

Questionnaire for Case Studies

to be included in Book about Higher Education Civic Engagement and Social Responsibility

Institutions that are participating in this book project are asked to prepare written responses to the questions outlined below. The book co-authors will supplement this information through personal interviews with university leaders, faculty members and others.

This questionnaire builds upon an institutional assessment framework designed by Sir David Watson for the Association of Commonwealth Universities and published in his book *Managing Civic and Community Engagement*.

The questionnaire aims to address the following five issues:

1. clarifying the institution's historical and mission-based commitments to its host society;
2. identifying how engagement informs and influences the institution's range of operations;
3. describing how the institution is organised to meet the challenge of civic engagement and social responsibility;
4. assessing the contribution of staff, students and external partners to the engagement agenda; and
5. monitoring achievements, impacts, constraints and future opportunities for civic engagement and social responsibility.

If any of the questions below do not fit the context or realities of your institution, please skip or modify them to be more appropriate.

1. Mission and history

The following questions ask you to describe how the origins and development of your institution incorporate commitments to address challenges that face your society and community, including the development of the region and locality.

1.1 What relevant objectives are set for the institution in its founding document (charter or equivalent)?

The provision of the relevant objectives of the institution is found in the Administrative Manual section 1 and the Faculty Manual.

The Notre Dame of Marbel University as a premier catholic institution is governed by its mission which is capsulized in three words; CHARACTER, COMPETENCE AND CULTURE in harmony. As a catholic institution inspired by the Marist tradition, NDMU offers an approach to education which stresses the development of the whole person who is animated by Christian values, who is competent and committed to render service through his chosen career, and who cherishes his rich cultural heritage.

The university commits itself to respond to the educational needs of the multi-cultural region it serves; uphold academic excellence and moral formation, instill the Marist spirit and tradition, train competent professionals imbued with a sense of nationalism and develop respect and appreciation for cultural and spiritual diversity.

1.2 What relevant expectations are held by those who fund your work and support it (including politically)?

The university is expected to deliver civic engagement activities based on the memorandum of agreement. Below are examples of such engagement;

AUSAID funding the Basic Education Assistance for Mindanao (BEAM) Access program Round 4, expects that we would be able to build 3 Community learning Centers, 1 from each service area and help 180 children ages 5 to 7 years old complete the 8th week curriculum in Early Childhood Education (ECE) given by Department of Education (DepEd). At least 60 children per service area (divided into two batches, 30 per batch) should complete the curriculum. A livelihood program for the parents of the ECE learners should also be organized after 10 months within the program.



USAID funding the Alternative Learning System and Workforce Development, expects that they will have at least 34 refurbished CLCs. They also expect to have at least 1029 PEPT takers and 325 Workforce Development Completers with courses such as Shielded Metal Arc Welding, Small Engine Repair, Massage Therapy, Beauty Care, Building Wiring Installation and Heavy Equipment Operation

CHILD fund Japan funding the CHILD Program, expects to create a positive environment through education to allow young people to become productive members of society. They further expect to have the children in identified serviced indigenous activities have improved physically, mentally, psychologically, spiritually and promoted their cultural heritage through participative efforts. The sponsored families on the other hand should be able to recognize, protect, respect and promote their cultural identity and develop their capacities and capabilities to support their children's education. The service communities will be able to establish sustainable community structures or people organization that takes the initiative to act on issues that affect the lives of the community. Develop the capabilities of local leaders to manage their organization and projects beyond the partnership.



Consuelo Foundation funding the Champagnat E-skills and Technical program expects to have graduates in their 10 month courses such as Automotive Servicing, Computer Literacy, Refrigeration and Airconditioning and Arc Welding.



1.3 Which external groups are represented ex officio and de facto on the institution's governance or senior management bodies?

The institution's governance is managed by senior management bodies composed of Members of the Corporation and the Board of Trustees. The members of the Corporation are composed of the following:

Sec. 1. Members of the Corporation is classified into two categories namely: a) regular, and b) honorary members.

Sec. 2 The regular members of the Corporation are those named as Incorporators and any one of those holding any of the following positions, namely;

- a. Provincial Superior of the Marist Brothers Congregation of the Philippines;
- b. Members of the Provincial Council of the Marist Brothers Congregations of the Philippines;
- c. Members of the Marist Brothers community at Notre Dame of Marbel University;
- d. Members of the Notre Dame of Marbel University Board of Trustees;
- e. Marist Brothers who may be designated by the Marist Provincial and his council.

Sec. 3. The honorary members of the Corporation are those admitted for having distinguished themselves in their fields of science, education, public service and community service, and have contributed to the corporation by their outstanding services and/or have given grants, endowments or donations.

Sec. 4 Any member, regular or honorary, ceases to be such when he resigns, dies or is expelled by the Board of Trustees or ceases to occupy the positions referred to in Sec. 2 as in the case of a regular member.

Sec. 5 The members shall have no rights, interests, or participation of any nature or kind, whatsoever, in the properties and assets of the Corporation, nor shall they be entitled to any dividends or similar benefit whatsoever from the net income of the Corporation, if any.

Stipulated in Article V in the Articles of Corporation the Board of Trustees is composed of the following:

ARTICLE V – BOARD OF TRUSTEES

Sec. 1 The Board of Trustees shall consist of ten (10) members to be elected from the members of the Corporation, of which at least six (6) shall be members of the Marist Brother's Congregation.

Sec. 2 The term of office of the elected members of the Board is five (5) years or until their successor shall have been duly elected and qualified. The Board shall so classify themselves that the terms of office of 1/5 of their number shall expire every year. 1/5 of the members of the Board shall be elected every year to replace those whose term expired. Trustees elected to fill vacancies occurring before the expiration of a particular term shall hold office only for the unexpired term.

Sec. 3 The office of any elected Trustees shall become vacant on his accepted resignation, or by reason of incapacity, or by lack of interest as ruled by the Board. The Board will elect new members to fill vacancies and these members shall sit for the duration of the unexpired term.

ARTICLE VII. POWERS AND DUTIES OF THE BOARD IF TRUSTEES

The Board of Trustees shall bear full and complete responsibility for the University as a corporate entity. It shall have the power to manage the property and business of the Corporation and shall have the power to carry out any other functions subject to the provisions of Civil Law, Canon Law and the Rules of the Constitutions of the Marist Brothers Congregation of the Philippines. These powers shall include, but shall not be limited to the following:

1. Formulate and determine or approve such general policies as shall be deemed necessary for the administration and development of the University.
2. Appoint or remove the President, the Comptroller of the University and other officers of the board;
3. Confirm and approve appointments of two (2) Vice President; Deans of Colleges, Principals and Comptroller upon the nomination of the President;
4. Approve opening of new course and awarding of designated honors upon recommendation of the President's council;
5. Establish and review the educational program of the university;
6. Approve and adopt the annual budget of the University as recommended by the Budget Committee through the President;
7. Authorize the construction of new buildings and major renovations of existing buildings;

8. Authorize sale, mortgage; lease and incurring of debts, use and dispose of the property of the Corporation in such manner as they shall deem most conducive to the prosperity of the Corporation;
9. Receive the annual report of the President and evaluate his performance;
10. Authorize any changes in tuition and fees and institute major fund raising efforts of the University;
11. Authorize officers or agents of the University to accept gifts, bequests or grant, real or personal property for educational purposes
12. Perform other functions as may be delegated by the Corporation.

1.4 To whom does the institution regard itself as accountable for its civic mission? For example, is there a "stakeholder group" such as a University Court, and if so, how does this work?

The civic mission of the university is a mandate of its vision-mission and is articulated through its goals and objectives. The President's Council through the various sectors of the university directs the planning and implementation of its civic involvement.

1.5 Are civic engagement and social responsibility objectives (as defined by answers to question 1.1 above) specified in the institution's strategic plan? If so, how, and with what indicators of success?

The civic engagements and social responsibility objectives are defined in the institution's strategic plan. Indicators of success are as follows:

- a. Accomplishment of expected outputs.
- b. Community mobilization
- c. Acceptance of completed projects

1.6 How has the institution's engagement agenda changed over time and why?

Plans and programs are reflected in the 5 year development plan. Change in the composition of the administration or status does not affect the engagement agenda.

1.7 How do governmental policies affect the institution's civic engagement and social responsibility work?

2. Balance of activities

The following questions investigate how your institution's pattern of activities reflects a civic engagement and social responsibility agenda.

2.1 Give a brief assessment of the chief economic and social needs of your society, region and/or locality.

The primary sources of the province’s development include agriculture that has rice, corn, coconut, pineapple, asparagus, papaya and banana as major crops. This is in tandem with livestock, poultry and fishery as other thriving industries. As the province looks forward to economic prosperity it is also keeping pace with tight competition. Through greater access, foreign and local trade together with vigorous investment promotions, have become the mechanisms that will aid in moving the province’s economy. Realizing this, the Provincial Government strongly upholds its stand to double its efforts in enticing possible investors to nestle in the province through its Investment Code and investor-friendly strategies as well as in improving the quality of local products (http://www.southcotabato.gov.ph/test/gen_ifo/socio.html).



2.2 How does the institution's teaching profile (by subject and level, and including continuous professional development [CPD] and lifelong learning) reflect the needs of the society, local community and region? To what extent does the curriculum incorporate relevant features of the following:

(a) structured and assessed work experience and/or work-based learning;

All degree programs in the university require practicum, or on the job training as part of the curricula. This work-based learning is governed by approved university policies and guidelines.

(b) “service learning”; and/or

The university offers a National Service Training Program (NSTP) for all freshmen. This program has three major components namely; literacy training service, civic welfare training service and the reserve officer training course. This special program develops the value of citizenship, service, social responsibility among students.

(c) prior or concurrent informal work experience?

Graduating students are fielded to various partner institutions (schools , industries, businesses) to undergo informal work experience. This is a curricular requirement and part of the evaluation for graduation.

2.2.1 How can representatives of the local, regional and national economy and community influence curriculum and other choices?

Representatives of the local and regional economy are consulted in planning, development and implementation of curricular changes.

2.3 What proportion of the institution's research activity is directed towards the needs of the local, regional, and national economy and society?

Twenty five Percent (25%) of the institution's research activity is directed towards the needs of the local society. Among those researches are:

Researches on Cost Analysis, Graduate Trace Study, the STARCM Household Pre-Completion Survey, and other scientific studies were conducted in response to the economic need of the society.

2.3.1 How can representatives of the local, regional, and national economy and community influence research priorities?

Research projects conducted were products of the consultations and needs assessments. Various government line agencies were consulted and they took part in the formulation of the regional research agenda which eventually resulted to the conduct of researches along those identified research thrusts.

2.4 How would the institution describe its service objectives (i.e. its commitments to business and the community)?

NDMU's commitment to relevant Christian quality education is manifested through its well – balanced spiritual, academic, technical and vocational education program. The emphasis is not only on the acquisition of basic skills and specialized professional competence but also on the development of responsible citizens prepared to assume leadership in society.

2.4.1 How can representatives of the local, regional and national economy and community influence activities in this area?

2.5 Using as a proxy an estimate of staff time (academic and support), how far is engagement in each of the areas outlined in this section (teaching, research and service) directed towards (answered have been based on the proportion of staff projects out of a total of 304 conducted in 2007/08):

(a) large business and industrial interest (including global and national organizations present in the region);

(not applicable)

(b) small and medium-sized enterprises;

10% of staff time.

(c) other public services (e.g. education, health, social service);

50% of staff time

(d) the voluntary sector, community groups and NGOs; and

25% of staff time

(e) culture and artistic organization?

15% of staff time

2.6 Does the institution have any other policies (e.g. on environmental responsibility, equality of opportunity, recruitment, procurement of goods and services) which can act positively or negatively on the society, region and the locality?

Yes. This is embodied in the Administrative Manual.

3. Organisation

The following questions seek to understand how your institution organises itself and deploys its resources (including human resources) to meet civic objectives.

3.1 Does the institution have specialised services to meet civic and related objectives (e.g. web-based resources, business advisory services, help-desks, formal consultancy and related services)?

Yes. Establishment of the Champagnat Community College (CCC), that coordinates all the community and extension services of the university. The Champagnat Community College (CCC) is a major unit under the office of the University President.

3.2 Does the institution have either dedicated or shared services which are community-facing (such as libraries, performance or exhibition spaces, and sports facilities)?

Yes. The university is open not only to the students but as well as to the general public, this is to ensure that the alumni and other individuals can avail of the services offered in the library. Halls, Audio-Visual Rooms, Laboratories, Gymnasium, Open Courts and Sports facilities are available for students, athletes and even to the general public.

3.3 On what terms and with what frequency and volume of uptake are the institution's campus or campuses accessible to the community?

The university campus and all its facilities is available to the community needing services.

3.4 What arrangements are made for the security of the members, guests, and property of the institution?

Safety and security of the university personnel, students and visitors is the primary concern of the office of the security officer. Mechanisms are in place to improve security measures such as; advance booking, contract signing, etc.

3.5 How much financial support does your institution allocate to its civic and social responsibility activities? What is the source(s) of these funds?

3.6 Does your institution collaborate with other organizations in planning and conducting its civic engagement and social responsibility work (for example: community partner agencies, higher education associations)? With which other organizations and how does it collaborate?

4. People

The following questions will help to describe how policies and practice involve members of the institution including staff at various levels, students and formal partners in achieving goals related to civic engagement and social responsibility.

4.1 Who takes primary responsibility for the institution's work in civic engagement and social responsibility as defined in response to question 1.5 (above)?

The University President takes primary responsibility for the institution's work in civic engagement and social responsibility.

4.2 Does the institution's policy for student recruitment have a local or a regional dimension? If so, how is this determined and what impact does it have on the make-up of the institution community?

The university adopts an open admission and strict retention policy.

4.3 To what extent are civic engagement and social responsibility objectives built into contractual terms for, and evaluation of:

(a) senior managers;

Individual civic engagement and social responsibility is a major category in the ranking and promotions policy.

(b) academic staff; and

Faculty ranking includes civic engagement and social responsibility as a part of the criteria in the ranking and promotions policy.

(c) support staff (including the specialized staff referred to in question 3.1 above)?

Staff ranking includes civic engagement and social responsibility as a part of the criteria in the ranking and promotions policy.

4.4 Reflecting on the answer to question 2.2 (above), how far is the student body engaged in the economic and cultural life of the community through formal requirements?

All students undergo pastoral integration, extension service and community immersion as part of the curricular requirement.

4.5 What proportion of the student body (for example, postgraduate or post-experience students) is concurrently in full-time local or regionally-based employment?

A rough estimate of 60% of graduates are working on their field of specialization while others are self-employed, and a small proportion are overseas contract workers.

4.6 What encouragement is there for members of staff to undertake aspects of community service (e.g. service on boards of other organisations, pro bono advice, elected political office)?

Community service is a major criteria in ranking and promotion.

**4.7 What is the extent of student volunteering in the community, and how is this organised?
Does it attract:**

All students volunteer their service in the community as is provided;

(a) formal support (e.g. timetable concessions, payment of expenses); and/or

Formal support taken from community extension budget.

(b) academic credit?

Organized extension service in some courses are given equivalent rating by teachers based on expected outputs stated in the course objectives.

5. Monitoring, evaluation, impacts and communication

The following questions seek to understand how your institution sets objectives and targets for civic engagement and social responsibility, monitors and evaluates achievement, and communicates both their intentions and related activities.

5.1 What steps does the institution take to consult upon and publicise its civic engagement and social responsibility agenda? [It may be helpful to review such publications as Annual Reports, newsletters and alumni communications.]

Institutional civic and social responsibility agenda are publicized through the president's report, student publication (Omniana), and NDMU Bulletins.

5.2 What do you regard as the level of public confidence held at national, regional and local level in the overall performance of your institution? What steps can be taken either to maintain or improve this level?

High level of public confidence is given to the institution with regards to its performance in civic engagement and social responsibility this is manifested through its active partnership with the Local Government Units (LGUs), Non Governmental Organizations (NGOs), Funding Agencies (local, national and international) and other Higher Education Institutions (HEIs).

5.3 How successful is the institution's civic engagement and social responsibility work? What are, or have been, its most effective engagement activities?

1. Alternative Learning System Program (ALS Program), that services out of school youth in depressed, deprived and underserved areas by providing them formal education and livelihood skills, thereby improving their quality of life and promoting peace in the region.
2. Continuous Teacher Training Program provides trainings in various subject areas for public and private school teachers in the elementary and secondary levels particularly in underserved areas, thereby improving the quality of basic education and providing opportunities for young people to pursue their career or profession and become useful citizens of the country.

5.4 What factors have supported and reinforced the institution's engagement activities and how? What factors have limited or obstructed this work, and how?

5.5 What are the institution's future plans with respect to civic engagement and social responsibility?