

Academic Partnership with the Public and Private Sector: A Unique Transformational Strategic Approach

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Abstract

Partnerships and collaborations between universities and industries all over the world are trending in different modalities and terms as global shifts in research and education are on an upscale. Too often they happen in an ad hoc and piecemeal manner although there are few circumstances when these partnerships can go long term with a more permanent structure. Academic partnerships with government units happen in unique circumstances in different countries around the world. Oftentimes these partnerships happen due to the government's need for a vehicle to deliver development programs which are more effectively carried out by universities.

A triumvirate collaboration of academe, industry (private sector) and government (public sector) happen even more uniquely and rarely because of the difficulty to combine structures, processes and unique goals into fusion. Normally this would seek to address a common and pressing problem seen by the triumvirate in a singular lens. Such collaboration becomes a unique strategy because it helps each collaborating partner achieve its vision and accomplish its mission in a structurally transformational way.

This paper is an in-depth study of how such collaborative triumvirate was formed and successfully carried out with a dynamically changing political and economic scenario in the geographic center of the Philippines. This study also demonstrates how the different faces of adversities are overcome if the collaborators are passionately committed to align themselves in congruence with each other towards the same goal. An examination of the unique circumstances surrounding this collaboration is also presented in this paper.

1 Introduction

In the 1970s, the world has seen the rise of various forms of collaboration among the sectors of government, academe and industry. These forms include industry-specific inter-firm research consortia, government-industry technology transfer, and university-industry research centers. Yet the emergence of triumvirate strategic partnerships of government-university-industry is relatively recent.

In the Philippines, the rise of such academic partnerships is wrought primarily by the industry directed research needs which are carried out in universities in cost-effective and efficient ways. More universities have become interested in forming relationships with the industry, such as conducting research for specific companies, housing collaborative research facilities, and licensing university inventions to firms. The academe, especially the national university sees research and development funding from industries as a potential replacement for fluctuating government support. University administrators in turn find research and services to industries as a mode of linking educational programs to real-world concerns. Collaboration with these sectors brings many benefits, including sharing of risk and cost for long-term research, access to complementary capabilities, access to specialized skills, access to new suppliers and markets, access to state-of-the-art facilities, and creating new opportunities for technological learning.

Collaborations are entered into mostly by tertiary institutions, generically called Higher Education Institutions (HEIs) by the Commission on Higher Education of the Philippines (CHED). These are generally classified as public or private and are licensed, controlled and supervised by CHED. Records from CHED showed that the Philippines had 1,699 private institutions and 675 state-run colleges and universities (including satellite campuses), a total of 2,374 HEIs as of the academic year 2013/14¹.

The University of the Philippines system, promulgated by Republic Act 9500 as the National University of the Republic of the Philippines, is nationally networked and has presence in the three major groups of islands namely Luzon, Visayas and Mindanao. It has seven constituent universities and one constituent college each one with a unique niche contributing to national development. There are 17 campus locations spread all over the country offering a total of 190 undergraduate degree

1 CHED (2015), p. 3

programs and 355 postgraduate degree programs. The total student population is over 57,000 students managed and taught by over 3,700 fulltime faculty members and 1,000 part time lecturers with over 8,000 support staff. Its budget for operations and capital outlay for 2014 is PhP 11.3 billion and for 2015, PhP 25.497 billion with an additional of PhP 16.1 billion from a baseline budget of PhP 9.4 billion. Of this total budget an average of 85% to 90% is subsidized by the national government. This amount of subsidy is equivalent to around 27% to 30% of the national budget for education. This large amount of government subsidy does not affect the almost absolute autonomy the university administration enjoys from the government. However, since it is a national university mandated to offer education and training to the less privileged and financially challenged sector, it could not raise its revenue through tuition and other school fees beyond that which an average middle income family can afford. As it appears, the university is constrained in financing its operations and major capital outlay by the amount of government subsidy which oftentimes is also strained by the budget requirements of other government agencies.

As a national university, the University of the Philippines must align its programs to that of other government agencies towards an inclusive national development agenda. It is imperative therefore that all the units in the university system must be able to see the overall vision and each niched constituents should collaborate and work with the government agencies and units and form partnerships with the industry in order to combine their resources in a synergy towards the attainment of this goal.

It is with this line of understanding that the author of this project action plan (PAP) conceptualized this academic partnership as a unique transformational strategic approach for the College of Management. The project action plan is conceived to provide a continuing long-term developmental solution (objectives) through:

- Cross subsidization and sharing of resources for programs among the academe (College of Management), industry/private sector (Pueblo de Panay, Inc.) and government (LGUs and NGAs);
- Synergy via concentrated collaboration to a unified goal among partners;
- Systemic fusion and coexistence of the academe, government and industry resulting to heightened relevance of each in the development process.

2 Brief Description of the Project Action Plan (PAP)

The project is a two phased tripartite collaboration of the academe (UPV through the College of Management), the private sector (Pueblo de Panay, Inc.) and the local government units (represented by the provincial governor and city mayor).

The first phase of the project is the blending of education and training with the economic development plans of the local government units (province, city and the township) starting with professionalizing the businessmen, entrepreneurs and local executives in the area. As entry point, the College of Management opens a graduate programme right at the center of the township focused on reshaping local economic development to a strategic fit that synchronizes the resources of the government and industry with the current trends and challenges brought about by regionalization and integration.

The second phase of the project is to institutionalize entrepreneurial development in the area by establishing an integrated Center for Entrepreneurial Development (CED) which will spark and trail-blaze the economic development of the township and eventually of the province as well. The Center for Entrepreneurial Development is a 3 stand-alone segments training facility that will cater to the start-up and developmental needs of the entrepreneurs situating in the area. This will support the strategic development plan of the province in tourism.

An intervening phase in this partnership is the parallel strengthening of the investment support environment through simultaneous academic intervention in the business permitting and licensing system of Roxas City. This is to prepare the city and make it ready for the eventual growth and development of the micro, small and medium enterprises (MSMEs) and investment influx in the area.

3 Review of Related Literature and Studies

Partnerships with the government and with the industry are becoming effective modalities for the academe to become functional catalysts for societal development. The unique and distinctive organizational forms developed in these partnerships integrate resources and intellectual capital in what is evolving as Academic-Government-Industry- (AGI) collaborations. As the global economic landscape evolves, the AGI collaborations are becoming popular vehicles providing mechanisms for facilitating revolutionary innovation through knowledge fusion. Hence, AGI

partnerships are emerging in different nations and different economies suggesting that there are strong motivating forces in these partnerships that are common across different national cultures, political structures, and economic systems. The study made by Jamal Nazrul Islam et al.² revealed that in North America and in several Western European countries university-industry relations have a long standing tradition and they have developed into a multitude of organizational models. In Latin America and Asia, relations have been developing rapidly over the past decade. AGI collaborations in different countries have certain unique characteristics shaped by their national environment. The shared processes and structures of collaboration, governance, and interaction point to the existence of a universal key motivator which applies to all such partnerships and this is the sharing of talents and resources. This is increasingly recognized by certain industries which work with external partners to access different pools of knowledge thereby saving on R&D costs. Universities are cited as the external partners that offer high promise, since they allow access to an enormous global pool of talent and skills.³

From the perspective of the academe, there is a growing pressure on colleges and universities to better prepare students for the workplace and to measure the value of academic programs by the percentage of graduates hired after graduation. Nowadays, employers are demanding that graduates from a university program have more real-world integrated experience. The irony of it is that empirical evidence and findings from literature reviews on university and industry partnerships indicate that most universities tend to stop at the introductory or theoretical levels of technical education, giving students solid academic knowledge, but not the “practical world-of-work skills” that industry demands⁴. And so partnerships with industries become very vital to universities in this respect.

A cross-sectional analysis of empirical findings from representative case studies in the US identifies a preliminary list of key considerations and respective strategic management skills that firms participating in this kind of collaboration must develop to have effective Academic-Government-Industry (AGI) collaborations. In the study of Carayannis, E.G. (2009) this is called “Government-University-Industry” (GUI) alliances.⁵ These alliances to be successful must be able to

2 Islam (2012)

3 Perkmann, Markus and Salter, Ammon (2012).

4 Taken as excerpts from the 121st ASEE Annual Conference and Exposition Proceedings: “360 Degrees of Engineering Education”; Indianapolis, IN; United States; 15 June 2014 through 18 June 2014.

5 Carayannis, E. G. and Alexander, J. revised by Hausler, D (2015)

develop certain skills among the participants in the collaboration that includes proper definition of the tasks that need to be done in order to achieve the goal of the collaboration and leadership and stakeholder management skills that focus on strategic (long term) and people centered benefits.

In the Philippines, HEIs are into different collaborative involvements with the industry. The nature, mechanism, extent of benefits gained and reasons for such collaborations vary with each institution and partnership agreements. The study of Racidon, B. P. (2014)⁶, examined the differing nature of such collaborations which are commonly found in the Philippines especially in the National Capital Region (NCR) which is the seat of highly urbanized Philippines. The same study also described the areas and extent of partnerships, the factors which influenced the forging of the collaboration, the mechanisms adopted by parties in the collaboration and the benefits gained by the collaborators. The study likewise covered the problems encountered by HEIs on such engagements.

In the study of Tansinsin, L.G. (2006)⁷, she summarized the factors contributing to the success/failure of university-industry partnerships, and in particular on the effective management of intellectual property assets created by such partnerships. In this paper she also reviewed the practices of universities which are active in research and development to find out if such partnerships exist and presented a summary of the mechanisms used to make the partnership beneficial to each other. The study concluded that the partnership will be successful if parties are committed, transparent, and have trust and confidence with each other. Normally such partnerships are covered by memoranda of agreement detailing the tasks to be undertaken by the parties including provisions on the eventual determination of ownership of the intellectual property rights.

There are four arrangements of university-industry partnerships that can be developed in collaborations, i.e. agency model, membership model, science park model and (free-wheeling) no model applied. This classification of partnership models was done by Widiawan, K. (2006) in her study.⁸ Her paper analysed the similarities and distinct differences of all characteristics across the different university-industry partnership models, and identified the most suitable model

6 Racidon, B. P. (2014).

7 Tansinsin, L.G. (2006).

8 Widiawan, K. (2008)

for a university in developing countries depending on the university and industry client characteristics. Her paper concluded that universities in developing countries there is no specific model that could best fit or that is commonly used by the universities participating in collaborations such as this one but she suggested that the partnership approach should follow a sequencing of evolving models from having no model moving up to using the agency model and followed by the membership model and finally, using the science park model.

4 The Academe-Government-Industry (AGI) Collaborators and Their Respective Roles

Academe: The College of Management, University of the Philippines Visayas

The College of Management is one of the Colleges in UP Visayas (UPV), a constituent unit of the University of the Philippines system with a student population of around 1,200. It is considered the best business school in the region (Region 6 – Western Visayas Region) due to its high passing percentage in the Certified Public Accountancy (CPA) Board Exam and 100% employment rate of its graduates within a year after graduation. It offers 3 baccalaureate programs namely, Bachelor of Science in Accountancy, Bachelor of Science in Management and Bachelor of Science in Business Administration (Marketing), a post baccalaureate of Diploma in Urban and Regional Planning and a Graduate program of Master of Management with specialization in Public Management and Business Management. The average enrolment per year runs to around 1,000 to 1,200 with an average graduation of about 220 students. The college is run by 41 full time faculty members and staff and 10 industry and government based lecturers. The College is touching-base with the industry in all its curricular programs and gets feedback in a periodic evaluation of the programs in order to narrow if not eliminate the mismatch of the talent pool produced. The feedback solicitation from the industry was voluntary on the part of the College, although this practice was the consensus of almost all of the faculty members. But surprisingly, in the new Strategic Performance Management System (SPMS) that is being implemented just now by the government in all government offices including SUCs, this has become mandatory and is performed by a designated task force in the university. It means that structures within the university have been established to see to it that the feedback solicitation from the industry is now part of the commitment of the head of unit. There are no professional bodies outside of the university involved in this feedback system.

About three years ago the College of Management signed a Memorandum of Agreement with a national government agency, the Department of Science and Technology (DOST) for the establishment of a Technology Business Incubator (TBI) intended to give an entrepreneurial development spark in the areas served by the college. This TBI facility is the first ever facility in the region (Region VI – Western Visayas). Currently, the College is entering into another Memorandum of Agreement with yet another national government agency, the Department of Trade and industry (DTI) to fast track entrepreneurial development by way of enterprise development and management mentoring. These agreements provide the College with support mechanisms in the implementation of the project action plan (PAP) described in this article.

Basically, the College is expected to perform the following roles:

- Continue offering the MMBM programme and expand the curricular offerings as the future need arises and through the use of capstones focused on the economic development of Capiz, consciously redirect the outputs of students to create awareness of the potentials of the province.
- Operate the Center for Entrepreneurial Development (CED) in service to the Capiz-based entrepreneurs.
- Provide for the ordinary and recurring maintenance of the facilities;
- Develop plans and programs for the Center including trainings, and networking with the industry.

Government: The Province of Capiz and Roxas City

Capiz is a first class province of the Philippines located in the Western Visayas region. It is composed of 16 municipalities, 1 chartered city (Roxas City) and 472 barangays. Its capital, Roxas City, is the seat of the provincial and city governments and center of trade and is located at the north-eastern portion of Panay Island, bordering Aklan and Antique to the west, and Iloilo to the south. The province faces the Sibuyan Sea to the north and is known for the Placuna placenta oyster shell that has the same name locally and is used for decoration and making lampshades, trays, window doors. Likewise, the province is among the top 15 most frequently visited places in the Philippines. With its 80-kilometer coastline and wide expanse of swampy lands easily converted into fishponds, Capiz is dubbed as the “Seafood Capital of the Philippines”. It holds one of the richest fishing grounds and is a major contributor in the aquamarine industry of the Philippines.

Four big telecommunication companies offer telegraph, telex and telephone services. There are more than 60 banking institutions and 116 intermediaries operating in the province. Farming and fishing are the primary sources of income for the people. The natural endowments of Capiz provide a very promising seafood industry to the global market. To complement this industry, the province boasts of a robust workforce numbering 445,246 with a high literacy level of 90.5%.

The province is envisioned to become a vibrant economy and with this direction, the following strategies are put in place:

- Intensification of revenue generation programme
- Formulation of provincial investment priorities plan and investment code
- Increasing farm productivity and income through an integrated farming systems
- Support/promotion of community-based enterprises
- Promotion of establishment of agri-aqua based enterprises
- Promotion and development of entrepreneurship
- Encourage private sector-led investment in priority areas

Right at the heart of the province is its capital, Roxas City named in honour of the First President of the Philippine Third Republic, President Manuel Roxas who was a native of the place. The province has a well-developed system of road networks connecting to highways.

Investment Opportunities in Capiz and Roxas City

The investment opportunities in Capiz tap deep into the province's resource base. The rich fishing grounds invite investors to venture into prawn feed manufacture, seaweed farming and the production and distribution and processing of other marine products. The province has an area of 20,000 hectares suitable for prawn culture and availability of raw materials for prawn seed production. The combined bounty of the land and the sea are promising sustainability of a food processing industry.

At present, Capiz hosts the largest oyster processing plant in the country while crops like coffee, cassava, seaweeds and even mineral deposits such as limestone have enough volume to support processing plants. Off-farm investment opportunities include the manufacture of electronic and computer chips and the production of gifts, toys and houseware items.

The skilled workers and the artisans of Capiz could easily handle modern manufacturing technology as well as transform local resources into exportable quality products. Tourism and resort development remains to be the magnet industries in Capiz. The range of places and activities tourists could enjoy in the province are many and include a long coastline of fine sand, unpolluted waters, dive sites as well as caves around Capiz.

The role of the local government unit in this collaboration includes:

- Providing the necessary environment to facilitate the collaboration of UPV with the industry;
- Supporting the development plans of UPV for the industry in Capiz by providing and making available the resources and administrative support in every activity/event of the CED;
- Assisting the industry to enable enterprise development in the region.

Industry: Pueblo de Panay, Inc. (PDPI)

Pueblo de Panay is a 400-hectare mixed-used, master-planned, and Filipino-inspired township development located at the heart of the country's seafood capital, Roxas City, Capiz Province, North Panay Island. It is owned and managed by Pueblo de Panay, Incorporated (PDPI), a subsidiary of Sacred Heart of Jesus Prime Holdings, Incorporated (SHJPHI), whose more than 2 decades of impeccable and successful track record in real estate and property development in Northern Panay Island has made it an industry leader in the area. SHJPHI is poised to sustain its significant role in countryside development as the region's pioneer player through its multi-billion flagship project – Pueblo de Panay™.

Since the 1990s, the SHJPHI Group of Companies has remained steadfast in its commitment to serve its clients with passion, integrity, and perseverance. Under the management of the Ong (family name) siblings, SHJPHI has built a solid reputation anchored on enduring values of excellence and innovation as seen in its extensive portfolio of top-quality products, including scenic riverside and mountain-view projects.

SHJPHI has provided thousands of residential and commercial units catering to all levels of economic status in society.

To date, SHJPHI has sold more than 7,000 houses and lots, and developed at least 150 hectares of residential subdivisions and other projects in Northern Panay.

It has also donated home-lots to several hundreds of socialized housing family beneficiaries in Roxas City and its adjoining towns.

As a rising “City within a City”, Pueblo de Panay makes available to the local community, foreign and domestic tourists, and various stakeholders the different land uses, zones, and support-facilities within the development. Pueblo de Panay caters to people from all market segments and all ages coming from within the township and/or its adjoining cities and provinces.

As a proponent of local eco-tourism and countryside development, SHJPHI, through PDPI, is committed to develop Pueblo de Panay into a world-class multi-faceted township, sought-after travel and leisure destination with pedestrian and bicycle-oriented developments, and a progressive business district. The company aims to foster not only economic growth, but also cultural, historical, artistic, educational, and culinary advancement in the Northern Panay Region.

True to its advocacy of protecting the environment and nurturing a superior quality of life for its future residents, only about half of the area shall be developed for residential, institutional, and commercial purposes with the rest allotted for eco-tourism to preserve the property’s pristine beauty and natural resources.

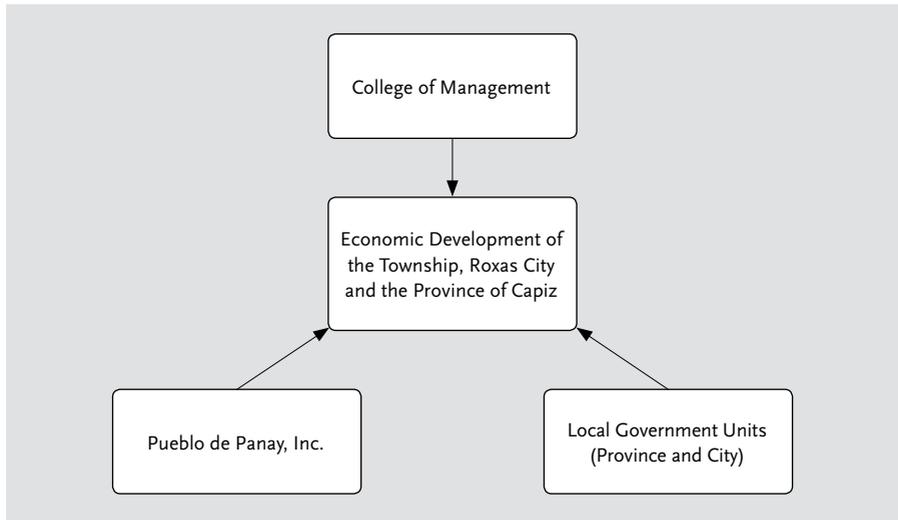
Pueblo de Panay, Inc. has committed to:

- Support the logistical and financial needs of the curricular programs offered at Pueblo de Panay, Inc. by the College of Management;
- Provide the lot, building and all the necessary facilities for the CED as contained in the Memorandum of Agreement;
- Provide security for the premises;
- Provide for the capital expenditures and major repairs of the facilities;
- Facilitate the industry linkages of the CED.

5 The Trilateral Collaboration and Its Goal

This collaboration project is endeavoured as a strategic move that will help and guide the leap-frogging of economic development in the township as a magnet for growth within the capital city in the province of Capiz. The role of the College is very vital and transformational as it will provide an avenue through which development planning at the provincial level could be synchronized with the plans of the township in conjunction with the development of the city. The College of

Management, by way of education, research and public service started developing talents and systems in the government and business sectors that will sustainably support the local government units and improve the business climate in the area.

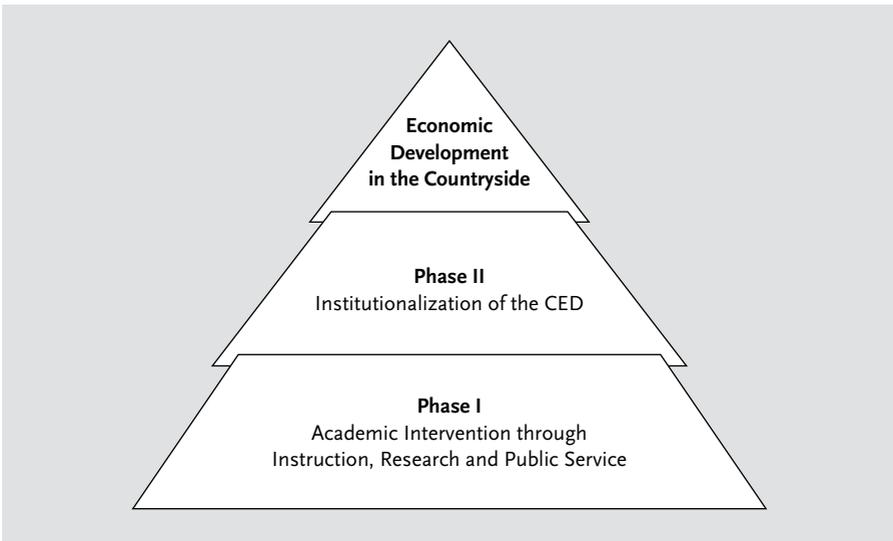


Project Implementation Framework

In the first phase of the collaboration as an entry point, the Master of Management (Business Management) graduate program of the college was offered **off campus** right at the Center of Pueblo de Panay, Inc. to enable businessmen and young entrepreneurs to enrol in the program and hold classes during weekends while they are developing and managing their businesses in Roxas City. This mechanism enables the students to see the environment and the local resources for entrepreneurial development and growth. This will also enable them to see through the microscopic lens the issues that need to be addressed before such issues start stunting development and growth in the area. The capstones' outputs in the courses offered are also directed towards the development of the area. By the end of the program (2017), when the students are expected to graduate, they already will have a collection of development plans which they can submit to the local government units and executives for implementation.

The second phase of the project will be the institutionalization of the Center for Entrepreneurial Development (CED) right at the heart of the township. This Center

will cater to the needs of start-up companies by way of incubation and acceleration by providing means and ways for entrepreneurs and would-be-entrepreneurs to develop their novel and innovative product ideas into viable business ideas, incubate these business ideas for commercialization and provide acceleration processes to place them in the industry mainstream. It will also provide a highway for fast processing of business permits and licenses and also to have an avenue for trade exposures and exhibits. The CED will also be an entrepreneurial laboratory which will approach each enterprise development using the value chain of business functions and providing assistance and decision support in terms of research and development, product design, product manufacturing, marketing, distribution and after sales servicing.



The set up in the Center will be in three self-contained modules/segments: **Idea Inception Module**, **Business Incubation Module**, and **Enterprise Acceleration Module**. Each module will be such that an entrepreneur can gain entry in any set where the stage of his business idea/enterprise needs assistance and mentoring.

The Idea Inception Module

The Idea Inception Module will be a service/training package for the would-be entrepreneurs who have a product idea but which has not yet been fully developed and concretized and needs refinement from the laboratory and in its packaging.

This module will refine the product idea and convert it into a business idea, prepare it for market testing and measure its market depth and breadth. The module will cover the preparation of a thorough market survey to determine how robust the prospective market is. A complete feasibility study will be the final output in this module.

The Business Incubation Module

The Business Incubation Module will be a total incubation package for those who have already a concrete business idea and whose market base has been identified and established. This module will help the entrepreneur start up his business from the preparation of the business plan to placing it in the Center showroom for its initial introduction to the market. The CED will assist the entrepreneur in terms of looking for financing windows, establishing tie ups with market networks, and in maintaining operational efficiency. It is also in this stage where assistance for business licensing and other permits will be facilitated by the center.

The Enterprise Acceleration Module

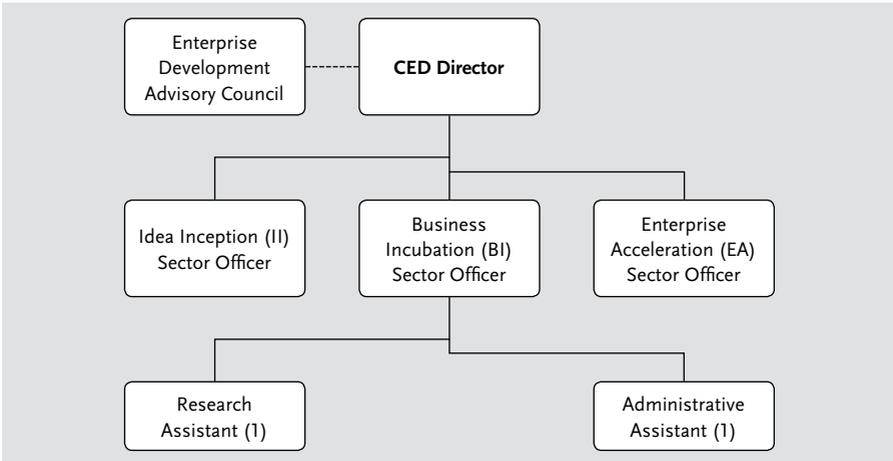
The Enterprise Acceleration Module will include a training and assistance package that will eventually put the business in the industry mainstream. This will require an industry partnership and mentoring that will enable the business to graduate from the Center. Intervention by the Roxas City Trade and Investment Promotions Board (which will be organized) in terms of business promotion through trade fairs and exhibits will be facilitated by the Center.

Essentially, the CED will provide a mix of theory-based and hands-on training to participant entrepreneurs with the participation and inputs from industry partners. As such, the center should have a Learning Resource and Idea Lounge and also a Showroom for developed products which need market exposure and development.

It is intended that this enterprise training facility will provide a total and holistic entrepreneurial learning, incubation and acceleration to entrepreneurs. The Center will see to it that the market, operational and financial viability of each entrepreneur is assured before he will be released in the mainstream. The CED intends to produce fully operational enterprises to join the industry mainstream as full-fledged commercialized businesses.

CED Organization:

Basically, the organizational structure of the center will be as follows:



CED Director:

The **CED** Director will function as the administrator of the Center. He must be a senior member of the faculty of the College of Management and will be appointed upon the recommendation of the Chancellor with the endorsement of the Dean of the College of Management in consultation with the Enterprise Development Advisory Council. His term will be for a period of three years subject to renewal for a second term.

Specific duties and responsibilities of the **CED** Director:

1. Develop the plans and programs of the Center.
2. Direct and supervise the activities of the sectors.
3. Carry out the recommendations and policy directions of the EDAC.
4. Look for and network with industry partners which/who will support the Center.
5. Monitor the activities of the Center and evaluate the performance of each sector.
6. Report to the EDAC the periodic activities and performance of the Center.

Enterprise Development Advisory Council (EDAC):

The advisory council is a collegial body which will provide policy direction to the Center. It will be composed of the following:

1. Dean, College of Management
2. Provincial Director, Department of Trade and Industry

3. Provincial Governor or his representative
4. Mayor, Roxas City or his representative
5. Chairman, Roxas City Trade and Investment Promotions Board
6. Representative, Selected Industry Partners

Specific duties and responsibilities of the EDAC:

1. Set the policy direction and parameters for evaluating the performance of the Center.
2. Recommend changes in the policy direction based on the current economic and entrepreneurial trends in the industry.
3. Evaluate the performance of the CED Director and the Center based on the parameters set.

Idea Inception Sector (IIS) Officer:

The IIS Head will function as the supervisor and sector implementer of the Center. He must be a member of the faculty of the College of Management and recommended by the Dean. His term of office will be for a period of one year subject to a renewal.

Specific duties and responsibilities of the IIS Officer:

1. Scout for novel and innovative product ideas which promise commercial viability.
2. Organize the annual competition for innovative business ideas in colleges and universities.
3. Coordinate with government agencies (DTI, DOST, DOT, etc. ...) and industry partners in organizing a convention of innovative business idea presentation, mentoring and showcasing.
4. Develop novel and innovative product ideas with promising commercial viability for market prototyping and testing.
5. Facilitate/assist in the preparation of the feasibility study for selected business ideas.

Business Incubation Sector (BIS) Officer:

The BIS Officer will supervise the Business Incubation Sector of the Center. He must be a member of the faculty of the College of Management and recommended by the Dean. His term of office will be for a period of one year subject to a renewal.

Specific duties and responsibilities of the BIS Head:

1. Coordinate with the IIS Head with regard to commercially viable business ideas.
2. Organize for a business plan preparation and mentoring for start-ups.
3. Organize an annual conference with venture capitalists, financing companies and angel investors for business plan presentation and competition.
4. Organize and manage the physical set up of the showroom for viable business ideas.
5. Coordinate with the different government agencies concerned for processing of business permits and licensing.

Enterprise Acceleration Sector (EAS) Officer:

The EAS Officer will be the facilitator for the business acceleration of commercially and operationally viable enterprises. He must be a member of the faculty of the College of Management and will have a term of office of 1 year subject to a renewal.

Specific duties and responsibilities of the EAS Officer:

1. Organize a local trade fair and exhibit in coordination with the Iloilo City Trade and Investment Promotions Board and industry partners.
2. Facilitate the market and industry networking of commercially viable businesses.
3. Assist the accelerated enterprises in mobilizing their business to the industry mainstream.
4. Provide continuing technical assistance to accelerated enterprises in coping with the market and technological challenges after moving out from the Center.

Estimated Project Cost for the CED:

Capital Outlay	Institutional Sharing of the Total Project Cost		
	UP Visayas College of Management	Pueblo de Panay, Inc.	Total
Land (150 sq. meter)		2,250,000.00	2,250,000.00
Building (3 storeys)		10,000,000.00	5,000,000.00
Furniture and Fixtures	200,000.00	–	200,000.00
Facilities and Equipment	300,000.00		300,000.00
Annual Operating Cost*	1,115,000.00		1,115,000.00
TOTAL	1,615,000.00	12,250,000.00	13,865,000.00
* Annual Operating Cost:			

	Computation	Amount
Personal Expenses (PE)		
Honorarium of CED Director	(6,000 x 12 months)	72,000.00
Honorarium of Sector Heads	(3,000 x 12 months x 3 sectors)	108,000.00
Administrative Staff	(15,000 x 13 months)	195,000.00
Research Assistant	(18,000 x 13 months)	234,000.00
Utility Personnel	(8,000 x 13 months)	104,000.00
Total		713,000.00

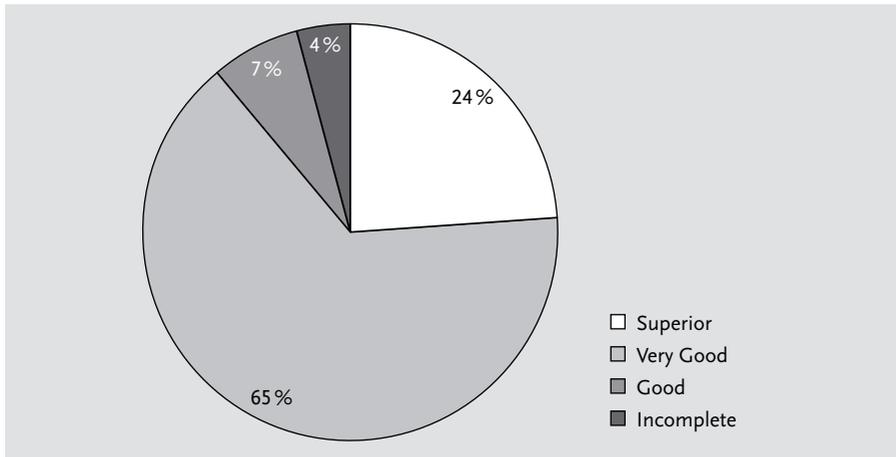
	Computation	Amount
Maintenance and Other Operating Expenses (MOOE)		
Office Supplies	15,000 x 4 quarters	60,000.00
Utilities and Internet	20,000 x 12 months	240,000.00
Transportation Expenses	3,000 x 12 months	36,000.00
Travel	10,000 x 3 travels	30,000.00
Other Miscellaneous Expenses	2,000 x 12 months	24,000.00
Contingencies	1,000 x 12 months	12,000.00
Total		402,000.00
Total Annual Operating Cost		1,115,000.00

Project Implementation:

The project was started last July, 2014 and was concretized with the formal signing of the Memorandum of Agreement among the collaborators. Preliminary arrangements were made for the smooth adoption of the steps to be taken. Contained in the Agreement are the detailed tasks and obligations of the collaborating partners in the AGI which include the logistical and financial support of the private sector, Pueblo de Panay, Inc., in the delivery of the off campus program in the area.

The first off campus classes were started last academic year 2014–2015. The first trimester was in August, 2014 to November, 2014 with 26 students for the Master of Management with specialization in Business Management (MMBM). These pioneering students came mostly from the business sector whose businesses are located in Roxas City. At the end of the trimester, the program was evaluated in 3 aspects: student performance, faculty performance and program acceptability.

Students' Performance: The students' performance was evaluated in terms of the adjectival ratings they get from their teachers. 89% of all students were rated either superior (24%) or very good (65%).



Teaching Faculty's Performance: The teachers were also evaluated using the student evaluation of teachers (SET) instrument of the university which contains the criteria on the following aspects: Instructional Skills, Class Management and Relationship with Students. The teaching faculty members evaluated both got excellent ratings in all the aspects indicated.

Program Acceptability: The PAP was presented in a focus group discussion inclusive of all stakeholders and sector representatives in the township of Pueblo de Panay, Inc. The discussion was presided over by the Dean of the College of Management and many issues and concerns were brought into the open by different sectors. The discussion focused mainly on the sustainability of the project. The following issues were presented in this discussion:

- Changing political leadership and priorities in the local government units. The election for local government unit executives happen every 3 years and the executive who signed the collaboration may not get re-elected for a second or a third term. This will jeopardize the project if the next elected official will scrap the project because it was an initiative of his opponent. There may be some who would look at the project as apolitical but would want a different priority and may discontinue the existing collaboration.

- Changing academic leadership and priorities in the University and the College. Just as local executives change every 3 years, the deans and chancellors also change. It would be very detrimental to the project if the next dean would not continue what has been started by the previous administration just because he/she has a different perspective and priority.
- Disasters and upheavals brought by natural calamities due to climate change. The entire Philippines is within the Ring of Fire facing the Pacific Ocean. Due to this geographic location, it is always experiencing earthquakes and typhoons which become stronger and more powerful in the last 7 years. The effects of these calamities to the local economies take time for recovery and instead of moving forward, when a calamity strikes, the project gets stunted as resources and efforts are rechanneled.
- Partisan politics and governance in the government agencies and units. Politics and the way politicians behave selfishly becomes a menace for any collaborative project. Each one has a different agenda and most often these are not focused on long term inclusive growth and development but rather are short sighted (to last only up to the term of the elected official which is 3 years subject to 2 re-elections). So the project will probably get support from the elected official while he is in office.
- Effects of possible budget cuts in government spending. Every year the budget appropriated for government agencies and SUCs change with the changes of priorities of the national government. There are always possibilities that the budget for education will not be well supported especially if there will be a change in administration at the national level. In the local government units, local government unit executives can also cut budget allocation for projects if they have other priorities.
- Readiness of the Province for the imminent regionalization an Integration of Southeast Asia. The Philippines is a member of the ten ASEAN countries which will integrate economically with the rest of the 10 member nation ASEAN Economic Community by December 2015. This integration promises a lot of opportunities if the country is fully equipped with the economic fundamentals. At this point in time, the country is just starting to prepare and the local government units do not even know what to prepare for to enter a borderless economy.

Overall, the project was most welcome by the local government units of the Province of Capiz and Roxas City and the business community as well. It was

an elating moment to see two thumbs up from each and every participant in the discussion.

The Next Steps

As of the date of this writing, the following milestones were achieved:

Tasks	Milestones	Remarks
Preliminary: PROJECT IDEA CONCEPTUALIZATION ANDSUBMISSION	Preliminary Milestone: Approval of the project concept and framework by IDC – DAAD, Germany and the regional adviser.	Done as of July,2014
INITIAL TALK AND NEGOTIATION WITH STAKEHOLDERS	Milestone A: Approval by the faculty of the College of Management, and UPV Administration on the offering of a Master of Management degree program in Roxas City, Capiz.	Done as of July, 2014
SIGNING OF THE MOA/MOU and LAUNCH OF THE OFF CAMPUS PROGRAM	Milestone B: Official signing of the MOA/MOU and the Launch of the MM Program.	Done as of August, 2014
CONDUCT ADMISSION ACTIVITIES FOR STUDENTS	Milestone C: Approved List of Enrolees in the Off Campus Classes.	Done as of August, 2014
CONDUCT OFF CAMPUS CLASSES AS SCHEDULED IN ROXAS CITY	Milestone D: Successful start and conduct of classes	Done as of September, 2014 (Start of the First Trimester, AY 2014–2015).
INITIAL EVALUATION OF TRIMESTRAL I MPLEMENTATION	Milestone E: Evaluated results of Operations for the First Trimester.	Done as of November, 2014 (End of the First Trimester, AY 2014–2015).
STRATEGIC PLANNING FOR PHASE II	Milestone F: Development of a Strategic Entrepreneurial Education Plan for the Province of Capiz.	Done as of May, 2015

The strategic plan for Phase II has begun. Pueblo de Panay, Inc. has put on the drawing board the construction of the building for UP Visayas which will house the CED with all the specifications of the project.

While the construction plans are on the way, the College of Management makes another academic intervention in the local government of Roxas City to prepare it for the eventual growth in investment in the next 2 or 3 years. The intervention aims to improve the business and investment climate in the area by upgrading its business permitting and licensing system that will reduce the number of steps from 20 to only 2 steps and reduce the processing time from 2 weeks to 1 day. This will make Roxas City competitive in terms of becoming an investment destination due to ease of doing business in the area. This intervention will require another memorandum of agreement but is an adjunct to providing an environment for a holistic economic development for Roxas City and the Province of Capiz. Currently, the development of an electronic Business Permitting and Licensing System (eBPLS) is underway and is done by the College. It is targeted that this system will be launched on October, 2015.

As a continuing effort to provide a total public service to the area by having a competitive business climate, the College of Management has designed a training program for the barangay chieftains and their officials on business mapping in their barangays using Geographic Information Systems (GIS) and on disaster risk data gathering using androids. These will be incorporated (by laying over) in the google maps used in the eBPLS. These public services are expected to provide research avenues for the faculty of the College and of the University in general.

Meanwhile, the curricular program which was offered off campus takes in a second batch of enrollees mostly from the business sector. This means that there will now be two batches of MM students and hopefully graduates from this collaborative project.

6 Conclusion

The Project Action Plan which was conceptualized in the International Deans' Course has become the cornerstone of a myriad of other interconnected projects that vitally could give Roxas City and the Province of Capiz the hard push for growth and development. It was the seed that ultimately is bearing fruits not only for the HEI which is UP Visayas, College of Management but also for all collaborators in this partnership.

The longitudinal perspective and approach used in this Project makes it strategic in the sense that it is providing a vision for the collaborators in achieving their unique organizational purposes.

The collaborative partnership is unique because the tripartite agreement does not follow any standard of collaboration or model but puts in the unique circumstances of each collaborator in the agreement.

It is also transformational because it is changing the organizational landscape and perspectives of the collaborators to provide a solution to the common problem seen by them in a singular lens.

For the College of Management, University of the Philippines Visayas this Project puts the College on a higher bar of a purposeful academic existence.

- It has well projected its relevance and contribution to national development by directly putting into perspective its expertise right at the heart of where such expertise is needed and most wanting. Helping the industry and the government take off for economic development is making the College extremely relevant.
- True to its mandate as a constituent unit of the national university moving towards becoming a premier graduate and research university in Asia, this Project provided the avenue through which the graduate program could be elevated to a functional level thereby improving its research and public service capability.

Towards the achievement of its 2020 Vision of becoming the Center of Excellence in Business Administration and Governance, the Project provided a visible highway through which such vision could be achieved in the long run.

For the local government units (province and city), this Project gives them:

- A push to better serve the constituencies in their areas of governance and become true political leaders providing inclusive and sustainable growth and development;
- Innovative solutions, new perspectives, new methods and new systems developed by the bright minds in the academe transforming the dilapidated and dysfunctional systems which dragged development;
- An opening to transform their organizational structures and make these functional so that graft and corruption could be minimized if not eliminated.

True development happens when the trust and confidence of the citizens are restored to the local government; and,

- A boost for development that redounds to the socio-economic benefits of the citizenry.

The private sector, Pueblo de Panay, Inc., by subscribing and being a part of this collaborative Project, is able to:

- Hasten the development of its township and make it more marketable;
- Promote societal development by putting emphasis on functional and relevant education as a vehicle for change;
- Put an easy access to the talent supply produced by the best business school in Region VI; and
- Develop a linkage with the university's resources in the areas of research and extension services which it continually needs in the conduct of its business.

Although each institutional collaborator will eventually feel the total benefit from this partnership not only in the short run but also in the long run, there are challenges and issues that need to be addressed for the successful continuation of the project.

The most immediate challenge is the upcoming election in 2016. Political alignment and priorities for development will change with the change in administration. It is a critical year as it is the first year for economic integration in Asia.

In the same manner that political leadership can change the priorities and focus of the local economy, academic leadership in the university can also, up to a certain extent, change the academic priorities and agenda. This may affect long run project implementation.

The ASEAN Economic Community (AEC) regional economic integration poses a lot of opportunities for the local economy but at the same time another challenge. AEC projects a single market and production base, a highly competitive economic region, a region of equitable economic development, and a region fully integrated into the global economy. AEC will transform ASEAN into a region with free movement of goods, services, investment, skilled labour, and freer flow of capital. Surely the local economy must equip itself in order to get ready with this kind of economic shift in the region.

Disasters wrought by natural calamities remain to be a challenge that need to be addressed currently and in the long run by the local economy as it is affecting all aspects and all sectors. It stunts growth and destroys development even with the strong AGI collaboration.

The totality of the successful implementation of the PAP still remains to be seen. In a period of one year, the project was able to take off in Phase I but Phase II is still in the drawing board. However short the period of implementation in Phase I, this project was able to prove that HEIs are the most effective vehicles for local economic development and this is driven by the Deans with the right vision, perspective and attitude. Passion and commitment are two other things to top these characteristics of academic leadership.

Deans wear varied caps in the university crucial to the implementation of the project. Aside from being an initiator of the collaboration, the dean acts as the ambassador who promotes the academic participation and showcases the impact of an academic intervention in the industry and local government units. The dean also sees to it that the project does not go off the track and is well fuelled with resources, both human and financial. As the overseer of the entire collaboration, the dean continually assesses the gaps, issues and concerns that crop up and provide for solutions and remedies.

The intervening phase of academic intervention on the city's eBPLS will be able to push through as scheduled. So far this Project has produced the results and benefits expected by the AGI partners.

7 Recommendations

The following recommendations are forwarded for the deans of the colleges in universities or the administrators/associate deans who occupy the same position of power and authority as the deans:

- Being heads of the institutions you represent, you have the power to make a difference and take the lead to challenge the status quo. Beyond the curricular programs that your institutions offer lies a myriad of opportunities for you to change the direction of the college. So grab this opportunity while you hold the reins of your college and be the institutional change maker while you still can because your term of office has an end. No one stays in power forever – or else it will corrupt you or you will corrupt the system.

- Co-existence was authored by the Divine Being. Partnerships and collaborations are evidence of peaceful and successful co-existence. Synergies produced in such collaborations are huge but most often unseen. As heads of your institutions with limited and almost inaccessible resources, partnerships with other organizations can better help you in the delivery of developmental higher education in the most effective way.
- Partnerships and collaborations are a step forward to making higher education relevant. You are the power behind your institution who can make this happen. Forge new relationships and make the ties.
- No HEI stands alone or else it will collapse or fail in its purpose. This is the truth that every Dean should acknowledge and so he/she should make an effort to reach out.

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