PNU STRATEGIC DEVELOPMENT PLAN

2022-2032

PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education

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LIST OF ACRONYMS

3NS	National Network of Normal Schools
AsTEN	Association of Southeast Asian Teacher Education Network
CHED	Commission on Higher Education
CPQA	Center for Planning and Quality Assurance
DepEd	Department of Education
DICT	Department of Information and Communications Technology
DOST-SEI	Department of Science and Technology – Science Education Institute
GAD	Gender and Development
GEDSI	Gender Equality, Disability, and Social Inclusion
ICT	Information and Communication Technologies
LGU	Local Government Unit
NCDA	National Council on Disability Affairs
NCTE	National Center for Teacher Education
NGOs	Non-governmental Organizations
PBEd	Philippine Business for Education
PCCI	Philippine Chamber of Commerce and Industry
PRIME-HRM	Program for Institutionalized Meritocracy and Excellence in Human Resource Management
SDGs	Sustainable Development Goals
SDP	Strategic Development Plan
SEAMEO	Southeast Asia Ministers of Education Organization
TEC	Teacher Education Council
TESDA	Technical Education and Skills Development Authority
TWG	Technical Working Group
QMS	Quality Management System

FOREWORD

The Philippine Normal University, the National Center for Teacher Education (NCTE), takes pride in sharing its new Strategic Development Plan (SDP) 2022-2032. It is the long-term plan that will serve as the main foundation and bedrock of all the university's programs, activities, and projects in the next decade.

Drawing from the achievements, challenges, and lessons from the previous Strategic Development Plan 2012-2022, the new SDP 2022-2032 is likewise highly inspired by addressing the current trends, issues, and challenges in education within the context of a highly volatile, uncertain, complex, ambiguous, and disruptive world. The active engagement of both internal and external stakeholders similarly provides invaluable inputs through the various activities leading to the realization of the new strategic development plan.

Given the changes in the education landscape along with the new and emerging formidable challenges and realities in teacher education, a new Vision and Mission statements have been developed as the university's guideposts for all its programs and services. And while the new SDP 2022-2032 remains to be anchored on the university's core values of Truth, Excellence, and Service, it has likewise underscored five (5) major commitments cutting across the newly crafted strategic areas, goals, and objectives. These commitments are: Quality, Inclusivity, Innovation, Impact, and Sustainability. It is envisioned that all programs and services of the university shall ensure that these commitments are directly and/or indirectly integrated or embedded therein.

Equally important are the seven (7) Strategic Areas that have emerged from all the consultations conducted through various means (virtual workshops, webinars, online surveys, and multi-stakeholder's forum) involving both internal and external stakeholders of the university.

> "It is the long-term plan that will serve as the main foundation and bedrock of all the university's programs, activities, and projects in the next decade."

These Strategic Areas are: (1) Academic Programs and Leadership; (2) Research and Innovation; (3) Collaboration and Partnerships; (4) Human Capital and Institutional Development; (5) Social Development and Advocacy; (6) Quality Assurance; and (7) Systems-Based Management. Each of these strategic areas has their corresponding goals and appropriate objectives from which performance indicators and targets shall be developed as part of the university's tactical and operational planning.

For the area of Academic Programs and Leadership, strategic objectives are

crafted relative to curriculum, instruction, and student support and development. For the area of Research and Innovation, objectives relevant to knowledge creation, knowledge transmission and mobilization, and graduate research education are presented. For Collaboration and Partnerships, objectives are developed pertaining to internationalization, national linkages, and alumni relations. Similarly, objectives for Human Capital and Institutional Development are crafted while gender and development, community extension and development, and socio-cultural development are presented in the area of Social Development and Advocacy. Finally, strategic objectives are developed in the areas of Quality Assurance and Systems-Based Management.

Given the challenges posed by Education 5.0, Society 5.0, Industry 5.0, and other related future perspectives, the new Strategic Development Plan (SDP) 2022-2032 is envisaged to be the university's dynamic response and enduring commitment in its vision of contributing to the societal and global development goals. It is our fervent hope and prayer that the university's new Vision and Mission along with the strategic goals and objectives set forth in the SDP 2022-2032 shall be realized through the active engagement and participation of all internal and external stakeholders together with other key partners and collaborators of the university.

RONALD ALLAN S. MABUNGA, Ph.D.
*Vice President for Research, Planning
and Quality Assurance*

MESSAGE FROM THE UNIVERSITY PRESIDENT

Over the years, the Philippine Normal University's outstanding contributions to teacher education in the county have demonstrated the values of truth, excellence, and service. Our distinction as the National Center for Teacher Education further cemented the crucial and significant role we play in building the Philippine nation by means of empowering pre-service and in-service teachers as well as ensuring that all Filipinos have access to quality education.

In 2020, our capacity to perform our role as the leader in teacher education was challenged and transformed by the COVID-19 pandemic. The months that we have spent during these trying times have taught us several valuable lessons that equipped us to become better prepared for such disruptions. We have optimized the use of digital technologies in our practices. We have developed a new model or framework for flexible learning. We have accepted the fact that we also need to change and transform ourselves and our educational perspectives if we want to effectively face the uncertainties of the future.

After extensive consultations and meetings with our internal and external stakeholders and other relevant partners, I am very pleased to present to you the new PNU Strategic Development Plan for 2022-2032. This is a testament to a shift in perspective to highlight the University's role in support of education, in general, and teacher education, in particular.

This new SDP will make Inang Pamantasan responsive to emerging national and global trends. Likewise, this new SDP will further enhance and strengthen our policies, standards, and practices, which will help PNU withstand any disruptions. With this SDP, we ascertain that our human, financial, and physical resources are aligned with how our various stakeholders envision Philippine education. Part of this new SDP is maximizing our experience in teacher education and training and our research capabilities to widen the scope of collaboration with other universities, government, and non-government agencies and organizations.

> "Our distinction as the National Center for Teacher Education further cemented the crucial and significant role we play in building the Philippine nation by means of empowering pre-service and in-service teachers as well as ensuring that all Filipinos have access to quality education."

This SDP represents the concerted and concretized efforts of the University and its stakeholders, whose valuable feedback, guidance, and input have been

given due recognition in this document. I would like to take this opportunity to offer our sincere gratitude to our internal and external stakeholders, the members of the Technical Working Group (TWG), the working committees, and all those who contributed to the various stages of planning and preparation.

I believe that our mission as a teacher education institution is not limited to nurturing globally competitive education leaders, teachers, and other education professionals, but also help in building a stronger Philippine education system. I am sure that, with our collective effort and our shared vision for PNU to become a future-ready teacher education university, we are also collectively working towards envisioning a brighter future for the Philippines and the world.

I enjoin everyone to continue supporting the Philippine Normal University to make this plan a success.

BERT J. TUGA, Ph.D.
President

INTRODUCTION

The PNU leadership and its key education stakeholders are in a situation to craft the plans and actions to position PNU in the midst of a confluence of major global events. The COVID-19 pandemic has ushered a great crisis and dilemmas in economic, education, social, environment, and public health issues. The rapidly emerging society guided by cutting-edge technology and innovations such as artificial intelligence, robotics, nanotechnology, big data, among others, has tremendous impact on the way people behave and interact with each other and to their environment.

The Philippine government, being committed to the UN Sustainable Development Goals (SDGs), promoted the integration of the 17 goals in its various national and local agencies. In the education context, education agencies such as the Department of Education, Commission on Higher Education, and higher educational institutions were committed to achieving SDG 4.0, - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Global Multidimensional Poverty Index 2021 reports that 1.3 billion people live in multidimensional poverty. Half of the global poor are children. Almost two-thirds of multidimensionally poor people are living in households where no woman has completed 6 years of schooling (GMPI, 2021). Report from the Philippine Statistics Authority indicated that poverty incidence in the country is around 23.7%. during the first quarter of 2021.

These challenges and development provided opportunities for PNU to reflect and create a forward-thinking strategic development plan. Thus, the PNU leadership adopted the PNU Strategic Development Plan 2022-2032 as guideposts of the university in its efforts and endeavors to sustain PNU's commitment to quality, inclusivity, innovation, impact, and sustainability.

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RATIONALE

The Philippine Normal University has planning processes that are periodically conducted to set short-term, medium-term, and long-term plans of the University. The plans created out of these planning processes guide PNU's annual performance targets, programs, and projects. Strategic planning is a critical process that entails the creation of a long-term plan for with the goal of crafting the PNU Strategic Development Plan.

From 2012 to 2021, the University was guided by the PNU Strategic Development Plan (SDP) 2012-2022. PNU needs to update its strategic development plan for the following reasons: (1) the current SDP was developed about a decade ago and current and emerging trends and issues in education and teacher education need to be addressed; (2) much of what was targeted in the current SDP has been accomplished and there is a need to review which plans should be retained and which should be discontinued or updated; (3) the emerging new and now normal in education pushed largely by the COVID-19 pandemic requires a major paradigm shift in the design and delivery of educational programs among teacher education institutions; and (4) it is but natural for an academic institution to evolve its directions and plans. Thus, it is imperative that a new strategic development plan be developed so that more innovative, sustainable, and responsive programs and services can be delivered by PNU to its external and internal stakeholders amidst the evolving education landscape.

The development of a strategic development plan for the next ten years (2022-2032) will allow PNU to sustain its growth from the last ten years while continually evolving to become a stronger, more successful, and future-ready university consistent with its mandate as the National Center for Teacher Education.

> "The development of a strategic development plan for the next ten years (2022-2032) will allow PNU to sustain its growth."

TIMELINE OF ACTIVITIES

The development of the PNU Strategic Development Plan (SDP) 2022-2032 is a collaborative and dynamic process. The process began with the constitution of the Technical Working Group (TWG) which is composed of representatives from the administration, faculty, staff, and students. The TWG facilitates all the activities leading to the development of the PNU SDP 2022-2032. These activities include the conduct of the Strategic Planning Workshop and Forum on the Future Directions of Teacher Education. Both of these activities provided insights and inputs from stakeholders in drafting the PNU SDP 2022-2032. One of the highlights in the development of the PNU SDP 2022-2032 is the participation of the internal stakeholders such as the administration, faculty, staff, and students. They accomplished the instruments (PNU Visioning and SWOT) using Google Forms. The responses from these forms were consolidated to prepare the initial report of the PNU SDP 2022-2032 which serves as one of the bases for the development of the first draft of the PNU SDP 2022-2032.

The TWG conducted meetings and asynchronous activities to prepare the first full draft of the PNU SDP 2022-2032. An in-house TWG was then conducted to design the second draft of the SDP. The second draft was emailed to all faculty and staff of the PNU system for feedback through a survey in Google Form. The feedback collected from the survey was used to refine the second draft of the SDP. The TWG then conducted a Multi-Stakeholders Forum to present the updated second draft and seek comments and suggestions from internal and external stakeholders. The internal stakeholders included the University and Campus officials, faculty, staff and students across PNU System while the external stakeholders included representatives from various sectors like academic officials and faculty

> "The development of the PNU Strategic Development Plan (SDP) 2022-2032 is a collaborative and dynamic process."

from national and international partner institutions and officers from private and professional organizations among others. The feedback from the forum was used in preparing the third draft of the PNU SDP 2022-2032 which was then presented in the PNU Administrative Council Meeting. The final draft is for presentation in the PNU Board of Regents. The detailed activities in the development of the PNU SDP 2022-2032 are presented in Table 1.

TABLE 1. TIMELINE OF ACTIVITIES

Activities	Concerned Units	Date of Implementation
University-system Strategic Planning Workshop	Administrative Council members with invited faculty, staff and students; TWG members; with resources person from SEAMEO Secretariat	January 15, 2021
Forum on Future Directions in Teacher Education	Administrative Council Members with invited faculty, staff and students; with resources persons from CHED, DepEd, PCCI, PBEd; DICT, DOST-SEI, PNU Futures Thinking Team	Part 1-March 22, 2021 Part 2-April 21, 2021
Technical Working Group (TWG) Meetings	Technical Working Group (TWG)	June 2; 23, 2021
Launching of the SDP Revision	TWG; Administrative Council, faculty, staff and student representatives	July 7, 2021
Faculty Workshop	TWG; All faculty across campuses	July 14, 2021
Survey for Staff and Administrative Council	Staff and Administrative Council	August 2021
Consolidation of Responses (faculty, staff and administrative council)	Center for Planning and Quality Assurance	September 2021
Preparation of Initial SDP Report	Center for Planning and Quality Assurance	October 13, 2021
TWG Meeting	Presentation of the Initial Report	October 2021
Initial Draft of the SDP 2022-2032	TWG	First Week of November 2021
TWG Workshop held at the Ramada Hotel	TWG	November 14-16, 2021
Continuing Consultation Survey	TWG, PNU System Faculty and Staff	November 23-30, 2021
Presentation of the Second Draft of the SDP in the Multi-Stakeholders Forum	TWG; representatives from the various internal and external stakeholders	December 6, 2021

Continuation of Table 1

Activities	Concerned Units	Date of Implementation
Debriefing from the Multi-Stakeholders Forum	TWG; Moderators, Process Observers and Documenters	December 9, 2021
Preparation of the Third Draft of the SDP 2022-2032	TWG	December 10-15, 2021
Presentation of the Third Draft of SDP 2022-2032 to the Administrative Council	TWG Administrative Council	December 16, 2021
Finalization of the SDP 2022-2032	TWG	December 17-22, 2021
Initial Presentation of the SDP 2022-2032 to the BOR	Office of the President University and Board Secretary Board of Regents	December 23, 2021
Updating of the SDP 2022-2032 based on the feedback of Committee for the Review of the PNU SDP	Committee for the Review of the PNU Strategic Development Plan (SDP) 2022-2032 University and Board Secretary TWG	January 06 – February 11, 2022
Approval by the PNU BOR	Office of the President University and Board Secretary Board of Regents	March 28, 2022

The Detailed Activities in the Development of the PNU SDP 2022-2032

Jan. 15 2021

University-system Strategic Planning Workshop

Part 1 – Mar. 22, 2021 – Part 2 – Apr. 21, 2021

Forum on Future Directions in Teacher Education

June 2; 23, 2021

Technical Working Group (TWG) Meetings

July 7, 2021

Launching of the SDP Revision

July 14, 2021

Faculty Workshop

August 2021

Survey for Staff and Administrative Council

September 2021

Consolidation of Responses (faculty, staff and administrative council)

October 13, 2021

Preparation of Initial SDP Report

Timeline of Activities

The Detailed Activities in the Development of the PNU SDP 2022-2032

October 2021

TWG Meeting

1st week of November 2021

Initial Draft of SDP

November 14-16 2021

TWG Workshop held at the Ramada Hotel

November 23-30 2021

Continuing Consultation Survey

December 9, 2021

Debriefing from the Multi-Stakeholders Forum

December 10-15, 2021

Preparation of the Third Draft of the SDP 2022-2032

December 16, 2021

Presentation of the 3rd Draft of SDP 2022-2032 to the Administrative Council
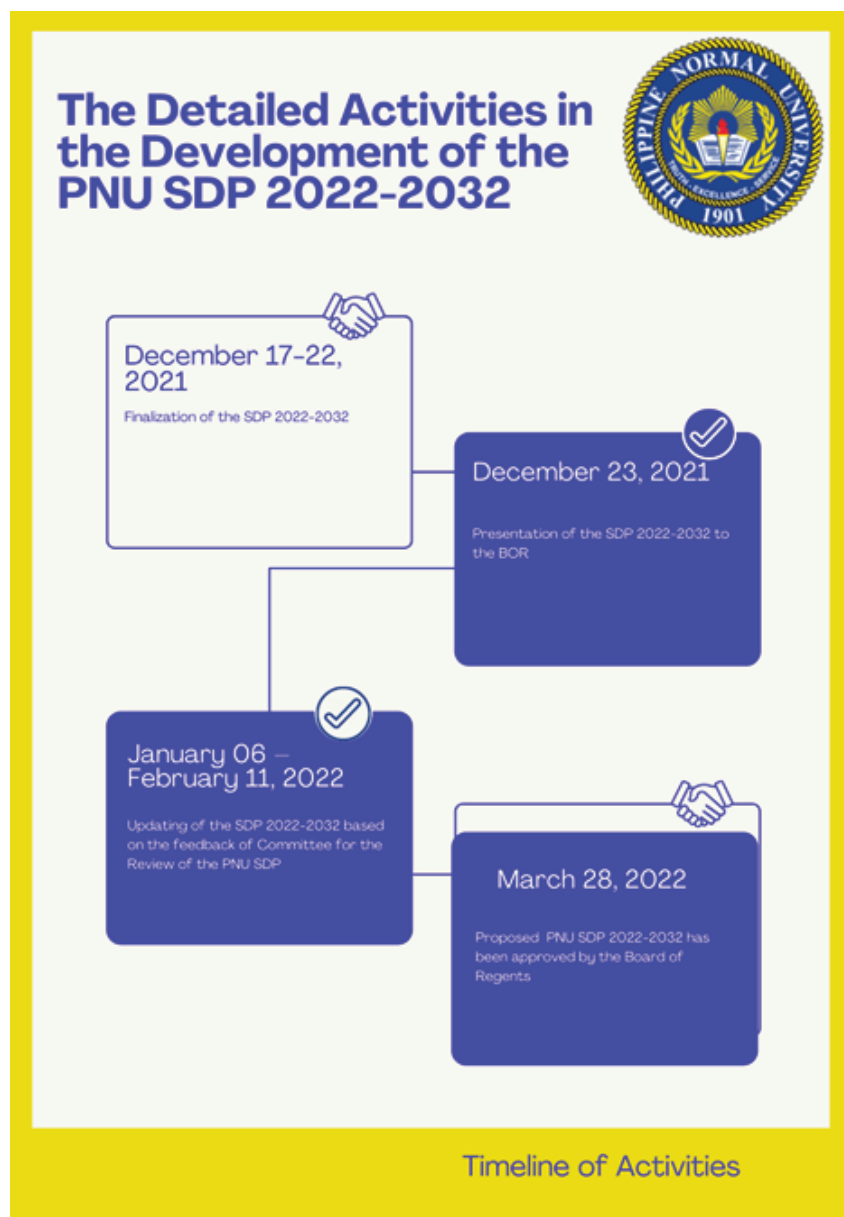
Timeline of Activities

Figure 1. The Detailed Activities in the Development of the PNU SDP 2022-2032

THE PNU SDP 2022-2032 FRAMEWORK

THE PNU SDP 2022-2032 FRAMEWORK

The Philippine Normal University (PNU) Strategic Development Plan (SDP) 2022-2032 is the product of a two-year visioning and management planning by the University top management which begun in 2020 and culminated in a comprehensive process of developing a strategic development plan through strategic planning and a comprehensive stakeholder engagement process in 2021. The PNU SDP 2022-2032 Framework depicted in Figure 1 aims to redefine the Vision, Mission, and Strategic Goals and Objectives of PNU as the University sets its sights towards the future.

The PNU Vision statement describes how PNU envisions itself in the next ten years. Central to this is our aspiration to be a "future-ready university" while maintaining our status as one of the leading universities in teacher education in Southeast Asia. The PNU Mission statement, on the other hand, describes the roles PNU aims to perform to achieve its Vision, with emphasis on the functions it intends to do and the outcomes and people it aim to produce and develop.

The seven (7) Strategic Areas refer to the key areas where PNU shall focus its resources in the next decade in order to achieve its Vision and Mission. These areas are: (1) Academic Programs and Leadership; (2) Research and Innovation;

> The strategic goals and objectives are built on the PNU core values of *Truth, Excellence*, and *Service.*

(3) Collaboration and Partnerships; (4) Human Capital and Institutional Development; (5) Social Development and Advocacy; (6) Quality Assurance; and (7) Systems-Based Management. Each of these areas have one or more strategic goals that correspond to a specific area of focus. Each goal has a set of strategic objectives which articulates specific statements or directions to realize the attainment of the broader goal.

The strategic goals and objectives are built on the PNU core values of *Truth, Excellence,* and *Service.* These values exemplify what PNU aims to build in the heart of all its leaders, teacher educators, learners, and other personnel. The strategic goals and objectives are also meant to be realized in relation to five strategic commitments which PNU commits to pursue in all its endeavors:

(a) **Quality** – commitment to providing high-quality teacher education programs and services, as well as continuous improvement via a stakeholder-driven quality assurance system.

(b) **Inclusivity** – commitment to equality and equity in providing access to quality

resources and services to all internal and external stakeholders.

(c) **Innovation**. A commitment to creation, application, and evaluation of knowledge that improves theories, practices and policies to address future needs and directions.

(d) **Impact.** A commitment to ensuring the positive and practical benefits of educational programs and services to the present and future needs of all its internal and external stakeholders most especially the teachers and educational leaders it serves.

(e) **Sustainability.** A commitment to the advancement of educational programs, policies and processes that are manageable and sustainable.

In summary, the SDP Framework provides the major parts and essential components of the PNU Strategic Plan 2022-2032. From these components, specific strategic objectives are identified which can be translated to annual targets, programs, activities, and projects for the University to design, implement, and evaluate.
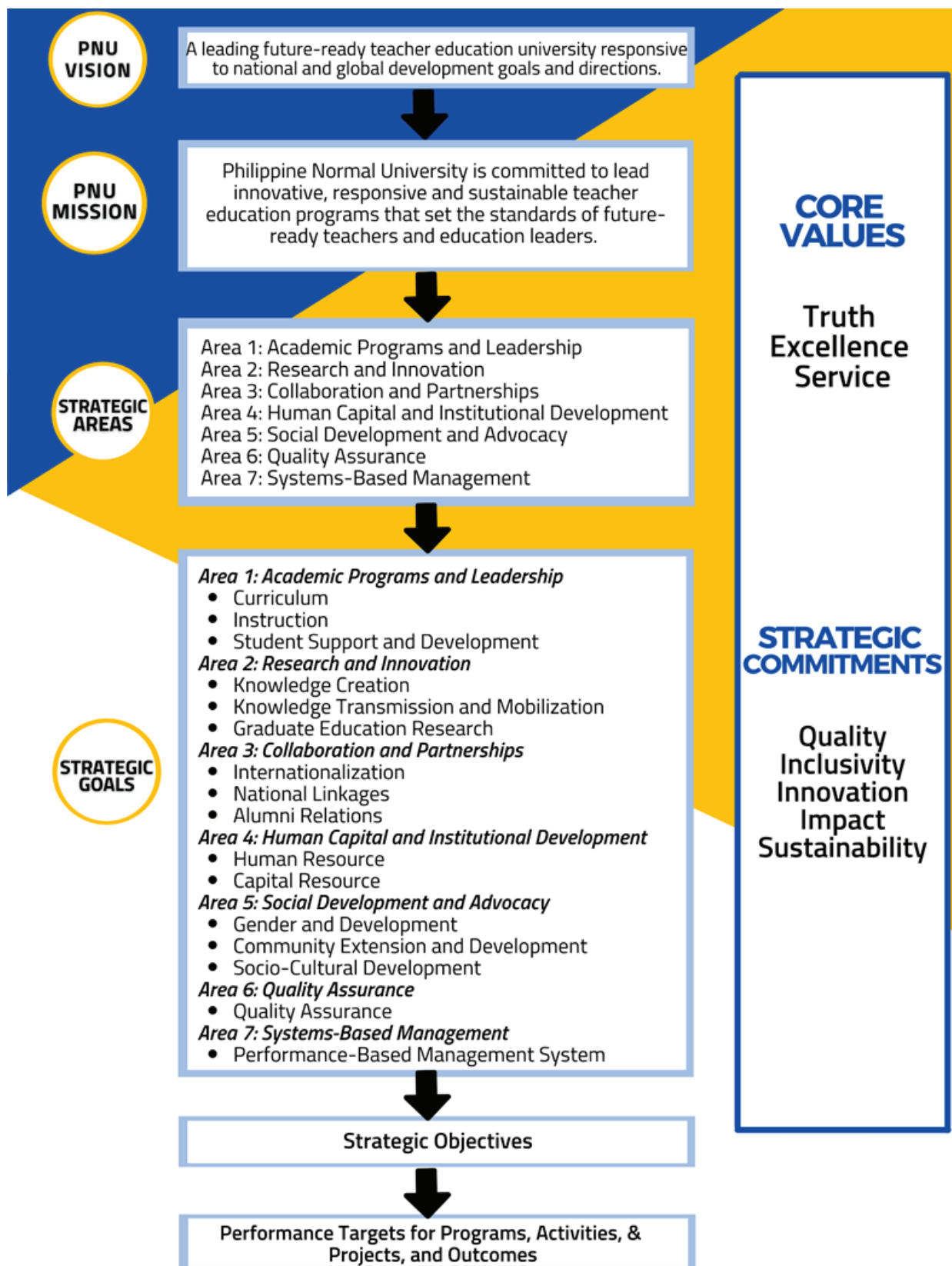
PNU VISION

A leading future-ready teacher education university responsive to national and global development goals and directions.

PNU MISSION

Philippine Normal University is committed to lead innovative, responsive and sustainable teacher education programs that set the standards of future-ready teachers and education leaders.

STRATEGIC AREAS

Area 1: Academic Programs and Leadership
Area 2: Research and Innovation
Area 3: Collaboration and Partnerships
Area 4: Human Capital and Institutional Development
Area 5: Social Development and Advocacy
Area 6: Quality Assurance
Area 7: Systems-Based Management

STRATEGIC GOALS

Area 1: Academic Programs and Leadership
- Curriculum
- Instruction
- Student Support and Development

Area 2: Research and Innovation
- Knowledge Creation
- Knowledge Transmission and Mobilization
- Graduate Education Research

Area 3: Collaboration and Partnerships
- Internationalization
- National Linkages
- Alumni Relations

Area 4: Human Capital and Institutional Development
- Human Resource
- Capital Resource

Area 5: Social Development and Advocacy
- Gender and Development
- Community Extension and Development
- Socio-Cultural Development

Area 6: Quality Assurance
- Quality Assurance

Area 7: Systems-Based Management
- Performance-Based Management System

Strategic Objectives

Performance Targets for Programs, Activities, & Projects, and Outcomes

CORE VALUES

Truth
Excellence
Service

STRATEGIC COMMITMENTS

Quality
Inclusivity
Innovation
Impact
Sustainability

Figure 2. PNU Strategic Development Plan 2022-2032 Framework

THE PNU STRATEGIC DEVELOPMENT PLAN 2022-2032

Vision

A leading future-ready teacher education university responsive to national and global development goals and directions.
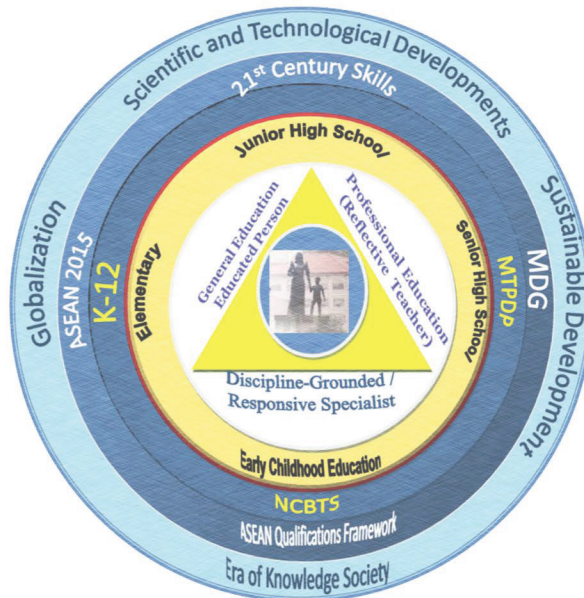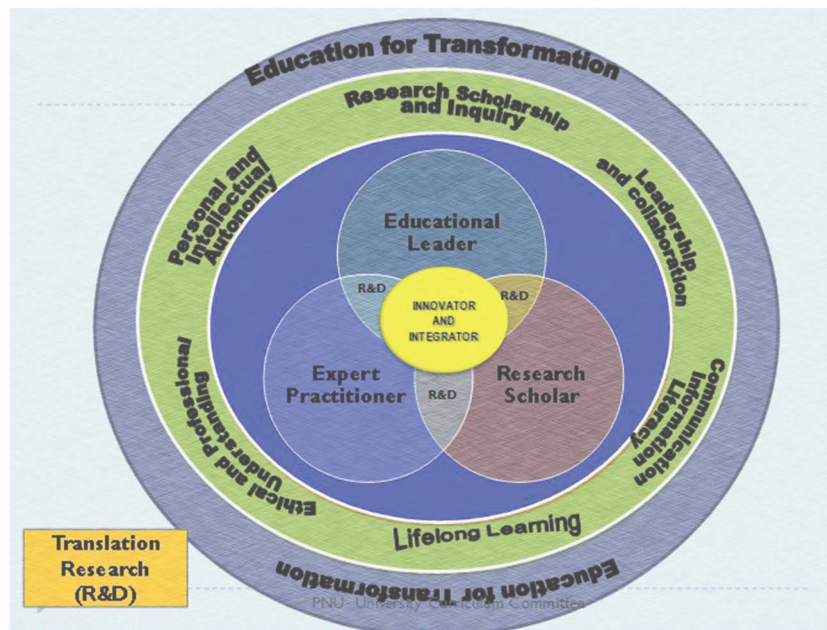
Mission

Philippine Normal University is committed to lead innovative, responsive and sustainable teacher education programs that set the standards of future-ready teachers and education leaders.

STRATEGIC AREAS, GOALS, AND OBJECTIVES

1: ACADEMIC PROGRAMS AND LEADERSHIP

STRATEGIC AREA 1: ACADEMIC PROGRAMS AND LEADERSHIP

STRATEGIC GOAL 1.1	Curriculum
	Leading innovative and inclusive curricular models and programs for lifelong learning responsive to the needs of diverse stakeholders

STRATEGIC OBJECTIVES	
1.	Sustain leadership in Asia-Pacific region in innovating research-based curricular programs for the development of future-ready teachers and education leaders.
2.	Create innovative inter-disciplinary and multidisciplinary undergraduate and graduate curricular programs evaluated, inclusive, and responsive to national and global development goals and directions of education.
3.	Sustain excellence and leadership in all academic programs, in-service training, and other professional services through a comprehensive PNU modernization program.
4.	Conduct periodic curriculum quality audits to sustain relevance to present and future directions of education at the national and international arena.
5.	Create alternative ways of delivering curricular programs accessible at the national and international levels.
6.	Develop customized academic and training programs that address the diverse needs of teaching professionals across levels, disciplines, and borders.
7.	Develop research-based and alternative graduate education programs.
8.	Advance the content and delivery of Science Technology Engineering Agriculture Mathematics (STEAM) in teacher education programs.
9.	Develop innovative student-exchange and faculty-exchange programs applied and tested at the national and international level.
10.	Align curricular, co-curricular, and extra-curricular programs to UN Sustainable Development Goals (SDGs).

STRATEGIC GOAL 1.2	Instruction
	Advancing theory-driven and research-based pedagogies with learning technologies and practices.

STRATEGIC OBJECTIVES	
1.	Utilize Information and Communication Technologies (ICT) in the exploration and evaluation of program delivery in different context and modalities.
2.	Pursue research and scholarship to advance scientific, creative, empowering, critical, ethical, and reflexive pedagogies.
3.	Apply inclusive, integrative and innovative teaching models, approaches and delivery modes.

4. Create and test high-impact innovative pedagogical teaching and assessment approaches based on best practices and models at the national and international levels.

5. Support and incentivize faculty and student production of creative, contextualized, inclusive, and ICT-based instructional materials and assessment tools.

6. Test effectiveness and efficiency of different models of flexible and alternative delivery modes in the 21st-century teaching and assessment.

7. Develop a holistic and balanced framework of future-ready teachers and education leaders.

8. Strengthen the seamless harmonization between and among instruction, research, and service.

9. Innovate developmentally appropriate teaching approaches and methodologies that promote technology-based and self-directed learning.

STRATEGIC GOAL 1.3	Student Support and Development
	Ensuring the implementation of an inclusive, equitable, and sustainable student support system geared towards academic excellence, respect for diversity, and culturally-sensitive and caring community.

STRATEGIC OBJECTIVES

1. Implement an inclusive, gender-fair, equitable, and comprehensive student programs and services to ensure academic success.

2. Broaden the PNU national intake of select students through dynamic promotion and communications strategies, effective recruitment plan, scholarships, and promotion.

3. Strengthen the mentoring program to improve student research outputs and publications.

4. Enhance and sustain students' physical and mental health, safety, and wellness (e.g., psycho-social support, spirituality).

5. Implement a resource generation and mobilization program to support student scholarship programs and other services.

6. Ensure the implementation of equal access to educational and leadership opportunities.

7. Implement a comprehensive career guidance, pre-professional, on-campus support, and international immersion program.

8. Empower undergraduate and graduate student's leadership at national and international arena.

9. Provide recognition and incentive to highly engaged students in research, extension and publication.

STRATEGIC AREA 2: RESEARCH AND INNOVATION

STRATEGIC AREA 2: RESEARCH AND INNOVATION

STRATEGIC GOAL 2.1	Knowledge Creation
	Implementing a comprehensive research program that addresses institutional and national problems on teacher education and educational policy issues in teaching and learning.

STRATEGIC OBJECTIVES

1. Design and implement a research agenda that respond to the current and future national and international standards and directions in education in general and teacher education in particular.

2. Conduct high-impact research that could inform evidence-based national policies and programs in education in general and teacher education in particular.

3. Motivate and provide support for research that lead to the development of instructional and learning technologies, creative works, and other research and development (R&D) outputs toward patenting and commercialization.

4. Formulate an institutional Gender and Development (GAD) research thrust to guide the approval and conduct of research programs and activities with GAD themes.

5. Create research laboratories/centers and research groups/clusters that could address the sustainable development goals and implement the research thrust of the University.

6. Raise faculty performance in publishing in high-impact, high-ranking scientific journals through enhanced capacity-building and formal research mentoring programs.

7. Increase research infrastructure, technological resources, and funding support for research programs and projects.

8. Enhance the reward system for the research accomplishments of units, faculty, staff, and students.

STRATEGIC GOAL 2.2	Knowledge Transmission and Mobilization
	Developing an institutional strategy for transmitting research findings to various stakeholders and translating research outcomes to educational policy and practice for optimal impact.

STRATEGIC OBJECTIVES

1. Craft a research and extension framework that provides guidance for the design, conduct, and evaluation of community extension programs and projects.

2. Develop and implement a system for knowledge transfer and application of research outcomes in the institution and the community.

3. Sustain the rapid dissemination of research findings and outputs through institutional journals and use of digital technology and other non-traditional platforms.

4. Institutionalize a system for facilitating and rewarding efforts on patenting and copyrighting of research outputs and creative works.

5. Create an education policy database to serve as a resource to the country's policymakers that is useful to both national and international communities.

6. Develop a research database useful and accessible in crafting policies and programs for future-ready teachers and educational leaders.

7. Provide research-based technical advice to policymakers and implementers.

STRATEGIC GOAL 2.3	Graduate Education Research
	Building an identity as a graduate education research university.

STRATEGIC OBJECTIVES

1. Provide scholarship grants, fellowships, and other forms of student assistance in the PhD by research and other alternative innovative programs.

2. Collaborate with other institutions and/or organizations locally and abroad for research projects involving faculty and graduate students.

3. Institutionalize a system in the community of practice in research among faculty and graduate students.

4. Offer interdisciplinary and transdisciplinary graduate programs that prioritize the use of data science and analytics.

5. Provide post-doctoral fellowships and grants for collaborative research projects among faculty and graduate students.

6. Support programs and activities in building research leadership reputation of graduate education faculty, students and staff in Southeast Asia.

7. Create and test graduate education models and alternative delivery in the preparation of future-ready teachers and education leaders.

8. Institutionalize research and publication as a component of every graduate education program and activity.

9. Support, incentivize, and recognize graduate faculty and students exploring different models in the design and delivery of graduate education programs.

STRATEGIC AREA 3: COLLABORATION AND PARTNERSHIPS

STRATEGIC AREA 3: COLLABORATION AND PARTNERSHIPS

STRATEGIC GOAL 3.1	Internationalization
	Sustaining the University's international recognition as a hub in Teacher Education in the ASEAN and beyond.

STRATEGIC OBJECTIVES	
	1. Position PNU as a TEIs hub in the ASEAN and in the Asia-Pacific region.
	2. Strengthen the internationalization program to strategically position PNU in the international network of TEIs.
	3. Develop programs to increase the mobility of students, faculty, and staff in international scholarships, exchanges, and fellowships.
	4. Develop marketing and communications plans to attract foreign students taking programs in the entire PNU System.
	5. Sustain leadership of faculty, students, and staff in international organizations and networks.
	6. Establish international collaborations and partnerships to further introduce and stabilize the PNU brand and improve linkages with academic institutions with strong ICT resources.
	7. Establish an Internationalization Office to device an international strategy for the University and develop a strong campus-based sense of internationalization.

STRATEGIC GOAL 3.2	National Linkages
	Sustaining and expanding collaboration and partnership with public and private institutions and organizations to support effective and efficient delivery of University functions.

STRATEGIC OBJECTIVES	
	1. Provide advice to Teacher Education Council (TEC) in the development, adoption, and implementation of professional standards in teacher education programs.
	2. Collaborate with CHED, DepEd, DOST-SEI, TESDA, and top global universities to serve more Filipinos and establish a prominent presence of the university.
	3. Extend support, partnership, and collaboration with LGUs, NGOs, government agencies and industries.
	4. Seek external funding for research and extension (R&E) programs and projects.
	5. Provide support to other TEIs across different regions.

STRATEGIC GOAL 3.3	Alumni Relations
	Sustaining an active collaboration with alumni and stakeholders to optimize their commitment and participation to the realization of the University's vision and mission.

STRATEGIC OBJECTIVES

1. Involve alumni in knowledge creation and dissemination at the national and international levels.

2. Develop and implement a comprehensive Alumni Relations and Services Program cross-skilling.

3. Regularly provide continuing professional education for upskilling and reskilling opportunities for alumni in the teaching profession.

4. Sustain programs that recognize the accomplishments and contribution of the alumni to nation building and achievement of international development goals.

STRATEGIC AREA 4: HUMAN CAPITAL AND INSTITUTIONAL DEVELOPMENT

STRATEGIC AREA 4: HUMAN CAPITAL AND INSTITUTIONAL DEVELOPMENT

STRATEGIC GOAL 4.1	**Human Resource** Ensuring a sustainable system in promoting professional growth and development among faculty and staff and ensuring sound, efficient, and effective human capital management as part of the PNU modernization program.
STRATEGIC OBJECTIVES	Implement a comprehensive Program for Institutionalized Meritocracy and Excellence in Human Resource Management (PRIME HRM). 1. Implement and administer a comprehensive merit selection system through the process of recruitment, placement, and promotion towards continually placing and promoting highly competent faculty and staff. 2. Promote and foster individual effectiveness by developing an array of innovative and diverse programs for employee learning and development. 3. Ensure achievement of capacity of the employees' full potential by instituting fair and impartial performance management systems. 4. Increase productivity and individual engagement through a system of fair and equitable rewards and recognition systems.
STRATEGIC GOAL 4.2	**Capital Resource** Fostering a dynamic, adaptive and sound management of the fiscal, assets, and other resources of the University.
STRATEGIC OBJECTIVES	**A. Modernization Plan** 1. Strengthen the resources of PNU through the crafting of a PNU Modernization Plan which can serve as basis for a proposed bill for PNU Modernization Act 2. 2. Secure funding for the implementation of the PNU Modernization Plan. **B. Financial, Asset, and Other Resource Management and Support Program** 1. Implement a recalibrated Strategic Asset Management Program which identifies key priorities, opportunities, and constraints relating to physical environment, information and communications technology, and equipment/infrastructure requirements. 2. Develop strategic procurement planning and management with clear prioritization and funding allocation resources. **C. Information and Communication Technology** 1. Create an enabling environment (Adaptive PNU) that is aligned to emerging technological changes to facilitate implementation of the programs, activities, and projects of the University.

2. Develop and implement a clear Knowledge Management plan and/or roadmap to better aid the University management in harnessing organizational knowledge and increasing intellectual capital to gain competitive advantage.

3. Develop and sustain the use of big data technology to better guide future critical decision making by the University.

4. Upskill and retool faculty, students, and staff on advanced ICT skills needed in a future-ready university.

5. Automatize internal processes for greater effectiveness and efficiency.

D. Infrastructure and Facilities Management

1. Provide sustainable and quality management system for facilities and infrastructure that meet the evolving needs of the PNU Community.

2. Provide infrastructure that is a barrier-free environment and 100% accessible to PWD, senior citizens, and other vulnerable people.

E. Occupational Safety and Health and Disaster Risk Reduction Management

1. Foster a healthy, safe, and secure environment for PNU Community.

2. Provide a safety management framework, systems, and processes thereby ensuring a safe and healthy work environment and safety practices are maintained and enhanced.

STRATEGIC AREA 5: SOCIAL DEVELOPMENT AND ADVOCACY

STRATEGIC AREA 5: SOCIAL DEVELOPMENT AND ADVOCACY

STRATEGIC GOAL 5.1	Gender and Development
	Transforming PNU as a safe space for all through policies, programs, activities, and projects that promote awareness and responsiveness on Gender Equality, Disability, and Social Inclusion (GEDSI).

STRATEGIC OBJECTIVES

1. Sustain Gender and Development (GAD) mainstreaming in all academic programs, research, extension, and support services across the campuses.

2. Secure recognition as a GAD Resource Center from CHED or other relevant agencies.

3. Ensure that the gender track record of faculty, staff, and students are taken into consideration in administrative designations and in granting of awards.

4. Create and develop national programs promoting gender inclusivity in the creation of PNU-branded educational materials through literary contests and other analogous events.

5. Lead in identifying, implementing, and sharing best practices, policies, and innovation, among national and international Teacher Education Institution Organizations such as the National Network of Normal Schools (3NS) and Association of Southeast Asian Teacher Education Network (ASTeN) among others.

6. Develop gender responsive policies (e.g. curricular framework, administrative policies), enabling mechanisms, programs and activities in the university.

7. Strengthen the capacities of the university faculty and staff towards gender mainstreaming to achieve gender equality and women empowerment.

8. Create innovative work engagements responsive to employees who are differently abled such as work from home and technology assisted work/tasks.

9. Secure acknowledgment/recognition that the PNU is a PWD-friendly institution through National Council on Disability Affairs (NCDA) and other related offices/NGOs.

10. Create and implement policies that ensure freedom of religion is observed in the University.

STRATEGIC GOAL 5.2 — Community Extension and Development

Boosting the University's engagement and impact among its external stakeholders for a sustainable community development.

STRATEGIC OBJECTIVES

1. Establish relevant, evidence-based, and innovative response mechanisms to the needs, demands and requirements of different community partners to sustain PNU's leadership in Teacher Education.

2. Pursue opportunities afforded by public-private partnerships to increase funding and diversify University resources for extension programs.

3. Provide research-based solutions in collaboration with DepEd, TESDA, CHED, and other organizations and industries to address challenges in the communities.

4. Reinforce implementation of the various public policies that involve the education of communities through coordination with lead agencies.

5. Integrate transformative education in extension programs and services for partner schools/communities to strengthen impact and sustainability.

6. Establish a well-defined PNU Volunteers Framework among PNU alumni, community, LGUs, and other relevant organizations.

7. Ensure active engagement of students, faculty, and alumni in transdisciplinary, multidisciplinary, professional, and scientific communities in responding to the needs of the community partners and other stakeholders.

STRATEGIC GOAL 5.3 — Socio-Cultural Development

Sustaining the preservation and promotion of historical and socio-cultural heritage of the University.

STRATEGIC OBJECTIVES

1. Preserve institutional memory through cultural and educational programs that showcase the University's best practices, tradition, and the past.

2. Sustain the university's glorious tradition in the arts including literature, music, drama, dance, and the visual arts.

3. Collaborate with other institutions and organizations for the promotion of Filipino culture and values through the arts.

4. Transform PNU as a Living Heritage for Teacher Education who will contribute to the recreation and transmission of knowledge across generations of teachers and education leaders.

STRATEGIC AREA 6: QUALITY ASSURANCE

STRATEGIC AREA 6: QUALITY ASSURANCE

STRATEGIC GOAL 6	Quality Assurance
	Sustaining and continually improving inclusive and contextualized performance-based quality assurance mechanisms and systems that ensure compliance with national and international standards of excellence as a leading institution in teacher education.

STRATEGIC OBJECTIVES

1. Design, implement, and evaluate a holistic and futuristic approach to quality assurance that meets national and international requirements and standards.

2. Consolidate and harmonize recent national and international standards of quality to inform and predict directions of education in general and teacher education specifically in the country.

3. Work towards the adoption of other international standards of quality assurance for academic programs.

4. Automize generation, updating, and management of data to inform planning, implementation, and evaluation of programs and services of the University.

5. Create under Center for Planning and Quality Assurance (CPQA) separate units for Quality Assurance and Planning.

PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education
College of Flexible Learning and ePNU

ePNU is the official learning management system (LMS) of the Philippine Normal University.

It is a Moodle-based learning platform where online classes are supervised.

Our ePNU is designed to be responsive, its interface is easy to navigate both on desktop and mobile devices.

https://lms.pnu.edu.ph   For ePNU concerns, email lms@pnu.edu.ph.

STRATEGIC AREA 7: SYSTEMS–BASED MANAGEMENT

STRATEGIC AREA 7: SYSTEMS-BASED MANAGEMENT

STRATEGIC GOAL 7	Performance-Based Management System
	Improving, institutionalizing, and implementing best practices and international standards in systems-based governance and management that cuts across the various functions of the University.

STRATEGIC OBJECTIVES	
	1. Transform PNU as a SMART University that embeds quality assurance system and technological innovations in the governance, management, and implementation of programs for instruction, research, extension, and production.
	2. Work for an ISO Integrated Management System's certification beyond ISO: 9001:2015 Quality Management System (QMS) for all campuses of the university.
	3. Implement the university's strategic performance-based management system (SPMS) anchored on the use of data science for optimization of the university's performance at various levels.
	4. Sustain a high-performing planning and quality assurance office that harmonizes, implements and evaluates different quality assurance systems at the national level applicable to a teacher education institution.

SDP 2022-2032 KEY PERFORMANCE INDICATORS AND PERFORMANCE TARGETS

OVERVIEW

As part of the Strategic Development Plan (SDP) 2022-2032, key performance indicators and performance targets were developed for each of the strategic objectives articulated for each strategic goal across strategic areas.

In developing the performance indicators and performance targets for SDP 2022-2032, the PNU Executive Committee in collaboration with the PNU Campus Executive Directors and Provosts crafted the initial set of performance indicators and targets during the PNU Management Strategic Planning Workshop last May 4-6, 2022. In the PNU Administrative Council Special Meeting held on May 12, 2022, administrative council members and other select faculty and staff were grouped to form the working groups for the development of the key performance indicators and targets for SDP 2022-2032. Using the initial output from the management strategic planning workshop, the working groups crafted the indicators and targets from May 16 to June 20, 2022. During this time, selected relevant stakeholders were consulted in the development of indicators and targets. The PNU Executive Committee reviewed and finalized the outputs from the different working groups and the final draft was approved by the PNU Administrative Council on July 1, 2022. Consequently, the PNU Board of Regents approved the PNU Strategic Development Plan (SDP) 2022-2032 Key Performance Indicators and Performance Targets during its Second Quarter Meeting held on July 11, 2022.

The PNU SDP 2022-2032 Key Performance Indicators and Performance Targets provide the measures and targets that implementing units in the University aim to attain or accomplish in the next ten years in relation to the strategic goals and strategic objectives set. The performance targets shall serve as basis for the annual University Targets for SDP which in turn serve as basis for unit targets to be reflected in units' Office Performance and Commitment Review (OPCR).

The PNU SDP 2022-2032 Key Performance Indicators and Performance Targets is set in terms of three milestone years – 2023, 2027, and 2032. The performance targets are subject to annual monitoring and review, as well as midterm evaluation (2028). During reviews and evaluation, new indicators or targets can be developed, and targets for milestone years may be revised as necessary.

STRATEGIC AREA 1:
ACADEMIC PROGRAMS AND LEADERSHIP

	STRATEGIC GOALS, AND OBJECTIVES	KEY PERFORMANCE INDICATORS	PERFORMANCE TARGETS		
			2023	2027	2032
CURRICULUM - Leading innovative and inclusive curricular models and programs for lifelong learning responsive to the needs of diverse stakeholders					
1	Sustain leadership in Asia-Pacific region in innovating research-based curricular programs for the development of future-ready teachers and education leaders	Creation and adoption of the PNU model in developing research-based curricular programs for the development of future-ready teachers and education leaders	The model for developing innovative research-based curricular programs for teachers and school leaders is approved and published for dissemination to Asia Pacific countries	At least 3 innovative research-based curricular programs have been developed by PNU with its partner universities in Southeast Asia-Pacific Region

PNU is invited in various education fora in Southeast Asia-Pacific Region to discuss the research-based innovative programs and the PNU model used for their development | 1. At least 5 innovative research-based curricular programs have been developed by PNU with its partner universities in Southeast Asia-Pacific Region

2. At least 2 Asia Pacific universities adopted the PNU model in developing innovative research-based curricular programs for the development of future-ready teachers and education leaders |
| 2 | Create innovative, inter- and multidisciplinary undergraduate and graduate curricular programs that are inclusive and responsive to national and global development goals and directions of education | Percentage of outcome-based and innovative curricular programs developed/revised using the PNU ARC framework and aligned with the imperatives of current and emerging education revolution like inclusivity and equity | At least 20% of the curricular programs are developed/revised based on the ARC framework and aligned with inclusivity, equity and other innovations (e.g. double-logo, sandwich). | 100% of the curricular programs are developed/revised based on the ARC framework and aligned with inclusivity, equity and other innovations (e.g. double-logo, sandwich). | 100% of the curricular programs are developed/revised based on the ARC framework and aligned with inclusivity, equity and other innovations (e.g. double-logo, sandwich). |

#					
3	Sustain excellence and leadership in all academic programs, in-service training and other professional services through a comprehensive PNU modernization program	Percentage of attainment of the academic roadmap component of the PNU modernization program, which includes: a. academic plans highlighting Educ 4.0 and attributes of futures thinking in education b. professional services like training and other targeted education programs aligned with the expectations of sets of Professional Standards adopted by DepEd targets and of Ambisyon 2040. c. micro credentialing within PNU system and with Asia Pacific partner institutions.	Academic roadmap is included in the PNU Modernization program	50% of the academic roadmap as described in the PNU Modernization Program is attained	100% of the academic roadmap as described in the PNU Modernization Program is attained
4	Conduct periodic curriculum quality audits to sustain relevance to present and future directions of education at the national and international arena.	Percentage of existing curricular programs that have undergone curriculum quality audits within the ARC framework	25% of existing curricular programs have undergone Adjustment, Refinement, or Calibration (ARC) curriculum quality audits	100% of existing curricular programs have undergone Adjustment, Refinement, or Calibration (ARC) curriculum quality audits	100% of existing curricular programs periodically undergo curriculum audit and other ARC processes.
5	Create alternative ways of delivering curricular programs accessible at the national and international levels.	Percentage of curricular programs offered in both national and international levels via alternative ways of delivery	At least one (1) model of alternative ways to deliver curricular programs is approved as a policy	100% of curricular programs are offered using alternative delivery both in the local and international levels	100% of curricular programs are offered using alternative delivery both in the local and international levels

| 6 | Develop customized academic and training programs that address the diverse needs of teaching professionals across levels, disciplines, and borders. | There is a suite of customized academic and training programs addressing needs of targeted clientele | The PNU training brand and model of customized academic programs is developed | There is a suite of customized academic and training programs with: 1. At least 10 customized academic and training programs offered to targeted clientele; and

2. At least 5 diverse groups, including special population, enrolled in PNU customized programs addressing diverse needs of teaching professionals and other education practitioners | There is a suite of customized academic and training programs with: 1. At least 20 customized academic and training programs offered to targeted clientele; and

2. At least 10 diverse groups, including special population, enrolled in PNU customized programs addressing diverse needs of teaching professionals and other education practitioners |
| | | PNU has a Center for Lifelong Learning to manage the delivery of the customized academic and training programs | The PNU Center for Lifelong learning is established | The Center for Lifelong learning is fully operational and manages customized programs in the national level | The Center for Lifelong learning is fully operational and manages customized programs in both national and international levels |
| 7 | Develop research-based and alternative graduate education programs. | Number of research-based graduate programs offered | | At least 3 research-based programs are offered | At least 6 research-based programs are offered |
| 8 | Advance the content and delivery of STEAM in teacher education programs | PNU academic and training STEAM programs are among top choices of pre-service student, education personnel, and funding agencies supporting STEAM in the country. | Number of research and development activities conducted for the advancement of STEAM (e.g., curriculum, training) | 1. At least one (1) new academic program and 2 training programs on the advancement of STEAM are offered to stakeholders.

2. PNU is invited in varied fora to share its STEAM curricular program and trainings | 1. At least 2 new academic program and 5 training programs on the advancement of STEAM are offered to stakeholders.

2. PNU is invited in varied fora to share its STEAM curricular program and trainings

3. PNU program for the advancement of STEAM is used as model by relevant government agencies |

9	Develop innovative student- and faculty-exchange programs applied and tested at the national and international level	Percentage of faculty and students who are sent to exchange programs with local or international partners	Program for faculty-student exchange programs within PNU system is approved and implemented	At least 10% of faculty and 5 % of students are sent for exchange programs with local or international partners	At least 30% of faculty and 20 % of students are sent to exchange programs in local or international partners
10	Align curricular, co-curricular, and extra-curricular programs to UN SDGs	Percentage of existing curricular, co-curricular and extra-curricular programs aligned with UN SDGs	At least 25% of existing curricular, co-curricular and extra-curricular programs are aligned with UN SDGs	At least 50% of existing curricular, co-curricular and extra-curricular programs are aligned with UN SDGs	100% of existing curricular, co-curricular and extra-curricular programs are aligned with UN SDGs, with data from impact studies
	INSTRUCTION - Advancing theory-driven and research-based pedagogies with learning technologies and practices.				
1	Utilize ICT in the exploration and evaluation of program delivery in different context and modalities.	PNU academic programs are delivered using varied technologies	1. PNU's outcomes-based curricula are delivered using varied technologies 2. e-PNU is used across campuses 3. Use and management of e-PNU and other technologies is included in the rubric for faculty teaching effectiveness	1. 100% utilization of LMS across the PNU system. 2. Teaching effectiveness rubric includes refined indicator on the assessment of use and management of e-PNU and other technologies 3. Curriculum refinement using ARC framework includes review of delivery using varied technologies	100% of curricular programs are reviewed based on delivery using varied technologies.
2	Pursue research and scholarship to advance scientific, creative, empowering, critical, ethical, and reflexive pedagogies.	There is an existing PNU brand of pedagogical practices published and shared to other stakeholders	Plans to develop and disseminate PNU brand of pedagogical practices in the new normal is approved by the BOR	1. At least 5 PNU pedagogies in the new normal were developed and validated in the last 5 years 2. At least 3 PNU pedagogies in the new normal were published and shared to other stakeholders in the last 5 years	PNU brand of pedagogies in the new normal are used as models by other TEIs and by basic education teachers and education leaders

| 3 | Apply inclusive, integrative and innovative teaching models, approaches and delivery modes | PNU's outcomes-based curricular programs apply inclusive, integrative and innovative teaching models, approaches and delivery modes | 1. Plans to develop inclusive, integrative and innovative teaching models, approaches and delivery modes for English, Science, Math disciplines are implemented

2. The system to develop inclusive, alternative and innovative teaching models, approaches and delivery modes is included in the ARC processes

4. The PNU model in developing instructional materials that show inclusive, Integrative and innovative teaching models is approved | 1. There is an existing system to assess the quality of inclusive, Integrative and innovative teaching models, approaches and delivery modes managed by the various academic units

2. 100% of the curricular programs applied inclusive, Integrative and innovative teaching models, approaches and delivery modes.

3. PNU's outcomes-based curricular programs that applied inclusive, integrative teaching models, approaches and delivery modes are used as model by the Teacher Education Council to be shared to other TEIs | |
| 4 | Create and test high-impact innovative pedagogical teaching and assessment approaches based on best practices and models at the national and international levels | Percentage of the PNU pre-service graduates that can show evidence of expertise in creating and testing high-impact innovative pedagogical teaching and assessment approaches based on best practices and models at the national and international levels | At least one (1) program/project in creating and testing high-impact innovative pedagogical teaching and assessment approaches based on best practices and models at the national and international levels is conducted | 1. At least 5 programs/projects in creating and testing high-impact innovative pedagogical teaching and assessment approaches based on best practices and models at the national and international levels are conducted

2. 50% of the PNU pre-service graduates can show evidence of expertise in creating and testing high-impact innovative | 100% of the PNU pre-service graduates can show evidence of expertise in creating and testing high-impact innovative pedagogical teaching and assessment approaches based on best practices and models at the national and international levels. |

			pedagogical teaching and assessment approaches based on best practices and models at the national and international levels	

STUDENT SUPPORT AND DEVELOPMENT - Ensuring the implementation of an inclusive, equitable, and sustainable student support system geared towards academic excellence, respect for diversity, and culturally-sensitive and caring community.				
1 Implement an inclusive, gender-fair, equitable, and comprehensive student programs and services to ensure academic success.	Percentage of student activities and programs implemented based on the student services and welfare framework that incorporates inclusive, gender-fair, equitable, and comprehensive student programs and services	The student services and welfare framework which incorporates inclusive, gender fair, equitable, and comprehensive student programs and services to ensure academic success is approved.	100% of student activities and programs are implemented using the framework. with at least 20% of the student activities and programs evaluated for quality by at least 50% of the student population	100% of student activities and programs are implemented using the framework. with at least 20% of the student activities and programs evaluated for impact by at least 50% of the student population
2 Broaden the PNU national intake of select students through dynamic promotion and communications strategies, effective recruitment plan, scholarships, and promotion.	There is a system for a national scope of student intake	1. Framework for a national scope of student intake is developed and approved.\n\n2. The PNU framework for national intake is submitted for legislation through the PNU Modernization Act 2.	At least 50% of the student population is recruited using the new admission framework	100% of the student population is recruited using the new admission framework.
3 Strengthen the mentoring program to improve student research outputs and publications.	Percentage of the student population that has been under a mentoring program or activity	At least 25% of the student population has been under a mentoring program or activity, with at least 25% of them rating PNU's mentoring program as excellent	At least 100% of the student population has been under a mentoring program or activity, with at least 50% of them rating PNU's mentoring program as excellent	1. 100% of the student population has been under a mentoring program or activity, with at least 75% of them rating PNU's mentoring program as excellent

					2. 50% increase in student publications and outputs (baseline: 2023)
4	Enhance and sustain students' physical and mental health, safety, and wellness (e.g., psycho-social support, spirituality).	Percentage of student activities that support the PNU wellness framework	PNU wellness framework is approved	50% of the student activities support the PNU wellness framework	100% of the student activities support the PNU wellness framework
5	Implement a resource generation and mobilization program to support student scholarship programs and other services	A resource generation and mobilization program to support scholarship programs and other services for marginalized and vulnerable students is present	Proposal for the resource generation and mobilization program to support scholarship programs and other services for marginalized and vulnerable students is developed	The resource generation and mobilization program to support scholarship programs and other services for marginalized and vulnerable students is implemented and evaluated	The revised resource generation and mobilization program to support scholarship programs and other services for marginalized and vulnerable students is implemented and evaluated
		Number of scholarships and other forms of support available for PNU students	At least 10 different scholarships and other forms of support are available for PNU students	At least 20 different scholarships and other forms of support are available for PNU students	At least 30 different scholarships and other forms of support are available for PNU students
6	Ensure the implementation of equal access to educational and leadership opportunities.	Percentage of the student population that are given equal access to educational and leadership opportunities	An action plan to ensure implementation of equal access to educational and leadership opportunities among students is crafted	At least 50% of the students are given equal access to educational and leadership opportunities	100% of the students are given equal access to educational and leadership opportunities
		Number of GEDSI policies for student support and development implemented	At least one (1) GEDSI policy for student support and development is approved and implemented	At least 3 GEDSI policies for student support and development are implemented	At least 5 GEDSI policies for student support and development are implemented

7	Implement comprehensive career guidance, pre-professional, on campus support, and international immersion program.	Percentage of implemented career-related programs, projects, and activities designed from the PNU career development framework for students (comprehensive career guidance, pre-professional, on-campus support, and international immersion)	Research activities that aim to develop a career development framework for students are conducted	100% of implemented career-related programs, projects, and activities were designed from the PNU career development framework for students, with at least 50% of stakeholders evaluating the programs/projects/ activities as Excellent	100% of implemented career-related programs, projects, and activities were designed from the PNU career development framework for students, with at least 75% of stakeholders evaluating the programs/projects/ activities as Excellent
8	Empower undergraduate and graduate student's leadership at national and international arena.	Availability of programs to support undergraduate and graduate student's leadership at national and international arena	1. A framework for the creation of national and international leadership programs that will support Graduate and Undergraduate students is approved. 2. Support programs and activities to empower undergraduate nd graduate student's leadership at national and international arena are included in the University targets	Programs to support undergraduate and graduate student's leadership at national and international arena are available which leads to the following outcomes: 1. at least 50% of the students in the graduate and undergraduate students are empowered to take leadership in international and national arena. 2. At least 50 undergraduate or graduate students hold leadership positions in national and international professional organizations	Programs to support undergraduate and graduate student's leadership at national and international arena are available which leads to the following outcomes: 1. 100% of the students in the graduate and undergraduate students are empowered to take leadership in international and national arena. 2. At least 100 undergraduate or graduate students hold leadership positions in national and international professional organizations
9	Provide recognition and incentive to highly engaged students in research, extension and publication	Availability of a recognition and incentive program for highly engaged students in research, extension and publication	Proposal for a recognition and incentive program for students highly engaged in research, extension and publication is developed	A recognition and incentive program for highly engaged students in research, extension and publication is available and implemented	A recognition and incentive program for highly engaged students in research, extension and publication is available and implemented in all campuses

STRATEGIC AREA 2:
RESEARCH AND INNOVATION

STRATEGIC GOALS, AND OBJECTIVES	KEY PERFORMANCE INDICATORS	PERFORMANCE TARGETS		
		2023	2027	2032
KNOWLEDGE CREATION - Implementing a comprehensive research program that addresses institutional and national problems on teacher education and educational policy issues in teaching and learning.				
1 Design and implement a research agenda that respond to the current and future national and international standards and directions in education in general and teacher education in particular.	Availability of PNU Research Agenda	The PNU Research and Creative Work Agenda 2024-2028 is crafted	The PNU Research and Creative Work Agenda 2024-2028 is reviewed	The PNU Research and Creative Work Agenda 2029-2033 is available
	Percentage of research projects addressing the PNU Research and Creative Work Agenda (PNU RCWA)	50% of research projects are addressing the PNU RCWA	75% of research projects are addressing the PNU RCWA	100% of research projects are addressing the PNU RCWA
		At least 2 research projects per area of the RCWA are completed	At least 4 research projects per area of the RCWA are completed	At least 6 research projects per area of the RCWA are completed
2 Conduct high-impact research that could inform evidence-based national policies and programs in education in general and teacher education in particular.	Number of research projects conducted whose results or products have potential direct impact on educational programs or policies	At least two research projects whose results or products have potential direct impact on educational programs or policies are conducted.	At least five research projects whose results or products have potential direct impact on educational programs or policies are conducted.	At least five research projects whose results or products have potential direct impact on educational programs or policies are conducted.
3 Motivate and provide support for research that lead to the development of instructional and learning technologies, creative works, and other research and development (R & D) outputs toward patenting and commercialization.	Percentage of supported and funded research projects that are product-oriented (i.e, instructional and learning technologies, creative works, other R & D projects)	An approved institutional policy on the prioritization and funding of product-oriented research or R & D projects	20% of both internally-funded and externally-funded research projects are product-oriented that can be patented or commercialized	40% of both internally-funded and externally-funded research projects are product-oriented that can be patented or commercialized

			At least one research with instructional or learning technologies, creative works, or other R & D products is completed.	At least three research with instructional or learning technologies, creative works, or other R & D products are completed.	At least five research with instructional or learning technologies, creative works, or other R & D products are completed.
		Number of research with instructional or learning technologies, creative works, and other R & D products that are completed.	At least one research with instructional or learning technologies, creative works, or other R & D products is completed.	At least three research with instructional or learning technologies, creative works, or other R & D products are completed.	At least five research with instructional or learning technologies, creative works, or other R & D products are completed.
		Number of patented and commercialized products as results of research/R and D projects		At least three patented or commercialized research products	At least five patented or commercialized research products
4	Formulate an institutional gender and development research thrust to guide the approval and conduct of research programs and activities with gender and development (GAD) themes.	Inclusion of GAD Thrusts in the PNU Research Agenda	The GAD Research Thrust is crafted	The GAD Research Thrust is included in the 2024-2028 PNU Research Agenda	The updated GAD Research Thrust is included in the 2029-2033 PNU Research Agenda
5	Create research laboratories/ centers and research groups/ clusters that could address the sustainable development goals and implement the research thrust of the University.	Establishment of the Learning Sciences Laboratory		Proposal on the Learning Sciences Laboratory is approved	An established and functional Learning Sciences Laboratory with adequate human, physical, and technological resources
		Presence of operational research centers supporting the thrusts of the university and catering the needs of the Education Stakeholders	Proposals for new and re-imagined research centers are written and submitted	Research centers are operational with sustainable resources and adequate funding	Research centers are operational, with state of the art resources, addressing the sustainable development goals and thrust of the University
		Establishment of research and development office per campus with corresponding personnel (i.e., Full released head and staffs	Research and Development Office incorporated in the OS of Campuses	Research and Development Offices per campus are operational	Fully operational Research and Development Office with corresponding personnel assigned in specific research disciplines

6	Raise faculty performance in publishing in high-impact, high-ranking scientific journals through enhanced capacity-building and formal research mentoring programs	Percentage of faculty with Scopus-indexed publications	10% of the Faculty across campuses published researches and creative works in Scopus-indexed journals	30% of the Faculty across campuses published researches and creative works in Scopus-indexed journals	50% of the Faculty across campuses published researches and creative works in Scopus-indexed journals
		Number of in-house research capacity building and mentoring sessions	At least six research capacity building and mentoring sessions	At least nine research capacity building and mentoring sessions	At least twelve research capacity building and mentoring sessions
		Number of faculty with Scopus-indexed co-publications with foreign expert/ authors in the last three years	3 Faculty across campuses published researches and creative works in Scopus-indexed journals	6 Faculty across campuses published researches and creative works in Scopus-indexed journals	9 Faculty across campuses published researches and creative works in Scopus-indexed journals
		A functional research capacity-building and mentoring program	Crafted a 5-yr Research and Development Program	Updated Research and Development Program	Functional Research and Development Program cascaded to other educational institutions
7	Increase research infrastructure, technological resources, and funding support for research programs and projects.	Number of externally-funded research projects	At least two externally-funded research projects	At least four externally-funded research projects	At least six externally-funded research projects
		Availability of research centers in Teacher Education that have the infrastructure supporting the research programs and projects		2 of the 5 campuses have research centers in Teacher Education that have the infrastructure supporting the research programs and projects	All campuses have research centers in Teacher Education (focused on the thrusts of the hubs/ university) that have the infrastructure supporting the research programs and projects
8	Enhance the reward system for the research accomplishments of units, faculty, staff, and students.	Availabilty of a comprehensive reward system for research accomplishments	A comprehensive reward system for research accomplishments is crafted	Review and updating of the comprehensive reward system for research accomplishments is conducted	Review and updating of the comprehensive reward system for research accomplishments is conducted

	KNOWLEDGE TRANSMISSION AND MOBILIZATION - Developing an institutional strategy for transmitting research findings to various stakeholders and translating research outcomes to educational policy and practice for optimal impact.				
1	Craft a research and extension framework that provides guidance for the design, conduct, and evaluation of community extension programs and projects.	Percentage of approved extension projects that fall under the categories of research and extension projects as defined by the PNU Research and Extension Framework	25% of approved extension projects fall under one of the categories of research and extension (R & E) projects	50% of approved extension projects fall under one of the categories of research and extension (R & E) projects	75% of approved extension projects fall under one of the categories of research and extension (R & E) projects
		Number of agencies provided with research technical support	At least two agencies provided with research technical support	At least 4 agencies provided with research technical support	At least 6 agencies provided with research technical support
2	Develop and implement a system for knowledge transfer and application of research outcomes in the institution and the community.	A PNU system of knowledge transfer and application [mobilization, utilization, commercialization] is available	The initial plan for the system of knowledge transfer and application of research outcomes in the University is formulated	A system of knowledge transfer and application of research outcomes in the University is fully implemented	A system of knowledge transfer and application of research outcomes in the community is fully implemented, including provision for a functional database of created knowledge, application, and technology accessible to the public.
3	Sustain the rapid dissemination of research findings and outputs through institutional journals and use of digital technology and other non-traditional platforms.	Presence/ Existence of rapid, efficient, complete and quality dissemination activities/ processes/system of PNU research projects findings and outputs through PNU journals and other digital and non-traditional platforms	Evaluation of the current projects and practices on dissemination of research findings and outputs	Dissemination system for PNU research projects findings and outputs through PNU journals and other digital and non-traditional platforms is in place.	PNU journals and other digital and non-traditional platforms for disseminating research findings are recognized by a community of stakeholders and/ or given award/ recognition by a national or international organization

4	Institutionalize a system for facilitating and rewarding efforts on patenting and copyrighting of research outputs and creative works.	Availability of a system for facilitating and rewarding efforts on patenting and copyrighting of research outputs and creative works	Initial plan for developing a system for facilitating and rewarding efforts on patenting and copyrighting of research outputs and creative works is designed	The system for facilitating and rewarding efforts on patenting and copyrighting of research outputs and creative works is in place	The system for facilitating and rewarding efforts on patenting and copyrighting of research outputs and creative works is evaluated and updated
5	Create an education policy database to serve as a resource to the country's policymakers that is useful to both national and international communities	A functional education policy database accessible to policy makers for enhancing education and teacher education quality	The education policy database is pilot tested and reviewed	The education policy database is updated based from evaluation by stakeholders	An impact evaluation of the education policy database is conducted
6	Develop a research database useful and accessible in crafting policies and programs for future-ready teachers and educational leaders	A functional PNU teacher education research database is available	The proposal for the PNU teacher education research database is developed and approved	The PNU teacher education research database is updated based from evaluation by stakeholders	The PNU teacher education research database is updated based from evaluation by stakeholders
7	Provide research-based technical advice to policymakers and implementers.	Number of policies or programs provided with research-based technical advice	At least one policy or program is provided with research-based technical advice	At least two policy or program are provided with research-based technical advice	At least three policy or program are provided with research-based technical advice
	GRADUATE EDUCATION RESEARCH - Building an identity as a graduate education research university.				
1	Provide scholarship grants, fellowships, and other forms of student assistance in the PhD by research and other alternative innovative programs.	Percentage of of students in the PhD by research program with scholarship, fellowship, or grant for students	Approved policy on scholarship, fellowship, or grant for students in the PhD by research programs	10% of the PhD by research students have scholarship, fellowship, or grant	25% of the PhD by research students have scholarship, fellowship, or grant
		Percentage of graduate students with scholarship or grant for enrollment in core or elective subjects with partner universities abroad.	Approved scholarship program for graduate students	1% of graduate students from various programs were able to enroll in universities affiliated with the Association of Southeast Asian Teacher Education Network (AsTEN).	10% of graduate students from various programs were able to enroll in universities affiliated with the Association of Southeast Asian Teacher Education Network (AsTEN).

2	Collaborate with other institutions and/or organizations locally and abroad for research projects involving faculty and graduate students	Number of collaborative research projects involving faculty and graduate students	At least one collaborative research project with local or foreign institutions involving faculty and graduate students	At least three collaborative research projects with local or foreign institutions involving faculty and graduate students	At least five collaborative research projects with local or foreign institutions involving faculty and graduate students
		Number of inter-universities/colleges/agencies collaborative research project	At least one collaborative research project with local or foreign agencies or institution	At least three collaborative research project with local or foreign agencies or institution	At least five collaborative research projects with local or foreign institutions involving faculty and graduate students
3	Institutionalize a system in the community of practice in research among faculty and graduate students.	A model for community of practice for student-faculty engagement through research publications is existing	A research project on developing a model for community of practice for student-faculty engagement through research publication is completed	At least 20% faculty and graduate students' collaborations in research publications are guided by the model for community of practice for student-faculty engagement	At least 50% faculty and graduate students' collaborations in research publications are guided by the model for community of practice for student-faculty engagement
4	Offer interdisciplinary and transdisciplinary graduate programs that prioritize the use of data science and analytics.	Offering of interdisciplinary and transdisciplinary graduate curricular programs that are oriented in data science and analytics are offered	Proposals for at least one interdisciplinary or transdisciplinary graduate curricular program that is oriented in data science and analytics are developed	At least two CHED-recognized interdisciplinary or transdisciplinary graduate curricular program that is oriented in data science and analytics are offered for graduate students	At least four CHED-recognized interdisciplinary or transdisciplinary graduate curricular program that is oriented in data science and analytics are offered for graduate students
5	Provide post-doctoral fellowships and grants for collaborative research projects among faculty and graduate students	Number of post-doctoral fellowships or grants for collaborative research projects awarded to faculty and graduate students	Proposals for post-doctoral fellowships and grants for collaborative research projects for faculty and graduate students are developed	At least three post-doctoral fellowships or grants are awarded in the past three years	At least six post-doctoral fellowships or grants are awarded in the past three years

6	Support programs and activities in building research leadership reputation of graduate education faculty, students and staff in Southeast Asia	Number of programs/activities for building research leadership in Southeast Asia among PNU graduate faculty, staff, and students	The proposal for a comprehensive program in building research leadership in Southeast Asia among PNU graduate faculty, staff, and students	At least two programs/activities for building research leadership in Southeast Asia among PNU graduate faculty, staff, and students were conducted in the last three years.	At least three programs/activities for building research leadership in Southeast Asia among PNU graduate faculty, staff, and students were conducted in the last three years
7	Create and test graduate education models and alternative delivery in the preparation of future-ready teachers and education leaders.	Number of graduate education models or programs created and tested	One graduate education model or program is created and tested	Three graduate education models or programs were developed or tested in the last three years	Six graduate education models or programs were developed or tested in the last five years
8	Institutionalize research and publication as a component of every graduate education program and activity.	Percentage of graduate education programs and activities integrated with research and publication component.	Proposal for policy or program for research and publication as a component of every graduate education program and activity is developed	Integration of research and publication in 75% of graduate education programs and activities	Integration of research and publication in 100% graduate education programs and activities
9	Support, incentivize, and recognize graduate faculty and students exploring different models in the design and delivery of graduate education programs	Number of policies or programs to support, incentivize, and recognize graduate faculty and students exploring different models in the design and delivery of graduate education programs are available	At least one policy or program to support, incentivize, and recognize graduate faculty and students exploring different models in the design and delivery of graduate education programs is available	At least three policies or program to support, incentivize, and recognize graduate faculty and students exploring different models in the design and delivery of graduate education programs are available	At least five policies or program to support, incentivize, and recognize graduate faculty and students exploring different models in the design and delivery of graduate education programs are available
		Number of faculty and students provided with support, incentive or recognition for exploring different models in the design and delivery of graduate education programs.		At least five faculty and students in the last five years were provided with support, incentive or recognition for exploring different models in the design and delivery of graduate education programs	At least ten faculty and students in the last five years were provided with support, incentive or recognition for exploring different models in the design and delivery of graduate education programs

STRATEGIC AREA 3:
COLLABORATION AND PARTNERSHIPS

	STRATEGIC GOALS, AND OBJECTIVES	KEY PERFORMANCE INDICATORS	PERFORMANCE TARGETS		
			2023	2027	2032
	INTERNATIONALIZATION - Sustaining the university's international recognition as a hub in Teacher Education in the ASEAN and beyond.				
1	Position PNU as a TEIs hub in the ASEAN and in the Asia Pacific region.	PNU as a TEIs hub in the ASEAN region and an active member of a TEI network in the Asia Pacific	Partnerships and collaborations with international TEIs in ASTEN and the Asia-Pacific are strengthened	PNU is recognized as a TEIs hub in the ASEAN region	PNU is recognized as a TEIs hub in the Asia Pacific region
2	Strengthen the internationalization program to strategically position PNU in the international network of TEIs.	Percentage of implementation of internationalization programs and projects anchored on the PNU internalization framework which will position PNU in the international network of TEIs	Current PNU internationalization programs and projects are reviewed as part of the review and revision of the PNU Internationalization Framework	100% implementation of the internationalization programs and projects which position PNU as leader in the international network of TEIs in the ASEAN and as one of the leaders the Asia Pacific region	100% implementation of the internationalization programs and projects which will position PNU as a key leader in the international network of TEIs in the ASEAN and in the Asia Pacific regions
3	Develop programs to increase the mobility of students, faculty, and non-teaching staff in international scholarships, exchanges, and fellowships.	Availability of programs to increase mobility like international scholarships and fellowships for PNU faculty, student exchange programs, and non-teaching staff development programs	Proposals for international scholarship program for faculty, students, and non-teaching staff and partnerships with international universities for faculty fellowship and student exchange are developed	Programs to increase mobility are available and lead to the following results: (a) 10% of faculty members across the system are availing/ availed of international scholarships yearly; (b) at least 5% of students availed/ are availing of international scholarships/ exchange programs; (c) at least 5 foreign faculty and 15 foreign students	Programs to increase mobility are available and lead to the following results: (a) 20% of faculty members across the system are availing/ availed of international scholarships yearly; (b) at least 10% of students availed/ are availing of international scholarships/ exchange programs;(c) at least 10 foreign faculty and 30 foreign students

4	Develop marketing and communications plans to attract foreign students taking programs in the entire PNU System.	Presence of PNU marketing and communication platform (National, ASEAN, Asia Pacific Region, Global)	The PNU Marketing plan (National and ASEAN) with marketing and communication platform (National and ASEAN) is developed	Presence of PNU marketing and communication platform (National, ASEAN)	Presence of PNU marketing and communication platform (Global)
		Percentage of foreign students enrolled across the system		1% of the total population of students enrolled are foreign students	3% of the total population of students enrolled are foreign students
5	Sustain leadership of faculty, students, and staff in international organizations and networks.	Percentage of membership of faculty, students, and non-teaching staff in international organizations	A proposal for a grant/funding program to support faculty, staff, and students' membership in international organizations is developed	At least 50% of faculty, 2% of students, and 5% of non-teaching staff are members of international organizations	100% of faculty, 5% of students, and 20% of non-teaching staff are members of international organizations
		Number of projects/programs in ASTEN and other international organizations/ networks organized or coordinated	At least one (1) project/program in ASTEN or other international organization/ network is organized or coordinated	At least 3 projects/ programs in ASTEN or other international organization/ network is organized or coordinated were organized/ coordinated in the last 3 years	At least 5 projects/ programs in ASTEN or other international organization/ network is organized or coordinated were organized/ coordinated in the last 3 years
6	Establish international collaborations and partnerships to further introduce and stabilize the PNU brand and improve linkages with academic institutions with strong ICT resources.	Number of programs/projects/ activities per active partnerships with academic institutions with strong ICT resources	MOU/MOA with at least one international academic institution with strong ICT resources is forged	At least 1 collaborative program/project/ activity each with at least 3 international academic institutions with strong ICT resources	At least 1 collaborative program/project/ activity each with at least 5 international academic institutions with strong ICT resources
7	Establish an Internationalization Office to device an international strategy for the University and develop a strong campus-based sense of internationalization	Number of campus with Linkages and Internationalization Unit	Proposal for the establishment of linkages and internationalization unit across campuses is approved	At least two campuses have a functional Linkages and Internationalization Unit	All campuses have a functional Linkages and Internationalization Unit

	NATIONAL LINKAGES - Sustaining and expanding collaboration and partnership with public and private institutions and organizations to support effective and efficient delivery of University functions.				
1	Provide advice to Teacher Education Council (TEC) in the development, adoption, and implementation of professional standards in teacher education programs.	Percentage of active engagements in the Teacher Education Council (TEC)	100% active engagements in activities and meetings of the Teacher Education Council (TEC)	100% active engagements in activities and meetings of the Teacher Education Council (TEC)	100% active engagements in activities and meetings of the Teacher Education Council (TEC)
2	Collaborate with CHED, DepEd, DOST-SEI, TESDA, and top global universities to serve more Filipinos and establish a prominent presence of the university.	Number of programs/projects implemented in collaboration with CHED, DepEd, DOST-SEI, TESDA, and top global universities	At least 2 programs/projects implemented in collaboration with CHED, DepEd, DOST-SEI, TESDA, and top global universities	At least 10 programs/projects implemented in collaboration with CHED, DepEd, DOST-SEI, TESDA, and top global universities in the last 5 years	At least 15 programs/projects implemented in collaboration with CHED, DepEd, DOST-SEI, TESDA, and top global universities in the last 5 years
3	Extend support, partnership, and collaboration with LGUs, NGOs, government agencies and industries	Number of programs/projects implemented in collaboration with LGUs, NGOs, government agencies, and industries	At least 2 programs/projects implemented in collaboration with LGUs, NGOs, government agencies, and industries	At least 10 programs/projects implemented in collaboration with LGUs, NGOs, government agencies, and industries in the last 5 years	At least 15 programs/projects implemented in collaboration with LGUs, NGOs, government agencies, and industries in the last 5 years
4	Seek external funding for research and extension (R&E) programs and projects	Number of externally-funded research and extension (R&E) programs and projects	At least two externally-funded research and extension programs and projects are implemented	At least 10 externally-funded research and extension programs and projects were implemented in the last 5 years (at least one is internationally-funded)	At least 10 externally-funded research and extension programs and projects were implemented in the last 5 years (at least two is internationally-funded)
5	Provide support to other TEIs across different regions.	Number of TEIs (especially those from rural areas and BAR MM) provided with technical and other forms of support	At least one (1) TEI is provided with technical or other forms of support	At least 5 TEIs are being provided with technical or other forms of support	At least 10 TEIs are being provided with technical or other forms of support

	ALUMNI RELATIONS - Sustaining an active collaboration with alumni and stakeholders to optimize their commitment and participation to the realization of the university's vision and mission.				
1	Involve alumni in knowledge creation and dissemination at the national and international levels.	Number of programs/projects/activities related to research and publication where PNU alumni is involved	At least one program/project/activity related to research and publication is conducted with PNU alumni	At least 3 programs/projects/activities related to research and publication are conducted with PNU alumni	At least 5 programs/projects/activities related to research and publication are conducted with PNU alumni
2	Develop and implement a comprehensive Alumni Relations and Services Program.	Percentage of PNU alumni who benefitted/availed from the PNU Alumni Relations and Services Program	A PNU Alumni Relations and Services program aligned with the 4Rs Framework (Renew, Recognize, Reciprocate, Return) is developed	20% of PNU alumni benefited/availed of PNU Alumni Relations services with at least highly satisfactory client satisfaction every year	40% of PNU alumni benefited/availed of PNU Alumni Relations services with at least highly satisfactory client satisfaction every year
3	Regularly provide continuing professional education for upskilling and reskilling opportunities for alumni in the teaching profession.	Number of Continuing Professional Education (CPED) activities for PNU alumni	Develop a sustainable Continuing Professional Education (CPED) activities for PNU alumni	At least one (1) CPED activity is conducted per year	At least 2 CPED activities are conducted per year
4	Sustain programs that recognize the accomplishments and contribution of the alumni to nation building and achievement of international development goals.	A comprehensive program for the annual recognition of PNU alumni is available	A comprehensive recognition program for PNU alumni is developed	The recognition program for PNU alumni is reviewed and revised	The recognition program for PNU alumni is reviewed and revised
		Percentage of PNU alumni who are actively engaged in various key programs/projects/activities of the university	10% of PNU alumni were actively engaged in various key programs/projects/activities of the university	30% of PNU alumni were actively engaged in various key programs/projects/activities of the university	50% of PNU alumni were actively engaged in various key programs/projects/activities of the university

STRATEGIC AREA 4:
HUMAN CAPITAL AND INSTITUTIONAL DEVELOPMENT

	STRATEGIC GOALS, AND OBJECTIVES	KEY PERFORMANCE INDICATORS	PERFORMANCE TARGETS		
			2023	2027	2032
	HUMAN RESOURCE - Ensuring a sustainable system in promoting professional growth and development among faculty and staff and ensuring sound, efficient, and effective human capital management as part of the PNU modernization program				
1	Implement and administer a comprehensive merit selection system through the process of recruitment, placement, and promotion towards continually placing and promoting highly competent faculty and staff.	Percentage of filled vacant plantilla positions	80% of vacant plantilla items are filled	100% of vacant plantilla items are filled	100% of vacant plantilla items are filled
		Number of activities related to promotion of faculty and staff conducted	At least one activity related to promotion of faculty and staff is conducted	At least three activities related to promotion of faculty and staff were conducted in the last 3 years	At least five activities related to promotion of faculty and staff were conducted in the last 3 years
		CSC award for achieving the Maturity Level in the Core Functions of the CSC PRIME HR	Received the CSC award for achieving the Maturity Level I in the Core Functions of the CSC PRIME HR	Received the CSC award for achieving the Maturity Level II-III in the Core Functions of the CSC PRIME HR	Received the CSC award for achieving the Maturity Level III-IV in the Core Functions of the CSC PRIME HR
		Updated Merit System with 100% compliance with the CSC ORA-OHRA	Completed the review of the existing Merit system with proposed new tools and instruments for selection process with 100% compliance with the Merit System and CSC ORA-OHRA guidelines 2. Achieved the award for recognition for the category of Recruitment, Selection and Placement	Approved recalibrated Merit System with improved tools and instrument for selection and placement process

Developed Competency Based Hiring | Approved revised competency based hiring |

2	Promote and foster individual effectiveness by developing an array of innovative and diverse programs for employee learning and development.	Development of the PNU Learning and Development Plan for Faculty and Staff	1. Approved PNU Learning and Development Plan (PNU-LDP) 2. Achieved the award of recognition for the category of Learning and Development	Recalibrated PNU -Learning and Development Plan with improved and/or new tools for faculty and staff development, and with 70% accomplished programs	Recalibrated PNU -Learning and Development Plan with improved and/or new tools for faculty and staff development, and with 90% accomplished programs
		Number of employees received awards/ recognitions from CSC and other reputable agencies/ organizations		At least 3 in the last 5 years (regional)	At least 3 in the last 5 years (national)
3	Ensure achievement of capacity of the employees' full potential by instituting fair and impartial performance management systems.	Percentage of the SPMS programs implemented	1. Approved PNU SPMS with at least 75% implementation of the SPMS programs 2. Achieved the award of recognition for the category of Performance Management System	100% implementation of the SPMS programs	100% implementation of the SPMS programs
		Updated PNU Strategic Performance Management System (SPMS)	The PNU Strategic Performance Management System (SPMS) is reviewed and updated	The PNU Strategic Performance Management System (SPMS) is evaluated and revised	The PNU Strategic Performance Management System (SPMS) is evaluated and revised
4	Increase productivity and individual engagement through a system of fair and equitable rewards and recognition systems.	Percentage of Rewards and Recognition Programs implemented	At least 50% of the Rewards and Recognition Programs are implemented	At least 80% of the Rewards and Recognition Programs are implemented	100% of the Rewards and Recognition Programs are implemented
			Participated in one (1) National Award and 70% of agency level awards were implemented	Participated in 2 National Awards and 100% agency level awards were implemented	Participated in 3 National Awards and 100% agency level awards were implemented

	CAPITAL RESOURCE - Fostering a dynamic, adaptive and sound management of the fiscal, assets, and other resources of the University anchored on the PNU modernization program.				
	A. Modernization Plan				
1	Strengthen the resources of PNU through the crafting of a PNU Modernization Plan which can serve as basis for a proposed bill for PNU Modernization Act 2	Development of PNU Modernization Plan	Approved Draft of the PNU Modernization Act 2 based on the PNU Modernization Plan	PNU Modernization Plan is implemented based on the approved PNU Modernization Act 2	PNU Modernization Plan is implemented based on the approved PNU Modernization Act 2
2	Secure funding for the implementation of the PNU Modernization Plan			50% of the identified programs were funded and implemented	80% of the identified programs were funded and implemented
	B. Financial, Asset and Other Resource Management and Support Program				
1	Implement a recalibrated Strategic Asset Management Program which identifies key priorities, opportunities, and constraints relating to physical environment, information and communications technology, and equipment / infrastructure requirements.	Compliance with the Joint Memorandum Circular (JMC) No. 2020-1 which provides for the implementation of a Philippine Government Asset Management (PGAMP) and other government statutory requirements	1. Constituted PNU Asset Management Plan (PNU AMP) Committee 2. Conducted Series of meetings and workshops and accomplished draft policies on operationalization of a PNU Asset Management System	Approved PNU AMP with partial implementation of the following policies and programs: a. Financial Planning and Cost-effective management of assets, including non-financial assets and other resources; b. Infrastructure and Facilities Risk Management Planning; c. Asset Management Information system; d. Provisions for Resources and Capability Development Interventions for the asset management	Reviewed and monitored the progress of the Program Implementation with recalibration focused on Asset Management practices and maturity levels
				The PGAM programs have addressed at least 80% of COA AOMs	The PGAM programs have addressed 100% COA AOMs

2	Develop strategic procurement planning and management with clear prioritization and funding allocation resources.	Level of compliance with the 2016 IRR of the Revised Ra 9184	PNU have complied 100% with the RA 9184 guidelines and its IRR	Complied 100% with the RA 9184 guidelines and its IRR; With "0" NC in ISO and COA	1. Complied 100% with the RA 9184 guidelines and its IRR; With "0" NC in ISO and COA 2. Developed Procurement Workflow Automation and Revised PNU Procurement Handbook
		Availability of a Strategic Procurement Plan (SPP)	Developed drafts of PNU Strategic Procurement Plan (SPP) and Procurement Manual	The Strategic Procurement Plan (SPP) is implemented and updated	The Strategic Procurement Plan (SPP) is implemented and updated
	C. Information and Communication Technology				
1	Create an enabling environment (Adaptive PNU) that is aligned to emerging technological changes to facilitate implementation of the programs, activities and projects of the University.	Presence of PNU ICT Strategic Plan (PNU ICT-SP) and percentage of programs implemented	Completed and obtained approval of the developed PNU ICT Strategic Plan (PNU ICT-SP) with IT Governance Structure for academic, research and administrative operations	Fully implemented the PNU ICT-SPP and 70% implementation of programs, activities and projects with ICT support including automated services	Leveraged ICT resources with new programs to ensure improved services, support, and research with 100% implementation of programs, activities and projects
			Completed the provision of the Smart Campus Projects (Phase 1) in all campuses	Completed the provision of the Smart Campus Projects (Phase 2) in all campuses in the last 3 or 4 years	
2	Develop and implement a clear Knowledge Management plan and/or roadmap to better aid the University management in harnessing organizational knowledge and increasing intellectual capital to gain competitive advantage.	Availability of a functional PNU Knowledge Management Framework, with percentage of program implementation	Constituted committee and developed initial draft of the PNU Knowledge Management Framework based on the audited current knowledge management capabilities, assessed university' external and internal capabilities to align with the PNU key strategic goals, and determined training program needs for	PNU knowledge management framework is available, with trained and developed KKHS experts, and at least 50% implementation of plans, programs and services	PNU knowledge management framework is available, with trained and developed KKHS experts, and at least 75% implementation of plans, programs and services

			knowledge key holders		
3	Develop and sustain the use of big data technology to better guide future critical decision making by the University	Availability of Big Data System	Completed the planning and conceptualization on Big Data System	Big Data System is available with 100% implementation of related programs	Updated Big Data System is available with 100% implementation of related programs
4	Upskill and retool faculty, students, and staff on advanced ICT skills needed in a future ready university.	Percentage of Programs developed and implemented in upskilling and retooling faculty, staff and students on ICT skills	Approved Proposal of the ICT Learning and Development Plans for employees and students	100% of programs in the ICT Learning and Development Plans for employees and students were implemented	100% of programs in the ICT Learning and Development Plans for employees and students were implemented
	Automatize internal processes for greater effectiveness and efficiency	Availability of PNU Service Automation Framework with percentage of services internal services automated	Developed PNU Service Automation Framework with programs	At least 60% of services and internal processes are technology-enabled automated	At least 80% of services and internal processes are technology-enabled automated; Continuous monitoring and evaluation of automated workflow to identify possible and targeted areas for improvement
	D. Infrastructure and Facilities Management				
1	Provide sustainable and quality management system for facilities and infrastructure that meet the evolving needs of the PNU Community.	1. Percentage of proposed projects are approved and implemented in compliance with the following:			
		1.1 Compliance with the RA No. 11396 "SUCs Land Use Development and Infrastructure Plan (LUDIP) Act"	Have complied the 100% submission of LUDIP documentary requirements	Have complied the 100% submission of LUDIP documentary requirements	
		1.2 Compliance with the National Building Code of the Philippines, Occupational Health and Safety Standards and Quality Assurance,	Have completed the 100% projects with repairs and maintenance (by administration)	Have completed the 100% projects with repairs and maintenance (by administration)	Monitored and have completed the improvement of at least 60% of the facilities based on the prioritization of management and funding availability

		and Republic Act No. 11285, otherwise known as the Energy Efficiency and Conservation Act (EE&C Act)			
			Have implemented 3 major infrastructure projects	Have completed at least 80% of the major infrastructure projects of the university	Monitored and have completed at least 60% of the required improvement of the facilities
			Developed proposals on comprehensive space standards for Space Utilization and Condition Assessment of Campus Buildings and Facilities in compliance with the Occupational Health and Safety Standards	Have implemented programs in the approved Comprehensive Space standards for Space Utilization, and the Facility Condition Assessment of Campus Buildings and Facilities in compliance with the OHS	1. 60% of the campus facilities have been improved based on the tools for the Comprehensive Space Standards for Space Utilization, and the Facility Condition Assessment of Campus Buildings and Facilities 2. Proposed recalibration of the tools for the Comprehensive Space Standards for Space Utilization, and the Facility Condition Assessment of Campus Buildings and Facilities
		2. Review and update of the Campus Master Plan for Critical Infrastructure Resiliency Plan and compliance with the following:	Completed 50% of the programs/ projects in the Campus Master Plan	Approved updated Campus Master Plan	Have sought funding for the implementation of programs of the updated Campus Master Plan
2	Provide infrastructure that is a barrier-free environment and 100% accessible to PWD, senior citizens, and other vulnerable	Percentage of programs implemented in Compliance with the (a) Civil Service Commission -Citizens Charter (b) RA 10754 - An	Designed proposals for improvement of facilities for PWD, Senior Citizens and other vulnerable people	Have completed / implemented 70% of the approved proposals for the improvement of facilities for PWD, Senior Citizens and vulnerable	Have completed / implemented 90% of the approved proposals for the improvement of facilities for PWD, Senior Citizens and vulnerable

	people.	Act Expanding The Benefits And Privileges Of Persons With Disability (PWD), (c) Senior Citizen's Act, and (d) Magna Carta for Women			
	E. Occupational Safety and Health and Disaster Risk Reduction Management				
1	Foster a healthy, safe, and secure environment for PNU Community	Percentage of programs delivered and implemented relevant to Disaster Risk Management, Occupational Health and Safety Standards, and Safety environment	Reconstituted PNU Safety Committee; Designed and Developed PNU Safety Management Strategic Plans and Programs with draft manuals on DRRM and OHSS	Have implemented 70% of the PNU Safety Management Strategic Plans and programs	Approved new plans and programs for implementation
2	Provide a safety management framework, systems, and processes thereby ensuring a safe and healthy work environment and safety practices are maintained and enhanced.	Availability of PNU DRRM and PNU OHSS Manuals	Committees on the development of PNU DRRM and OHSS manuals are organized with workshops conducted	The approved Manuals for OHSS and DRRM are implemented	The Manuals for OHSS and DRRM are reviewed and revised

STRATEGIC AREA 5:
SOCIAL DEVELOPMENT AND ADVOCACY

	STRATEGIC GOALS, AND OBJECTIVES	KEY PERFORMANCE INDICATORS	PERFORMANCE TARGETS		
			2023	2027	2032
	GENDER AND DEVELOPMENT - Transforming PNU as a safe space for all through policies, programs, activities, and projects that promote awareness and responsiveness on Gender Equality, Disability, and Social Inclusion (GEDSI).				
1	Sustain Gender and Development (GAD) mainstreaming in all academic programs, research, extension, and support services across the campuses.	Percentage of units with at least Very Satisfactory rating in mainstreaming based on internal gender audit	At least 30% of units have at least Very Satisfactory rating in mainstreaming based on internal gender audit	At least 50% of units have at least Very Satisfactory rating in mainstreaming based on internal gender audit	100% of units have at least Very Satisfactory rating in mainstreaming based on internal gender audit
2	Secure recognition as a GAD Resource Center from CHED or other relevant agencies.	Attainment of recognition from internal and/ or external GAD accreditation or institutional evaluation processes.	Accomplished PCW's GMEF with at least Level 1 Rating	Accomplished PCW's GMEF with at least Level 2 Rating	Accomplished PCW's GMEF with at least Level 4 Rating
3	Ensure that the Gender track record of faculty, staff, and students are taken into consideration in administrative designations and in granting of awards	Number of policies for GAD awards for teachers, administrators, staff, and students with Zero Tolerance Policy on administrative designations	At least one policy for GAD Awards for staff, students, teachers, and administrators and zero tolerance policy for administrative designations is available	At least two policies for GAD awards ae available and 100% compliance on Zero Tolerance Policy	At least three policies for GAD awards are available and 100% compliance on Zero Tolerance Policy
4	Create and develop national programs promoting gender inclusivity in the creation of PNU-branded educational materials through literary contests and other analogous events.	Number of PNU-branded gender-inclusive Normal Awards books	At least one (1) PNU-branded gender-inclusive Normal Awards book	At least 5 PNU-branded gender-inclusive Normal Awards book	At least 15 PNU-branded gender-inclusive Normal Awards book

		Number of PNU-branded educational materials from national gender-inclusive PNU events	One (1) PNU-branded gender-inclusive educational material (e.g., books, pamphlets, articles, modules, etc.)	5 PNU-branded gender-inclusive educational materials (e.g., books, pamphlets, articles, modules, etc.)	15 PNU-branded gender-inclusive educational materials (e.g., books, pamphlets, articles, modules, etc.)
5	Lead in identifying, implementing, and sharing best practices, policies, and innovation, among national and international Teacher Education Institution Organizations such as the 3NS and ASTeN among others	Number of GAD conventions/ conferences/ gatherings organized	One (1) GAD convention/ conference/ summit in the regional or national level is organized	At least one GAD convention/ conference/ summit for the Asia Pacific Region is organized in the last 3 years	At least one GAD convention/ conference/ summit for the global academic community is organized in the last 3 years
	Develop gender responsive policies (e.g. curricular framework, administrative policies), enabling mechanisms, programs and activities in the university.	Percentage of gender issues addressed through GAD PAPs	60% of gender issues addressed are through GAD PAPs	75% of gender issues are addressed through GAD PAPs	90% of gender issues are addressed through GAD PAPs
6	Develop gender responsive policies (e.g. curricular framework, administrative policies), enabling mechanisms, programs and activities in the university.	The university has a gender-responsive manual (e.g., faculty, operations, administrative, student handbook, etc.) that guides its operation.	Gender audit/ review of university manuals	All university manuals are gender-responsive	All university manuals are gender-responsive
7	Strengthen the capacities of the university faculty and staff towards gender mainstreaming to achieve gender equality and women empowerment.	Number of GAD Training Programs for faculty and staff	At least one (1) extensive training program (40 hours) each for faculty and staff facilitated by both local and international experts and at least one institutionalized short training program (1-2 hours) on safe spaces	At least five extensive training program (40 hours) each for faculty and staff facilitated by both local and international experts in the last 3 years and at least one institutionalized short training program (1-2 hours) on safe spaces	At least ten extensive training program (40 hours) each for faculty and staff facilitated by both local and international experts in the last 3 years and at least one institutionalized short training program (1-2 hours) on safe spaces

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8	Create innovative work engagements responsive to employees who are differently abled such as work from home and technology assisted work/tasks.	Employees' satisfaction index (percentage) on WFH policy with IRR for employees with mobility issues	A WFH Policy with IRR for employees with mobility issues is implemented	100% of employees with mobility issues express satisfaction with the WFH Policy and technology assisted work/tasks	100% of employees with mobility issues express satisfaction with the WFH Policy and technology assisted work/tasks
9	Secure acknowledgment/ recognition that the PNU is a PW friendly institution through NCDA and other related offices/ NGOs.	Number of active partnerships with NGOs related to Disability	At least one active partnership	At least five active partnerships	At least 10 active partnerships
10	Create and implement policies that ensure freedom of religion is observed in the university.	Percentage of compliance with the Freedom of/ from Religion Policy	A policy that ensure freedom of religion is observed in the university is approved	100% compliance with the Freedom of/from Religion Policy	100% compliance with the Freedom of/from Religion Policy
COMMUNITY EXTENSION AND DEVELOPMENT - Boosting the University's engagement and impact among its external stakeholders for a sustainable community development.					
1	Establish relevant, evidence-based, and innovative response mechanisms to the needs, demands and requirements of different community partners to sustain PNU leadership in Teacher Education	Maintenance of a community extension database	A database of community extension that includes data on community needs assessment, community extension activities, extension activity recipients, monitoring and evaluation reports, and list of active partners and benefactors) is established	A functional community extension database with interactive dashboard in the PNU Website is available	The community extension database is maintained and serves as a model for other HEIs
		Presence of an online resource that serves as compendium for extension materials, products, outputs, technologies, research reports, and extension reports	An online resource for common use of PNU campuses is established	An online resource for common use of PNU stakeholders is available	An online resource is available and serves as a model for other HEIs

		The centers of advocacy in the Hubs are recognized by external stakeholders	The centers of advocacy in the Hubs are recognized by their immediate communities	The centers of advocacy in the Hubs are recognized in the regional level	The centers of advocacy in the Hubs are recognized in the national level
		Evaluation (satisfaction) results of extension activities	Satisfactory outcome evaluation from partners-initiators and implementers-extensionists	Very satisfactory outcome evaluation from partners-initiators and implementers-extensionists	Outstanding outcome evaluation from the partners-initiators and implementers-extensionists
2	Pursue opportunities afforded by public-private partnerships to increase funding and diversify University resources for extension programs	Percentage of increased partnerships with public and/or private sectors for funding and advocacy	at least 10% increase in the existing public-private partnerships for community extension programs	at least 30% increase in the public-private partnerships for community extension programs	at least 50% increase in the public-private partnerships for community extension programs
		Percentage of implementation of programs, activities, projects funded or partnered with other public and private sectors.	100% implementation of the extension PAPs funded or partnered with other public and private sectors	100% implementation of the extension PAPs funded or partnered with other public and private sectors	100% implementation of the extension PAPs funded or partnered with other public and private sectors.
3	Provide research-based solutions in collaboration with DepEd, TESDA, CHED, and other organizations and industries to address challenges in the communities.	Number of research data utilized in producing innovative solution which address challenges in the communities	At least 1 research data is utilized in producing innovative solution which address challenges in the communities	At least 3 research data are utilized in producing innovative solution which address challenges in the communities	At least 5 research data are utilized n producing innovative solution which address challenges in the communities
		Number of regular consultation and presentation of research findings to partner agencies conducted	At least 1 consultative meeting with at least 3 agencies for the stakeholders engagement are conducted	At least 3 consultative meeting with at least 3 agencies for the stakeholders engagement are conducted	At least 5 consultative meeting with at least 3 agencies for the stakeholders engagement are conducted
4	Reinforce implementation of the various public policies that involve the education of communities through coordination with lead agencies	Number of extension programs conducted to reinforce various policies of DepEd, TESDA, and CHED	At least 1 extension program to reinforce various policies of DepEd, TESDA, and CHED is conducted	At least 1 extension program to reinforce various policies of DepEd, TESDA, and CHED are conducted	At least 1 extension program to reinforce various policies of DepEd, TESDA, and CHED are conducted

		PNU as one of the lead partners of DepEd, CHED, and other agencies in the implementation of various policies that involve the education of communities	Initial meetings with DepEd, CHEd and other agencies are conducted	Partnerships through MOU/ MOA with DepEd, CHED, and ther organizations on various policies involving the education of communities were established in the last four years	Relevant and responsive recommendation reports to CHED, DepEd, and other agencies in the implementation of various policies involving the education of communities were submitted in the last five years
5	Integrate transformative education in extension programs and services for partner schools/ communities to strengthen impact and sustainability	Percentage of integration of transformative education and global citizenship education on the extension programs and services of the university.	10% of the extension programs integrate transformative education and/or GCED	30% of the extension programs integrate transformative education and/or GCED	50% of the extension programs integrate transformative education and/or GCED
6	Establish a well-defined PNU Volunteers Framework among PNU alumni, community, LGUs, and other relevant organizations.	The university has a well-defined framework that describes the system and procedures for volunteer groups among alumni, community, LGU and other relevant organizations	A PNU Volunteers Framework among PNU alumni, community, LGUs, and other relevant organizations is developed	The PNU Volunteers Framework is implemented and evaluated	The updated PNU Volunteers Framework is implemented and evaluated
7	Ensure active engagement of students, faculty, and alumni in transdisciplinary, multidisciplinary, professional, and scientific communities in responding to the needs of the community partners and other stakeholders.	The university has an active database that monitors the engagement of the students, faculty, staff, and alumni to varied organization and communities in the conduct of various community extension programs.	A tracer study on the community engagement of the faculty, staff, students, and alumni of the university is conducted	A functional database of community engagement of the faculty, staff, student, and alumni of the university is available	A functional database of community engagement of the faculty, staff, student, and alumni of the university is available

		The university has a recognition system that acknowledges the engagement of students, faculty, and alumni in transdisciplinary, multidisciplinary, professional, and scientific communities in responding to the needs of the community partners and other stakeholders.	At least one (1) each among students, faculty, and alumni are awarded for conducting community activities responsive to the needs of partners	At least 5 each among students, faculty, and alumni are awarded for conducting community activities responsive to the needs of partners	At least 10 each among students, faculty, and alumni are awarded for conducting community activities responsive to the needs of partners
	SOCIO-CULTURAL DEVELOPMENT - Sustaining the preservation and promotion of historical and socio-cultural heritage of the university.				
1	Preserve institutional memory through cultural and educational programs that showcase the University's best practices, tradition, and the past.	The university has an established virtual museum of cultural and education programs that showcase the glorious history and tradition of excellence of PNU.	Proposal for the virtual museum is crafted	The PNU virtual museum is fully operational and accessible to the public	The PNU virtual museum gains national or international recognition
2	Sustain the university's glorious tradition in the arts including literature, music, drama, dance, and the visual arts	The university maintains exemplary performing groups in the different arts including literature, music, drama, dance, and visuals.	An action plan to facilitate national and international recognition of PNU performing groups is available	At least 50% of the performing groups are recognized nationally	At least 50% of the performing groups of the university are recognized internationally
3	Collaborate with other institutions and organizations for the promotion of Filipino culture and values through the arts.	PNU as **Education Hub** of the *Arts Academy* of the Cultural Center of the Philippines (CCP) and the National Commission for Culture and the Arts (NCCA)	Consultative meetings with CCP and NCCA on the preparation of PNU to become an education hub of the Arts Academy are conducted	PNU as Education Hub of the Arts Academy leads the conduct of at least 1 national activity (in a year) that promote the Filipino cultures and values through the Arts in the last	PNU as Education Hub of the Arts Academy led the conduct of at least 1 international activity (every two years) that promote the Filipino cultures and values through the Arts in the last

4	Transform as a Living Heritage for Teacher Education who will contribute to the recreation and transmission of knowledge across generations of teachers and education leaders	PNU as a *living museum for Teacher Education*	MOA with the National Museum is forged	At least 3 activities (in the last three years) that showcase PNU as a living museum for teacher education are conducted	At least one program/activity is conducted as lead university in the transmission of the heritage (cultural practices, representation, knowledge, and skills) of teacher education among teacher education institutions

STRATEGIC AREA 6:
QUALITY ASSURANCE

STRATEGIC GOALS, AND OBJECTIVES	KEY PERFORMANCE INDICATORS	PERFORMANCE TARGETS		
		2023	2027	2032
QUALITY ASSURANCE - Sustaining and continually improving inclusive and contextualized performance-based quality assurance mechanisms and systems that ensure compliance with national and international standards of excellence as a leading institution in teacher education.				
1 Design, implement and evaluate a holistic and futuristic approach to quality assurance that meets national and international requirements and standards.	A functional PNU Quality Assurance Framework is available	A proposed Quality Assurance Framework is crafted	The PNU Quality Assurance Framework is evaluated	The PNU Quality Assurance Framework is shared to other academic institutions as a guiding framework for quality assurance processes and programs
2 Consolidate and harmonize recent national and international standards of quality to inform and predict directions of education in general and teacher education specifically in the country	Quality assurance standards are harmonized and reflected in the PNU Quality Assurance Framework	Adapt a sustainable plan to harmonize recent national and international standards of quality focusing on inter-connected processes of planning, implementation and evaluation	National and international standards of quality are fully harmonized and reflected in the PNU Quality Assurance Framework	The PNU Quality Assurance Framework is evaluated by reviewing and recalibrating the harmonization of national and international standards of quality
	A national network for quality assurance in teacher education institutions is initiated and led by PNU	A proposal for a national network for quality assurance in TEIs is developed	PNU as one of the leading institutions for the national network for quality assurance in TEIs	The national network for quality assurance in TEIs attains international recognition

3	Work towards the adoption of other international standards of quality assurance for academic programs	The attainment of recognitions on quality assurance for academic programs from government and non-government agencies/ organizations is sustained with 100% of all academic programs meeting at least the minimum standards	50% of all academic programs are recognized by CHED and 75% have accreditation	100% of all academic programs are recognized by CHED and 100% have accreditation	
		Number of international standards of quality assurance obtained	At least one standard is obtained	At least two standards are obtained	At least three standards are obtained
		Number of campus with QMS ISO 9001:2015	At least three campuses have QMS ISO 9001:2015	All campuses have QMS ISO 9001:2015	
		Percentage of quality assurance team members accredited by national and/ or international quality assurance organizations.	An action plan for membership and accreditation of qualified quality assurance team members is developed	At least 50% of the quality assurance team are accredited members of national / international quality assurance organizations	80 to 100% of the quality assurance team are accredited members of national / international quality assurance organizations
4	Automize generation, updating and management of data to inform planning, implementation and evaluation of programs and services of the University.	Establishment of a centralized quality assurance data repository for effective and efficient data management	Proposal for a centralized quality assurance data repository is crafted	The centralized quality assurance data repository is evaluated	The centralized quality assurance data repository is synchronized across campuses
		Number of trainings on digital data management and leadership	At least one training on digital data management and leadership is conducted	At least two trainings on digital data management and leadership were conducted in the last three years	At least three trainings on digital data management and leadership were conducted in the last three years

5	Create under CPQA separate units for Quality Assurance and Planning.	A separate quality assurance unit and planning unit are created	The proposal for the creation of a quality assurance unit and planning unit under CPQA is approved	Fully-functional quality assurance and planning units are provided with workspace, manpower, and required resources	Fully-functional quality assurance and planning units across all campuses are provided with workspace, manpower, and required resources
		Number of trainings/capacity-building programs for Quality Assurance team members	An action plan for the trainings/ capacity-building programs for Quality Assurance team members is available	At least three trainings/capacity-building programs were conducted in the last three years	At least six trainings/capacity-building programs were conducted in the last three years
		Planning and Quality Assurance units in the regional campuses are created		At least two campuses have functional Planning and Quality Assurance units	All campuses have functional Planning and Quality Assurance units

STRATEGIC AREA 7:
SYSTEMS-BASED MANAGEMENT

	STRATEGIC GOALS, AND OBJECTIVES	KEY PERFORMANCE INDICATORS	PERFORMANCE TARGETS		
			2023	2027	2032
	PERFORMANCE-BASED MANAGEMENT SYSTEM - Improving, institutionalizing, and implementing best practices and international standards in systems- based governance and management that cuts across the various functions of the university.				
1	Transform PNU as a SMART University that embeds quality assurance system and technological innovations in the governance, management, and implementation of programs for instruction, research, extension, and production.	Number of campuses with fully integrated e-governance system for programs in instruction, research, extension and production	A proposal for e-governance system for programs in instruction, research, extension and production is proposed	At least two campuses have fully integrated e-governance system for programs in instruction, research, extension and production	All campuses have fully integrated e-governance system for programs in instruction, research, extension and production
				100% implementation of the electronic document tracking system (eDTS) in all campuses	100% of eServices are operationalized in all campuses
2	Work for an ISO Integrated Management System's certification beyond ISO: 9001:2015 Quality Management System (QMS) for all campuses of the university	Number of campuses with QMS ISO 21001:2018		At least two campuses have ISO 21001:2018	All campuses have ISO 21001:2018
3	Implement the university's strategic performance-based management system (SPMS) anchored on the use of data science for optimization of the university's performance at various levels	The data science-driven SPMS is implemented	The proposal to revise SPMS anchored on data science to optimize university's performance at various levels is developed	The implemented SPMS anchored on data science is evaluated	The data science-driven PNU SPMS is shared as a model for other TEIs

4	Sustain a high-performing planning and quality assurance office that harmonizes, implements and evaluates different quality assurance systems at the national level applicable to a teacher education institution	A development plan for the Center for Planning and Quality Assurance (CPQA) is available	Proposal for the Center for Planning and Quality Assurance (CPQA) 5-year Development Plan is crafted	An updated CPQA Development Plan is approved and implemented	An updated CPQA Development Plan is approved, implemented and evaluated

APPENDICES

APPENDIX A:

PNU BOR RESOLUTION NO. U-3414, S. 2022
PNU STRATEGIC DEVELOPMENT PLAN (SDP) 2022-2032

PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education
OFFICE OF THE UNIVERSITY AND BOARD SECRETARY

EXCERPT FROM THE
MINUTES OF THE 92ND REGULAR (1ST QUARTER) MEETING OF THE
PNU BOARD OF REGENTS
HELD ON MARCH 28, 2022 AT THE PNU EXECUTIVE LOUNGE AND BOARD ROOM

PRESENT:

Hon. ALDRIN A. DARILAG	Chairperson
Hon. BERT J. TUGA	Vice Chairperson
Hon. EMMANUEL "JOEL" VILLANUEVA	Member
Represented by Hon. Albert A. Basa	
Hon. JOSE MIGUEL R. DELA ROSA	Member
Hon. TERESITA G. DOMALANTA	Member
Hon. EISHA VIENNA M. FERNANDEZ	Member
Hon. ALEXIS Q. SEBOTE	Member
Hon. JUAN MIGUEL M. LUZ	Member

ABSENT:

Hon. MARQUEZ "MARK" O. GO	Member
Represented by Hon. Rodante D. Marcoleta	

On motion, duly seconded, the Governing Board passed –

PNU BOR RESOLUTION NO. U-3414, s. 2022

Approving the PNU Strategic Development Plan (SDP) 2022-2032 upon recommendation of the PNU Administrative Council and the Governing Board-Designated Committee for the Review of the PNU SDP

APPROVED

Certified correct:

JANIR TY DATUKAN
University and Board Secretary

APPENDIX B:

CONSTITUTION OF THE PNU TECHNICAL WORKING GROUP ON THE REVISION OF THE ORGANIZATIONAL STRUCTURE AND STRATEGIC DEVELOPMENT PLAN 2022-2032

Name	Role	Designation
Dr. Ronald Allan S. Mabunga	*Vice President In-Charge*	Vice President for Research, Planning, and Quality Assurance (OVPRPQA)
Prof. Ruel A. Avilla	*Chair*	*Director*, Center for Planning and Quality Assurance (CPQA)
Dr. Adonis P. David	*Co-Chair*	*Director*, Educational Policy Research and Development Center (EPRDC)

Members	
Dr. Leah Amor S. Cortez	*Executive Director & Provost*, PNU South Luzon
Dr. Rowena R. Hibanada	*Director*, Community Partnership and Extension Office (CPEO)
Dir. Jenny C. Malitao	*Director*, Auxiliary Services (AS)
Dr. Inero V. Ancho	*Faculty*, Graduate Teacher Education Faculty (GTEF)
Dr. Gladys C. Nivera	*Faculty*, Faculty of Science, Technology and Mathematics (FSTeM)
Prof. Nelson Garcia	*Faculty Assistant*, Office of the Vice President for Finance and Administration (OVPFA)
Dr. Arthur S. Abulencia	*Faculty Assistant*, Office of the Vice President for Research, Planning, and Quality Assurance (OVPRPQA)
Prof. Eisha Vienna M. Fernandez	*Representative*, PNU Faculty Union (FU)
Mr. Ryan Anthony A. Olalia	*Representative*, PNU Administrative Employees Association (AEA)
Dir. Maribel G. Gerundio	*Director*, Human Resource Management and Development Service (HRMDS)
Dir. Joemar D. Sajona	*Director,* Management of Information Systems Office (MISO)
Ms. Abegail P. Simbre	*Representative*, Graduate Students
Mr. Emmanuel G. Vecino	*Representative*, Undergraduate Students
Secretariat	
Ms. Riena Kristal P. Esplago	*Administrative Staff*, Center for Planning and Quality Assurance (CPQA)
Ms. Maria Joanna Benita Gutierrez	*Administrative Staff,* Center for Planning and Quality Assurance (CPQA)
Mr. Jayson L. De Vera	*Technical Assistant*, Office of the Vice President

	for Research, Planning, and Quality Assurance
Ms. Maria Luz V. Rantael	*Administrative Staff*, Educational Policy Research and Development Center (EPRDC)
Ms. Mariane Kenneth S. Laganas	*Administrative Staff*, Educational Policy Research and Development Center (EPRDC)
Ms. Shaina Jasmin Ojastro Castro	*Administrative Staff*, Office of the Vice President for Research, Planning, and Quality Assurance
Ms. Sheila Marie P. Jandusay	*Administrative Staff*, College of Graduate Studies and Teacher Education Research (CGSTER)
Ms. Angelique Deanne M. de la Cruz	*Administrative Staff*, Graduate Teacher Education Faculty (GTEF)
Consultants	
Dr. Jennie V. Jocson	Vice President for Academics
Mr. Harry P. Huliganga	Vice President for Finance and Administration
Dr. Ronald Allan S. Mabunga	Vice President for Research, Planning, and Quality Assurance
Dr. Lordinio A. Vergara	Vice President for University Relations and Advancement

Committee for the Review of the PNU Strategic Development Plan (SDP) 2022- 2032	
Chairperson	**Regent Jose Miguel R. Dela Rosa**
Members	**Regent Albert A. Basa**
	Regent Juan Miguel M. Luz
	Dr. Marilyn U. Balagtas (University Professor)
Resource Person	**Dr. Julieta M. Paras (CHED NCR Director)**
Secretariat	**Mr. Janir T. Datukan (UBS)**
	Prof. Ruel A. Avilla (Director, CPQA)

PNU BOR RESOLUTION NO. U-3460, S. 2022 APPROVING
THE PNU STRATEGIC DEVELOPMENT PLAN (PDP) 2022-2032
KEY PERFORMANCE INDICATORS AND PERFORMANCE TARGETS

PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education
OFFICE OF THE UNIVERSITY AND BOARD SECRETARY

EXCERPT FROM THE
MINUTES OF THE 93RD REGULAR (2ND QUARTER) MEETING OF THE
PNU BOARD OF REGENTS
HELD ON JULY 11, 2022 AT PNU MINDANAO IN PROSPERIDAD, AGUSAN DEL SUR

PRESENT:

Hon. ALDRIN A. DARILAG	Chairperson
Hon. BERT J. TUGA	Vice Chairperson
Hon. TERESITA G. DOMALANTA	Member
Hon. ROEL V. AVILA	Member
Hon. ARIEL N. ADALEM	Member
Hon. JUAN MIGUEL M. LUZ	Member

On motion, duly seconded, the Governing Board passed –

PNU BOR RESOLUTION NO. U-3460, s. 2022

Approving the PNU Strategic Development Plan (PDP) 2022-2032 Key Performance Indicators and Performance Targets as recommended by the PNU Administrative Council, subject to yearly review and monitoring and evaluation (M&E)

APPROVED

Certified correct:

JANIR TY DATUKAN
University and Board Secretary

Taft Avenue corner Ayala Boulevard, Ermita, Manila
(+63 2) 5317 1768 loc. 745
bor@pnu.edu.ph

APPENDIX D:

PNU WORKING GROUP FOR THE DEVELOPMENT OF KEY PERFORMANCE INDICATORS AND PERFORMANCE TARGETS FOR SDP 2022-2032

Name	Role
Dr. Adonis P. David	*Vice President In-Charge/Overall Lead*
Prof. Ruel A. Avilla	*Overall Co-Lead*

Areas	Leads	Members
1	Dr. Jennie V. Jocson & Dr. Leticia N. Aquino	Dr. Marilyn U. Balagtas Dr. Ruth A. Alido Dr. Celia M. Ilanan Dr. Teresita T. Rungduin Dr. Darryl Montebon Dr. Niño D. Naldoza Dr. Rosanna A. Diana Dr. Heidi B. Macahilig Dr. Zyralie L. Bedural Dr. Brando C. Palomar Dr. Voltaire M. Villanueva Dr. Rodrigo D. Abenes Dr. Arlyne C. Marasigan Mr. Cromwell L. Valeriano Mr. Ronald F. Gime Dr. Madonna C. Gonzales
2	Dr. Adonis P. David & Dr. Elvira V. Chua	Dr. Marie Paz E. Morales Dr. Gina O. Gonong Dr. Arlyne C. Marasigan Dr. Roldan S. Cardona Dr. Julievic D. Palting Dr. Ruel T. Bonganciso Dr. Hazel G. Andrada Dr. Ma. Sofia Y. Nemenzo Dr. Lyzyl L. Banuag Mr. Reynald A. Oyanib Dr. Fe S. Bermiso Dr. Lucil S. Escleto Dr. Randy L. Robles

3	Dr. Lordinio A. Vergara & Dr. Leah Amor S. Cortez	Dr. Ma. Elvira E. Asuan Prof. James V. Bailon Prof. Bryan Dayuta Dr. Maria Glenda O. De Lara Prof. Jason A. Orozco Dr. Rowena R. Hibanada Prof. Cyren C. Oseña Dr. Lucilla S. Escleto Dr. Jandy S. Danzalan Prof. Paul Magbanua Dr. Randy L. Robles Dr. Honey Jaysa R. Antigua Prof. Gem Angeli T. Lozana
4	Dr. Jose M. Ocampo, Jr. and Ms. Jenny C. Malitao	Mr. Ronnie B. Pagal Mr. Harry P. Huliganga Mr. Joemar D. Sajona Ms. Maribel C. Gerundio Prof. John P. Natividad Ms. Nerlyn M. Makinano Ms. Leonora P. Narag Ms. Susan C. Paulete Mr. Guillermo Raul G. Fernandez Mr. Janir T. Datukan
5	Dr. Denmark L. Yonson and Dr. Rowena R. Hibanada	Dr. Randy L. Robles Dr. Rosemarievic V. Diaz Dr. Rowena D. Sabate Dr. Leonora P. Cleo Varela Dr. Krizna Rei M. Palces Dr. Jandy S. Danzalan Dr. Madonna C. Gonzales Prof. Carl O. Dellomos Prof. Cyren C. Oseña Prof. Paul Magbanua Prof. Meah Gonzaga Prof. Iona Ofelia Zanoria Prof. Emylin T. Batulat Prof. Lallen B. Quismundo Prof. Vanessa Laura Arcilla Prof. Bryan Dayuta Prof. Emilio F. Aguinaldo Prof. Joel Malabanan
6	Prof. Ruel A. Avilla	Dr. Joel G. Tubera Dr. Maria Glenda O. De Lara

		Prof. Erwin R. Callo
		Dr. Erminda C. Fortes
		Ms. Helen A. Advincula
		Mr. Cromwell L. Valeriano
		Dr. Marie Grace S. Cabansag
		Mr. Jed Aaron Y. Tumbali
		Dr. Vivinia B. Daug
		Dr. Anna Liza G. Santillana
		Ms. Maria Joanna Benita R. Gutierrez
		Ms. Riena Kristal P. Esaplago
		Mr. Bien Dominic E. Balla
		Mr. Neil C. Sarmiento
7	Prof. Ruel A. Avilla	Dr. Allan Reyes
		Prof. June R. Dumanhug
		Dr. Randyll V. Villones
		Mr. Dandy V. Surio
		Ms. Ma. Rouella N. Lagunzad
		Ms. Jesharela S. Soriano
		Ms. Ma. Luz V. Rantael
		Ms. Maria Jenivie V. Berba
		Ms. Roda-Rita S. De Dios
		Mr. Roxan C. Ormita
		Mr. Ryan Anthony A. Olalia
		Mr. Jay-ar G. Balauag
		Ms. Maria Joanna Benita R. Gutierrez
		Ms. Riena Kristal P. Esplago
		Mr. Bien Dominic E. Balla
		Mr. Neil C. Sarmiento

Secretariat	
Head of the Secretariat	Mr. Jayson L. De Vera
Members	Mr. Bien Dominic E. Balla
	Ms. Maria Joanna Benita R. Gutierrez