alumni as significant stakeholders of the University	Functioning Alumni Office	ARSO 100% functioning	
	50% Implementation of Alumni Engagement Program	Conduct of yearly grand homecoming program Tracer Study – on going	
Maximize national TEI network in the conduct of research, extension, and production to expand the reach of PNU leadership	National network of Normal Schools formed and expanded; at least 1 collaborative research conducted	PNU as lead Shepherd of 3NS; 5 COLLABORATIVE RESEARCH PROJECTS CONDUCTED	
Promote individual and institutional linkages and network that will ensure active	100% of faculty with national and international linkages	SEE -ATTENDANCE OF FACULTY IN NATIONAL AND INTERNATIONAL CONFERENCES C/O EPRDC	

Strategic Action	Performance Targets 2015	Evidences Generated from 2013 - 2017 President's Report and VPRPQA Meeting On May 22,2019	Extent of Accomplishment (CODE: GREEN – ACCOMPLISHED; YELLOW – WITH SOME DEGREE OF ACCOMPLISHMENT; RED – FOR VERIFICATION WITH CONCERNED DOMAIN)
engagement of faculty and PNU in multi-disciplinary, professional and scientific communities			
Support PNU students' leadership in national and international student academic communities	100% of 3rd and 4th year students members of national student organizations; 10% are officers	SEE OSSASS' STUDENT PROGRAMS	
Pursue opportunities afforded by public-private partnership to increase and diversify University resources	25% of Business Development Plan with public-private partnership implemented		
Provide quality product solutions to national and global educational issues and demands	50% implementation of Revenue Plan		
	50% of departments to have developed products	2012: 1) Practice Teachers Kits: (p. 50) a. K-3 Math Kit c. Grade 7 - 10 Math Kit b. Grades 4 - 6 Math Kit d. Physics Lab Kit 2) Publications from different colleges (see on pp. 51-52) 3) New set of materials for Licensure Examination for Teachers (LET) in professional education, general education and all secondary specialization courses. These LET materials were used in the Review Classes for the March and September 2013 LET 4) PNU – Agusan (Developed textbooks, modules, worktext/course book and instructional manuals. (p. 52) 5) PNU – Cadiz (Compiled exercises and materials for different courses/program (pp. 52-53) 2015: 1) LET review materials 2) Modules for Sa Pinas, Ikaw and Ma'am/Sir 3) 4 science of survival pamphlets (FSTeM) 4) 3 creative work books written by Jarin	

Strategic Action	Performance Targets 2015	Evidences Generated from 2013 - 2017 President's Report and VPRPQA Meeting On May 22,2019	Extent of Accomplishment (CODE: GREEN – ACCOMPLISHED; YELLOW – WITH SOME DEGREE OF ACCOMPLISHMENT; RED – FOR VERIFICATION WITH CONCERNED DOMAIN)
		2016: 1) 22 K to 12 materials were developed and published (pp. 69-70) 2) 4 IEC Materials - Science of Survival Pamphlets was developed by PNU Faculty (p. 70) 3) 19 teaching guides were developed by the CHED - PNU K to 12 Engagement Program (p. 83)	
Create the relevant unit/s for the development, marketing and protection of PNU products and services	Functioning Business Development Office; 50% implementation of Business Development Plan	PBDO FULLY FUNCTIONING	
Comply with standards for product development, marketing, and protection	Development of PNU Standard of product development, marketing and protection	IPO POLICIES with BOR Approval (2015)	
Provide academic and support services to ensure the effective transition of students to various levels in higher education and increase student retention and success	Expanded Student Support mechanism and Services Plan like assistantship and scholarship	2012: 1) Students' Grants-In-Aid Program for Poverty Alleviation (SGP-PA) 64 Applicants from poor households: 54 in NCR and 10 in Region IV-B covered under the DSWD's Pantawid Pamilyang Pilipino (4Ps) took the PNU Admission Test (PNUAT). 2013: 1) 25 students admitted from Leyte-Samar areas affected by Yolanda 2015: 1) In School Year 2015 -2016, a total of 305 students under OBTEC were given scholarships, both by government and private institutions, and 627 students under semestral scheme. (see pp. 34-37) 2016: 1) 10 Completed Scholarship Grants in 2016 2017: 1) Certificate of Scholarship (PNU Manila, S.Y. 2016-2017) Undergraduate: 707 1 st term, 737 2 nd term, 731 3 rd term. Graduate: 58 1 st term, 169 2 nd term, 59 3 rd term.	

Strategic Action	Performance Targets 2015	Evidences Generated from 2013 - 2017 President's Report and VPRPQA Meeting On May 22,2019	Extent of Accomplishment (CODE: GREEN – ACCOMPLISHED; YELLOW – WITH SOME DEGREE OF ACCOMPLISHMENT; RED – FOR VERIFICATION WITH CONCERNED DOMAIN)
	50% increase rate on campus employment and 90% retention rate	Continuous Recruitment Processes by HR	
	50% increase of MA and PhD graduates	Scholarships availed by Faculty members	
	A national recruitment plan being implemented		
	At least 5 scholars per region	Scholarship Program c/o OSSASS	
Broaden the PNU Main campus' national intake of selected group of students through aggressive recruitment, scholarship, and promotion program to expand PNU's scope of impact	At least 1 student per province	Scholarship Program c/o OSSASS	
Develop PNU campuses as regional hub in teacher education offering programs peculiar to the region	An indigenous curricular program in place	PNU HUBS ROLES	
	All campuses as COE in the region	PNU MAIN as COE PNU Mindanao as COE	
Expand the impact of PNU extension service program thru cascading leadership in the network of TEI extension offices	Presidential leadership in the network of TEI extension offices	CPEO's role	
	Satisfactory impact		
Provide structures that will maximize opportunities that respond to the demands of a knowledge-based society toward e-PNU as University's future the soonest possible time	An institutionalized e-PNU system	2012: 1) Web-based Inventory System for Property and Supply 2) Web-based Human Resource Information System (HRIS) 3) PNU Board of Regents (BOR) Resolution Catalogue System 4) e-PNU Learning Management System 2016: 1) University Research Portal completed in June 2016 2) Publication Office Website launched in 2016 2017: 1) Alumni database and tracer study (ARSO)	
Provide research-based solutions to address challenges to quality	An established and functioning Educational	EPRDC functioning as research management arm	

Strategic Action	Performance Targets 2015	Evidences Generated from 2013 - 2017 President's Report and VPRPQA Meeting On May 22,2019	Extent of Accomplishment (CODE: GREEN – ACCOMPLISHED; YELLOW – WITH SOME DEGREE OF ACCOMPLISHMENT; RED – FOR VERIFICATION WITH CONCERNED DOMAIN)
education and other concerns related to educational reforms,	Policy and Research Development Office (EPRDO)		
Institute a financial sustainability program that supports the University's strategic goals	Developed a Financial Sustainability Program (FSP); 50% implemented and practiced	ADMINISTRATIVE AND FINANCIAL PROCESSED C/O VPFA	
Develop and implement a Strategic Asset Management Plan which identifies key priorities, opportunities and constraints relating to physical environment, information and communications technology, and equipment/infrastructure requirements for the University's projected development	Strategic Asset Management Plan developed or properly in place; 50% implemented		
Implement, monitor, evaluate and adjust the University Strategic Development Plan as a measure for sustainability	50% implementation of PNU Strategic Development Plan; 100% achievement of targets	AS PER THE CURRENT REPORT	
Develop a legislative agenda for the University's growth and sustainability	Implementing Rules and Regulations (IRR) formulated and implemented		
Upgrade the system of recruitment to ensure a pool of human resource with high level of expertise.	An Institutionalized Recruitment Plan		
Provide opportunities for professional growth, leadership, faculty, and staff development in an environment that values excellence	Functional Faculty and Staff Development Program	2013: 1) ICT training for administrative staff (17 admin staff availed) 2015: 1) Customized doctorate degree programs for faculty members in partnership with foreign (18) and local (11) universities and in PNU (24)	

Strategic Action	Performance Targets 2015	Evidences Generated from 2013 - 2017 President's Report and VPRPQA Meeting On May 22,2019	Extent of Accomplishment (CODE: GREEN – ACCOMPLISHED; YELLOW – WITH SOME DEGREE OF ACCOMPLISHMENT; RED – FOR VERIFICATION WITH CONCERNED DOMAIN)
		2016: 1) EPRDC led four (4) major RCBP trainings held at the PNU main campus and PNU Mindanao: (a) NVIVO Training for Faculty and Staff (PNU Main, Aug. 31, 2016) (b) Research Mentoring Session for Faculty and Staff (PNU Main, Sept. 2016) (c) Orientation on Full Professor Research Compliance (all full professors from PNU main and hubs, Oct. 2016) (d) Basic and Advanced SPSS Training for Faculty and Staff (PNU Mindanao, Oct. 25 – 26, 2016) 2) Workshops on Outcomes Based Teacher Education Curriculum Quality Audit (August - September 2016) 3) Several trainings related to Gender and Development (GAD) 2017: 1) Administrative staff enrolled in Master in Management program at TUP	
Recognize and reward performing faculty and staff	Institutionalization of Outstanding Faculty and Staff Awards	BOR APPROVED AWARDS: OUTSTANDING TEACHER AND STAFF – YEARLY SINCE 2012 RESEARCH AWARDS AND PUBLICATION INCENTIVES – YEARLY SINCE 2014	
	80-100% PhDs	2013: 1) cash incentive for finishing PhD degree (4 faculty members availed) 2015: 1) faculty cash incentives for new PhD degree holders (7) 2016-2017: Scholarship for faculty working on their Ph.D.	
Identify, encourage and proactively manage faculty and staff to ensure that performance standards are met	Attendance of all staff in professional and skills development at least once a year	2016: 1) EPRDC led four (4) major RCBP trainings held at the PNU main campus and PNU Mindanao: (a) NVIVO Training for Faculty and Staff (PNU Main, Aug. 31, 2016) (b) Research Mentoring Session for Faculty and Staff (PNU Main, Sept. 2016)	

Strategic Action	Performance Targets 2015	Evidences Generated from 2013 - 2017 President's Report and VPRPQA Meeting On May 22,2019	Extent of Accomplishment (CODE: GREEN – ACCOMPLISHED; YELLOW – WITH SOME DEGREE OF ACCOMPLISHMENT; RED – FOR VERIFICATION WITH CONCERNED DOMAIN)
		(c) Orientation on Full Professor Research Compliance (all full professors from PNU main and hubs, Oct. 2016) (d) Basic and Advanced SPSS Training for Faculty and Staff (PNU Mindanao, Oct. 25 – 26, 2016) 2) Workshops on Outcomes Based Teacher Education Curriculum Quality Audit (August - September 2016) 3) Several trainings related to Gender and Development (GAD) 2017: Sending of staff to conferences and seminars	
Increase the number of faculty with high level expertise trained from reputable universities in the country and abroad	Develop distinctive competence with emphasis on pioneering and innovative approaches	2015-2016: Forged MOAs/MOUs with international universities and institutions 1) Thailand: Office of the Secondary Education Area for Chonburi and Rayong provinces 2) Japan: Japan Foundation Manila funded a Japanese lecturer to teach Japanese language and culture in PNU 3) PhD in Knowledge and Innovation Management scholarship for PNU faculty members in Bangkok University 4) PhD in Sports Education for IPEHRDS faculty members in Universitas Negeri Jakarta	
	At least 10 ASEAN lecturers	2012: 3 Researches Presented in National/International Conferences 2013: 1) 72 research outputs presented in national and international research for a 2) travel grant for international paper Presentations (19 faculty members availed) 2014: 68 Paper Presentations in International Conferences 2016: 1) Papers Presented by Faculty in International and National Conferences: (pp. 43-51) (a) 24 Research Paper from PNU – Manila (b) 5 Research Paper from PNU - South Luzon	

Strategic Action	Performance Targets 2015	Evidences Generated from 2013 - 2017 President's Report and VPRPQA Meeting On May 22,2019	Extent of Accomplishment (CODE: GREEN – ACCOMPLISHED; YELLOW – WITH SOME DEGREE OF ACCOMPLISHMENT; RED – FOR VERIFICATION WITH CONCERNED DOMAIN)
		(c) 7 Research Paper from PNU – Visayas (d) 15 Research Paper from PNU – Mindanao 2017: 1) 8 international research presentations by faculty members 2) 52 national research presentations by faculty members	
Maintain a faculty profile that has 2/3 in teacher education and 1/3 of the faculty in pure disciplines to ensure diversity of expertise	Systematic Updating of Faculty Profile	HR FACULTY PROFILING FASEC's Profiling as per NBC 461	

Appendix Questionnaire for the Administrator

ORGANIZATIONAL STRUCTURE AND STRATEGIC DEVELOPMENT PLAN EVALUATION QUESTIONNAIRE (For Administrator)

This survey is part of a project of the Educational Policy Research and Development Center (EPRDC) of the Philippine Normal University, which intends to evaluate the organizational structure and strategic development plan of the university. Specifically, the project aims to:

1. to evaluate the extent to which the university has been performing its functions (i.e., Research (Knowledge Creation), Instruction (Knowledge Transfer), Extension and Linkages (Knowledge Sharing and Exchange), Product Development (Knowledge Application and Dissemination), and Administration (Knowledge Support Management System) and the extent of accomplishing the targets as per university's strategic development plan for 2012-2022;
2. to examine the university's organizational structure vis-à-vis its functions and contributions in meeting the university's goals; and
3. to propose recommendations/policies on how the organizational structure can be improved.

Informed Consent Statement:

This survey will only take you 10-15 minutes to answer and you are expected to answer honestly. You have the right to stop answering the questions if you suddenly feel uncomfortable or anxious.

Assuredly, all gathered data will follow the mandate of the Data Privacy Act or Republic Act 10173, from consolidation, data processing, presentation, until archiving and/or disposal. Anonymity of survey respondents will be observed until report write up. Thus, your name will not be used in any report or publication.

For questions and other queries, please do not hesitate to contact the

Educational Policy Research and Development Center

Philippine Normal University, Manila

at 3171768 local 750/751

or send message to eprdc@pnu.edu.ph

NAME (OPTIONAL): _____

Age: _____

Sex: ☐ Male ☐ Female

Office/College/Program: _____

Designation/Rank: _____

Years of Service in PNU: _____

Instructions: Read each statement carefully. Please rate each item by placing a check mark (/) in the column that corresponds to your answer.

To what extent do you agree with the following?

6 - Strongly Agree

5 - Agree

4 - Somewhat agree

3 - Disagree

2 - Somewhat disagree

1 - Strongly disagree

x - If unsure / not applicable

A. RESEARCH (KNOWLEDGE CREATION)

The university...	6	5	4	3	2	1	x
1. conducts high impact researches that improve the quality of educational system							
2. develops innovative ideas in education							
3. shares expertise and competence in educational research to the community of learners and/or scholars							
4. provides research-based input to DepEd and CHED in designing curricular programs							
5. takes the leadership role in the development of unifying teacher education research agenda among TEIs							
6. provides policymakers with research-based inputs for the formulation of the country's education legislative agenda							
7. disseminates all timely research outputs systematically in all modalities to all its stakeholders							

The university...	6	5	4	3	2	1	x
8. establishes and maintains a database of international and national educational policies and other significant data related to education							

B. INSTRUCTION (KNOWLEDGE TRANSFER)

The university...	6	5	4	3	2	1	x
1. provides pre-service and in-service instruction that is responsive to national thrusts and of highest quality							
2. offers innovative and strategic undergraduate and graduate teacher education courses							
3. provides programs that promote cutting edge student learning experiences in a globally competitive environment							
4. provides relevant alternative modes of instructional delivery system							
5. provides continuing professional education for specific academic fields and special purposes							

C. EXTENSION AND LINKAGES (KNOWLEDGE SHARING AND EXCHANGE)

The university...	6	5	4	3	2	1	x
1. designs, implements, and sustains innovative and progressive extension programs							
2. shares diverse intellectual and creative resources to strategic stakeholders to promote mutual benefit							
3. expands linkages with national and international academic and non-academic institutions in Asia for mutual exchanges							
4. strengthens and sustains the interests, concerns, and participation of PNU alumni in university affairs							

The university...	6	5	4	3	2	1	x
5. intensifies the networks with national and international non-government organizations to generate resources and enhance research capability and academic programs							
6. strengthens its visibility and branding through print, broadcast, and other forms of media							

D. PRODUCT DEVELOPMENT (KNOWLEDGE APPLICATION AND DISSEMINATION)

The university...	6	5	4	3	2	1	x
1. ensures that knowledge and its application is disseminated and shared through various forms for full utilization of such knowledge							
2. establishes a market competitive university publishing house that produces quality and scholarly educational materials for learning and training							
3. produces and markets creative ICT educational tools, kits, and equipment as alternative learning materials for enhanced delivery of instruction, training, and research							

E. ADMINISTRATION (KNOWLEDGE SUPPORT MANAGEMENT SYSTEM)

The university...	6	5	4	3	2	1	x
1. promotes an institutional culture and shared management philosophy							
2. has a program for recruitment, development, and retention of competent, committed, and excellent human resources							
3. provides administrative support services that are high quality, reliable, and cost effective							
4. implements quality and innovative ICT services and support for smooth and improved operations of academic programs and services							

The university...	6	5	4	3	2	1	x
5. provides facilities in planning, design, construction, operation, and maintenance services that are customer-focused, quality standard, certified, optimized, and environmentally sustainable							
6. implements financial management system that include business planning and analysis, financial accounting and forecasting							
7. establishes structures and processes related to governance of the university to ensure effective planning, decision making, and appropriate management of operations							
8. provides auxiliary services that enrich the learning experience and life opportunities of all PNU students							
9. implements communication, promotional and marketing program for the university							
10. provides efficient and effective delivery services to students in the areas of admissions, student records, library services, and acquisition of materials, equipment, and supplies							

Open-ended Questions:

Please answer the following questions.

1. Which areas/functions do you think the university performs best? Please provide support to your answer.

2. Which areas/functions do you think the university needs to improve its performance the most? Please explain your answer and suggest ways on how the university can improve its performance in these areas/functions.

3. As an administrator, how can you (as an individual and as part of a program/department/office) contribute to the university in the performance of its functions and in meeting its goals?

Instructions: Read each statement carefully. Please rate each item by placing a check mark (/) in the column that corresponds to your answer.

To what extent do you think does the university achieve the following strategic actions and performance targets?

6 - To a very great extent

5 - To a great extent

4 - To a moderate extent

3 - To some extent

2 - To a small extent

1 - not at all

x - If unsure / not applicable

SHARED VISION OF EXCELLENCE

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
1. Vision, Mission, Goals (VMG) are incorporated in the syllabi, methodology, instructional materials, and teaching strategies of the faculty							
2. Faculty, students, and staff have undertaken orientation on University VMG							
3. A research development program which includes the university research agenda has been developed							
4. A research development program which includes policies for faculty research has been developed							
5. A research development program which includes research infrastructure has been developed							
6. A research development program which includes a research management system has been developed							
7. Policies on research planning and implementation is in place and being implemented							
8. Policies on research monitoring is in place and being implemented							

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
9. Policies on research dissemination and publication is in place and being implemented							
10. Policies on research utilization is in place and being implemented							
11. Policies on reporting of faculty research is in place and being implemented							
12. Policies on research ethics is in place and being implemented							
13. There are externally funded/commissioned researches							
14. Faculty have undergraduate and graduate student research collaborators							
15. Faculty collaborate with their students in publishing their thesis/dissertation							
16. Administrative offices are able to provide research-based information							
17. There is ICT-ized database for journal publications							
18. There is ICT-ized database for online commons							
19. There is ICT-ized database for conference proceedings							
20. PNU System performs well in LET in terms of passing rate and topnotchers							
21. There is improvement in PNU's performance in LET compared to last year							
22. International indicators are being used for internal monitoring of quality education							
23. Performance-based system of evaluation of quality education is being put in place							
24. Performance targets included in IPCR/OPCR are being met							
25. There is periodic rating of faculty performance							

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
26. The OBTEC curricular programs are reviewed and revised							
27. The OBGTEC curricular programs are reviewed and revised							
28. Courses are research-based in the design and delivery							
29. Faculty members initiate innovations in curriculum, instruction, and assessment							
30. Blended learning is being used in the delivery of courses							
31. There is online delivery of graduate programs							
32. Faculty members deliver lectures/professional sharing to colleagues							
33. PNU pursues a leading role through networking with national networks (e.g., 3NS)							
34. PNU pursues a leading role through networking with international networks (e.g., ASTEN)							
35. Faculty members participate in community extension service in the spirit of volunteerism							
36. Students participate in community extension service in the spirit of volunteerism							
37. Internal stakeholders support management practice							

STRATEGIC ACTIONS AND PERFORMANCE TARGETS: QUALITY

ASSURANCE

The university...	6	5	4	3	2	1	x
1. A Quality Assurance Center is established							
2. Compliance with the requirements of normative financing (NF)							
3. Compliance with the requirements of NBC 461							

The university...	6	5	4	3	2	1	x
4. Compliance with the requirements of CHED							
5. The university system complies with relevant laws and policies							
6. ISO certification of the PNU System							
7. QS standard is being used to guide the internal monitoring of PNU							
8. Appropriate measure of academic performance for teacher education university is developed through collaboration with TEIs abroad (e.g., ASEAN TEIs)							

SYSTEMS-BASED SOLUTIONS

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
1. ICT plan that will modernize PNU services is being implemented							
2. There is a functioning university planning system							
3. Effective and efficient internal financial control is being implemented							
4. A campus development plan is being implemented							
5. Administrative positions are being upgraded							
6. There is a functioning restructured organization filled up with competent academic/administrative personnel							
7. Library services and information development plan are being implemented satisfactorily							

BRANDING

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
1. There is awareness of "qualities of graduates" of PNU nationwide							
2. There is an awareness of "qualities of graduates" of PNU at the ASEAN							
3. PNU branding plan is being implemented							
4. There is visibility of faculty members on the web for academic-related content							
5. There are students from ASEAN countries							
6. There are international lecturers							
7. There are PNU performing groups competing and winning in international competitions							
8. The institutional memory of PNU is preserved by telling and retelling stories about best practices, tradition, and the past (e.g., book on history of PNU)							

INTERNATIONALIZATION

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
1. The Linkages and International Office is fully operational							
2. There is an international conference organized by PNU							
3. Faculty members are leaders in professional networks, and attend international conferences							
4. There are scholarly works and products that attract international audience							
5. There are research, extension, and production of national impact done through the international network with PNU's leadership							

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
6. Faculty are members of international professional organizations							

COLLABORATION AND PARTNERSHIP

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
1. There is a functioning alumni office							
2. There is an alumni engagement program being implemented							
3. A national network of Normal Schools is formed and expanded, and with collaborative research conducted							
4. Faculty have national and international linkages							
5. Students are members and officers of national student organizations							
6. There is business development plan with public-private partnership being implemented							

PRODUCT AND SERVICE DEVELOPMENT

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
1. The Revenue Plan is being implemented							
2. The departments have developed products							
3. There is a functioning business development office and business development plan is being implemented							
4. A PNU standard of product development, marketing, and protection is developed							

RESPONSIVENESS TO STAKEHOLDERS

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
1. There is expanded student support mechanism and services plan like assistantship and scholarship							
2. There is an increase in campus employment and retention rate							
3. There is an increase in MA and PhD graduates							
4. A national recruitment plan is being implemented							
5. There are scholars from each region							
6. There is a student from each province							
7. An indigenous curricular program is in place							
8. All campuses are Centers of Excellence in the region							
9. There is presidential leadership in the network of TEI extension offices							
10. Extension services are making satisfactory impact							
11. There is an institutionalized e-PNU system							
12. There is an established and functioning Educational Policy Research and Development Center (EPRDC)							

SUSTAINABILITY

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
1. A financial sustainability program (FSP) is developed, implemented, and practiced							
2. A strategic asset management plan is developed, properly in place, and being implemented							
3. PNU Strategic Development Plan is being implemented and targets are being achieved							

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
4. Implementing rules and regulations (IRR) for the university's legislative agenda are formulated and implemented							

HUMAN CAPITAL MANAGEMENT

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
1. There is an institutionalized recruitment plan developed and implemented							
2. There is a functional faculty and staff development program							
3. There are institutionalized Outstanding Faculty and Staff Awards							
4. Faculty members have PhD							
5. All staff attend professional and skills development programs							
6. Faculty members have distinctive competence with emphasis on pioneering and innovative approaches							
7. There are international (e.g., ASEAN) lecturers							
8. There is systematic upgrading of faculty profile							

PNU ORGANIZATIONAL STRUCTURE

Please view and study the PNU Organizational Structure attached. Then, answer the following questions.

1. Are there offices with functions that are redundant/overlapping, and thus, should be fused together? Please identify and explain.

2. Are there offices with too many functions, with conflict of interest, or with unrelated functions, and thus, certain functions must be moved to a separate office? Please identify and explain.

3. Are there essential university functions that are not well-represented by any office, and thus, a new office must be created for it? Please identify and explain.

4. Overall, what can you say about the organizational structure of the university?

Appendix Questionnaire for the Faculty

ORGANIZATIONAL STRUCTURE AND STRATEGIC DEVELOPMENT PLAN EVALUATION QUESTIONNAIRE (For Faculty)

This survey is part of a project of the Educational Policy Research and Development Center (EPRDC) of the Philippine Normal University, which intends to evaluate the organizational structure and strategic development plan of the university. Specifically, the project aims to:

1. to evaluate the extent to which the university has been performing its functions (i.e., Research (Knowledge Creation), Instruction (Knowledge Transfer), Extension and Linkages (Knowledge Sharing and Exchange), Product Development (Knowledge Application and Dissemination), and Administration (Knowledge Support Management System) and the extent of accomplishing the targets as per university's strategic development plan for 2012-2022;
2. to examine the university's organizational structure vis-à-vis its functions and contributions in meeting the university's goals; and
3. to propose recommendations/policies on how the organizational structure can be improved.

Informed Consent Statement:

This survey will only take you 10-15 minutes to answer and you are expected to answer honestly. You have the right to stop answering the questions if you suddenly feel uncomfortable or anxious.

Assuredly, all gathered data will follow the mandate of the Data Privacy Act or Republic Act 10173, from consolidation, data processing, presentation, until archiving and/or disposal. Anonymity of survey respondents will be observed until report write up. Thus, your name will not be used in any report or publication.

For questions and other queries, please do not hesitate to contact the

Educational Policy Research and Development Center

Philippine Normal University, Manila

at 3171768 local 750/751

or send message to eprdc@pnu.edu.ph

NAME (OPTIONAL): _____

Age: _____

Sex: ☐ Male ☐ Female

College/Program: _____

Faculty Rank: _____

Years of Service in PNU: _____

Instructions: Read each statement carefully. Please rate each item by placing a check mark (/) in the column that corresponds to your answer.

To what extent do you agree with the following?

6 - Strongly Agree

5 - Agree

4 - Somewhat agree

3 - Disagree

2 - Somewhat disagree

1 - Strongly disagree

x - If unsure / not applicable

A. RESEARCH (KNOWLEDGE CREATION)

The university...	6	5	4	3	2	1	x
1. conducts high impact researches that improve the quality of educational system							
2. develops innovative ideas in education							
3. shares expertise and competence in educational research to the community of learners and/or scholars							
4. provides research-based input to DepEd and CHED in designing curricular programs							
5. takes the leadership role in the development of unifying teacher education research agenda among TEIs							
6. provides policymakers with research-based inputs for the formulation of the country's education legislative agenda							
7. disseminates all timely research outputs systematically in all modalities to all its stakeholders							
8. establishes and maintains a database of international and national educational policies and other significant data related to education							

B. INSTRUCTION (KNOWLEDGE TRANSFER)

The university...	6	5	4	3	2	1	x
1. provides pre-service and in-service instruction that is responsive to national thrusts and of highest quality							
2. offers innovative and strategic undergraduate and graduate teacher education courses							
3. provides programs that promote cutting edge student learning experiences in a globally competitive environment							
4. provides relevant alternative modes of instructional delivery system							
5. provides continuing professional education for specific academic fields and special purposes							

C. EXTENSION AND LINKAGES (KNOWLEDGE SHARING AND EXCHANGE)

The university...	6	5	4	3	2	1	x
1. designs, implements, and sustains innovative and progressive extension programs							
2. shares diverse intellectual and creative resources to strategic stakeholders to promote mutual benefit							
3. expands linkages with national and international academic and non-academic institutions in Asia for mutual exchanges							
4. strengthens and sustains the interests, concerns, and participation of PNU alumni in university affairs							
5. intensifies the networks with national and international non-government organizations to generate resources and enhance research capability and academic programs							
6. strengthens its visibility and branding through print, broadcast, and other forms of media							

D. PRODUCT DEVELOPMENT (KNOWLEDGE APPLICATION AND DISSEMINATION)

The university...	6	5	4	3	2	1	x
1. ensures that knowledge and its application is disseminated and shared through various forms for full utilization of such knowledge							
2. establishes a market competitive university publishing house that produces quality and scholarly educational materials for learning and training							
3. produces and markets creative ICT educational tools, kits, and equipment as alternative learning materials for enhanced delivery of instruction, training, and research							

E. ADMINISTRATION (KNOWLEDGE SUPPORT MANAGEMENT SYSTEM)

The university...	6	5	4	3	2	1	x
1. promotes an institutional culture and shared management philosophy							
2. has a program for recruitment, development, and retention of competent, committed, and excellent human resources							
3. provides administrative support services that are high quality, reliable, and cost effective							
4. implements quality and innovative ICT services and support for smooth and improved operations of academic programs and services							
5. provides facilities in planning, design, construction, operation, and maintenance services that are customer-focused, quality standard, certified, optimized, and environmentally sustainable							
6. implements financial management system that include business planning and analysis, financial accounting and forecasting							
7. establishes structures and processes related to governance of the university to ensure effective planning, decision making, and appropriate management of operations							
8. provides auxiliary services that enrich the learning experience and life opportunities of all PNU students							

The university...	6	5	4	3	2	1	x
9. implements communication, promotional and marketing program for the university							
10. provides efficient and effective delivery services to students in the areas of admissions, student records, library services, and acquisition of materials, equipment, and supplies							

Open-ended Questions:

Please answer the following questions.

1. Which areas/functions do you think the university performs best? Please provide support to your answer.

2. Which areas/functions do you think the university needs to improve its performance the most? Please explain your answer and suggest ways on how the university can improve its performance in these areas/functions.

3. As a faculty, how can you (as an individual and as part of a program/department/office) contribute to the university in the performance of its functions and in meeting its goals?

Instructions: Read each statement carefully. Please rate each item by placing a check mark (/) in the column that corresponds to your answer.

To what extent do you think does the university achieve the following strategic actions and performance targets?

6 - To a very great extent

5 - To a great extent

4 - To a moderate extent

3 - To some extent

2 - To a small extent

1 - not at all

x - If unsure / not applicable

SHARED VISION OF EXCELLENCE

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
1. Vision, Mission, Goals (VMG) are incorporated in the syllabi, methodology, instructional materials, and teaching strategies of the faculty							
2. Faculty, students, and staff have undertaken orientation on University VMG							
3. A research development program which includes the university research agenda has been developed							
4. A research development program which includes policies for faculty research has been developed							
5. A research development program which includes research infrastructure has been developed							
6. A research development program which includes a research management system has been developed							
7. Policies on research planning and implementation is in place and being implemented							
8. Policies on research monitoring is in place and being implemented							
9. Policies on research dissemination and publication is in place and being implemented							
10. Policies on research utilization is in place and being implemented							
11. Policies on research utilization is in place and being implemented							

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
12. Policies on reporting of faculty research is in place and being implemented							
13. Policies on research ethics is in place and being implemented							
14. There are externally funded/commissioned researches							
15. Faculty have undergraduate and graduate student research collaborators							
16. Faculty collaborate with their students in publishing their thesis/dissertation							
17. Administrative offices are able to provide research-based information							
18. There is ICT-ized database for journal publications							
19. There is ICT-ized database for online commons							
20. There is ICT-ized database for conference proceedings							
21. PNU System performs well in LET in terms of passing rate and topnotchers							
22. There is improvement in PNU's performance in LET compared to last year							
23. International indicators are being used for internal monitoring of quality education							
24. Performance-based system of evaluation of quality education is being put in place							
25. Performance targets included in IPCR/OPCR are being met							
26. There is periodic rating of faculty performance							
27. The OBTEC curricular programs are reviewed and revised							
28. The OBGTEC curricular programs are reviewed and revised							
29. The OBGTEC curricular programs are reviewed and revised							
30. Courses are research-based in the design and delivery							
31. Faculty members initiate innovations in curriculum, instruction, and assessment							
32. Blended learning is being used in the delivery of courses							
33. There is online delivery of graduate programs							
34. Faculty members deliver lectures/professional sharing to colleagues							

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
35. PNU pursues a leading role through networking with national networks (e.g., 3NS)							
36. PNU pursues a leading role through networking with international networks (e.g., ASTEN)							
37. Faculty members participate in community extension service in the spirit of volunteerism							
38. Students participate in community extension service in the spirit of volunteerism							
39. Internal stakeholders support management practice							

STRATEGIC ACTIONS AND PERFORMANCE TARGETS: QUALITY ASSURANCE

The university...	6	5	4	3	2	1	x
1. A Quality Assurance Center is established							
2. Compliance with the requirements of normative financing (NF)							
3. Compliance with the requirements of NBC 461							
4. Compliance with the requirements of CHED							
5. The university system complies with relevant laws and policies							
6. ISO certification of the PNU System							
7. QS standard is being used to guide the internal monitoring of PNU							
8. Appropriate measure of academic performance for teacher education university is developed through collaboration with TEIs abroad (e.g., ASEAN TEIs)							

SYSTEMS-BASED SOLUTIONS

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
1. ICT plan that will modernize PNU services is being implemented							
2. There is a functioning university planning system							
3. Effective and efficient internal financial control is being implemented							
4. A campus development plan is being implemented							
5. Administrative positions are being upgraded							

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
6. There is a functioning restructured organization filled up with competent academic/administrative personnel							
7. Library services and information development plan are being implemented satisfactorily							

BRANDING

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
1. There is awareness of "qualities of graduates" of PNU nationwide							
2. There is an awareness of "qualities of graduates" of PNU at the ASEAN							
3. PNU branding plan is being implemented							
4. There is visibility of faculty members on the web for academic-related content							
5. There are students from ASEAN countries							
6. There are international lecturers							
7. There are PNU performing groups competing and winning in international competitions							
8. The institutional memory of PNU is preserved by telling and retelling stories about best practices, tradition, and the past (e.g., book on history of PNU)							

INTERNATIONALIZATION

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
1. The Linkages and International Office is fully operational							
2. There is an international conference organized by PNU							
3. Faculty members are leaders in professional networks, and attend international conferences							
4. There are scholarly works and products that attract international audience							
5. There are research, extension, and production of national impact done through the international network with PNU's leadership							
6. Faculty are members of international professional organizations							

COLLABORATION AND PARTNERSHIP

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
1. There is a functioning alumni office							
2. There is an alumni engagement program being implemented							
3. A national network of Normal Schools is formed and expanded, and with collaborative research conducted							
4. Faculty have national and international linkages							
5. Students are members and officers of national student organizations							
6. There is business development plan with public-private partnership being implemented							

PRODUCT AND SERVICE DEVELOPMENT

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
1. The Revenue Plan is being implemented							
2. The departments have developed products							
3. There is a functioning business development office and business development plan is being implemented							
4. A PNU standard of product development, marketing, and protection is developed							

RESPONSIVENESS TO STAKEHOLDERS

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
1. There is expanded student support mechanism and services plan like assistantship and scholarship							
2. There is an increase in campus employment and retention rate							
3. There is an increase in MA and PhD graduates							
4. A national recruitment plan is being implemented							
5. There are scholars from each region							
6. There is a student from each province							
7. An indigenous curricular program is in place							
8. All campuses are Centers of Excellence in the region							
9. There is presidential leadership in the network of TEI extension offices							
10. Extension services are making satisfactory impact							

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
11. There is an institutionalized e-PNU system							
12. There is an established and functioning Educational Policy Research and Development Center (EPRDC)							

SUSTAINABILITY

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
1. A financial sustainability program (FSP) is developed, implemented, and practiced							
2. A strategic asset management plan is developed, properly in place, and being implemented							
3. PNU Strategic Development Plan is being implemented and targets are being achieved							
4. Implementing rules and regulations (IRR) for the university's legislative agenda are formulated and implemented							

HUMAN CAPITAL MANAGEMENT

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
1. There is an institutionalized recruitment plan developed and implemented							
2. There is a functional faculty and staff development program							
3. There are institutionalized Outstanding Faculty and Staff Awards							
4. Faculty members have PhD							
5. All staff attend professional and skills development programs							
6. Faculty members have distinctive competence with emphasis on pioneering and innovative approaches							
7. There are international (e.g., ASEAN) lecturers							
8. There is systematic upgrading of faculty profile							

PNU ORGANIZATIONAL STRUCTURE

Please view and study the PNU Organizational Structure attached. Then, answer the following questions.

1. Are there offices with functions that are redundant/overlapping, and thus, should be fused together? Please identify and explain.

2. Are there offices with too many functions, with conflict of interest, or with unrelated functions, and thus, certain functions must be moved to a separate office? Please identify and explain.

3. Are there essential university functions that are not well-represented by any office, and thus, a new office must be created for it? Please identify and explain.

4. Overall, what can you say about the organizational structure of the university?

Appendix Questionnaire for the Staff

ORGANIZATIONAL STRUCTURE AND STRATEGIC DEVELOPMENT PLAN EVALUATION QUESTIONNAIRE (For Staff)

This survey is part of a project of the Educational Policy Research and Development Center (EPRDC) of the Philippine Normal University, which intends to evaluate the organizational structure and strategic development plan of the university. Specifically, the project aims to:

1. to evaluate the extent to which the university has been performing its functions (i.e., Research (Knowledge Creation), Instruction (Knowledge Transfer), Extension and Linkages (Knowledge Sharing and Exchange), Product Development (Knowledge Application and Dissemination), and Administration (Knowledge Support Management System) and the extent of accomplishing the targets as per university's strategic development plan for 2012-2022;
2. to examine the university's organizational structure vis-à-vis its functions and contributions in meeting the university's goals; and
3. to propose recommendations/policies on how the organizational structure can be improved.

Informed Consent Statement:

This survey will only take you 10-15 minutes to answer and you are expected to answer honestly. You have the right to stop answering the questions if you suddenly feel uncomfortable or anxious.

Assuredly, all gathered data will follow the mandate of the Data Privacy Act or Republic Act 10173, from consolidation, data processing, presentation, until archiving and/or disposal. Anonymity of survey respondents will be observed until report write up. Thus, your name will not be used in any report or publication.

For questions and other queries, please do not hesitate to contact the

Educational Policy Research and Development Center

Philippine Normal University, Manila

at 3171768 local 750/751

or send message to eprdc@pnu.edu.ph

NAME (OPTIONAL): _____

Age: _____

Sex: ☐ Male ☐ Female

Office: _____

Designation: _____

Years of Service in PNU: _____

Instructions: Read each statement carefully. Please rate each item by placing a check mark (/) in the column that corresponds to your answer.

To what extent do you agree with the following?

6 - Strongly Agree

5 - Agree

4 - Somewhat agree

3 - Disagree

2 - Somewhat disagree

1 - Strongly disagree

x - If unsure / not applicable

A. RESEARCH (KNOWLEDGE CREATION)

The university...	6	5	4	3	2	1	x
1. conducts high impact researches that improve the quality of educational system							
2. develops innovative ideas in education							
3. shares expertise and competence in educational research to the community of learners and/or scholars							
4. provides research-based input to DepEd and CHED in designing curricular programs							
5. takes the leadership role in the development of unifying teacher education research agenda among TEIs							
6. provides policymakers with research-based inputs for the formulation of the country's education legislative agenda							
7. disseminates all timely research outputs systematically in all modalities to all its stakeholders							
8. establishes and maintains a database of international and national educational policies and other significant data related to education							

B. INSTRUCTION (KNOWLEDGE TRANSFER)

The university...	6	5	4	3	2	1	x
1. provides pre-service and in-service instruction that is responsive to national thrusts and of highest quality							
2. offers innovative and strategic undergraduate and graduate teacher education courses							
3. provides programs that promote cutting edge student learning experiences in a globally competitive environment							
4. provides relevant alternative modes of instructional delivery system							
5. provides continuing professional education for specific academic fields and special purposes							

C. EXTENSION AND LINKAGES (KNOWLEDGE SHARING AND EXCHANGE)

The university...	6	5	4	3	2	1	x
1. designs, implements, and sustains innovative and progressive extension programs							
2. shares diverse intellectual and creative resources to strategic stakeholders to promote mutual benefit							
3. expands linkages with national and international academic and non-academic institutions in Asia for mutual exchanges							
4. strengthens and sustains the interests, concerns, and participation of PNU alumni in university affairs							
5. intensifies the networks with national and international non-government organizations to generate resources and enhance research capability and academic programs							
6. strengthens its visibility and branding through print, broadcast, and other forms of media							

D. PRODUCT DEVELOPMENT (KNOWLEDGE APPLICATION AND DISSEMINATION)

The university...	6	5	4	3	2	1	x
1. ensures that knowledge and its application is disseminated and shared through various forms for full utilization of such knowledge							
2. establishes a market competitive university publishing house that produces quality and scholarly educational materials for learning and training							
3. produces and markets creative ICT educational tools, kits, and equipment as alternative learning materials for enhanced delivery of instruction, training, and research							

E. ADMINISTRATION (KNOWLEDGE SUPPORT MANAGEMENT SYSTEM)

The university...	6	5	4	3	2	1	x
1. promotes an institutional culture and shared management philosophy							
2. has a program for recruitment, development, and retention of competent, committed, and excellent human resources							
3. provides administrative support services that are high quality, reliable, and cost effective							
4. implements quality and innovative ICT services and support for smooth and improved operations of academic programs and services							
5. provides facilities in planning, design, construction, operation, and maintenance services that are customer-focused, quality standard, certified, optimized, and environmentally sustainable							
6. implements financial management system that include business planning and analysis, financial accounting and forecasting							
7. establishes structures and processes related to governance of the university to ensure effective planning, decision making, and appropriate management of operations							
8. provides auxiliary services that enrich the learning experience and life opportunities of all PNU students							

The university...	6	5	4	3	2	1	x
9. implements communication, promotional and marketing program for the university							
10. provides efficient and effective delivery services to students in the areas of admissions, student records, library services, and acquisition of materials, equipment, and supplies							

Open-ended Questions:

Please answer the following questions.

1. Which areas/functions do you think the university performs best? Please provide support to your answer.

2. Which areas/functions do you think the university needs to improve its performance the most? Please explain your answer and suggest ways on how the university can improve its performance in these areas/functions.

3. As a staff, how can you (as an individual and as part of a program/department/office) contribute to the university in the performance of its functions and in meeting its goals?

Instructions: Read each statement carefully. Please rate each item by placing a check mark (/) in the column that corresponds to your answer.

To what extent do you think does the university achieve the following strategic actions and performance targets?

6 - To a very great extent

5 - To a great extent

4 - To a moderate extent

3 - To some extent

2 - To a small extent

1 - not at all

x - If unsure / not applicable

SHARED VISION OF EXCELLENCE

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
1. Vision, Mission, Goals (VMG) are incorporated in the syllabi, methodology, instructional materials, and teaching strategies of the faculty							
2. Faculty, students, and staff have undertaken orientation on University VMG							
3. A research development program which includes the university research agenda has been developed							
4. A research development program which includes policies for faculty research has been developed							
5. A research development program which includes research infrastructure has been developed							
6. A research development program which includes a research management system has been developed							
7. Policies on research planning and implementation is in place and being implemented							
8. Policies on research monitoring is in place and being implemented							
9. Policies on research dissemination and publication is in place and being implemented							
10. Policies on research utilization is in place and being implemented							
11. Policies on research utilization is in place and being implemented							

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
12. Policies on reporting of faculty research is in place and being implemented							
13. Policies on research ethics is in place and being implemented							
14. There are externally funded/commissioned researches							
15. Faculty have undergraduate and graduate student research collaborators							
16. Faculty collaborate with their students in publishing their thesis/dissertation							
17. Administrative offices are able to provide research-based information							
18. There is ICT-ized database for journal publications							
19. There is ICT-ized database for online commons							
20. There is ICT-ized database for conference proceedings							
21. PNU System performs well in LET in terms of passing rate and topnotchers							
22. There is improvement in PNU's performance in LET compared to last year							
23. International indicators are being used for internal monitoring of quality education							
24. Performance-based system of evaluation of quality education is being put in place							
25. Performance targets included in IPCR/OPCR are being met							
26. There is periodic rating of faculty performance							
27. The OBTEC curricular programs are reviewed and revised							
28. The OBGTEC curricular programs are reviewed and revised							
29. The OBGTEC curricular programs are reviewed and revised							
30. Courses are research-based in the design and delivery							
31. Faculty members initiate innovations in curriculum, instruction, and assessment							
32. Blended learning is being used in the delivery of courses							
33. There is online delivery of graduate programs							
34. Faculty members deliver lectures/professional sharing to colleagues							
35. PNU pursues a leading role through networking with national networks (e.g., 3NS)							

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
36. PNU pursues a leading role through networking with international networks (e.g., ASTEN)							
37. Faculty members participate in community extension service in the spirit of volunteerism							
38. Students participate in community extension service in the spirit of volunteerism							
39. Internal stakeholders support management practice							

STRATEGIC ACTIONS AND PERFORMANCE TARGETS: QUALITY

ASSURANCE

The university...	6	5	4	3	2	1	x
1. A Quality Assurance Center is established							
2. Compliance with the requirements of normative financing (NF)							
3. Compliance with the requirements of NBC 461							
4. Compliance with the requirements of CHED							
5. The university system complies with relevant laws and policies							
6. ISO certification of the PNU System							
7. QS standard is being used to guide the internal monitoring of PNU							
8. Appropriate measure of academic performance for teacher education university is developed through collaboration with TEIs abroad (e.g., ASEAN TEIs)							

SYSTEMS-BASED SOLUTIONS

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
1. ICT plan that will modernize PNU services is being implemented							
2. There is a functioning university planning system							
3. Effective and efficient internal financial control is being implemented							
4. A campus development plan is being implemented							
5. Administrative positions are being upgraded							
6. There is a functioning restructured organization filled up with competent academic/administrative personnel							
7. Library services and information development plan are being implemented satisfactorily							

BRANDING

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
1. There is awareness of "qualities of graduates" of PNU nationwide							
2. There is an awareness of "qualities of graduates" of PNU at the ASEAN							
3. PNU branding plan is being implemented							
4. There is visibility of faculty members on the web for academic-related content							
5. There are students from ASEAN countries							
6. There are international lecturers							
7. There are PNU performing groups competing and winning in international competitions							
8. The institutional memory of PNU is preserved by telling and retelling stories about best practices, tradition, and the past (e.g., book on history of PNU)							

INTERNATIONALIZATION

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
1. The Linkages and International Office is fully operational							
2. There is an international conference organized by PNU							
3. Faculty members are leaders in professional networks, and attend international conferences							
4. There are scholarly works and products that attract international audience							
5. There are research, extension, and production of national impact done through the international network with PNU's leadership							
6. Faculty are members of international professional organizations							

COLLABORATION AND PARTNERSHIP

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
1. There is a functioning alumni office							
2. There is an alumni engagement program being implemented							

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
3. A national network of Normal Schools is formed and expanded, and with collaborative research conducted							
4. Faculty have national and international linkages							
5. Students are members and officers of national student organizations							
6. There is business development plan with public-private partnership being implemented							

PRODUCT AND SERVICE DEVELOPMENT

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
1. The Revenue Plan is being implemented							
2. The departments have developed products							
3. There is a functioning business development office and business development plan is being implemented							
4. A PNU standard of product development, marketing, and protection is developed							

RESPONSIVENESS TO STAKEHOLDERS

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
1. There is expanded student support mechanism and services plan like assistantship and scholarship							
2. There is an increase in campus employment and retention rate							
3. There is an increase in MA and PhD graduates							
4. A national recruitment plan is being implemented							
5. There are scholars from each region							
6. There is a student from each province							
7. An indigenous curricular program is in place							
8. All campuses are Centers of Excellence in the region							
9. There is presidential leadership in the network of TEI extension offices							
10. Extension services are making satisfactory impact							
11. There is an institutionalized e-PNU system							
12. There is an established and functioning Educational Policy Research and Development Center (EPRDC)							

SUSTAINABILITY

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
1. A financial sustainability program (FSP) is developed, implemented, and practiced							
2. A strategic asset management plan is developed, properly in place, and being implemented							
3. PNU Strategic Development Plan is being implemented and targets are being achieved							
4. Implementing rules and regulations (IRR) for the university's legislative agenda are formulated and implemented							

HUMAN CAPITAL MANAGEMENT

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
1. There is an institutionalized recruitment plan developed and implemented							
2. There is a functional faculty and staff development program							
3. There are institutionalized Outstanding Faculty and Staff Awards							
4. Faculty members have PhD							
5. All staff attend professional and skills development programs							
6. Faculty members have distinctive competence with emphasis on pioneering and innovative approaches							
7. There are international (e.g., ASEAN) lecturers							
8. There is systematic upgrading of faculty profile							

PNU ORGANIZATIONAL STRUCTURE

Please view and study the PNU Organizational Structure attached. Then, answer the following questions.

1. Are there offices with functions that are redundant/overlapping, and thus, should be fused together? Please identify and explain.

2. Are there offices with too many functions, with conflict of interest, or with unrelated functions, and thus, certain functions must be moved to a separate office? Please identify and explain.

3. Are there essential university functions that are not well-represented by any office, and thus, a new office must be created for it? Please identify and explain.

4. Overall, what can you say about the organizational structure of the university?

Appendix Questionnaire for the Students

ORGANIZATIONAL STRUCTURE AND STRATEGIC DEVELOPMENT PLAN EVALUATION QUESTIONNAIRE (For Students)

This survey is part of a project of the Educational Policy Research and Development Center (EPRDC) of the Philippine Normal University, which intends to evaluate the organizational structure and strategic development plan of the university. Specifically, the project aims to:

1. to evaluate the extent to which the university has been performing its functions (i.e., Research (Knowledge Creation), Instruction (Knowledge Transfer), Extension and Linkages (Knowledge Sharing and Exchange), Product Development (Knowledge Application and Dissemination), and Administration (Knowledge Support Management System) and the extent of accomplishing the targets as per university's strategic development plan for 2012-2022;
2. to examine the university's organizational structure vis-à-vis its functions and contributions in meeting the university's goals; and
3. to propose recommendations/policies on how the organizational structure can be improved.

Informed Consent Statement:

This survey will only take you 10-15 minutes to answer and you are expected to answer honestly. You have the right to stop answering the questions if you suddenly feel uncomfortable or anxious.

Assuredly, all gathered data will follow the mandate of the Data Privacy Act or Republic Act 10173, from consolidation, data processing, presentation, until archiving and/or disposal. Anonymity of survey respondents will be observed until report write up. Thus, your name will not be used in any report or publication.

For questions and other queries, please do not hesitate to contact the

Educational Policy Research and Development Center

Philippine Normal University, Manila

at 3171768 local 750/751

or send message to eprdc@pnu.edu.ph

NAME (OPTIONAL): _____ **Course/Major:**

Age: _____ **Year/Level** _____

Sex: ☐ Male ☐ Female

College/Institute:

- ☐ College of Teacher Development
- ☐ College of Graduate Studies and Teacher Education Research
- ☐ College of Flexible Learning
- ☐ Institute of Teaching and Learning
- ☐ Institute of Knowledge Management
- ☐ Institute of Physical Education, Health, Recreation, Dance, and Sports

Instructions: Read each statement carefully. Please rate each item by placing a check mark (/) in the column that corresponds to your answer.

To what extent do you agree with the following?

6 - Strongly Agree

5 - Agree

4 - Somewhat agree

3 - Disagree

2 - Somewhat disagree

1 - Strongly disagree

x - If unsure / not applicable

A. RESEARCH (KNOWLEDGE CREATION)

The university...	6	5	4	3	2	1	x
1. conducts high impact researches that improve the quality of educational system							
2. develops innovative ideas in education							
3. shares expertise and competence in educational research to the community of learners and/or scholars							
4. provides research-based input to DepEd and CHED in designing curricular programs							
5. takes the leadership role in the development of unifying teacher education research agenda among TEIs							
6. provides policymakers with research-based inputs for the formulation of the country's education legislative agenda							
7. disseminates all timely research outputs systematically in all modalities to all its stakeholders							
8. establishes and maintains a database of international and national educational policies and other significant data related to education							

B. INSTRUCTION (KNOWLEDGE TRANSFER)

The university...	6	5	4	3	2	1	x
1. provides pre-service and in-service instruction that is responsive to national thrusts and of highest quality							
2. offers innovative and strategic undergraduate and graduate teacher education courses							
3. provides programs that promote cutting edge student learning experiences in a globally competitive environment							
4. provides relevant alternative modes of instructional delivery system							
5. provides continuing professional education for specific academic fields and special purposes							

C. EXTENSION AND LINKAGES (KNOWLEDGE SHARING AND EXCHANGE)

The university...	6	5	4	3	2	1	x
1. designs, implements, and sustains innovative and progressive extension programs							
2. shares diverse intellectual and creative resources to strategic stakeholders to promote mutual benefit							
3. expands linkages with national and international academic and non-academic institutions in Asia for mutual exchanges							
4. strengthens and sustains the interests, concerns, and participation of PNU alumni in university affairs							
5. intensifies the networks with national and international non-government organizations to generate resources and enhance research capability and academic programs							
6. strengthens its visibility and branding through print, broadcast, and other forms of media							

D. PRODUCT DEVELOPMENT (KNOWLEDGE APPLICATION AND DISSEMINATION)

The university...	6	5	4	3	2	1	x
1. ensures that knowledge and its application is disseminated and shared through various forms for full utilization of such knowledge							
2. establishes a market competitive university publishing house that produces quality and scholarly educational materials for learning and training							
3. produces and markets creative ICT educational tools, kits, and equipment as alternative learning materials for enhanced delivery of instruction, training, and research							

E. ADMINISTRATION (KNOWLEDGE SUPPORT MANAGEMENT SYSTEM)

The university...	6	5	4	3	2	1	x
1. promotes an institutional culture and shared management philosophy							
2. has a program for recruitment, development, and retention of competent, committed, and excellent human resources							
3. provides administrative support services that are high quality, reliable, and cost effective							
4. implements quality and innovative ICT services and support for smooth and improved operations of academic programs and services							
5. provides facilities in planning, design, construction, operation, and maintenance services that are customer-focused, quality standard, certified, optimized, and environmentally sustainable							
6. implements financial management system that include business planning and analysis, financial accounting and forecasting							
7. establishes structures and processes related to governance of the university to ensure effective planning, decision making, and appropriate management of operations							
8. provides auxiliary services that enrich the learning experience and life opportunities of all PNU students							

The university...	6	5	4	3	2	1	x
9. implements communication, promotional and marketing program for the university							
10. provides efficient and effective delivery services to students in the areas of admissions, student records, library services, and acquisition of materials, equipment, and supplies							

Open-ended Questions:

Please answer the following questions.

1. Which areas/functions do you think the university performs best? Please provide support to your answer.

2. Which areas/functions do you think the university needs to improve its performance the most? Please explain your answer and suggest ways on how the university can improve its performance in these areas/functions.

3. As a student, how can you (as an individual and as part of a program/department/office) contribute to the university in the performance of its functions and in meeting its goals?

Instructions: Read each statement carefully. Please rate each item by placing a check mark (/) in the column that corresponds to your answer.

To what extent do you think does the university achieve the following strategic actions and performance targets?

6 - To a very great extent

5 - To a great extent

4 - To a moderate extent

3 - To some extent

2 - To a small extent

1 - not at all

x - If unsure / not applicable

SHARED VISION OF EXCELLENCE

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
1. Vision, Mission, Goals (VMG) are incorporated in the syllabi, methodology, instructional materials, and teaching strategies of the faculty							
2. Faculty, students, and staff have undertaken orientation on University VMG							
3. A research development program which includes the university research agenda has been developed							
4. A research development program which includes policies for faculty research has been developed							
5. A research development program which includes research infrastructure has been developed							
6. A research development program which includes a research management system has been developed							
7. Policies on research planning and implementation is in place and being implemented							
8. Policies on research monitoring is in place and being implemented							
9. Policies on research dissemination and publication is in place and being implemented							
10. Policies on research utilization is in place and being implemented							
11. Policies on research utilization is in place and being implemented							

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
12. Policies on reporting of faculty research is in place and being implemented							
13. Policies on research ethics is in place and being implemented							
14. There are externally funded/commissioned researches							
15. Faculty have undergraduate and graduate student research collaborators							
16. Faculty collaborate with their students in publishing their thesis/dissertation							
17. Administrative offices are able to provide research-based information							
18. There is ICT-ized database for journal publications							
19. There is ICT-ized database for online commons							
20. There is ICT-ized database for conference proceedings							
21. PNU System performs well in LET in terms of passing rate and topnotchers							
22. There is improvement in PNU's performance in LET compared to last year							
23. International indicators are being used for internal monitoring of quality education							
24. Performance-based system of evaluation of quality education is being put in place							
25. Performance targets included in IPCR/OPCR are being met							
26. There is periodic rating of faculty performance							
27. The OBTEC curricular programs are reviewed and revised							
28. The OBGTEC curricular programs are reviewed and revised							
29. The OBGTEC curricular programs are reviewed and revised							
30. Courses are research-based in the design and delivery							
31. Faculty members initiate innovations in curriculum, instruction, and assessment							
32. Blended learning is being used in the delivery of courses							
33. There is online delivery of graduate programs							
34. Faculty members deliver lectures/professional sharing to colleagues							
35. PNU pursues a leading role through networking with national networks (e.g., 3NS)							

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
36. PNU pursues a leading role through networking with international networks (e.g., ASTEN)							
37. Faculty members participate in community extension service in the spirit of volunteerism							
38. Students participate in community extension service in the spirit of volunteerism							
39. Internal stakeholders support management practice							

STRATEGIC ACTIONS AND PERFORMANCE TARGETS: QUALITY ASSURANCE

The university...	6	5	4	3	2	1	x
1. A Quality Assurance Center is established							
2. Compliance with the requirements of normative financing (NF)							
3. Compliance with the requirements of NBC 461							
4. Compliance with the requirements of CHED							
5. The university system complies with relevant laws and policies							
6. ISO certification of the PNU System							
7. QS standard is being used to guide the internal monitoring of PNU							
8. Appropriate measure of academic performance for teacher education university is developed through collaboration with TEIs abroad (e.g., ASEAN TEIs)							

SYSTEMS-BASED SOLUTIONS

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
1. ICT plan that will modernize PNU services is being implemented							
2. There is a functioning university planning system							
3. Effective and efficient internal financial control is being implemented							
4. A campus development plan is being implemented							
5. Administrative positions are being upgraded							
6. There is a functioning restructured organization filled up with competent academic/administrative personnel							

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
7. Library services and information development plan are being implemented satisfactorily							

BRANDING

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
1. There is awareness of "qualities of graduates" of PNU nationwide							
2. There is an awareness of "qualities of graduates" of PNU at the ASEAN							
3. PNU branding plan is being implemented							
4. There is visibility of faculty members on the web for academic-related content							
5. There are students from ASEAN countries							
6. There are international lecturers							
7. There are PNU performing groups competing and winning in international competitions							
8. The institutional memory of PNU is preserved by telling and retelling stories about best practices, tradition, and the past (e.g., book on history of PNU)							

INTERNATIONALIZATION

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
1. The Linkages and International Office is fully operational							
2. There is an international conference organized by PNU							
3. Faculty members are leaders in professional networks, and attend international conferences							
4. There are scholarly works and products that attract international audience							
5. There are research, extension, and production of national impact done through the international network with PNU's leadership							
6. Faculty are members of international professional organizations							

COLLABORATION AND PARTNERSHIP

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
1. There is a functioning alumni office							
2. There is an alumni engagement program being implemented							
3. A national network of Normal Schools is formed and expanded, and with collaborative research conducted							
4. Faculty have national and international linkages							
5. Students are members and officers of national student organizations							
6. There is business development plan with public-private partnership being implemented							

PRODUCT AND SERVICE DEVELOPMENT

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
1. The Revenue Plan is being implemented							
2. The departments have developed products							
3. There is a functioning business development office and business development plan is being implemented							
4. A PNU standard of product development, marketing, and protection is developed							

RESPONSIVENESS TO STAKEHOLDERS

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
1. There is expanded student support mechanism and services plan like assistantship and scholarship							
2. There is an increase in campus employment and retention rate							
3. There is an increase in MA and PhD graduates							
4. A national recruitment plan is being implemented							
5. There are scholars from each region							
6. There is a student from each province							
7. An indigenous curricular program is in place							
8. All campuses are Centers of Excellence in the region							
9. There is presidential leadership in the network of TEI extension offices							
10. Extension services are making satisfactory impact							

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
11. There is an institutionalized e-PNU system							
12. There is an established and functioning Educational Policy Research and Development Center (EPRDC)							

SUSTAINABILITY

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
1. A financial sustainability program (FSP) is developed, implemented, and practiced							
2. A strategic asset management plan is developed, properly in place, and being implemented							
3. PNU Strategic Development Plan is being implemented and targets are being achieved							
4. Implementing rules and regulations (IRR) for the university's legislative agenda are formulated and implemented							

HUMAN CAPITAL MANAGEMENT

STRATEGIC ACTIONS AND PERFORMANCE TARGETS	6	5	4	3	2	1	x
1. There is an institutionalized recruitment plan developed and implemented							
2. There is a functional faculty and staff development program							
3. There are institutionalized Outstanding Faculty and Staff Awards							
4. Faculty members have PhD							
5. All staff attend professional and skills development programs							
6. Faculty members have distinctive competence with emphasis on pioneering and innovative approaches							
7. There are international (e.g., ASEAN) lecturers							
8. There is systematic upgrading of faculty profile							

PNU ORGANIZATIONAL STRUCTURE

Please view and study the PNU Organizational Structure attached. Then, answer the following questions.

1. Are there offices with functions that are redundant/overlapping, and thus, should be fused together? Please identify and explain.

2. Are there offices with too many functions, with conflict of interest, or with unrelated functions, and thus, certain functions must be moved to a separate office? Please identify and explain.

3. Are there essential university functions that are not well-represented by any office, and thus, a new office must be created for it? Please identify and explain.

4. Overall, what can you say about the organizational structure of the university?

Appendix Interview Guide for Key Informants and Stakeholders/Head of Unit

1. What can you say about the university's performance in the following areas:
 - a. Research (Knowledge Creation);
 - b. Instruction (Knowledge Transfer);
 - c. Extension and linkages (Knowledge Sharing and Exchange);
 - d. Product development (Knowledge Application and Dissemination); and
 - e. Administration (Knowledge Support Management System)?
2. What is your role (as an individual and as part of a program/department/office) in ensuring that the university performs its functions and meets its goals in the following areas:
 - a. Research (Knowledge Creation);
 - b. Instruction (Knowledge Transfer);
 - c. Extension and linkages (Knowledge Sharing and Exchange);
 - d. Product development (Knowledge Application and Dissemination); and
 - e. Administration (Knowledge Support Management System)?
3. What can you say about your and your program's/department's/office's performance of your roles in the university?
4. What can you say about the alignment of your and your program's/department's/offices' role with the university's functions and goals? Does your role (as an individual and as part of a program/department/office) match the functions and goals of the university? In case of a mismatch, how can it be improved?
5. What are the strengths of each program/department/office? (Provide evidence through documents showing/supporting that the program/department/office was able to meet or go beyond its targets.)
6. What are the areas of improvement for each program/department/office? (Provide evidence through documents showing/supporting that the program/department/office was not able to meet its targets.)
7. Please give suggestions on how the university can improve its organizational structure in order to realize its functions and goals. (Show the organization structure)

FGD GUIDE QUESTIONS

FGD Guide for Students

1. As students, what can you say about the university's performance in the following areas:
 - a. Research (Knowledge Creation);
 - b. Instruction (Knowledge Transfer);
 - c. Extension and linkages (Knowledge Sharing and Exchange);
 - d. Product development (Knowledge Application and Dissemination); and
 - e. Administration (Knowledge Support Management System)?
2. How do students contribute to the university in performing its functions and meeting its goals in the following areas:
 - a. Research (Knowledge Creation);
 - b. Instruction (Knowledge Transfer);
 - c. Extension and linkages (Knowledge Sharing and Exchange);
 - d. Product development (Knowledge Application and Dissemination); and
 - e. Administration (Knowledge Support Management System)?
3. What changes (if any) can be made to the university's organizational structure in order to improve the performance of its functions and meet its goals? (Show the organization structure)

FGD Guide for Faculty

As faculty members / staff, what can you say about the university's performance in the following areas:

- a. Research (Knowledge Creation);
 - b. Instruction (Knowledge Transfer);
 - c. Extension and linkages (Knowledge Sharing and Exchange);
 - d. Product development (Knowledge Application and Dissemination); and
 - e. Administration (Knowledge Support Management System)?
1. How do faculty members / staff contribute to the university in performing its functions and meeting its goals in the following areas:
 - a. Research (Knowledge Creation);
 - b. Instruction (Knowledge Transfer);
 - c. Extension and linkages (Knowledge Sharing and Exchange);
 - d. Product development (Knowledge Application and Dissemination); and
 - e. Administration (Knowledge Support Management System)?
 2. What changes (if any) can be made to the university's organizational structure in order to improve the performance of its functions and meet its goals? (Show the organization structure)

FGD Guide for Staff

1. As an office staff, what can you say about the university's performance in the following areas:
 - a. Research (Knowledge Creation);
 - b. Instruction (Knowledge Transfer);
 - c. Extension and linkages (Knowledge Sharing and Exchange);
 - d. Product development (Knowledge Application and Dissemination); and
 - e. Administration (Knowledge Support Management System)?
2. How does your office contribute to the university in performing its functions and meeting its goals in the following areas:
 - a. Research (Knowledge Creation);
 - b. Instruction (Knowledge Transfer);
 - c. Extension and linkages (Knowledge Sharing and Exchange);
 - d. Product development (Knowledge Application and Dissemination); and
 - e. Administration (Knowledge Support Management System)?
3. What changes (if any) can be made to the university's organizational structure in order to improve the performance of its functions and meet its goals?

FGD Guide for Administrators

1. As an administrator, what can you say about the university's performance in the following areas:
 - a. Research (Knowledge Creation);
 - b. Instruction (Knowledge Transfer);
 - c. Extension and linkages (Knowledge Sharing and Exchange);
 - d. Product development (Knowledge Application and Dissemination); and
 - e. Administration (Knowledge Support Management System)?
2. How does your program/department/office contribute to the university in performing its functions and meeting its goals in the following areas:
 - a. Research (Knowledge Creation);
 - b. Instruction (Knowledge Transfer);
 - c. Extension and linkages (Knowledge Sharing and Exchange);
 - d. Product development (Knowledge Application and Dissemination); and
 - e. Administration (Knowledge Support Management System)?
3. What changes (if any) can be made to the university's organizational structure in order to improve the performance of its functions and meet its goals?