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UPLB Alumnus and Academic

Core Strategy

As a constituent university in the university system, the University of the Philippines Los Banos (UPLB) shall continue to be “dedicated to the search for truth and knowledge as well as the development of future leaders”. It will capacitate the development of Philippine higher educational institutions in agriculture and the life sciences. The adoption of the concept of Distinctive Excellence as a niche strategy¹ served as a basis for differentiation that was initiated within the framework of RA 9500 (or the U.P. Charter of 2007). This strategy was operationalized in 6 areas, namely, (1) agricultural modernization, (2) equitable and sustainable rural development; (3) management of tropical ecosystems; (4) urban-rural transition; (5) research and manpower support to CALABARZON; and (6) continuing education via open and distance learning nationally and internationally. Thereafter and during the 2011-2014 period and beyond, a 5-point Agenda² was launched by the then incumbent leadership team in support of UPLB’s mandate as a research, graduate, and public service higher educational institution. These included, (1) governance for growth and unity; (2) innovation and transdisciplinary programs; (3) resource generation; (4) support systems enhancement; and (5) extension of UPLB’s reach. They remain relevant to this day, and echo the university’s distinctive excellence in agriculture, biotechnology, engineering, forestry, the environment, and social sciences.

Agenda for Action**1. Entrepreneurial Leadership to Drive UPLB’s Quest as a Research University**

Amidst the increasingly globalized academic landscape, entrepreneurial approaches are inevitable as higher academic institutions compete in world rankings in recognition for being a leading provider of student-centered learning experiences; having the best breed of students, alumni, and academics; and being part of a recognized network of research universities. A joint team of entrepreneurial leaders³ consisting of academics, seasoned administrators, and alumni can drive the process in strategy execution, resource mobilization, and value delivery through a variety of networking and partnership

¹ A consolidation of notes from conversations with academics, administrators, and alumni.

² UPLB website.

³ In an article written by Carlock (2015) for INSEAD Knowledge and entitled, “The Need for Entrepreneurial Leadership”, claimed that the growing importance of stakeholder value in dynamic environments (such as what the university is facing today), positions Entrepreneurial Leadership as the definer of the next era of management theory. He said, “From health care to the environment to education, governments are facing budget constraints that leave many citizens underserved. The need for entrepreneurial ideas and strategies to address this shortfall has never been greater.” This perspective connects the proposition of Pisapia and Felt (2015) in an article entitled, “Entrepreneurial Leadership at a Crossroads” that was published in Management and Organization. They said that by co-creating the future and sustaining its success, entrepreneurial leaders (with like-minded individuals) are using predispositions, behaviors, and skills to pursue opportunities regardless of existing available resources and contexts.

initiatives. According to the U.P. Charter of 2007, the university shall “serve as a research university in various fields of expertise and specialization by conducting basic and applied research and development, and promoting research in various colleges and universities, and contributing to the dissemination and application of knowledge”. Ranked globally in the 800th by Times Higher Education, the university needs to significantly improve its number of citations and publications. With the academic career development plan in place at the U.P. System level, UPLB shall strive to contribute to generating the critical mass of doctorates essential for knowledge creation and dissemination in the agricultural, veterinary medicine, and life sciences; forestry and natural resource management; environmental science; engineering; and the social sciences.

2. The Consistent Achievement of Educational Excellence

2.1 Operationalize a holistic Quality Assurance (QA) and institutional system to facilitate the implementation of QA practices at the degree program and institutional levels⁴; and are driven by the use of empirical approaches.

2.2 Undergraduate and graduate degree programs are awarded a Quality Label internationally by satisfactorily passing, at the onset, the ASEAN University Network-Quality Assurance (AUN-QA) Model.

3. Proactive Talent and Asset Management Strategy

3.1 A talent recruitment and succession strategy as well as a prudent asset management strategy, that are consistent with the U.P. System’s Academic Framework, shall be pursued to ensure achievement of expected learning outcomes⁵, and the outcomes of the learning process.

3.2 Tenure shall be implemented through an accomplishment-based supported environment.

3.3 The Laguna Land Grant shall be developed as a scientific and eco-tourism hub.

3.4 Innovative finance shall be utilized to generate the fiscal resources that are needed for occupational safety and health, disaster preparedness, and campus livability⁶.

3.5 A vibrant partnership with industry and local governments on human development pursuits, and the provision of off-campus continuing and/or graduate education shall continue to be organized. 📄

⁴ Version 2.0 of the “Guide to the AUN-QA Assessment at the Institutional Level” that was published in 2016 states that the institutional approach to QA considers the academic institution in its entirety that supports the internationalization of higher education in the ASEAN Economic Community (AEC) as well as the cross border mobility of qualified students and academics that the AEC seeks to promote. Given the needs of stakeholders, the higher education institution’s results (or performance) are driven by 3 aspects, namely, (1) education which includes student recruitment and admission, curriculum design and review, teaching and learning, student assessment, and student services and support; (2) research that covers research management, IP management, and research collaboration and partnerships; and (3) service that refers to community engagement.

⁵ Expected learning outcomes include the recruitment, retention, and development of talented students who are mentored by highly qualified faculty (including REPS) and supported by well-trained administration personnel operating in well-maintained learning facilities and support infrastructure. These include the realization of paperless classrooms that are supported by a secure, reliable, and responsive internet service. Teaching assistantships will also serve as a solution to shortage of mentors. In like manner, the outcomes of the learning process covers the employability of alumni and their contribution to societal goals as well as academic productivity expressed in terms of quality publications in top tier journals and research work citations.

⁶ In a thesis submitted to Kansas State University by Chmiel (2014) for the degree of Master of Regional and Community Planning entitled, “The University Campus: An Engine for Livability”, it was reported that “College towns are great places to live because their universities function as a cultural wealth and an economic anchor for the city” especially if these college towns are livable. Livability implies that residents (including students and visitors) can “delight in a high quality of life”. Thus, the need to continue improving infrastructure development.