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<td>Australian Centre for International Agricultural Research</td>
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<td>Academic Development Fund</td>
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<td>AO</td>
<td>Administrative Order</td>
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<td>mbps</td>
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<td>MOA</td>
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<td>MOOCs</td>
<td>Massive Open Online Courses</td>
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<td>Modular Object Oriented Dynamic Learning Environment</td>
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<td>National Research and Development Program for Watershed Management</td>
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<td>Non-Timber Forest Product</td>
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<td>PCAARRD</td>
<td>Philippine Council for Agriculture, Aquatic and Natural Resources Research and Development System</td>
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<td>Outcome Based Education</td>
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<td>Office of the Chancellor</td>
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<td>OHSSC</td>
<td>Occupational Health and Safety Standards Committee</td>
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<td>OSAM</td>
<td>Online Solutions Authorum Manager</td>
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<td>PEPRMP</td>
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<td>PEZA</td>
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<td>PhD</td>
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<td>PHILSURI</td>
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<td>PNP</td>
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<td>READ</td>
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<td>Rural Economic Development Renewable Energy Program</td>
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<td>RDE</td>
<td>Research, Development and Extension</td>
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<td>REPPS</td>
<td>Research, Extension and Professional Staff</td>
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<td>SANREM-CRSF</td>
<td>Sustainable Agriculture and Natural Resources Management - Collaborative Research Support Program</td>
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<td>SARAI</td>
<td>Smarter Approaches to Reinvigorate Agriculture as an Industry</td>
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<td>SEARCA</td>
<td>Southeast Asian Regional Center for Graduate Study and Research in Agriculture</td>
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<td>World Class University Fund</td>
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<td>4icu.org</td>
<td>4 International Colleges and Universities</td>
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</table>
EXECUTIVE SUMMARY

From 2011 to 2014, UPLB implemented priority programs and consolidated its resources to enhance enabling mechanisms and promote an environment that encourages greater excellence in teaching, learning, research, public service, and governance.

Consistent with the UP vision of “taking a leadership role in the development of a globally competitive Philippines,” we initiated programs to improve UPLB’s position in terms of the key requisites for a globally competitive national University, namely:

1) competent and motivated human resources;
2) more responsive programs;
3) modern facilities; and
4) good governance.

This report is a succinct presentation of our accomplishments in the various programs launched from November 2011 to the present. It is capped by what we believe is the priority action agenda for UPLB in the next three years. For all the accomplishments cited in this report, credit goes to the vice chancellors and their staff, the deans and members of the executive committees of each unit, the directors and their staff, the University Student Council and the College Student Council student leaders, and all the faculty, REPS and administrative personnel who willingly and fully participated in conceptualizing and implementing UPLB’s priority programs. Recognition is also due to the alumni, friends, and local and international institutional partners for their unwavering and full support to UPLB.

“UPLB has been a leader in “global education” long before the international academic community became increasingly linked and mobile as it is today. In Asia and the Pacific, it has earned the respect of its neighbors for its significant contributions to human resource development in agriculture, forestry, and allied sciences. Today, we build on the gains of our predecessors as we continue to strengthen our capacity for internationalization by providing a high quality educational experience for the best students over the world; increasing focus on high impact and cutting edge research; nurturing committed alumni to be part of the University; and developing our global profile and reach as a leader in providing world class education.”

- Chancellor Rex Victor O. Cruz
Our administration achieved the following milestones during the period from November 2011 to October 31, 2014.

1. **Revitalized Recruitment, Retention, and Nurture of the Best and Brightest Students.** We initiated a nationwide program to recruit the best and the brightest high school graduates to enhance the quality of enrollees and eventually of the graduating class. Innovative programs including an honors program and total quality management were piloted in selected units to increase the number of honor graduates and to reduce the average residency period across all degree programs. The total learning environment was upgraded. In particular, student care and support services were vastly improved by implementing the following programs:

   1. Institutionalized financial support for UPLB performers and varsity athletes to provide incentives for excellence in sports as well as in academics
   2. Launched the Meal-Now-Pay-Later program for financially needy students to have access to three square meals daily
   3. Initiated the UPLB Annual Student Leaders’ Summit in 2014 as a venue to cultivate effective governance skills of students and foster stronger partnership between students and the administration in undertaking programs for the welfare of students
   4. Created the Student Organizations REWARDS Program to elevate the performance of student organizations and its members both academically and in extra-curricular activities
   5. Designated Faculty Student Relations Officers (FSRO) in all colleges to enhance student advising and counselling to improve student academic performance and help students cope with various problems and concerns
   6. Instituted the Protocols for Disaster Relief and Rehabilitation Operations to provide greater opportunities to develop the spirit of selfless public service among students and to ensure that UPLB students affected by disasters such as Typhoon Yolanda are adequately cared for and supported
   7. Deployed satellite student payment centers in strategic locations during the registration period to avoid long queues and to facilitate payment of tuition fees
   8. Put in place the One-Stop-Clearance system to reduce the time spent for clearance processing
   9. Instituted a financial support program for scholarly travels of students to provide greater opportunities for international exposure
   10. Encouraged student representation to various university and college standing committees as non-voting members to increase their participation in university governance
Executive Summary

2. Provisions for Greater Excellence Among Faculty Members and REPS. UPLB has a total of 271 faculty members with PhD as of 2013, and 60 REPS with PhD in 2014. From 2011-2013, faculty and staff received 287 national and 28 international awards. These included 36 awardees under the UP Productivity System, with 23 UP Scientist I, 8 UP Scientist II, and 5 UP Scientist III. Also, 13 staff were awarded Scientist positions in 2013, and 4 staff in 2014 under the DOST-SCS. There were also 90 recipients of professorial chairs and 61 faculty grants. The cash incentives for outstanding teachers, researchers, extension workers, and administrative staff were doubled (from PhP25,000 to PhP50,000 each) to further motivate our personnel to keep on improving their performance.

3. Institution of New and Streamlining of Existing Academic Degree Programs. To enhance UPLB’s contribution to sustainable development in the Philippines and in neighboring Southeast Asian countries through training of future leaders and professionals, we instituted three new academic programs, namely: 1) Master in Veterinary Epidemiology; 2) PhD in Development Studies; and 3) Professional Masters in Tropical Marine Ecosystem Management in collaboration with the UPDiliman’s (UPD) Marine Science Institute (MSI) and UPV’s Institute of Fisheries Policy and Development Studies (IFPDS). To further improve existing programs and make these attuned to current and future needs, we instituted 47 new courses (34 undergraduate and 13 graduate). We also started to streamline existing graduate degree programs for improved substance and efficiency.

In addition, we initiated a comprehensive review, revision, and reformulation of instructional materials for basic and foundation courses to make the courses compliant with outcomes-based education (OBE), aligned with the K-12 basic education format, and more competitive under the ASEAN integration. We encouraged and trained faculty members in the use of available technologies such as MOODLE, CourseLab, Edmodo, Activate, and MOOCs in the revision of courses.

Lastly, AUN accreditation of bachelor’s degree programs including initially BS Biology, BS Development Communication, BS Agricultural Engineering, and BS Economics is being aggressively pursued and supported for greater competitiveness regionally and internationally.

Meanwhile, we have started the documentation process for the BS Agricultural and Biosystems Engineering program to be accredited by the Philippine Technical Council of the Accreditation and Certification Board for Engineering and Technology-Engineering Accreditation Commission (PTC-ABET-EAC). The PTC is the sole accrediting body in the Philippines that is recognized by the Washington Accord.

4. Pursuit of Collaborative Degree Programs with Local and International Institutions. As part of UPLB’s efforts toward internationalization, discussion and negotiation for a joint program in agriculture with the University Putra Malaysia (UPM) and other members of the SEARCA University consortium is underway. A joint program to develop six online courses in sustainable forest management with the University of British Columbia, University of Melbourne, Beijing Forestry University, and UPM is in progress with support from the Asia-Pacific Forestry Network and the Forestry College Deans Meeting Mechanism for Asia-Pacific.
5. Empowerment of Colleges for Internationalization. On top of the improvement and modernization of most academic and support facilities, colleges were each given a PhP 1 Million World Class University grant per year to support activities and programs (e.g., organizing international conferences, writing books, publishing in reputable peer-reviewed journals, and reviewing degree programs and courses) that will improve the global competitiveness of UPLB units and programs.

6. Strengthening and Expansion of Linkages with Alumni and Other Partners. Partnership with alumni in holding the Loyalty Day celebration and other alumni affairs was strengthened. Forming of networks and linkages with local and international institutions was aggressively pursued for the undertaking of joint degree programs and collaborative research and development projects. A total of 42 new agreements were forged with international institutions, increasing the total number of institutional partners of UPLB from 61 to 102. To strengthen the capability of the Office of Institutional Linkages (OIL) for networking, its budget was substantially increased. An International Student Center cum Graduate School that will serve as the hub of operations for international linkaging and networking as well as a center for international student affairs is being established.

7. Promotion of Interdisciplinary Research, Development and Extension Programs Including the Fusion of Science and Art. We redirected UPLB’s Research, Development, and Extension (RDE) agenda from a highly disciplinary to an interdisciplinary orientation. The more relevant and responsive RDE agenda can achieve greater impacts of UPLB on development, society, and the environment. We targeted the generation of more science and technology-based solutions to address complex development problems, as well as science-based policy and decisions through the creation of 18 interdisciplinary studies centers and programs. Four centers have received a seed money of Php 1 million each while other received Php 0.5 Million to jump start their operations. A total of Php 164 Million had been earmarked for the purchase of modern research equipment along with more than Php 300 Million for the building of new and the modernization of aging research, creative, and cultural facilities.

8. Provision of Incentives for Increasing Research Productivity and Creative Works. We have been giving cash awards to encourage writing and/or refinement of scholarly articles for possible publication in indexed (e.g., ISI, SCOPUS) peer-reviewed journals. A total of Php 12.4 Million was allocated, and a total of 218 applications for publications had been submitted for consideration. In addition, the Basic Research Grants and the Academic Development Fund (ADF) grant (UPLB’s research dissemination grant) were increased. A total of 62 faculty members received Php 832,634 from the ADF grants. Meanwhile, 278 faculty and researchers received basic research grants with an aggregate amount of Php 1.7 Million for the period covering 2012-2014.

“RESEARCH THAT UNCOVERS MYSTERY IS SCIENCE, BUT RESEARCH THAT SOLVES MISERY IS CONSTRUCTIVE CREATIVITY.”
- REX VICTOR O. CRUZ
9. Promotion of Higher Visibility and Effective Public Service. UPLB maximized the use of the world wide web, particularly the social media in the promotion of its programs, products, and services. It was rated by the 4icu.org as the most popular university in the Philippines online in 2014. We expanded our research output utilization through the launching of an RDE web portal for our journal articles and other published materials. We promoted UPLB’s technologies through exhibits and virtual displays (e.g., Syensaya Wonderama and UPLB EXSCITE, an S&T Exhibit at SMX in Manila). The different colleges also rendered more than 3,500 extension services from 2011 to 2014 through trainings, conferences, workshops, seminars, short courses, technical assistance, study visits, and IEC, among others.

10. Modernization of Academic and Support Facilities and Infrastructure. We launched a massive modernization program worth more than PhP1.5 Billion that includes: (a) the renovation and repair of about 320 classrooms and laboratories, all rest rooms, dormitories, auditorium, Student Union Building, and 4-km of roads, (b) the construction of five new academic buildings, a multi-purpose convention hall, two new 180-bed dormitories, 100 new units of staff housing, and a new track oval and athletic facility, (c) expansion of at least five major academic buildings, (d) rehabilitation of water and electrical system, (e) modernization and expansion of the University Health Service facility, and (f) establishment of an Integrated Analytical Service Laboratory.

11. Increased Operational Excellence. This was achieved by accelerating and streamlining the procedures in processing of appointments, vouchers, and other common documents; creation of two additional Bids and Awards Committees to hasten the procurement process; observation of no noon break policy in key offices; and development of proactive system for the care and maintenance of buildings.

Greater efficiency in the consumption of electricity and water was initiated. We replaced problematic electrical lines and old transformers, and we are preparing to implement a metering system of major buildings to promote efficient energy use. Negotiations are also underway for the eventual migration from the existing provider to a stable and reliable supplier of quality electricity such as MERALCO. Funds have also been earmarked to rehabilitate major water distribution lines to reduce leakage and energy consumption.

“WHATEVER BE YOUR PLACE, IMBIBE AND CHERISH A PUBLIC SPIRIT, SERVE YOUR GENERATION”
-SAMUEL DAVIS
12. Transformation of UPLB into a Safer and Greener Campus. This was made possible by retraining the police force and providing them facilities for better mobility and performance; expansion of CCTV coverage in major buildings; construction of more than 3-km of perimeter fence to secure experimental farms and other facilities; strengthening partnerships with the Local Government Units (LGU) and the Philippine National Police (PNP); increase of street lighting system; strict enforcement of traffic rules and regulations; implementation of a waste segregation program; disposal of asbestos-containing materials and other hazardous wastes; implementation of no littering and anti-smoke belching campaigns; retrofitting of major buildings with LED lights; and restoration of the sewage treatment plant. We also conducted an information and education program to increase the awareness and consciousness of students and staff on the various risks and hazards in and outside the campus.

“MORE EFFICIENT AND EFFECTIVE OPERATIONAL SYSTEMS FACILITATE SERVICE AND RESPONSIVENESS.”

13. Improved Financial Condition and Sustainability. We improved UPLB’s financial standing by: (a) securing new research grants (PhP 1.4 Billion) and scholarship grants (PhP 121 Million); (b) generating income from UPLB assets and facilities totaling close to PhP1.2 Billion; and (c) transforming land and other assets into income-generating resources. These income generation projects include tree plantation development in land grants that is expected upon maturity to bring in at least PhP 250 Million annual net revenue with support from a private donor that could total around PhP 750 Million; PEZA accreditation of a 60-ha S&T Park inside the campus that is projected to attract many locators that will generate sizeable income for the University; modernization of food and dairy processing facilities; and commercialization of research outputs and technologies.

Indeed the foundation for UPLB to become a globally competitive national university has been laid down during the period. The reality of this great vision is within reach with the team spirit of the UPLB constituents and with the support of its alumni, partner agencies, and other stakeholders.
We initiated a nationwide program to recruit the best and the brightest high school graduates to enhance the quality of enrollees. Likewise, we implemented programs that will empower our students for greater honor and excellence and eventually improve the quality of the graduating class. We piloted innovations including an honors program and total quality management program in selected units to increase the number of honor graduates and reduce the average residency period.

We also upgraded the total learning environment in general. In particular, we made vast improvements in the student care and support services by implementing the following innovative programs and by strengthening our regular programs:

**Financial Support Programs**

**Special University Performers-Student Assistantship Program for UPLB performers and varsity athletes.** Recognizing the need to provide incentives for excellence in sports and in the performance arts as well as in academics, we gave monthly allowances to qualified students through the Special University Performers-Student Assistantship (SUPSA) program. This program, implemented effective first semester of SY 2013-2014, is under the Student Assistantship Program of the University.

The first beneficiaries of the program are members of the UPLB Varsity, UPLB Harmonya String Ensemble, and the UPLB Choral Ensemble. An average of more than 40 students every semester have since benefited from this program, receiving up to PhP 2,000 per month depending on the hours they spend on training, rehearsals, and performances, and as certified by their respective conductors or trainers.
**Student Assistantship (SA) Program.** We continued to implement our SA Program under which students are paid to work in various University units for a maximum of 100 hours per month doing office work or assisting in classes during their off-class hours. Each year, we have progressively increased the number of SAs in order to benefit more students (Table 1; Figures 1 and 2).

The challenge now is how to make the SA program a program for internship and apprenticeship as some units have done. The bulk of services provided by SAs must be shifted from mainly clerical to more technical nature so that the students’ skills related to their fields are further sharpened.

**Table 1. Number of student assistants and amount granted per year (2011-2014)**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>1st Sem</th>
<th>2nd Sem</th>
<th>Summer</th>
<th>No.</th>
<th>SALARY (in M PhP)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1st Sem</td>
</tr>
<tr>
<td>2011-2012</td>
<td>589</td>
<td>802</td>
<td>265</td>
<td>1656</td>
<td>3.42</td>
</tr>
<tr>
<td>2012-2013</td>
<td>902</td>
<td>813</td>
<td>334</td>
<td>2049</td>
<td>3.58</td>
</tr>
<tr>
<td>2013-2014</td>
<td>987</td>
<td>894</td>
<td>332</td>
<td>2213</td>
<td>3.94</td>
</tr>
<tr>
<td>Total</td>
<td>2,478</td>
<td>2,509</td>
<td>931</td>
<td>5,918</td>
<td>10.94</td>
</tr>
</tbody>
</table>

**Figure 1. Number of SA applicants from AY 2009-2010 to AY 2013-2014**

**Figure 2. Total amount of salaries given to SAs from AY 2009-2010 to AY 2013-2014 (in M PhP)**
Meal-Now-Pay-Later (MNPL) Program. The program was conceptualized and implemented in the second semester of AY 2013-2014 to support UPLB students who experience financial difficulties due to delayed payments of their STFAP reimbursements/entitlements and salaries as student assistants. Through the MNPL, the students can avail themselves of meals from designated providers up to a maximum of PhP 100 per day or a total of PhP 3,000 per month during the semester or summer term. The interest-free loan may be paid back by automatic deduction from the student’s monthly remuneration from scholarships, STFAP stipends, or from salaries as student assistants.

Socialized Tuition and Financial Assistance Program (STFAP). The University continued to broaden access to education of students who belong to the lower income brackets. Many students were classified under the C and D brackets, paying PhP 600 and PhP 300 per unit, respectively, whereas more students were classified under Bracket E1 or those entitled to free tuition (Table 2).

Table 2. Number of STFAP beneficiaries by bracket, by year (2011-2014)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Semester</th>
<th>BRACKET</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>2010-2011</td>
<td>First</td>
<td>20</td>
<td>190</td>
</tr>
<tr>
<td></td>
<td>Second</td>
<td>26</td>
<td>221</td>
</tr>
<tr>
<td></td>
<td>Sub-Total</td>
<td>46</td>
<td>411</td>
</tr>
<tr>
<td>2011-2012</td>
<td>First</td>
<td>27</td>
<td>284</td>
</tr>
<tr>
<td></td>
<td>Second</td>
<td>27</td>
<td>288</td>
</tr>
<tr>
<td></td>
<td>Sub-Total</td>
<td>54</td>
<td>572</td>
</tr>
<tr>
<td>2012-2013</td>
<td>First</td>
<td>26</td>
<td>365</td>
</tr>
<tr>
<td></td>
<td>Second</td>
<td>27</td>
<td>378</td>
</tr>
<tr>
<td></td>
<td>Sub-Total</td>
<td>53</td>
<td>743</td>
</tr>
<tr>
<td>2013-2014</td>
<td>First</td>
<td>73</td>
<td>436</td>
</tr>
<tr>
<td></td>
<td>Second</td>
<td>73</td>
<td>436</td>
</tr>
<tr>
<td></td>
<td>Sub-Total</td>
<td>146</td>
<td>872</td>
</tr>
</tbody>
</table>

Student Loan Board. Over the past four decades, our students have been taking out loans with the Student Loan Board (SLB) to pay 80% of their matriculation fees. Paid back at an interest rate of 6% per annum, the SLB has been a lifeline for our students. To improve the payback rate, we have been offering an interest-free SLB loan if the students paid what they owed within four months from the time they took out the loan.

We have also been implementing various emergency and cash loan programs for financially needy students to avail themselves of short-term loans at very low interest rates of 4-8% per annum, payable at the end of the semester.

Financial Support Program for Scholarly Travels of Students. This program provides financial assistance to promote international exposure of UPLB students through scientific conferences/workshops/meetings abroad. More than 20 students during the last two years have received financial assistance from the University to support their participation in the said activities. Such substantive support enhances the deliberate involvement and leadership of our students in national and international scientific and educational fora and networks.

“Excellent students and leaders are not born; they are trained by outstanding teachers.”
Streamlined and Automated Delivery of Key Student Services

Many initiatives to enhance student welfare gained traction over the period as the University used technology to make processing of documents faster and more efficient.

**Online STFAP/STS Appointment System.** An online appointment system for the STFAP has done away with the need for applicants to queue up in the wee hours of the morning to be assured of a slot within the quota of applications to be processed for the day. To set an appointment, a student simply registers through the OSAM System at www.uplbosa.org and be at the Office of Student Affairs (OSA) during the appointed schedule. With the shift from STFAP to the Socialized Tuition (ST) System, the application process will become even faster and more efficient.

**Online Daily Time Record (DTR) System for Student Assistants.** The OSAM rolled out the online DTR system that has reduced the backlog on payment of SA salaries. Stepping up efficiency a notch higher, we encouraged SAs to choose the bank payment option for their salaries instead of the cash payment option, which takes a longer time. SAs can also inquire with OSA on the status of their salaries via SMS. Applicants to SA positions have notably increased by about 32% from 2011 to 2013. We also started publishing vacant SA positions online to ensure wide and quick dissemination among the students.

**Online Student Loan Board (SLB) Applications.** The filing of applications to the SLB was automated, cutting down the processing time from ten to two minutes. This enabled us to approve student loans for tuition fee payments faster than ever, make SLB processing paperless, and shorten the queues.

Efficiency is translated into 7,500 man-hour days being saved by the University for an average of 8,000 SLB applications processed every semester. Moreover, the Linked Independent Kiosks for Application Processing (LINK APP) on which the SLB application system is based is capable of processing loan applications even when power is unstable or when the Internet connection is intermittent.

LINK APP, which is uniquely UPLB, won the Best Paper Award for Information Systems at the National Conference on Information Technology Education on October 25, 2013.

**Satellite/Offsite Student Payment Centers.** Payment centers were established in most of the offices of the college secretaries, hence significantly reducing the long lines of students paying at the Land Bank and/or the Cashier’s Office during the registration period. These payment centers have been deployed in strategic locations, and around 1,500 and 3,000 students have enjoyed this convenience in the first and second semesters, respectively, during AY 2013-2014.

**One-Stop-Clearance System.** We made the filing of clearance from the University equally easy with the One-Stop-Clearance System implemented in April 2013. Before this was implemented, students had to get the signatures of officials from three different offices. Today, a machine readable label is all that it takes to determine if a student has deficiencies or not for the clearance procedure to commence.
**Student Access to the IT Hub.** We opened the Information Technology (IT) Hub in June 2014 for free access by students to online student services in OSAM. Students can check their emails and work on their academic requirements in the Hub. The IT Hub is stationed at the Student Union building where students can easily ask for technical assistance from the OSA-Communications and Information Technology, especially in using the OSAM.

**Support Towards Development of Students’ Psychosocial Growth**

**Faculty Student Relations Officers.** Faculty Student Relations Officers (FSROs) were designated in all colleges to enhance student advising and counselling, to help improve student academic performance, and to enable the students to cope with various problems and concerns. The University has been training FSROs to help its five guidance counselors in assisting 13,000 UPLB students on problems concerning academics and personal matters.

This is a joint undertaking of the Task Force on Empowering Faculty for Effective Student Support Services and OSA that started with 68 college representatives and faculty members who participated in the FSRO Level 1 Seminar Workshop on June 17, 2013. They were trained on how to recognize the psychological concerns of students, educate them about sexual harassment, provide concrete intervention management for those at risk, and know when to refer them to trained psychologists and counselors for professional help.

**Redesigned Guidance Instruction (GI) Program.** We redesigned the GI Program to better help the freshmen adjust to their new environment. We noted a 300% increase in freshmen attendance from AY 2011 to AY 2014. The GI Program aims to regularly counsel the freshmen on their psychosocial needs to increase their self-esteem, unify their skills and potentials, and foster camaraderie among their group.

**Support to Survivors of Typhoon Yolanda.** To address the immediate financial needs of UPLB students who were affected by Typhoon Yolanda (International codename “Haiyan”), 70 and 5 undergraduate and graduate students, respectively, received free tuition and miscellaneous fees. Among these, 30 (17 undergraduate and 13 graduate students) were provided free dorm accommodations. A total of 28 donors and sponsors from the UPLB alumni, NGOs, organizations, and private individuals voluntarily supported UPLB’s cause through donations in cash and in kind.

“We develop glocal citizens - with global orientation but with hearts grounded on local needs.”
their achievements. Reward points are redeemable as payment for rental fees for the use of UPLB facilities.

SHARES is retroactively applicable effective June 2013. Point persons and heads of student organizations are notified as soon as they can start redeeming rewards from the points they collected. In the meantime, the organizations are continually earning points as indicated in the guidelines.

**Promotion of Student Excellence**

**Active Recruitment of the Best and the Brightest Students.** The Task Force on Institutionalizing Recruitment, Retention, and Acceleration of the Best and the Brightest was created in October 2012. Between August and September 2013, the Task Force visited 34 science-oriented and national high schools all over the country to orient more than 7,000 third and fourth year high school students about UPLB, its programs, and its services (Table 3). Frequently asked questions about the University were on admissions, expectations, academic programs, and scholarships and financial assistance.

**Implementation of the Summer Bridge Program (SBP).** We have been implementing the SBP for students admitted to UPLB but who got low UPCAT scores in subjects like mathematics and English. This is to enhance their performance in actual courses during the coming semester.

In general, students who participated in the SBP had passing grades in English. All the 275 students who participated in the SBP English from 2011 to 2012 passed English 1. In a 215-item test in English, the students’ average knowledge gain was 9.39. Their mean subject grade was 2.48.

For the past two years, participants in the SBP Mathematics showed improvement (average gain of 19.50) in their post-test scores. Their average subject grade was 2.86

**Promotion of Partnership with Students**

**Student Leaders’ Summit.** We initiated the UPLB Annual Student Leaders’ Summit with the theme “Forging Strong Partnership for the University and for the Nation” in 2014. This is a venue to cultivate effective governance skills of students and foster stronger partnership between students and the administration in undertaking programs for the welfare of the students.

During the Summit, the administration presented its key programs to the student leaders, who through a workshop, identified potential student involvement in these programs. The student leaders submitted to the Office of the Chancellor a consolidated proposal on how they could participate and contribute to the administration’s programs.

**Students’ Hard-Earned Rewards System.** The Students’ Hard-Earned Rewards System (SHARES) as per OC Memorandum No. 177 gives points to student organizations for certain activities conducted or for

| Table 3. Areas reached by the student recruitment campaign in 2013 |
|-----------------|----------------|----------------|
| AREA            | NO. OF SCHOOLS | NO. OF STUDENTS |
| Luzon           | 5              | 1,095          |
| Visayas         | 14             | 4,904          |
| Mindanao        | 15             | 1,631          |
| Total           | 34             | 7,730          |

“We democratize governance by allowing student representation in the UPLB execom and other related committees and by conducting regular consultation, dialogues, and fora with students.”
Dissemination of Information on Scholarships. We stepped up the dissemination of information on available scholarships by announcing them on www.osam.tk/aid. As of December 2013, OSA has been administering 35 scholarships funded by private and government institutions including those that are not exclusive to students who are running for honors (Table 4).

Beginning in second semester of AY 2011-2012, the amount of scholarships granted reached the Php 2 Million mark (Table 5).

We have also been implementing the Agricultural and Rural Development Scholarship (ARDS) for close to four decades now to help provide opportunities to intellectually deserving students of rural poor families who want to take development-oriented courses in UPLB. We have been able to help an average of 28 grantees yearly who receive stipends and book, medical, transportation, and thesis allowances. The past three years have yielded 11 ARDS scholars who graduated from various degree programs at UPLB.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Existing</td>
<td>New</td>
<td>Existing</td>
<td>New</td>
<td>Existing</td>
<td>New</td>
<td></td>
</tr>
<tr>
<td>UPLB-administered</td>
<td>19</td>
<td>2</td>
<td>20</td>
<td>0</td>
<td>19</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>UPD-administered</td>
<td>13</td>
<td>0</td>
<td>13</td>
<td>0</td>
<td>16</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Sub-Total</td>
<td>32</td>
<td>2</td>
<td>33</td>
<td>0</td>
<td>35</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>
Table 5. Summary of scholars and benefits of UPLB students, AY 2010-2011 to AY 2013-2014

<table>
<thead>
<tr>
<th>SCHOOL YEAR</th>
<th>UPD-ADMINISTERED</th>
<th></th>
<th>UPLB-ADMINISTERED</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Benefits (M PhP)</td>
<td>Number</td>
<td>Benefits (M PhP)</td>
</tr>
<tr>
<td>2010-2011</td>
<td>1</td>
<td>0.0038</td>
<td>42</td>
<td>0.78</td>
</tr>
<tr>
<td>1st Sem</td>
<td>1</td>
<td>0.0038</td>
<td>39</td>
<td>0.75</td>
</tr>
<tr>
<td>2nd Sem</td>
<td>45</td>
<td>0.84</td>
<td>40</td>
<td>0.91</td>
</tr>
<tr>
<td>2011-2012</td>
<td>53</td>
<td>0.88</td>
<td>73</td>
<td>1.16</td>
</tr>
<tr>
<td>1st Sem</td>
<td>32</td>
<td>0.30</td>
<td>109</td>
<td>2.40</td>
</tr>
<tr>
<td>2nd Sem</td>
<td>32</td>
<td>0.30</td>
<td>108</td>
<td>2.29</td>
</tr>
<tr>
<td>2012-2013</td>
<td>2</td>
<td>0.039</td>
<td>55</td>
<td>2.21</td>
</tr>
<tr>
<td>1st sem</td>
<td>165</td>
<td>2.72</td>
<td>466</td>
<td>10.50</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Graduate Scholarship and Graduate Mentoring and Apprenticeship Program (GMAP). We continue to implement the GMAP to promote greater excellence among our graduate students in their respective fields through effective mentoring by seasoned faculty members and researchers. Between 2011 and 2014, a total of 213 GMAP grants were awarded to deserving graduate students (Figure 3).

The Graduate School provided scholarship grants for graduate students with funding support provided by the DOST. From AY 2011 to 2014, a total of 540 scholarship slots under the DOST Accelerated Science & Technology Human Resource Development-National Science Consortium Program (DOST-ASTHRD-NSCP) were awarded to students taking their graduate studies in UPLB (Table 7).

Some of our post graduate students (MS and PhD) are also enjoying the UP Presidential Scholarship. Several of them are international students.

Table 6. Number of MS/PhD student/recipients of the UP Presidential Scholarship, AY 2011-2013

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>MS</th>
<th>Percentage</th>
<th>PHD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>1st Sem</td>
<td>3</td>
<td>21.68</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>2nd Sem</td>
<td>2</td>
<td>21.68</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>2012</td>
<td>1st Sem</td>
<td>1</td>
<td>15.26</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>2nd Sem</td>
<td>1</td>
<td>15.26</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2013</td>
<td>1st Sem</td>
<td>1</td>
<td>15.26</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>2nd Sem</td>
<td>1</td>
<td>15.26</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Honors Program. We spearheaded the pilot implementation of an honors program in BS Forestry at the College of Forestry and Natural Resources (CFNR). The program recruits prospective honor graduates who are given the opportunity to be involved in some of the faculty’s research and extension programs. Support is also provided to enable the students to attend and participate in local, national, and international fora/symposia and increase their exposure outside UPLB. The program aims to nurture undergraduate students who have the potential to graduate with honors.

Improved Library Services. We introduced innovations that improved and enhanced library services. We have been offering since July 2012 an online document delivery service for full text articles and other library materials through “Request Article from Us.” This provides library clients a cost-effective and fast access and retrieval of library materials. Out of 1,486 requests received for the period, we have served a total of 1,054 or 71%.

Another online service is “Connect With Us,” which provides a customized free messenger system with a link to the library website for fast and easy access to queries, requests, and other library services by clients.

We implemented the University Knowledge Digital Repository (KDR) project in February 2014, a database that stores, searches, and retrieves electronic information sources. The University Special Collections Section (USpCS) of the University Library was designated as the University Knowledge Repository Center.

The University Library has been subscribing to EBSCO Host, a powerful online reference system that offers a variety of proprietary and popular full text databases ranging from general reference collections to specially designed, subject-specific databases for public, academic, medical, corporate, and school libraries.

Table 7. Total number of scholars under the DOST ASTHRD-NSCP from 2010 to 1st sem 2014

<table>
<thead>
<tr>
<th>Year</th>
<th>Doctoral Degree</th>
<th>Masters Degree</th>
<th>Thesis Grant</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>2011</td>
<td>18</td>
<td>21.68</td>
<td>61</td>
<td>73.49</td>
</tr>
<tr>
<td>2012</td>
<td>29</td>
<td>15.26</td>
<td>155</td>
<td>81.58</td>
</tr>
<tr>
<td>2013</td>
<td>32</td>
<td>18.82</td>
<td>129</td>
<td>75.88</td>
</tr>
<tr>
<td>2014 (1st sem only)</td>
<td>23</td>
<td>23.71</td>
<td>71</td>
<td>73.19</td>
</tr>
<tr>
<td>Total</td>
<td>102</td>
<td>18.89</td>
<td>416</td>
<td>77.04</td>
</tr>
</tbody>
</table>
The University Library also continued its subscriptions to the ACM Digital Library and 112 online journal titles accessible at the Swetswise platform via IP authentication. Other online subscriptions are Taylor and Francis, The Economist, and CABI-Compendia.

Close to 14,000 (13,767) volumes were added to the University Library collection for the period in review, bringing the total to 358,322 volumes. Of this total number, 202,927 (56.63%) were for the Main Library.

The University Library also purchased 1,305 titles of e-books that can be accessed remotely by UPLB constituents. From this number, 647 are CABI e-books, 649 are Wiley e-books, accessible in IEEE Explore platform, and 9 titles are the University Library’s contribution to the UP Systemwide Gale Virtual Reference Library.

Lastly, we extended the Library hours from 8 AM to 5 PM to 8 AM to 8 PM since June 2012, and since then, we have increased admissions/clients by 29%. Our admission in November 2011-October 2012 was at 221,433, and this increased to 312,640 in November 2012-October 2013.

“We will provide an environment that inspires, unites, and empowers all stakeholders as one community.”
Enrolment and Graduation Trends

Undergraduate Students. Our total undergraduate student enrolment has been increasing from 2012 to the present (Table 8). We expect this trend to continue in the years ahead as we improve our degree programs to be more relevant to the demands of national and international development, hence more attractive to students. As we upgrade and modernize our facilities and increase our absorptive capacity, we hope to have about 15,000 students by 2017.

We had a 13% increase in enrolment from 2nd semester AY 2011-2012 to 2nd semester AY 2013-2014. From 12,122 students in AY 2011-2012, the enrolment increased to 12,789 in 1st semester 2012-2013 and to 13,550 in 1st semester AY 2013-2014 (Tables 9 and 10; Figure 4).

Table 8. Undergraduate enrolment for AY 2011-2012 to AY 2013-2014

<table>
<thead>
<tr>
<th>UNITS</th>
<th>AY 2011-2012</th>
<th>AY 2012-2013</th>
<th>AY 2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st sem</td>
<td>2nd sem</td>
<td>1st sem</td>
</tr>
<tr>
<td>College of Agriculture</td>
<td>1272</td>
<td>1196</td>
<td>1339</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>3475</td>
<td>3545</td>
<td>3803</td>
</tr>
<tr>
<td>CA-CAS Joint Program</td>
<td>72</td>
<td>67</td>
<td>77</td>
</tr>
<tr>
<td>College of Development Communication</td>
<td>695</td>
<td>695</td>
<td>730</td>
</tr>
<tr>
<td>College of Economics and Management</td>
<td>1071</td>
<td>1057</td>
<td>1165</td>
</tr>
<tr>
<td>College of Agro-industrial Technology</td>
<td>2181</td>
<td>2078</td>
<td>2344</td>
</tr>
<tr>
<td>College of Forestry and Natural Resources</td>
<td>496</td>
<td>490</td>
<td>607</td>
</tr>
<tr>
<td>College of Human Ecology</td>
<td>826</td>
<td>816</td>
<td>892</td>
</tr>
<tr>
<td>College of Veterinary Medicine</td>
<td>464</td>
<td>453</td>
<td>504</td>
</tr>
<tr>
<td>Graduate School</td>
<td>1300</td>
<td>1327</td>
<td>1328</td>
</tr>
<tr>
<td>TOTAL</td>
<td>12122</td>
<td>11724</td>
<td>12789</td>
</tr>
</tbody>
</table>
The number of graduates with honors is also on the rise albeit slowly from 2012 to 2014 (Figure 6). Our goal is to increase the number of graduates with honors to a level that represents at least 15% of the total graduating class by 2017. With our various innovative programs to promote student excellence and improve the quality of our incoming students, we believe that our target is realistic.

Table 9. Number of UPLB graduates, by college and by term from AY 2011-2012 to AY 2013-2014

<table>
<thead>
<tr>
<th>UNITS</th>
<th>AY 2011-2012</th>
<th></th>
<th></th>
<th>AY 2012-2013</th>
<th></th>
<th></th>
<th>AY 2013-2014</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summer</td>
<td>1st sem</td>
<td>2nd sem</td>
<td>Summer</td>
<td>1st sem</td>
<td>2nd sem</td>
<td>Summer</td>
<td>1st sem</td>
<td>2nd sem</td>
</tr>
<tr>
<td>CA</td>
<td>27</td>
<td>65</td>
<td>92</td>
<td>23</td>
<td>60</td>
<td>153</td>
<td>10</td>
<td>51</td>
<td>144</td>
</tr>
<tr>
<td>CAS</td>
<td>48</td>
<td>114</td>
<td>429</td>
<td>20</td>
<td>109</td>
<td>398</td>
<td>36</td>
<td>135</td>
<td>455</td>
</tr>
<tr>
<td>CA-CAS Joint Program</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>CDC</td>
<td>7</td>
<td>20</td>
<td>90</td>
<td>7</td>
<td>24</td>
<td>56</td>
<td>10</td>
<td>21</td>
<td>88</td>
</tr>
<tr>
<td>CEM</td>
<td>3</td>
<td>24</td>
<td>115</td>
<td>7</td>
<td>31</td>
<td>104</td>
<td>16</td>
<td>39</td>
<td>108</td>
</tr>
<tr>
<td>CEAT</td>
<td>28</td>
<td>70</td>
<td>120</td>
<td>34</td>
<td>66</td>
<td>155</td>
<td>40</td>
<td>57</td>
<td>165</td>
</tr>
<tr>
<td>CFNR</td>
<td>4</td>
<td>22</td>
<td>45</td>
<td>3</td>
<td>25</td>
<td>36</td>
<td>8</td>
<td>22</td>
<td>48</td>
</tr>
<tr>
<td>CHE</td>
<td>1</td>
<td>26</td>
<td>93</td>
<td>2</td>
<td>33</td>
<td>94</td>
<td>1</td>
<td>28</td>
<td>117</td>
</tr>
<tr>
<td>CVM</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>0</td>
<td>0</td>
<td>36</td>
<td>0</td>
<td>0</td>
<td>43</td>
</tr>
<tr>
<td>GS</td>
<td>47</td>
<td>74</td>
<td>123</td>
<td>42</td>
<td>56</td>
<td>158</td>
<td>36</td>
<td>82</td>
<td>138</td>
</tr>
<tr>
<td>TOTAL</td>
<td>165</td>
<td>418</td>
<td>1161</td>
<td>138</td>
<td>404</td>
<td>1195</td>
<td>157</td>
<td>438</td>
<td>1310</td>
</tr>
</tbody>
</table>

Table 10. Enrolment and graduation trends from AY 2011-2012 to AY 2013-2014

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>10273</td>
<td>11305</td>
<td>10820</td>
<td>11949</td>
<td>11650</td>
</tr>
<tr>
<td>Graduate</td>
<td>1327</td>
<td>1328</td>
<td>1398</td>
<td>1442</td>
<td>1478</td>
</tr>
<tr>
<td>Certificate in Forestry</td>
<td>98</td>
<td>138</td>
<td>120</td>
<td>159</td>
<td>147</td>
</tr>
<tr>
<td>CA-CAS Joint Program</td>
<td>67</td>
<td>77</td>
<td>74</td>
<td>93</td>
<td>90</td>
</tr>
<tr>
<td>Non-Degree/Cross-reg.</td>
<td>49</td>
<td>25</td>
<td>27</td>
<td>27</td>
<td>55</td>
</tr>
<tr>
<td>UPRHS</td>
<td>496</td>
<td>496</td>
<td>492</td>
<td>491</td>
<td>491</td>
</tr>
<tr>
<td>Total</td>
<td>12310</td>
<td>13369</td>
<td>12931</td>
<td>14161</td>
<td>13911</td>
</tr>
</tbody>
</table>

Graduation Trends

<table>
<thead>
<tr>
<th>Graduation Trends</th>
<th>Summer</th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 2011-2012</td>
<td>165</td>
<td>418</td>
<td>1161</td>
<td>1744</td>
</tr>
<tr>
<td>AY 2012-2013</td>
<td>138</td>
<td>404</td>
<td>1195</td>
<td>1737</td>
</tr>
<tr>
<td>AY 2013-2014</td>
<td>157</td>
<td>438</td>
<td>1360</td>
<td>1955</td>
</tr>
</tbody>
</table>
Graduate and International Students. Figure 9 shows that the graduate student enrolment has been increasing from 2010 to 2014. The number of international students increased from 1,307 in AY 2011-2012 to 1,735 in AY 2013-2014. Our international students are from Bangladesh, Bhutan, Great Britain, Cambodia, Papua New Guinea, India, Indonesia, Iran, Japan, Korea, Laos, Liberia, Malaysia, Myanmar, Nepal, Pakistan, Poland, Sri Lanka, St. Vincent and the Grenadines, Thailand, Timor Leste, Vietnam, and Zambia.

This attests to our desire and commitment to make UPLB a competitive graduate university in the region. Our goal is to continue attracting more graduate students especially from our ASEAN neighbors. We are targeting at least to double our graduate school enrolment by 2020.

As for our international students, Figures 7-10 show that our enrolment dropped in 2012, but from there to the present, the number of our international students has been in an upward trajectory. From 2012-2013 to 2013-2014, the enrolment of international students increased by 28%. As of first semester 2013-2014, we have 190 international students. We are aiming for at least 1,000 international students by 2020.
“In this age of global competitiveness, the perception of UP as a university must inevitably include its position relative to others in the country and in the world.” – PE Pascual
Licensure Examination Performance. UPLB continues to produce top students in various fields. For the last three years (AY 2012-2014), UPLB has been the top performing school in agriculture, nutrition, electrical engineering, forestry, agricultural engineering, and veterinary medicine. This year, UPLB produced 7 topnotchers in agriculture, 4 in agricultural engineering, 2 in electrical engineering, 1 in chemical engineering, 4 in forestry, and 2 in nutrition and dietics (Table 11).

<table>
<thead>
<tr>
<th>LICENSURE EXAMINATION</th>
<th>Passing Rate (%)</th>
<th>Students in the Top 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
<td>2013</td>
</tr>
<tr>
<td>Nutrition</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>April</td>
<td>100</td>
</tr>
<tr>
<td>Teacher</td>
<td>September</td>
<td>100</td>
</tr>
<tr>
<td>Agriculture</td>
<td>98</td>
<td>99</td>
</tr>
<tr>
<td>Forestry</td>
<td>97</td>
<td>100</td>
</tr>
<tr>
<td>Agricultural Engineering</td>
<td>95</td>
<td>93</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>85</td>
<td>92</td>
</tr>
<tr>
<td>Chemistry</td>
<td>81</td>
<td>87</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>May</td>
<td>100</td>
</tr>
<tr>
<td>November</td>
<td>100</td>
<td>97.5</td>
</tr>
<tr>
<td>Chemical Engineering</td>
<td>April</td>
<td>80</td>
</tr>
<tr>
<td>November</td>
<td>64</td>
<td>75</td>
</tr>
</tbody>
</table>

Support to COE and COD. Various colleges and units of UPLB adhere to and maintain the strictest standards of academic excellence in terms of faculty, students, curriculum, research outputs, and publications as required by the Commission on Higher Education (CHED) to be named Centers of Excellence (COE) or Centers of Development (COD).

For the period, we have nine COEs and two CODs, attesting to our academic leadership in various fields, namely: the Institute of Mathematical Sciences and Physics (IMSP) for mathematics education; Institute of Computer Science (ICS) for information technology education; Institute of Biological Sciences (IBS) for biology education; and Institute of Chemistry (IC) for chemistry education (Table 12). These four institutes are under the College of Art and Sciences (CAS).

Other COEs are the College of Agriculture for agriculture education; College of Forestry and Natural Resources (CFNR) for forestry education; Institute of Agricultural Engineering for agricultural engineering education; College of Development Communication (CDC) for development communication; and the College of Veterinary Medicine (CVM) for veterinary education.

Our two CODs are the Institute of Statistics in statistics education and the School of Environmental Science and Management (SESAM) in environmental science. IMSP, IC, and IBS have also been declared as National Centers of Excellence in Basic Sciences under Executive Order No. 889 signed in 1983.
<table>
<thead>
<tr>
<th>College of Agriculture</th>
<th>COE in Agriculture Education</th>
<th>2011-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institute of Mathematical Sciences and Physics, CAS</td>
<td>COE in Mathematics Education</td>
<td>2009-2014</td>
</tr>
<tr>
<td>Institute of Computer Science, CAS</td>
<td>COE in Information Technology Education</td>
<td>2009-2014</td>
</tr>
<tr>
<td>Institute of Biological Sciences, CAS</td>
<td>COE in Biology Education</td>
<td>2006-2014</td>
</tr>
<tr>
<td>Institute of Chemistry, CAS</td>
<td>COE in Chemistry Education</td>
<td>2009-2014</td>
</tr>
<tr>
<td>College of Development Communication</td>
<td>COE in Development Communication</td>
<td>2012-2014</td>
</tr>
<tr>
<td>Institute of Agricultural Engineering, CEAT</td>
<td>COE in Agricultural Engineering Education</td>
<td>2012-2014</td>
</tr>
<tr>
<td>College of Forestry and Natural Resources</td>
<td>COE in Forestry Education</td>
<td>2012-2013</td>
</tr>
<tr>
<td>College of Veterinary Medicine</td>
<td>COE in Veterinary Education</td>
<td>2009-2012</td>
</tr>
<tr>
<td>Institute of Statistics, CAS</td>
<td>CODE in Statistics Education</td>
<td>2006-2013</td>
</tr>
<tr>
<td>School of Environmental Science and Management</td>
<td>CODE in Environmental Science Education</td>
<td>2012-2015</td>
</tr>
</tbody>
</table>

“We mold scholars of the nation who will give back to the nation.”
UPLB has a total of 271 faculty members with PhD degrees as of 2013, and 60 REPS with PhD in 2014. Compared with leading universities in other countries, the proportion of doctoral degree holders in our faculty and REPS are way below. This proportion will further shrink as the number of retirees with doctoral degree is outpacing the number of new and returning faculty members and REPS with PhD (Table 13 and Figures 11-14).

Our goal is to increase the number of doctoral degree holders in the ranks of our faculty and REPS so that they will account for no less than 50% of their total population. To achieve this, we implemented programs that would encourage our young faculty members and REPS to pursue advanced studies such as improving access to in-house financial support and external grants from local and international institutions. We also actively recruited PhD degree holders as lateral entrants to the University.

To augment our faculty, we also recruit adjunct faculty members from various government and international organizations. Since 2012, we have invited at least 35 adjunct faculty members yearly (Figure 15).

<table>
<thead>
<tr>
<th>YEAR</th>
<th>BS</th>
<th>MS</th>
<th>PhD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>47</td>
<td>16</td>
<td>8</td>
<td>71</td>
</tr>
<tr>
<td>2012</td>
<td>64</td>
<td>42</td>
<td>12</td>
<td>118</td>
</tr>
<tr>
<td>2013</td>
<td>64</td>
<td>28</td>
<td>9</td>
<td>101</td>
</tr>
<tr>
<td>2014</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

“A great university is anchored in academic excellence. UP must strengthen its tradition of excellence in teaching (disseminating knowledge), research (creating knowledge), and extension (applying knowledge).”
Greater Incentives to Outstanding Faculty and REPS: Researches, Scientific, and Creative Journal Papers

To provide an environment that encourages productivity and excellence in their work, we provided greater cash incentives for outstanding performance and achievements by our faculty and REPS. Further we formed the Committee on Awards and Recognition that keeps track of calls for nomination to local and international awards and provides assistance to faculty and REPS who are qualified to be nominated in various awards.

Awards for Faculty Members and REPS

From 2011-2014, our faculty and staff received 287 national and 28 international awards (Tables 14 and 15).

These include 36 awards under the UP Productivity System, with 23 UP Scientist I, 8 UP Scientist II, and 5 UP Scientist III (Tables 16 and 18; Figure 16). We also have one faculty member who was named UP Artist (Table 15).

There were 90 recipients of professorial chairs and 61 faculty grants (Table 17). We also have 42 Professor Emeriti as of 2012 (Figure 17).
Table 14. Summary of national and international awards of UPLB faculty and REPS

<table>
<thead>
<tr>
<th>AWARD</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014*</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>56</td>
<td>33</td>
<td>117</td>
<td>81</td>
</tr>
<tr>
<td>International</td>
<td>2</td>
<td>11</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
<td>44</td>
<td>125</td>
<td>88</td>
</tr>
</tbody>
</table>

* As of March 2014
Not including IPA and travel awards
Including UP Scientists but not SGS Scientists

Table 15. Awardees for national and international awards on R&D and culture and arts

**Research and Development**

- Dr. Romulo G. Davide – Ramon Magsaysay Award for his passion in placing the power and discipline of science in the hands of Filipino farmers
- Dr. Ramon C. Barba - National Scientist Award for his distinguished achievements in the field of plant physiology, focusing on mango flower induction, which transformed the backyard crop into a cash crop for the country
- 2012 Ten Outstanding Young Men of the Philippines by the Junior Chamber International Philippines
- Dr. Waren Baticados
- Mr. Rodrigo ‘Jiggy’ Manicad Jr.

**DOST-NAST Outstanding Young Scientists for 2013**
- Dr. Edwin A. Combalicer, CFNR
- Alma O. Canama, IPB-CSC, College of Agriculture

**DOST-NAST NSTW Awardees**
- Dr. Waren N. Baticados, CVM – 2013 Outstanding Research and Development Award for Basic Research (Eduardo A. Quisumbing Medal) DOST-NAST
- Dr. Reynaldo V. Ebora – 2014 DOST-NAST Outstanding Science Administrator/DL Umali Medal
- Dr. Damasa M. Macandog – 2014 DOST-NAST Environmental Science Award
- Dr. Rex B. Demafelis – Outstanding Chemical Engineer of the Philippines 2013 by the Philippine Institute of Chemical Engineers

**Civil Service Commission Awardees**
- Martina M. Nepomuceno, CAS – 2013 Pagasa Award, finalist
- Ariel M. Larona, MNH – 2014 Pagasa Award, finalist
- Melecio J. Maghanoy – 2014 Dangal ng Bayan Award

**Culture and the Arts Awardees**

**UP Artist II**
- Prof. Layeta P. Bucoy (literary works) - UP Artist II (2013)
- Mr. Lawrence Marvin Castillo (CAS) - 3rd place Palanca Award for literature, Sanaysay category under the Filipino division. Castillo’s piece was entitled “Mga Ritwal na Karahasan”

**UPLB Choral Ensemble** - Grand Prize Winner, Adult Choir Category, 2012 National Music Competition for Young Artists

**2013, Binibining Pilipinas - Universe**
- Ms. Ariella Arida, BS Chemistry 2011

**BPI-DOST Science Awards**

**2012, 1st Runner-up, Best Paper Award**
- Chilast B. Juan (BS Electrical Engineering)
- Luis Felipe D. Lopez (BS Chemical Engineering)
- Cristina C. Uclaray (BS Agricultural Chemistry)

**2013**
- Karmela D. Bravo (BS Chemistry)
- Fernando C. Lit (BS Chemical Engineering)
- Ryo M. Toyoda (BS Chemical Engineering)

**2014**
- Bernard O. Sanchez (BS Electrical Engineering)
- Jessa Marie V. Makabenta (BS Chemical Engineering)
- Alvin James E. Asaytono (BS Chemical Engineering)

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>TOTAL Awardees PER LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>UP Scientist I</td>
<td>9</td>
<td>7</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>UP Scientist II</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>UP Scientist III</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Awardees</strong></td>
<td><strong>12</strong></td>
<td><strong>12</strong></td>
<td><strong>12</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

Table 17. Professorial chairs and faculty grants

<table>
<thead>
<tr>
<th>GRANTS</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professorial Chair</td>
<td>46</td>
<td>22</td>
<td>22</td>
<td>90</td>
</tr>
<tr>
<td>Faculty Grants</td>
<td>23</td>
<td>18</td>
<td>20</td>
<td>61</td>
</tr>
</tbody>
</table>

Finally, our REPS got the long overdue recognition they deserve through their promotion under the DOST Scientific Career System (SCS) with 17 of them promoted into Scientists under the DOST-SCS (Table 19).

The DOST-SCS, established within the Civil Service pursuant to Executive Order No. 784 on March 17, 1984, is a system of recruitment, career progression, recognition, and reward of scientists in public service as a means of developing a pool of highly qualified and productive scientific personnel.

Nominees for promotion under the DOST-SCS are evaluated based on their scientific outputs, specifically on their scientific productivity and scientific and professional standing. Scientific productivity includes discoveries and inventions, utility models, and scientific publications. Scientific and professional standing include prestigious scientific awards and paper presentations, among others.
Table 18. UP Scientists under the UP Scientific Productivity System as of 2012-2013

<table>
<thead>
<tr>
<th>Reappointment, 2010-2012</th>
<th>Original Appointment, 2012-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Salcedo L. Eduardo – UP Scientist I</td>
<td>Dr. Cleofas R. Cervancia – UP Scientist I</td>
</tr>
<tr>
<td></td>
<td>Dr. Maribel Dionisio-Sese – UP Scientist I</td>
</tr>
<tr>
<td></td>
<td>Dr. Victor B. Ella – UP Scientist I</td>
</tr>
<tr>
<td></td>
<td>Dr. Oscar B. Zamora – UP Scientist I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Original Appointment, 2010-2012</th>
<th>Renewal/Promotion, 2012-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Jezie A. Acorda – UP Scientist I</td>
<td>Dr. Rex Victor O. Cruz – UP Scientist III</td>
</tr>
<tr>
<td>Dr. Simeona V. Siar – UP Scientist I</td>
<td>Dr. Evelyn Mae T. Mendoza – UP Scientist III</td>
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<td>Dr. Desiree M. Hautea – UP Scientist I</td>
<td>Dr. Damasa M. Macandog – UP Scientist II</td>
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<td>Dr. Ceferino P. Maala – UP Scientist I</td>
<td>Dr. Conrado A. Valdez – UP Scientist II</td>
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<td>Dr. Willie P. Abasolo – UP Scientist I</td>
<td>Dr. Inocencio E. Buot Jr – UP Scientist I</td>
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<td>Dr. Pompe C. Sta. Cruz – UP Scientist II</td>
<td>Dr. Merelyn C. Lit – UP Scientist I</td>
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<td>Dr. Teodoro C. Mendoza – UP Scientist I</td>
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<tr>
<td>Dr. Juan M. Pulhin – UP Scientist III</td>
<td>Dr. Marvin A. Albao – UP Scientist I</td>
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<td>Dr. Christian Joseph R. Cumagun – UP Scientist II</td>
<td>Dr. Margaret M. Calderon – UP Scientist I</td>
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<td>Dr. Menandro N. Aced – UP Scientist I</td>
<td>Dr. Leni D. Camacho – UP Scientist I</td>
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<td>Dr. Edwino S. Fernando – UP Scientist I</td>
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<td>Dr. Francisco B. Elegado – UP Scientist I</td>
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<td>Dr. Renato C. Vega – UP Scientist I</td>
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<td>Dr. Ma. Victoria O. Espaldon – UP Scientist II</td>
<td>Dr. Jezie A. Acorda – UP Scientist III</td>
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<tr>
<td>Dr. Merlyn S. Mendioro – UP Scientist I</td>
<td>Dr. Willie P. Abasolo – UP Scientist I</td>
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<td>Dr. Leonardo M. Florece – UP Scientist I</td>
<td>Dr. Desiree M. Hautea – UP Scientist II</td>
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<td>Dr. Virginia C. Cuevas – UP Scientist I</td>
<td>Dr. Pompe C. Sta. Cruz – UP Scientist II</td>
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<td>Dr. Pablito M. Magdalita – UP Scientist I</td>
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<td>Dr. Nestor T. Baguion – UP Scientist I</td>
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<td>Dr. Ireneo L. Lit Jr – UP Scientist I</td>
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Upgraded Awards for Outstanding UPLB Personnel. Locally, we have given greater incentives to recipients of outstanding personnel awards recognized every year (i.e., every March) by UPLB. Starting 2013, we have promoted the awardees by a two-step increment in their salary grade if they have not yet reached the step 8 ceiling of their present position. This is an additional incentive aside from the cash award (PhP 50,000) that is given to them as awardees.

The cash incentives for outstanding teachers, researchers, extension workers, and administrative staff were doubled (from PhP 25,000 to PhP 50,000 each) to further motivate our personnel to keep on improving their performance.

Provided Support for Travels Abroad. From 2011 to the first half of 2014, we provided substantive support to the involvement of faculty members in international meetings and conferences and training programs. In 2013, 358 faculty members were given support under this initiative (Table 20).
To enhance UPLB’s contribution to sustainable development in the Philippines and neighboring Southeast Asian countries through training of future leaders and professionals, we instituted three new academic programs, namely: 1) Master in Veterinary Epidemiology; 2) PhD in Development Studies; and 3) Professional Masters in Tropical Marine Ecosystem Management that we are implementing in collaboration with the UP Diliman Marine Science Institute (MSI) and UP Visayas Institute of Fisheries Policy and Development Studies (IFPDS).

We instituted 129 new courses under the three new academic programs and another 47 new courses (34 undergraduate and 13 graduate courses) to further improve existing programs and make them attuned to current and future needs. We also streamlined existing graduate degree programs and had six GE courses under Philippine Studies approved on July 13, 2012 by UP President Alfredo E. Pascual.

“We WILL CONTINUE TO ADHERE TO THE HIGHEST STANDARDS OF ACADEMIC FREEDOM AND EXCELLENCE, GOOD GOVERNANCE, NATIONALISM MORALITY, ETHICS, AND INTELLECTUAL HONESTY.”
Preparations for Implementation of K-12 Program

In view of the implementation of the K-12 basic education program of the Department of Education, we revised our general education (GE) course requirements to be taken by the incoming freshmen students to the University in 2018. In response to a directive from the UP System, we came up with new GE courses that will be incorporated into the degree programs that we offer. Each program is to have 36 units of GE courses, 24 units of core GE courses and 12 units of elective GE courses.

These GE courses are on the following subject matters: Self and Society; Understanding the Physical Universe; Living Art and Culture; Ethics; Living Systems; The Life and Works of Jose Rizal; Mathematics, Culture and Society; and Science, Technology and Society.

The UPLB GE Council held a workshop entitled “Developing the new GE program of UP” on October 21-22, 2013 to discuss the eight course proposals put together by teams composed of GE council members and representatives from different colleges and disciplines. The course proposals have been submitted to the UP System GE Council for further review.

We conducted a comprehensive review, revision, and reformulation of instructional materials for basic and foundation courses to make them compliant with outcomes-based education (OBE), aligned with the K-12 basic education format, and more competitive under the ASEAN integration.

Interactive Learning to Complement Classroom Learning

To make teaching and learning attuned to the new generation of learners, we enriched the interactive learning mode in instruction at UPLB. We uploaded learning objects in the Interactive Learning Center website with the following titles: “Money,” “The Concept of Marginal Utility,” “Van der Waals,” “Peptide Sequencing,” “Hydrogen Bombing,” and “Chemical Equilibrium.”

We also regularly held round table discussions (RTD) on interactive learning (five RTDs each in 2012 and 2013) to make our faculty members who teach general education/ foundation courses conversant on the what, why, and how of interactive learning through robust and fruitful exchange of ideas. Moreover, since 2013, we have held 11 training-workshops on the development/packaging and application of interactive learning materials for faculty members.

To complement our efforts in implementing online learning, we set up the ILC Hub with nine computers at the UPLB Main Library. We have also been overseeing the management of Modular Object Oriented Dynamic Learning Environment (MOODLE) under the ILC website. From 2011 to the present, we have managed 32 e-courses in general education, development communication, engineering, ecology, agriculture, mathematics, veterinary medicine, botany, and plant physiology (Table 21).
Table 21. Interactive trainings and activities of UPLB through the ILC

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
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<tbody>
<tr>
<td>February-March 2013</td>
<td>• Modular Object-Oriented Dynamic Learning Environment or MOODLE (February 11, 2013)</td>
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<tr>
<td></td>
<td>• Podcast/Vodcast Development/Packaging (February 18, 2013)</td>
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<td></td>
<td>• Learning Object Development/Packaging (March 5, 2013)</td>
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<tr>
<td>April 2013</td>
<td>• “Interactive Learning Material: When to go Interactive” (April 22, 2013)</td>
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<td>• Interactive Quizzes for Large Class (April 23, 2013)</td>
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<td>• MOODLE (April 24, 2013)</td>
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<tr>
<td>June 2014</td>
<td>• Technology and Instruction in Today’s Classroom (June 16, 2014)</td>
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<td></td>
<td>• Interactive Learning Material: When to go Interactive” (June 16, 2014)</td>
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<tr>
<td></td>
<td>• MOODLE (June 18, 2014)</td>
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<tr>
<td></td>
<td>• EDMODO Social Learning Platform (June 18, 2014)</td>
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<tr>
<td></td>
<td>• Learning Object Development/Packaging (June 20, 2014)</td>
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</tbody>
</table>

“YOUR BIGGER CHALLENGE IS THE NEED TO BE BRAVE ENOUGH TO CHALLENGE TRADITIONS AND THE STATUS QUO THAT HAVE RESTRAINED OUR COUNTRY AND PEOPLE FROM ENJOYING A DECENT QUALITY OF LIFE FOR A LONG TIME NOW.”
4. Pursuit of Collaborative Degree Programs with Local and International Institutions

“THE UNIVERSITY MUST ALSO CONTINUE WITH VIGOR THE PROGRAMS TO ESTABLISH LINKAGES AND PURSUE PARTNERSHIPS WITH GOVERNMENT AGENCIES, PRIVATE AGENCIES, AND FOREIGN INSTITUTIONS, PARTICULARLY FOR RESEARCH AND DEVELOPMENT ACTIVITIES ”
Alfredo E. Pascual, President, UP System

Joint Programs

As part of UPLB’s efforts toward internationalization, discussion and negotiation for a joint program in agriculture with the University Putra Malaysia (UPM) and other members of the SEARCA University consortium is underway. A joint program to develop six online courses in sustainable forest management with the University of British Columbia, University of Melbourne, Beijing Forestry University, and UPM is also in progress with support from the Asia-Pacific Forestry Network and the Forestry College Deans Meeting Mechanism for Asia-Pacific.
Figure 18. Number of exchange students in UPLB

Figure 19. International exchange students enrolled at UPLB by college (2002-2013)

Figure 20. International exchange students enrolled at UPLB (Non-degree, inbound)
Exchange Programs

We hosted 90 foreign exchange students from the following 13 universities: University of Tsukuba, Japan (2); Tokyo University of Agriculture, Japan (3); Obihiro University of Agriculture and Veterinary Medicine, Japan (2); Far East University, Korea (23); Chonbuk National University, Korea (15); Maejo University, Thailand (10); Royal Melbourne Institute of Technology, Australia (2); Nagoya University, Japan (1); Ubon Rajathenee University, Thailand (20); Khon Kaen University, Thailand (3); Michigan State University, USA (6); Oklahoma State University, USA (2); and University of British Columbia, Canada (1) (Figures 18-21).

For outbound exchange students, we facilitated the screening and application of 52 from UPLB to six foreign universities, namely: Michigan State University, Oklahoma State University, University of British Columbia, Far East University-Korea, University of Tsukuba, and the National University of Singapore (Figures 22-23).

Moreover, we had 31 students who attended and participated in conferences, study tours and study visits to eight foreign universities, namely: University of Tsukuba, Japan (21); Universitas Gadjah Mada (2); Kyoto University (1); Kasetsart University, Thailand (1); Kyungnam University, Korea (1); Chiba University, Japan (1); Ubon Rajathenee University, Thailand (2); Tokyo University of Agriculture, Japan (1); and the National Astronomical Observatory, Japan (1).

Special Detail of Faculty

Meanwhile, 26 of our faculty members and researchers are on special detail in institutions and universities abroad as research fellows, visiting professors or visiting scientists. These involvements enrich their experience and ultimately benefit teaching and instruction at UPLB.
5. Empowered Colleges for Internationalization

World Class University Fund

On top of the improvement and modernization of most academic and support facilities, colleges were each given a PhP 1 Million World Class University Fund (WCUF) per year to support activities and programs (e.g., organizing international conferences, book writing project, publications in reputable peer-reviewed journals, and review of degree programs and courses) that will improve the global competitiveness of UPLB units and programs.

With the WCUF, the colleges were able to assist their faculty and researchers in developing and packaging research proposals. The WCUF was also used in ensuring a high passing percentage in various professional board examinations and in developing and packaging research proposals that need funding.

The WCUF funded the research and research dissemination activities of faculty from nine CAS units through the following activities: paper presentations (60); packaging of project proposals (20); and attendance to conferences (20). A total of 20 faculty members were also given incentives for publishing their work in scientific publications.

The WCUF also funded the conduct of the CAS Student Faculty Research Conference (CAS-SFRC), a venue where faculty and students presented their research outputs, thereby encouraging increased research productivity. In 2011, the CAS-SFRC featured 40 oral and poster presentations that increased to 53 in 2012, and to 62 in 2014.

The WCUF also supported oral (84) and poster presentations (5) in local conferences, participation in exhibits, as well as journal publication (15) and attendance in workshops (11). Students from the CAS who placed in the top ten in professional board examinations received incentives that the College sourced from the WCUF.

The CA, for its part, used the WCUF to repair screen house laboratories and to purchase laboratory equipment. It also provided funds for the staff so that they could present scientific papers and posters, and participate in conferences, workshops and trainings.

The CDC used the WCUF to conduct research projects on climate change, food security, renewable energy, and ICT. It also produced the fifth volume of the CDC Journal, held a special training on TV production, conducted a listenership campaign for DZLB, and supported the attendance of 33 students to the Pinoy Media Congress and the DLSU Media Congress.

With its WCUF allocation, CEAT acquired 12 units of powerful computers with licensed AUTOCAD and Windows software. The College held training...
programs in Proplanner, AUTOCAD, and Photoshop and developed a proposal on “Streamlining and Improvement of Processes at UPLB.”

The CFNR purchased two 3-ton air condition systems for its Forestry Biotechnology Laboratory. It enhanced its research capability by sponsoring a research conference, funding 30 CFNR staff in publishing in ISI journals and in presenting their research at scientific conferences, and conducting a college-wide workshop on how to package research proposals and a series of small-group workshops on refining the strategic plans.

Moreover, the CFNR provided monetary assistance to its alumni who took the refresher course review for the Professional Board Examination in Forestry. Monetary incentives were then given to the examinees who finished in the top ten of the Forestry Board Examination. The fund also enabled the CFNR to publish two issues of the Ecosystems and Development (E & D) Journal, a refereed journal on tropical forests and natural resources.

The CPAf provided incentives to its faculty and researchers who published in ISI journal publications and provided support to those who attended and gave paper presentations at local conferences. It published the CPAf magazine, three issues of the Journal for Public Affairs and Development, and two issues of the CPAf Updates.

Other units such as the CHE and SESAM used the WCUF allotment to acquire equipment used in improving and enhancing their administrative and instructional functions. SESAM requested the procurement of a Stereozoom Camera Microscope, Sediment Grab Sampler/Grab Dredge, and Plankton Net Sampler to improve its laboratory analysis capability.
International Accreditation

ASEAN member countries established the ASEAN University Network (AUN) in 1995 to “hasten the solidarity and development of a regional identity through the promotion of human resource development so as to further strengthen the existing network of leading universities and institutions of higher learning in the region.” The AUN-Quality Assurance targets to develop quality assurance networking as a mechanism to reach and maintain high standard education for the ASEAN as a whole.

In line with this, UPLB earned AUN accreditation for its BS Biology program and is undergoing accreditation in AY 2014-2015 for BS Development Communication, BS Economics, BS Agricultural and Biosystems Engineering, BS Civil Engineering, and BS Chemical Engineering.

Meanwhile, we started the documentation process for the BS Agricultural and Biosystems Engineering program to be accredited by the Philippine Technical Council of the Accreditation and Certification Board for Engineering and Technology-Engineering Accreditation Commission (PTC-ABET-EAC). The PTC is the sole accrediting body in the Philippines that is recognized by the Washington Accord, an international agreement signed in 1989 that provides for the accreditation of engineering degree programs as having met the academic requirements for entry to the practice of engineering.

Nurturing of International Students as UPLB Ambassadors

We invested in giving our international students a pleasant and memorable experience at UPLB that they can share with prospective students in their respective countries. Our facilities were improved, the contents of our programs and courses were updated for relevance, and our faculty strength was enhanced. We also organized cultural activities that enhanced cross-cultural interaction and mutual recognition. As a result, we expect our international students to become our ambassadors of goodwill who can promote UPLB in their home countries.

For a structured promotion of UPLB in other countries, we commissioned 16 UPLB international students as UPLB Ambassadors of Goodwill. The first batch of Ambassadors is from Cambodia, Korea, Laos, Indonesia, Myanmar, and Vietnam.

LITE Program

Since 1996, the UPLB Language Instruction Towards Excellence (LITE) Program has been offering the Intensive English Course for international students in coordination with the Graduate School. Two courses were offered, the Regular Lite that is offered every semester and Special Lite, offered upon request (January-February; July-September).

Change in Academic Calendar

To synchronize the state university with international school calendar, the University of the Philippines Board of Regents approved the academic calendar shift from opening in June to August 2014. UPLB released its 2014-2015 academic calendar, which indicated the start of classes on August 11, 2012 and end on December 6, 2014. Second semester is from January 26, 2015 to May 26, 2015. The University’s commencement exercises had been moved from April to July 4, 2015.
6. Strengthened and Expanded Linkages with Alumni and Other Partners

Strengthened Alumni Relations

Partnership with the alumni in holding the Loyalty Day celebration and other alumni affairs was strengthened. Networks and linkages with local and international institutions were aggressively pursued so that UPLB could undertake joint degree programs and collaborative research and development projects.

Enhanced Linkages

To strengthen the capability of the Office of Institutional Linkages for networking, its budget was substantially increased. A total of 44 new agreements were forged with international institutions, increasing the total number of institutional partners of UPLB from 61 to 105 (Table 22).

Of these, 41 new Memoranda of Understanding/Agreement with universities in Australia, Belgium, Germany, Hungary, Japan, Korea, Liberia, United Kingdom, United States, Taiwan, and the ASEAN nations and three state universities and one private agency were signed during the period.

International Center

Further, we will be establishing an International Student Center cum Graduate School Building to serve as the hub of operations for international linkaging and networking as well as a center for international student affairs.
Table 22. Universities/agencies with which UPLB has academic and research linkages (MOUs and MOAs signed October 2011 to November 2014)

<table>
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<tr>
<th>Institutions</th>
<th>MOUs and MOAs signed October 2011 to November 2014</th>
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<tr>
<td><strong>Australia</strong></td>
<td>Laos</td>
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<tr>
<td>Royal Melbourne Institute of Technology*</td>
<td>National University of Laos</td>
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<tr>
<td><strong>Belgium</strong></td>
<td>Malaysia</td>
</tr>
<tr>
<td>Universite Libre de Bruxelles</td>
<td>University of Malaysia Kelantan</td>
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<tr>
<td><strong>Cambodia</strong></td>
<td>Philippines</td>
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<tr>
<td>Royal University of Agriculture**</td>
<td>Cagayan State University</td>
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<tr>
<td><strong>China</strong></td>
<td>Kalinga Apayao State University</td>
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<tr>
<td>Chinese Academy of Agricultural Sciences</td>
<td>Western Philippines University</td>
</tr>
<tr>
<td><strong>Czech Republic</strong></td>
<td>Don Mariano Marcos Memorial State University</td>
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<tr>
<td>Tomas Bata University in Zlin</td>
<td>Philippine S&amp;T Development Foundation</td>
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<tr>
<td><strong>Hungary</strong></td>
<td>Romblon State University</td>
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<tr>
<td>Eotvos Lorand University</td>
<td>Syngenta Philippines</td>
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<tr>
<td><strong>Indonesia</strong></td>
<td>Poland</td>
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<tr>
<td>Sebelas Maret University</td>
<td>University of Warsaw</td>
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<td>University of Jambi</td>
<td>Taiwan</td>
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<tr>
<td>Universitas Ma Chung</td>
<td>National Sun Yat-sen University**</td>
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<tr>
<td>Universitas Pelita Harapan Surabaya**</td>
<td>Thailand</td>
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<tr>
<td>Maranatha Christian University**</td>
<td>Rajabhat Maha Sarakham University</td>
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<tr>
<td><strong>Japan</strong></td>
<td>United States of America</td>
</tr>
<tr>
<td>Hoku Group</td>
<td>Michigan State University*</td>
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<tr>
<td>Kurume University</td>
<td>Iowa State University**</td>
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<tr>
<td>Chiba University**</td>
<td>University of Reading</td>
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<tr>
<td>Osaka University**</td>
<td>Integrity Action - London</td>
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<tr>
<td>Nagoya University**</td>
<td>University of Hawai'i</td>
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<tr>
<td><strong>Korea</strong></td>
<td>United States of America</td>
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<tr>
<td>Hankyong National University</td>
<td>Lamar University</td>
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<tr>
<td>Korea-Asia Tourism Cultural Network (KATCN)</td>
<td>College of Social Sciences and School of Communications</td>
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<tr>
<td>Pusan National University - College of Natural Resources and Life Sciences</td>
<td>University of Hawai'i</td>
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<tr>
<td>Chonbuk National University*</td>
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<tr>
<td><strong>Liberia</strong></td>
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<td>The University of Liberia</td>
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New RDE Agenda

As UPLB renews its commitment to the achievement of national development targets, it focuses on helping translate economic growth to actual and significant reduction of poverty, which is part and parcel of its role in research and development in the key areas of food security, renewable energy, social development, environment and governance.

The new UPLB RDE Agenda contributes to attaining specific goals in the Philippine Development Plan (PDP) 2011-2016, namely: Competitive and Sustainable Agriculture and Fisheries Sector; Accelerating Infrastructure Development; Social Development, and Conservation, Protection and Rehabilitation of the Environment and Natural Resources and Governance (Figure 24). The main goal is to enhance food security in the context of a globalized economy and global environmental changes, including climate change and the eventual opening up of markets as per GATT-WTO.

An interdisciplinary approach focuses on food and nutrition security and safety, integrated natural and environmental resources management, climate change and disaster risk reduction, and alternative energy system and governance. To achieve these goals, UPLB will strengthen the basic sciences, education and social development and the arts, alongside engineering, ICT, entrepreneurship, and biotechnology.

Figure 24. Framework of RDE Agenda in UPLB
A total of 18 Interdisciplinary Studies Center/Programs (IDSCs) were publicly launched in 2014 to promote the generation of more science and technology-based solutions to address complex development problems. The IDSCs and programs are also envisioned to foster transdisciplinary and collaborative research.

The 18 IDSCs include the following:

1. Food and Nutrition Security and Safety Studies Center
2. Rice Program
3. National Organic Agriculture Research Development and Extension Center
4. Agribusiness Center for Entrepreneurship
5. Bee Program
6. Integrated Natural Resources and Environmental Management Center
7. Climate Change and Disaster Risk Reduction Studies Center
8. Industrial Tree Plantation Center
9. Natural Products Interdisciplinary Studies Center
10. Nanotechnology Program
11. Computational Interdisciplinary Research Laboratories
12. Instrumentation Development Center
13. Philippine Center for Tropical Forest Science
14. Southern Luzon Studies Center
15. University Pulse
16. Agricultural Mechanization Development Program
17. Agricultural Machinery Testing and Evaluation Center
18. Biofuels Research Studies Center

A pump priming budget of PhP 1 Million was granted to four IDSCs and PhP 0.5 Million to the others to modernize their research facilities, conduct local and international conferences, and support the participation in local and international conferences. These four IDSCs are the Food and Nutrition Security and Safety Studies Center, Integrated Natural Resources and Environmental Management Center, Climate Change and Disaster Risk Reduction Studies Center, and the Biofuels Research Studies Center.
INTERDISCIPLINARY RESEARCH STUDIES CENTERS

UP ACE
UP Agribusiness Center for Entrepreneurship

AGRICULTURAL MECHANIZATION DEVELOPMENT PROGRAM

AMTEC
AGRICULTURAL MACHINERY TESTING AND EVALUATION CENTER UPLB LOS BANOS

UPLB BEE PROGRAM

INTERDISCIPLINARY BIOFUELS RESEARCH STUDIES CENTER

UPLB CLIMATE RISK STUDIES CENTER

UPLB COMPUTATIONAL INTERDISCIPLINARY RESEARCH LABS

UPLB INTERDISCIPLINARY STUDIES CENTER ON FOOD SECURITY

INREM
Center for Integrated Natural Resources and Environment Management
INTERDISCIPLINARY RESEARCH STUDIES CENTERS

UPLB INSTRUMENTATION RESEARCH AND DEVELOPMENT CENTER

SOUTHERN LUZON STUDIES CENTER

NOARDEC
National Organic Agriculture Research, Development and Extension Center

UPLB NANOTECH PROGRAM

PHILTROP
Philippine Center for Tropical Forest Science

INDUSTRIAL TREE PLANTATION CENTER

NATURAL PRODUCTS

Natural Products Interdisciplinary Studies Center

UPLB RICE PROGRAM

UNIVERSITY PULSE

SUBJECT TO CHANGE PROGRAM
Food and Nutrition Security and Safety Studies Center

• We are now documenting the accomplishments of the Farmer-Scientist Training Program (FSTP) alongside the mandates ascribed to it as a national program. Outputs include farmers’ field improvements, volunteer technician network, partner organizations and institutions, hierarchy of implementation and support systems, recognitions gained, publications, other success stories, as well as challenges and responses.

• We conducted needs assessment and designed 14 sub-projects for Agrarian Reform Communities in Mindoro and the Calabarzon. The projects were on organic rice-based farming and marketing; abaca production and processing; sugarcane block farming; agricultural mechanization in irrigated rice-based farms; rice productivity enhancement; mechanized vegetable production; production, processing, and marketing of high-value coco coir products; and greenhouse for high-value vegetables.

Below are the key accomplishments of some of the IDSCs:

Rice Program

• Three rice cultivars/varieties and one sweet potato were approved for commercial release by the National Seed Industry Council (NSIC) in October 2011. These are Rc276 (Sahod Ulan 4), Rc282 (Sahod Ulan 7), and Rc286 (Sahod Ulan 9) for rice and SP32 (UPL Sp13) for sweet potato.

• BIOTECH established 68 mixing plants for the small-to medium-scale production of Bio-N nationwide to cover primarily the corn and rice cluster areas in the Philippines. These mixing plants have been accredited through the DA and allied agencies.

National Organic Agriculture RDE Center

• We studied the development of resilient farming systems for sustainable upland rainfed agriculture as well as sustainable community-based organic farming.

• We established and are managing an organic agriculture database, studied the producers’ and consumers’ awareness and perceptions about it, and assessed organic farming practices in hilly areas.

Agribusiness Center for Entrepreneurship

• In support of enterprise development, we are studying cooperatives as business enterprises looking at various models in the ASEAN region. A major undertaking is the bio-enterprise development project for organic agriculture funded by DA-BAR. It covers organic rice, vegetables, and fertilizers in Regions 3 and 4, benchmarks production technologies and best practices, and analyze value chain.

• Another major initiative is the collaborative research with SEARCA and PCAARRD on the ex-ante economic analysis of the Industry Strategic S&T Plans (ISP) of the DOST for 14 crop, livestock, poultry and aquatic fishery commodities. The ISP serves as PCAARRD’s blueprints of its S&T portfolio in the short- and medium-term. The research aims to estimate the potential economic returns from investing in these ISPs. The results are expected to help PCAARRD appraise the likely benefits and costs of executing the ISPs and make decisions on strengthening the implementation strategies of R&D projects.
• We constructed the Cooperatives InfoCenter, an online database and information hub, which addresses the information needs of the cooperative stakeholders in the Philippines.

**Bee Program**

• Our Bee Program developed standards for bee products and a technology for pollination in large-scale mango farms, leading to an increase of 98% in fruit set.

• The program helped make beekeeping a priority area of the DA with its implementation of a national bee program.

**Integrated Natural Resources and Environment Management Center**

• We have been promoting the Conservation Farming Villages (CFVs) through the Barangay Sagip Saka Program. This is a nationwide endeavor to enhance the transfer of conservation farming technologies and practices anchored on participatory planning, monitoring, and evaluation processes at the community level. Pioneered by PCAARRD, CFV is a novel extension approach that seeks to transform traditional upland farming systems into sustainable upland production systems that will not only address upland degradation but also stimulate upland community development and enhance resiliency to climate changes. This is achieved through facilitation and operationalization of stronger research-extension linkages among GOs and NGOs, academic institutions, and the private sector. CFV was first implemented in 15 upland barangays in five municipalities/cities in five provinces and is now practiced in seven more provinces nationwide. Adoption is expected to increase further with our efforts to scale up the approach.

• The interdisciplinary research project, “Towards Good Water Governance for Development: A Multi-Case Analysis” started in August 2012. This aims to develop an adaptive and collaborative water governance approach at the watershed level, specifically at the Sta. Cruz watershed in Laguna, Sagudin-Balili watershed in Benguet, and Tigum-Agana in Iloilo.

• With water fast becoming a pressing concern in R&D, we conducted a development project in the Bicol region entitled “Water Security Under Climate Risk: A Philippine Adaptation Strategy for the Agriculture Sector” with Buhi-Burit watershed in Camarines Sur and Quinale-A watershed in Albay/Camarines Sur as project sites.

• We are involved in the Integrated Coastal Resources Management and Biodiversity Conservation Project of DENR that has contributed valuable inputs to the proposed National Strategy for the Sustainable Coral Reef Ecosystem Management Program. The program addresses the integrity of the marine environment and climate change adaption and mitigation.

• We helped map and assess the condition of coral reefs in the country even in disputed areas such as in the West Philippine Sea, specifically the Kalayaan Group of Islands, Spratlys, and the Bajo de Masinloc.

• We participated in the development of the “National Forest Certification Policy” in the Philippines.

• The National Research and Development Program for Watershed Management (NRDPWM) was launched in 2012. The program aims to establish a
network of Learning Watersheds that will serve as venues for long-term monitoring and watershed studies and facilitate the build up of time-series watershed database. Ultimately, NRDPWM expects to promote science-based policies and programs in our watersheds.

**Climate Change Adaptation and Disaster Risk Reduction Studies Center**

- The University has been implementing the Interdisciplinary Program on Climate Change that has brought many experts and stakeholders together for conversations towards greater understanding of climate change. We also conducted the project on Adapting to Extreme Events in Southeast Asia Through Sustainable Land Management Systems with special focus on climate-resilient farming systems adaptable to extreme weather events.

- Since climate change adaptation strategies should be localized, we contributed to their formulation by conducting a project on Communicating and Operationalizing Site-Specific Climate Change Adaptation Strategy in Vulnerable Upland Communities in Southeast Asia.

- We documented and evaluated best practices in disaster risk reduction (DRR) management in some municipalities under the World Food Program in the country. To help communities in disaster-prone areas, we helped come up with a communication protocol using an automatic weather station.

- We developed and established two automatic weather station (AWS) with early warning systems for each of the four Laguna towns of Pila, Rizal, Mabitac, and Famy. The devise monitors rainfall and other water parameters to avoid disaster when flooding or landslides occur.

- We are enhancing the capability of tertiary school teachers from the SUCs and the LGUs in the four Laguna towns of Mabitac, Pila, Rizal, and Sta. Maria in mainstreaming Disaster Risk Reduction Management (DRRM) and Climate Change Adaptation (CCA) in their sectoral planning.

- We documented indigenous knowledge in climate change adaptation, nutrient-water dynamics, biodiversity and productivity, and formulated a policy brief from our findings.

- UPLB is helping craft the Laguna Environment Code (E-code), a provincial ordinance to promote and manage sustainable development in the context of conserving and preserving the environment.

- Some of our studies on climate change are about rubber as an agroforestry crop. We studied the promotion and institutionalization of agroforestry as a climate change mitigation and adaptation strategy in Southeast Asia and the practice of organic farming in agroforestry as a CCA strategy.

- We studied the conservation and protection of natural resources and biodiversity of the UP-Sierra Madre Land Grants. We have also taken the lead in a study to analyze the key drivers of deforestation and forest degradation in the Philippines.

- UPLB biologists developed the Fish Kill Early Warning System (FEWS) Program that has established ways and means of predicting an imminent fish kill event in Taal Lake.
Public launching of the 18 interdisciplinary research studies centers
Public launching of the interdisciplinary research studies centers
Nanotechnology Program

- Our program in nanotechnology received a DOST grant amounting to PhP 60 Million in 2012. So far, this program has been yielding exciting results with great potential for industrial use in agriculture, health, medicine, and electronics.

- Our researchers developed plant-derived powders with nano-encapsulated active ingredients such as quercetin and d-limonene. Quercetin can be derived from malunggay and is a potent antioxidant, while d-limonene is extracted from common essential oils of citrus, citronella, and lemon grass. D-limonene developed at UPLB was found to be more effective than deet, an active ingredient in commercial insect repellants.

- Other products developed are nanosilica, nanochitosan, and nanocoatings from rice hull, shrimp, exoskeleton, and agricultural by-products. Nanosilica and nanochitosan can be used to purify water contaminated by arsenic. Nanosilica can be used as thermal conductor. Nanocoating films had been used to coat some papaya fruits for protection.

- We screened bacteria that can naturally produce nanogold to develop a sensor that can detect food-borne pathogen *Escherichia coli* 0157:H7.

Pulse Survey Center

- UPLB formally launched the University Pulse Survey or UPulse in 2012. This is the first of its kind among the constituent universities in the UP System. UPulse covers public opinion polls on relevant national issues. It also serves as depository center for the CALABARZON for government agencies mandated to collect national data such as the National Statistics Office (NSO), Bureau of Agricultural Statistics (BAS), and the Bureau of Labor and Employment Statistics (BLES).

Project SARAI – Smarter Agriculture for the Changing Philippine Climate

Advances in information technology, cropping systems modelling, geographic information systems (GIS), automatic weather systems, and field sensors can be combined to develop decision support models and early warning systems that can help farmers and policy makers come up with sound and science-based judgments under uncertain and drastic situations brought about by climate change.

To help make the agriculture sector more risk resilient, DOST-PCAARRD and UPLB launched and pioneered a three-year project. The project entitled Smarter Approaches to Reinvigorate Agriculture as an Industry in the Philippines (Project SARAI). Project SARAI aims to recommend science-based cropping system technologies, protocols, crop advisories and forecasting, and long-term strategies geared towards maximizing crop yield and minimizing adverse environmental and climate impacts on six priority crops: rice, corn, banana, coconut, coffee and cacao.

Efforts have been geared towards establishing partnerships with SUCs, government and private institutions, and other agencies which could help in fine tuning and implementing the Project in different areas nationwide. The Project has identified 28 cooperating partners, and has held an inception meeting on May 9 to discuss its objectives and partnership terms.

The different crop commodity teams have already started field experiments in the different project sites. The Project is expected to generate a new cropping calendar and integrated crop management (ICM)
system for rice and corn. This new cropping calendar will provide the farmers a new outlook on the best date to plant to increase their yields.

In order to deliver the pool of scientific information across different participants and audiences, a component of the project is focused on developing an online portal. The online platform will serve as the database and hub of important information on the six priority crops. We have partnered with SMART Communications, Inc. to bring information from the scientists to the farmers and other subscribers through SMS to increase the number of people who can benefit from the study; especially in those areas which may not have a steady connection to the internet.

**Training on Research Management and Implementation**

Orientation programs, seminars, and workshops on R&D Project Implementation and Management were conducted regularly. Since 2012, more than 92 faculty and REPS had undergone training on Research Proposal Development and Processing/Implementation, Monitoring and Evaluation, Intellectual Property Rights in R&D and Technology Commercialization, Writing Publishable Articles, Ethics of Research and Extension, and Administrative and Financial Management.

These trainings enhance the ability of faculty and REPS to package and market quality RDE proposals and eventually lead to a watershed of research grants from various local and international research funding agencies.

**Modernized Learning Environment**

We have earmarked PhP 164 Million for the purchase of modern research equipment and more than PhP 300 Million for building new and modernizing the University’s aging research, creative, and cultural facilities (Details are also provided in Part C).

**Arts and Sciences Fusion Program**

We embarked on the Arts and Sciences Fusion Program since 2009, an educational scheme that emphasizes arts and humanities combined with the sciences to counterbalance profit-driven commercialization of cultural values. It is anchored on the principle that active and engaged citizens are those who participate in cultural endeavors and have a high regard for theater production and other cultural activities that awaken a heightened sense of individual awareness and social responsibility.

A research-based program for new expressions that cross the boundaries of arts and sciences, it is composed of different CAS units tasked to conduct multidisciplinary research on arts and science fusion. The program has developed the Old Chemistry Ruins into an al Fresco Amphitheater for the Arts and Sciences Fusion performances.

Under the Program, we conducted activities such as the following:

**Sabangan: Sentro ng Bagong Wika at Likhaan** – a forum with two speakers on “Agham Pangmilitar at Pagiging Makabayan sa Bagong Panahon: Pagpapaliwanag at Testimonya” and “History and Andres Bonifacio,” September 2012

Sabangan workshop for Bonifacio project – “Math and Visual Arts Workshop on Heroism,” 2012

Intercultural collaboration as dialogue: re-staging of “Ang Paglalakbay ni Sisa, Isang Noh sa Laguna,” 2013

Production of the CAS Mural, a visual depiction of the arts-science fusion
Rich Culture and Arts Experience for UPLB and the CALABARZON

In 2010, UPLB created the Office for Initiatives in Culture and Arts (OICA) to preserve and promote the Filipino cultural heritage through the arts not only among our constituents but also to people in the CALABARZON.

UPLB also hosts the Southern Luzon Studies Center, which sponsors and collaborates with entities here and outside UPLB the holding of events that help cultivate appreciation and a deeper understanding of culture and the arts.

OICA hosts the Annual Faculty Follies, program featuring performance of teachers. Faculty Follies in 2011 and 2012 themed “UPLB Leads Green” and “UPLB: Handa sa Pagbabago ng Panahon at Kapaligiran,” respectively, were both about the environment. Faculty Follies of 2013, entitled “Tayo Para sa Bayan,” became a benefit concert for Typhoon Yolanda victims and survivors.

Since 2012, UPLB has been holding the Southern Tagalog Arts Festival to celebrate the National Arts Month in February to uphold the dynamism and diversity of Filipino culture and encourage artistic traditions cultivated in the local soil to thrive. The arts festivity, a major part of our arts development program, has served as a celebratory and collaborative showcase of artistic expressions richly rooted in the different provinces of the Southern Tagalog region.

In 2012, we held the following: Southern Tagalog Art Studies Conference entitled Amugisan (Pamulaklak ng Palay o Pagbubuntis ng Kamalayan); Fantas Writers’ Forum; a concert by the Harmonya entitled Paghahabi ng Kwertas ng Buhay; the Theater Plays “Para kay B” and “Articulo Mortis;” art exhibit “Tagpuan sa Katimungan;” dance concert “Surtido” by the UPLB Filipiniana Dance Troupe; speech choir competition “If I were a voice;” the Calabarzon Film Festival “Pelikul2ra;” art workshop “Hugis;” and the guitar concert “Movements.”

In 2013, we staged “Colonial,” a multi-media and highly collaborative dance-theatre piece; Amugisan; the art exhibit “Tatumpu’t Lima” by students of the Philippine High School of the Arts, the fifth edition of the CinemaRehiyon; a speech choir competition; performances by the Ang Nuno Dance Troupe, Las Cuerdas de Angono, Ars Noveau Chorale, and Teatro Kalayaan of the Regional Pilot School for the Arts of Angono in Rizal province.

Hinagap, an exhibit of art works which serve as a reflection of dreams and aspirations limited by reality yet cultivated by fantasy, was held by Infocus during the first quarter of the year. Shown in the art works are images within a wide, wild world between reality and the imaginary: the heart and the mind. This was followed by “Sapot at Bagyo” by Ritche Yee that shows the importance of webs produced by spiders; Twisted, a sculptural exhibit by Glenn Cagandahan; Bahid: Pagdayon sa Kahapon, also by Infocus; Hugot; The Drawing Box; Jonah, an art installation by Leeroy New; Kamerata, a video installation and, Waylaying Innocence, a poetry exhibit.

World-renowned installation artist, sculptor, and painter Junyee had been a long-time artist-in-residence of UPLB.
Financial Support for Research and Creative Works

A total of 62 faculty members received Academic Development Fund (ADF) grants amounting to a total of PhP 832,634 while 278 received basic research grants with an aggregate amount of PhP 1.7 Million from 2012 to 2014.

The World Class University Fund (WCUF) was able to fund the research undertakings and dissemination of the faculty members and helped increase their research visibility and networking in the academic and scientific communities.

We have given cash awards to encourage writing and/or refinement of scholarly articles for possible publication in indexed (e.g., ISI, SCOPUS) peer reviewed journals. A total of PhP 12.4 Million was allocated and a total of 218 applications for publications had been submitted for consideration. In addition, the Basic Research Grants and the ADF Grant (UPLB’s research dissemination grant) were increased from PhP 1.6 Million to PhP 5.0 Million to support more than 30 basic studies. Researchers were given PhP 100,000-PhP 150,000 for each basic research. Guidelines of the UPLB Basic Research Program were also revised to make implementation more effective.

Enhanced Publication Outputs

Increased research productivity drives the academic global ranking of universities and impacts on their reputation, ultimately affecting the perception of prospective students, faculty members and donors, as well as quality assurance agencies.

At UPLB, our research productivity has increased significantly partly through the support of the administration particularly in increasing research support under the Basic Research Grants and the Academic Development Fund.

From 2011 to 2014, there were 631 papers presented in local conferences and 301 presented in international conferences. We published 275 articles in international refereed journals and 223 articles in local refereed journals as of June 2014. We also published 123 books and book chapter/section (Table 23).

Protection of Intellectual Property Rights

From November 2011 to June 2014, the Intellectual Property Office (IPO) was able to file two patents and two trademarks, and register six copyrights. Patent applications were filed through the assistance of PCAARRD-DOST and DA-BAR. One utility model and one trademark were also granted.

The IPO oriented all the colleges and units on the UP Revised Intellectual Property Rights (IPR) Policy and Intellectual Property (IP) Protection Guidelines in coordination with the UP System Technology Transfer and Business Development Office.

We created a Virtual Intellectual Property Office (VIPO) composed of representatives from various colleges and units in support of the IPO. The IPO in partnership with IPO Philippines conducted trainings on IP.
representatives took the Patent Agent Qualifying Exam, and two have already passed it.

The IPO also evaluates PhD and MS thesis outlines and ongoing researches for potential patents. A total of 611 outlines and ongoing researches were evaluated; 118 are PhD outlines, 407 are MS outlines, and 86 are ongoing researches. From these, 24 PhD outlines, 74 MS outlines, and 23 ongoing researches were found to be potentially patentable.

Since 2013, the IPO has also started evaluating scientific papers. The office has evaluated six scientific papers, and one was found to be potentially patentable. The IPO also developed a database management system for the evaluation of graduate and undergraduate theses outline.

As a public service university, we have produced and disseminated R&D information and provided various forms of community, public, and volunteer services, as well as scholarly and technical assistance to various interest groups in the government, the private sector, and civil society. Some of these are action researches that enable us to conduct research in the field while serving the communities.

The following are details of our key programs that are designed to mainstream our scholarly outputs, knowledge and technological products, and our expert services in local and national development efforts.

**Table 23. Enhanced publication outputs of UPLB faculty and REPS**

<table>
<thead>
<tr>
<th>ARTICLES/BOOKS PUBLISHED/ PAPERS PRESENTED</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>*2014</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>International publication awardees</td>
<td>-</td>
<td>19</td>
<td>47</td>
<td>9</td>
<td>68</td>
</tr>
<tr>
<td>ISI-indexed publication</td>
<td>133</td>
<td>159</td>
<td>125</td>
<td>60</td>
<td>275</td>
</tr>
<tr>
<td>Local refereed journal</td>
<td>52</td>
<td>96</td>
<td>53</td>
<td>22</td>
<td>223</td>
</tr>
<tr>
<td>Book, book chapter/section</td>
<td>24</td>
<td>65</td>
<td>18</td>
<td>16</td>
<td>123</td>
</tr>
<tr>
<td>Papers presented in international conferences</td>
<td>32</td>
<td>100</td>
<td>106</td>
<td>63</td>
<td>301</td>
</tr>
<tr>
<td>Papers presented in local conferences</td>
<td>152</td>
<td>173</td>
<td>130</td>
<td>176</td>
<td>631</td>
</tr>
</tbody>
</table>

*Period covering January 2011-2014
Pahinungod Program

Our Pahinungod and Padayon programs continued to cater to grassroots communities (Table 24). Pahinungod mobilized more than 4,000 volunteers in nine volunteer service programs in at least 30 provinces, 100 municipalities, 300 barangays, and for more than 10,000 individuals. Our volunteers conducted affirmative action, youth and women development, and education and literacy programs, and provided technical assistance to the beneficiary-communities.

Under the Pahinungod, we implemented long-term projects in educational enhancement and health and nutrition for public elementary schools. We launched two new programs: Reading Enhancement and Appreciation Development (READ) Program and the Environment Advocacy Program (EAP). We also revived the Immersion-Mission (I-M) Program and the Teachers’ Training Program (TTP) in the context of the K+12 Basic Education Reform.

The READ program aims to supplement the formal instruction in reading through year-long weekly interventions to develop selected reading aptitudes in formative stages and foster love for reading among Grade 3 pupils. A 16-part module was completed as a guide for student volunteers.

For EAP, we completed an instructional manual composed of 11 modules in environmental protection and education for elementary pupils with the assistance of faculty and staff members of SESAM and IBS. EAP was formally launched in January 2013 in Bay, Laguna.

Under affirmative action, volunteers conducted a 10-14 day summer college preparatory and leadership training program for incoming fourth year students in underrepresented public high schools in the country.

The TTP was relaunched in July 2012. This is a refresher and capability-training activity on creative teaching strategies and content updates, which was conducted in Bani, Pangasinan in 2013. It is presently developing a program curriculum to supplement K+12 Basic Education Reform.

Relaunched in 2012, the Immersion-Mission Program is a 10-20 day community integration program that exposes students to everyday farm life and enables them to implement projects related to their expertise. This was implemented in Padre Burgos, Quezon and Pakil, Laguna.

Under the Padayon Program, we have been organizing quick response teams to address pest and disease outbreaks in farms and plantations.

“As scholars of our country and of our people, it is incumbent upon us to make our gratitude fuel altruism and voluntarism among us and keep the fires of selfless service burning in our hearts always.”
Table 24. Some community programs of UPLB Pahinungod (2013)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>Description</th>
<th>Beneficiary</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Rehabilitation and Improvement Activity</td>
<td>January 29</td>
<td>Cleaning and painting of school classroom and walls; donation of fans and school supplies sponsored by the UPLB Economics Society</td>
<td>Limao Elem. Sch. (Calauan, Laguna)</td>
</tr>
<tr>
<td>Medical Mission and Health Education</td>
<td>February 18</td>
<td>Medical and dental check-up and health education for students and parents of public elementary schools in Mauban Quezon sponsored by UPLB Banahaw and conducted in partnership with UP Manila Pahinungod</td>
<td>Mauban, Quezon</td>
</tr>
<tr>
<td>Nutrition and Alternative Livelihood from Kalinga</td>
<td>March 8</td>
<td>Nutrition and alternative livelihood training for the mobilization of parents in Laguna and Batangas</td>
<td>Bgy. Bitin (Bay, Laguna)</td>
</tr>
<tr>
<td>Art Camp</td>
<td>March 27-30</td>
<td>Special arts appreciation and workshop for street children in Manila area co-sponsored with UP Manila</td>
<td>80 street children (Manila area)</td>
</tr>
<tr>
<td>Summer Immersion Service Program (Odioangan, Romblon and Castillejos, Zambales)</td>
<td>April 9-May 4</td>
<td>Exposure and integration of student volunteers to selected underserved communities</td>
<td>11 students</td>
</tr>
<tr>
<td>UPLB-FEU (Korea) Volunteer Service Program Paowin ES (Cavinti, Laguna)</td>
<td>June 13-24</td>
<td>Volunteer assistance for selected public elementary schools in Laguna</td>
<td>Bitin Elem. Sch. (Bay, Laguna)</td>
</tr>
<tr>
<td>Alternative Action Program (Mamburao, Occidental Mindoro; Pinamalayan, Oriental Mindoro; Kalinga Apayao; Masbate City)</td>
<td>May 9-June 4</td>
<td>Special tutorials and summer bridge program for incoming fourth year students of underserved public high schools</td>
<td>Libon, Albay</td>
</tr>
<tr>
<td>Leadership Training Seminar</td>
<td>July 9-10</td>
<td>Collective leadership and organizational management for high school students</td>
<td>St. Alponsus Ligouri Integrated School (Bacoor, Cavite)</td>
</tr>
<tr>
<td>Donation of instructional materials; Dayap Elem. Sch. (Calauan, Laguna); Mahabang Parang Elem. Sch. (Calauan, Laguna)</td>
<td>July 14</td>
<td>Donation of teaching learning resources for selected public elementary schools</td>
<td>Bangyas Elem. Sch. (Calauan, Laguna)</td>
</tr>
<tr>
<td>Aeta community outreach program</td>
<td>July 17</td>
<td>Donation of clothes, books, and other utilities to the Summer Service Immersion Program site</td>
<td>Bgy. Balaybalay (Castillejos, Zambales)</td>
</tr>
<tr>
<td>Health and nutrition awareness campaign</td>
<td>July 23</td>
<td>Seminar-symposium on healthy habits for public elementary school students</td>
<td>Limao Elem. Sch. (Calauan, Laguna)</td>
</tr>
<tr>
<td>NSTP training for faculty and community extension personnel</td>
<td>July 23</td>
<td>Orientation, planning, and development of implementing guidelines for NSTP and community service activities for teachers and staff</td>
<td>Lyceum University of the Philippines-Laguna</td>
</tr>
</tbody>
</table>
Maximized Web and Social Media Use

UPLB maximized the use of the world wide web, particularly social media in promoting its programs, products and services. The Office of Public Relations uses multi-platforms for its communication engagements, such as print media, multimedia, and social media. It set up its social media accounts (Twitter and Facebook) in 2012 to reach a wider audience.

Since its establishment, our social networking accounts have also accumulated over 10,800 Twitter followers and more than 54,846 followers on our Facebook page (Table 25).

Its website was ranked most popular or viewed among universities in the Philippines in 2014 by the Philippine Daily Inquirer. We also created a YouTube channel in June, 2013 and has obtained 25,000 views and 184 subscribers since.

We spearheaded the first Rappler series in the campus on September 19, 2012 entitled MOVE CHAT SERIES@UPLB to show the important role of social media in pushing social change and development. Attended by more than 400 students and teachers, the seminar featured journalists from Rappler, headed by CEO Maria Ressa, the former CNN Jakarta and Manila bureau chief.

<table>
<thead>
<tr>
<th>SITES</th>
<th>FOLLOWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td>54,846</td>
</tr>
<tr>
<td>Twitter</td>
<td>10,800</td>
</tr>
<tr>
<td>Videos (YouTube Channel)</td>
<td>8,764</td>
</tr>
</tbody>
</table>

Note: From June 2013 to October 2014
Enhanced Information Sharing

Through our community communication resources (radio station Radyo DZLB, community newspaper The Los Baños Times, and cable television), we have featured issues on agriculture, cooperatives, health, human relations and family development, youth development, homemaking, and others. We also established a community reading room in an underserved barangay.

The campus community newspaper, The Los Baños Times, was highlighted in the mainstream media for having proactively practiced civic journalism using multi-platform media in AY 2012-13. The staffers regularly conduct campus journalism training courses for high school students and potential offsite contributors.

The College of Human Ecology produced two manuals on the complementary feeding of young children. These are now distributed by the National Nutrition Council for training of trainers of different LGUs.

Internationally, we have networked globally in using communication for development by hosting the Asian portal of the FAO-funded Consortium for Communication for Development at the College of Development Communication.

Improved UPLB RDE Portal

We expanded research output utilization by launching an RDE web portal for our journal articles and other published materials.

The RDE portal, which integrated four RDE websites in 2012, publishes news, hosts videos, and features journal management databases of projects, experts, technologies, trainings, and services.

The UPLB Journals Online site uploaded nine issues of journals published in the University or by the alumni, namely: The Asia Life Sciences (ISI), Journal of Environment Science and Management (ISI), Philippine Agricultural Scientist (ISI), Philippine Journal of Veterinary and Animal Sciences, and the Philippine Journal of Veterinary Medicine.

Statistics show increasing number of readers and followers for UPLB resource materials uploaded in the various RDE portals.

From July-December 2012, there were 23,744 users with 82,232 page views. From January-June 14 of this year, there were already 32,681 users with 110,895 page views and will likely surpass the number of users (64,924) and page views (202,026) in 2013 (Table 26). On the average, each user viewed three pages between 2012 and 2014.
Table 26. Users of the UPLB RDE website

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2012-2013</th>
<th>2014 (Jan-June)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portal views</td>
<td>23,744</td>
<td>64,924</td>
<td>32,681</td>
</tr>
<tr>
<td>Abstract downloads</td>
<td>92,868</td>
<td>174,724</td>
<td>64,626</td>
</tr>
<tr>
<td>(Journals Online)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facebook likes</td>
<td>822</td>
<td>1257</td>
<td>660</td>
</tr>
<tr>
<td>Twitter followers</td>
<td>2,000</td>
<td>3,000</td>
<td>3,863</td>
</tr>
<tr>
<td>78 Online documents</td>
<td></td>
<td></td>
<td>25,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(since 2010)</td>
</tr>
<tr>
<td>117 videos</td>
<td>3,500</td>
<td>1,429</td>
<td>706</td>
</tr>
</tbody>
</table>

Innovative Public Sharing Modes of UPLB Technologies and Discoveries

We promoted UPLB technologies through exhibitions and virtual displays (e.g., Syensaya Wonderama, and other local exhibits) organized by the Los Baños Science Community Foundation, Inc., (LBSCFI). LBSCFI is a group of science organizations that fosters the spirit of sharing of resources and expertise among the research agencies based in Los Baños. It has 23 member institutions involved in research and development, extension, and education. Chancellor Rex Victor O. Cruz became the president of LBSCFI effective August 2012-2014.

As a member of the Los Baños science community, UPLB actively participates in the Syensaya to support the annual celebration of the National Science and Technology Week. UPLB coordinated the SyenSaya celebration and Wonderama Exhibit in 2012-2014 catering mostly to elementary and high school students. Syensaya features science discoveries, latest research breakthroughs, and technologies for commercialization.

UPLB participates in the celebration of DOST’s National Science and Technology Week. It also participates annually in the DA-Bureau of Agriculture Research’s Agriculture and Fisheries Technology Forum and Exhibit.

Since 2013, the Museum of Natural History (MNH) has conducted 17 public seminars under the Biodiversity Seminar Series. The MNH has collaborated with scientists and researchers in Brazil, USA, France, Australia, Russia, Singapore, New Zealand, Japan and Korea through the sharing of specimens that aid in the description and identification of newly discovered organisms.

UPLB publicly presented its 18 new and existing interdisciplinary studies centers and programs (IDSC) during the Science and Technology Forum and Exhibit on March 4-5 held at the SMX Convention Center in Pasay City, Metro Manila. The event, dubbed “EXSCITE” (a wordplay on exhibit, science, and technology), carried the theme, “Making Science Work for Sustainable Development,” with the aim of upholding and promoting S&T in the country.

The creation of said centers and programs is the University’s means of addressing more complex global and national problems that have become too difficult to be resolved by a single field of discipline alone. Interdisciplinary and transdisciplinary research approaches are among the University’s strategies in becoming more holistic, relevant and responsive to the needs of the Filipino people. This initiative marked the first time that the University organized an S&T event of this magnitude outside the campus.

It drew important personalities including policymakers, the media, and a sizeable audience who viewed the exhibit. This showcased the sheer number and diversity of technologies produced by the brightest scientific minds in the fields of natural sciences, agriculture, forestry, engineering, and environment in the country.

Assistance to Typhoon Yolanda Survivors Enrolled at UPLB

Task Force Yolanda was formed out of UPLB’s desire to help our fellow countrymen who were devastated by the typhoon Yolanda, specifically to create and implement rehabilitation plans for those who were affected by the typhoon.

The Task Force documented and assessed damage in coordination with LGUs in Calauit Island in Palawan and Barugo in Leyte. Trainings were conducted on damage assessment, organic production and
vermicomposting, scanning and scoping of livelihood activities, and vegetable gardening on March 9-13, 2014. We also assisted the Balik Calaut Movement in preparing a proposal for a community-based risk management program.

For the students, we implemented the ‘Makulay, tuloy-tuloy ang buhay’ workshop to help students from UP Tacloban who had cross-enrolled in UPLB cope with the trauma they experienced from super typhoon Yolanda. The workshop, held on Dec. 9, 2013, aimed to help the students financially, socially, physically, spiritually, and psycho-emotionally.

The students immersed themselves in music and dance movement therapy, tai-chi, progressive relaxation techniques, organizational games, laughter therapy, and art therapy. The activities were aimed at helping them release their anxiety and stress, to help them find relief, inspiration and readiness to continue to face life’s challenges.

Through our experience in helping students who survived Yolanda, we instituted the Protocols for Disaster Relief and Rehabilitation Operations. These protocols provide greater opportunities to develop the spirit of selfless public service among students and to ensure that UPLB students affected by disasters are adequately cared for and supported.

**Adequate Health Services for UPLB and Community**

The University Health Service (UHS) continued to provide quality services to UPLB constituents (Table 27).

In 2012, we approved a proposal to renovate and rehabilitate the circa 1965 UHS Main Building. A budget for it was subsequently made available in 2013. We implemented the renovation work beginning at the suite rooms of the main building. The roof was replaced with long-span GI sheets and the ceilings were also repaired. We also replaced the vinyl tiles on the second floor of the hospital lobby and the room floors with granite tiles.

We acquired a new generator set and constructed a housing facility for it. We installed a bed elevator, and are preparing for the renovation and expansion of the X-Ray Room to provide a space for the ultrasound machine and Radiology Reading Room. Recently, the budget for the expansion of the UHS building was approved and the construction is projected to be completed in 2016.

We expanded the availability of our hospital services to non-UP constituents and have established satellite clinics as necessary. We also extended financial assistance for hospital expenses through the reimbursement of net of Philhealth and HMO coverage.

**Program for the Elderly.** We launched and conducted the Elderly Development Program, a first of its kind elderly program that is based in a university. It caters to UPLB retirees and senior citizens of nearby communities. Through this program, we have organized activities such as lectures, and free medical screenings aimed at delaying the onset of dependency and helping provide a good quality of life for the elderly. We also conceptualized a new research and extension arm of the unit, the Family Academy, which is envisioned to be the premier institution in holistic research and extension for a better Filipino family.

**Nutrition and Wellness Clinic.** In July 2013, we inaugurated the Nutrition and Wellness Clinic to promote the nutritional well-being of UPLB constituents and nearby communities. The clinic also has a Lactation Station to comply with RA 10028 or the Expanded Breastfeeding Promotion Act.
UNIVERSITY OF THE PHILIPPINES LOS BAÑOS
Science and Technology Exhibit

“Making Science Work for Sustainable Development”

March 4-5, 2014 • SMX Convention Center • MOA Complex, Pasay City
### Table 27. Availment of medical examinations at the University Health Service (2011-13)

<table>
<thead>
<tr>
<th>CONSTITUENTS</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>3,314</td>
<td>3,123</td>
<td>4,056</td>
</tr>
<tr>
<td>Faculty</td>
<td>567</td>
<td>228</td>
<td>198</td>
</tr>
<tr>
<td>REPS</td>
<td>116</td>
<td>141</td>
<td>118</td>
</tr>
<tr>
<td>Employees</td>
<td>723</td>
<td>534</td>
<td>285</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>4,720</td>
<td>4,026</td>
<td>4,657</td>
</tr>
</tbody>
</table>

### Technical and Advisory Services and Policy Formulation

As a National University, our faculty and staff are engaged as consultants or technical advisers in local, national, and even international decision making and policymaking. Some of our efforts in policy formulations are as follows:

#### Policy Formulation

Our research studies have included policy analyses on the restoration of degraded forest and mangrove ecosystems as an approach towards poverty alleviation and environmental quality amelioration.

- Review of 56 Republic Acts, Executive Orders, and Memorandum Orders; signing of MOA with the DENR on the National Forest Certification in the Philippines.
- Production and dissemination of 14 policy papers on agriculture and related topics, marketing, alternative energy, sustainable development, agrarian reform, trade, and poverty and malnutrition among policy makers in the Senate, House of Representatives, national government agencies, and international organizations such as the World Bank.

#### Technical and Advisory Services

Technical assistance to various stakeholders in local, national, and regional development. Some efforts in this area include the following:

- Formulation of the Clean Water Act through the project “Collaborative Work in Sustainable Agriculture and Natural Resource Environmental Management-Collaborative Research Support Program (SANREM-CRSP)”
- Formulation of the Comprehensive Agrarian Reform Program Extension with Reforms (CARPER) as embodied in RA No. 9700 through a position paper. Some of the recommendations of the project entitled “Sustaining the Gains of CARP: Master Plan for Philippine Rural Development” have been incorporated in Sections 9 (pars. 3 and 4), 13 (pars. 1 and 2), and 14 (Item f) of RA 9700.
- Development of a Comprehensive Land Use Plan for the Municipality of Nagcarlan, Laguna
- Conduct of the Seasonal Livelihood Programming that strengthens the design, planning, and implementation of longer-term resilience building programs, developed in partnership and aligned with national and local priorities
- Study of the implementation of regulatory policies related to risk assessment of GM corn as stipulated in the Cartagena Protocol on Biosafety
- Establishment of the Bioinformatics Laboratory and Nanotechnology Laboratory and further strengthening of the Genetics and Molecular Biology Laboratory to fill the gap in research and provide services to BIOTECH and its public and private partners
- Barangay integrated development planning (with emphasis on food and nutrition security, disaster preparedness and management and hunger mitigation) and updating the Barangay Management Information System in three municipalities of Laguna, namely: Calauan, Nagcarlan, and Rizal through the BIDANI Network Program
- Participatory community vulnerability assessment and disaster risk management for Calauan, Laguna
- Formulation of a Local Climate Change Action Plan for representatives from SUCs in the 18 major watershed areas in the country
- Collaborative Research, Development, and Extension Services for Food Security (CRDES) in Regions 4A, 4B, and 5. This collaborative work with SUCs, DA regional field units (RFUs), and provincial LGUs help 16 provinces craft their provincial action plans (PRAP) to achieve food security in the regions
• Organization of the public forum, UP Eleksyon 2013, to promote political participation and good governance in the electoral process for the national and local elections

• Communication planning and strategies for environmental programs, climate change and its impact, knowledge management and how R&D institutions can benefit from it, capacity building in biodiversity conservation and natural resources management, results-based monitoring and evaluation, management effectiveness assessment, and climate smart agriculture

• ASEAN named the Mt. Makiling Forest Reserve (MMFR) as the 33rd ASEAN Heritage Park on October 3, 2013. Its status as a heritage site opens new opportunities for its development by joining the international arena. UPLB, being the designated steward of the MFR, is overseeing its environmental integrity and its productive use as a laboratory for instruction and research.

Trainings and Other Extension Programs

The different colleges rendered more than 3,500 extension services from 2011 to 2014, through training programs and courses, conferences, workshops, seminars, short courses, technical assistance, study visits, and information, education, and communication (IEC) activities. From 2011 to the first quarter of 2014, it has offered 2,404 non-degree training programs/courses (Tables 28 and Figure 25).
Some of the major trainings and conferences organized and conducted by UPLB included the following:

International

- International symposium on “Sustaining the Role of Botanic Gardens to Global Plant Diversity Conservation” held on June 20, 2013 and attended by 100 stakeholders
- 2012 International Conference on Cooperatives
- Second International Continuing Professional Education Conference
- Symposium in Veterinary and Comparative Pathology
- International Training Course on Specialized Small Animal Practice with four international speakers from Japan, Singapore, and Thailand
- Organization of the 2nd Community Forestry Champions Network event in the Philippines in 2013 to showcase initiatives in community-based forest management, which was attended by by 23 participants from 12 countries

National

- “Strengthening Agricultural Development Planning and Governance for Food Security” conducted nationwide in collaboration with the DA-Agricultural Training Institute aimed at building the capacities of 4th to 6th class municipalities in agricultural planning amidst globalization and climate change issues
- Seminar on Doing Business in Free Trade Areas to spread awareness of tariff-free zones in which exporters could trade with zero tariffs
- National Conference on Cooperatives (NCC) with the theme Green Cooperatives for Sustainable Bio-enterprise Development held in 2013, attended by more than 100 stakeholders
- First National Forum on Energy Economics – the first of its kind in the country
- First Training Camp on Enterprise Creation and Business Development
- First Mt. Makiling Forest Reserve Stakeholders meeting in 2013
- Community-Based Disaster Risk Reduction and Management for Environmentally Challenged Communities in CALABARZON” in 2011
- Eco-U Leadership Camp to develop the environmental stewardship of high school students
- Symposium on “Water for Life”: Water as a Resource and Hazard funded by the Alliance Francaise of Manila and the French Embassy in Manila
- First National Symposium and Workshop on Environmental Science co-organized by UPLB
- Day Care Resource Center Training Courses to capacitate day care workers in teaching conducted in cooperation with the LGUs of Laguna and the Department of Social Welfare and Development
- Training of Trainers among SUCs to use BiDANI as a participatory community-based nutrition in development planning by the UPLB-BiDANI, the National Coordinator of the BiDANI Network Program
- Conference on Econutrition: The Nexus Among Human Nutrition, Economics, and Agriculture held in 2013 to craft a consensus on the adoption of econutrition as a strategy to ensure nutrition security in the country
- National Mass Training of Grade 8 Teachers on K-12 Basic Education Program. The K-12 Teachers’ Training held in 2013 and 2014 at UPLB was attended by 1,500 public high school teachers of DepEd - Divisions of Laguna, San Pablo City, Calamba City, and Sta. Rosa City
- Development Communication Training for Information Officers and Media Partners on Responsible Parenthood-Family Planning

### Table 28. Non-degree and degree trainings offered by UPLB (2011-2013)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>709</td>
</tr>
<tr>
<td>2012</td>
<td>167</td>
</tr>
<tr>
<td>2013</td>
<td>1403</td>
</tr>
<tr>
<td>2014 (1st Quarter)</td>
<td>125</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2404</strong></td>
</tr>
</tbody>
</table>
Aside from the acquisition of state-of-the-art research equipment worth PhP 164 Million mentioned previously, we launched a massive infrastructure modernization program worth more than PhP 1.5 Billion beginning in 2013. The program includes: (a) the renovation and repair of about 320 classrooms and laboratories, all rest rooms, dormitories, auditorium, Student Union Building, and 4-km of roads, (b) the construction of 5 new academic buildings, a multi-purpose convention hall, 2 new 180-bed dormitories, 100 new units of staff housing, and a new track oval and athletic facility, (c) expansion of at least five major academic buildings, (d) rehabilitation of water and electrical system, (e) modernization and expansion of the University Health Service facility, and (f) establishment of an Integrated Analytical Service Laboratory.

Completion of Infrastructure Projects Initiated Before 2012. Although not part of the modernization plan that we launched in 2013, we committed to the completion of infrastructure development projects started prior to November 2012 inasmuch as these projects were also designed to modernize UPLB. These projects were funded through the previous administration’s initiatives and included the following Tables 29 and 30 feature a list of the completed projects.

- Rural Economic Development and Renewable Energy Center (REDREC)
- UP Agribusiness Center for Entrepreneurship
- 3-storey Math Building
- Extension of Copeland Gym (Wing B)

“STRIDES IN ACADEMIC, RESEARCH, AND EXTENSION PROGRAMS MUST BE COMPLEMENTED BY AN ENABLING ENVIRONMENT WITH MODERN SUPPORT FACILITIES AND INFRASTRUCTURE.”
Table 29: Completed infrastructure projects initiated before November 2011

<table>
<thead>
<tr>
<th>CLASSROOMS AND LABORATORIES</th>
<th>Contract Price (P)</th>
<th>Source of Fund</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Rehabilitation of the National Plant Genetic Resources Lab (NPGRL) Compound, IPB Compound</td>
<td>2,902,934.13</td>
<td>80008</td>
<td>11/28/2011</td>
</tr>
<tr>
<td>2 Rehabilitation of various CA buildings and facilities</td>
<td>3,101,810.85</td>
<td>9190100</td>
<td>2/16/2012</td>
</tr>
<tr>
<td>3 Construction of two-storey IT building (Formerly 2-storey library); completion of electrical works and storm drain system, UP Rural High School</td>
<td>1,752,440.24</td>
<td>8215800 8217300</td>
<td>6/9/2012</td>
</tr>
<tr>
<td>4 Rehabilitation of CAS buildings and facilities</td>
<td>9,424,689.36</td>
<td>9190100</td>
<td>8/31/2012</td>
</tr>
<tr>
<td>5 Construction of proposed extension of CE Annex Building, Pili Drive, CEAT</td>
<td>2,390,922.17</td>
<td>8216400</td>
<td>12/2/2013</td>
</tr>
<tr>
<td>7 Construction of junior faculty room (Phase I) 2nd floor, Molecular Biology and Biotechnology Building, IBS</td>
<td>3,881,136.75</td>
<td>8216400</td>
<td>8/16/2013</td>
</tr>
<tr>
<td>8 Rehabilitation of CA Agri-Park Multi-purpose Hall</td>
<td>1,951,519.15</td>
<td>8868221</td>
<td>12/17/2013</td>
</tr>
<tr>
<td>9 Construction of proposed classrooms, Industrial Engineering Building, Pili Drive, CEAT</td>
<td>2,353,820.84</td>
<td>8216400</td>
<td>1/24/2014</td>
</tr>
</tbody>
</table>

Table 30: On-going infrastructure projects as of October 31, 2013

<table>
<thead>
<tr>
<th>OFFICES</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Rehabilitation of Main Library Building, 3rd floor</td>
<td>14,883,157.61</td>
<td>9190100</td>
<td>5/23/2013</td>
</tr>
<tr>
<td>2 Construction of UP Agribusiness Center for Entrepreneurship (Phase I), Science and Technology Park</td>
<td>4,169,207.57</td>
<td>8218500</td>
<td>6/19/2013</td>
</tr>
<tr>
<td>3 Design and implementation of the UPLB-Wide WiFi mesh network infrastructure project</td>
<td>7,798,186.60</td>
<td>8218200</td>
<td>5/23/2013</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Completion Date</th>
<th>Percentage Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction of gen-set house for 3rd floor, UPLB Main Library</td>
<td>08-22-10</td>
<td>98% as of 9-21-2013</td>
</tr>
<tr>
<td>Construction of proposed classrooms, Industrial Engineering Building, Pili Drive, CEAT</td>
<td>04-08-12</td>
<td>97% as of 9-12-2013</td>
</tr>
<tr>
<td>Construction of proposed extension of CE Annex Building and new room, Pili Drive, CEAT</td>
<td>04-08-12</td>
<td>99% as of 9-12-2013</td>
</tr>
<tr>
<td>Construction of UP Agribusiness Center for Entrepreneurship (PHASE I) re-bid, Science and Technology Park</td>
<td>01-26-13</td>
<td>95% as of 9-12-2013</td>
</tr>
<tr>
<td>Construction of Junior Faculty Rooms (Phase I), 2nd Floor, Molecular Biology and Biotechnology Building, IBS</td>
<td>04-19-13</td>
<td>45% as of 9-12-2013</td>
</tr>
</tbody>
</table>
Small Classrooms Renovation Project

We identified 247 classrooms in different colleges that needed renovation, including repainting, improvement of electrical system, and installation of other necessary equipment and accessories (LCD projectors, glass boards, etc.). As of this report, the following accomplishments have been made under the project (Table 31):

**PHASE I**: Installation of acoustic boards, floor tiles, total repainting of walls, installation of lighting fixtures and rewiring of electrical lines.

**PHASE II**: Installation of new doors and windows including jambs and frames; new chairs and tables

**PHASE III**: Installation of sound system, air conditioning units, glass boards and other accessories

Table 31. Small classroom renovation status

<table>
<thead>
<tr>
<th>LOCATION</th>
<th>NO. OF ROOMS</th>
<th>BUDGET (in M PhP)</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASH Building, CA</td>
<td>9</td>
<td>1.9</td>
<td>Phase I done. Phase II in progress.</td>
</tr>
<tr>
<td>CFNR classrooms</td>
<td>30</td>
<td>2.2</td>
<td>Completed</td>
</tr>
<tr>
<td>PhySci Wings B &amp; C</td>
<td>22</td>
<td>4.4</td>
<td>Delivery of materials ongoing</td>
</tr>
<tr>
<td>IBS (Wings A, B, C, D and MBB)</td>
<td>37</td>
<td>10.9</td>
<td>Phase I: approximately 95% completed</td>
</tr>
<tr>
<td>Humanities Building and CAS Annexes 1 and 2</td>
<td>34</td>
<td>7</td>
<td>Delivery of materials completed; labor component being finalized</td>
</tr>
<tr>
<td>PhySci Wings A &amp; B (Chem Labs)</td>
<td>19</td>
<td>4.5</td>
<td>Partial delivery of materials; laboratory sinks and tables c/o PhiLab being rehabilitated</td>
</tr>
<tr>
<td>Bio-Assay Building, CHE</td>
<td>6</td>
<td>2.9</td>
<td>Drawing plans in progress</td>
</tr>
<tr>
<td>Student lounge and cafeteria, CHE</td>
<td>(New Bldg)</td>
<td>2.2</td>
<td>Delivery of materials ongoing</td>
</tr>
<tr>
<td>DFPPS Laboratory Annex Building, CFNR (roof and truss replacement)</td>
<td>5</td>
<td>0.49</td>
<td>Partial delivery of materials; steel trusses being fabricated</td>
</tr>
<tr>
<td>SESAM classrooms</td>
<td>5</td>
<td>0.43</td>
<td>Delivery of materials completed</td>
</tr>
<tr>
<td>CE Annex Building, CEAT</td>
<td>3</td>
<td>0.26</td>
<td>Renovation completed</td>
</tr>
<tr>
<td>PHTRC, CA</td>
<td>2</td>
<td></td>
<td>Next to be renovated</td>
</tr>
<tr>
<td>Institute of Chemistry, CAS</td>
<td>5</td>
<td>1.3</td>
<td>Phase I: completed</td>
</tr>
</tbody>
</table>
Renovation of Dormitories

We made dormitory living more comfortable for our students and other guests by improving dormitory facilities inside the University. The improvement is likely to enhance the income generated during breaks in classes from transients, which will be used for its continuous upkeep and upgrade. The following have been completed:

- Renovation of Lower ACCI Dormitory in December 2012 and completing repair work in September 2013
- Renovation of Vet-Med Residence Hall rooms
- Construction of studio-type rooms at the ATI-NTC Dormitory that are now being offered to UPLB students
- Renovation of lobbies of the Forestry dormitories starting November 2013
- Renovation of a stock room at the ATI-NTC Dormitory into a communal kitchen now used by students, faculty, and staff residents

We will also begin the renovation of key academic support facilities in 2014-2016 to improve our services to students and staff. These projects are listed in Table 32.

Rest Rooms Renovation Project

This project aims to rehabilitate comfort rooms for students, staff, and guests. We replaced wall and flooring tiles as well as installed phenolic boards for flexible partition cubicles and granite tiles for the lavatories. The project also includes the installation of good quality fixtures such as automatic hand dryers, towel dispensers, soap dispensers, and LED pin lights for an efficient and environment-friendly lighting system. We replaced urinals in rarely used areas such as in offices with waterless systems and automatic flush for frequently used areas such as corridor CRs. Our initial accomplishments are listed in Table 33.

New Academic Building Projects

To further improve the University’s quality of instruction and to increase the intake of students, the University has started the construction of additional academic buildings.

The construction of new academic buildings has been approved and will start between 2014 and 2016. These projects are listed in Table 32.

<table>
<thead>
<tr>
<th>Table 32. Projects with budget allocation for 2014-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFRASTRUCTURE/ AMENITIES</td>
</tr>
<tr>
<td>------------------------------</td>
</tr>
<tr>
<td><strong>Equipment</strong></td>
</tr>
<tr>
<td>1. Acquisition of modern laboratory equipment</td>
</tr>
<tr>
<td><strong>Buildings/ colleges</strong></td>
</tr>
<tr>
<td>2. Construction of ICS-INSTAT building</td>
</tr>
<tr>
<td>3. Electrical Engineering extension</td>
</tr>
<tr>
<td>4. SESAM Building renovation and expansion</td>
</tr>
<tr>
<td>5. New Community Media Center-DevCom Museum</td>
</tr>
<tr>
<td>6. Agronomy Building extension</td>
</tr>
<tr>
<td>7. CEM 4-storey building</td>
</tr>
<tr>
<td>8. UPRHS 2-storey building</td>
</tr>
<tr>
<td>9. NANOTECH building</td>
</tr>
<tr>
<td>10. Tertiary Veterinary Teaching Hospital</td>
</tr>
<tr>
<td>11. Multipurpose convention and lecture halls establishment</td>
</tr>
<tr>
<td>12. CINTERLABS-4th floor from Physical Sciences</td>
</tr>
<tr>
<td>13. New IT-Library building</td>
</tr>
<tr>
<td>14. Museum of Natural History - modernization</td>
</tr>
<tr>
<td>15. PHILTROP Phase 2</td>
</tr>
<tr>
<td>16. New SPMO-PPMSO-CPDO building</td>
</tr>
<tr>
<td>17. AgEcon building renovation</td>
</tr>
<tr>
<td>18. IHNCF-CHE renovation</td>
</tr>
<tr>
<td>19. Reroofing of CDC and AG Samonte building</td>
</tr>
<tr>
<td><strong>Research</strong></td>
</tr>
<tr>
<td>20. Food processing research center building</td>
</tr>
<tr>
<td>21. Phytotron</td>
</tr>
<tr>
<td>22. Modern forest nursery construction</td>
</tr>
<tr>
<td>23. New National Plant Genetic Resources building</td>
</tr>
<tr>
<td>24. DTRI processing plant – modernization</td>
</tr>
<tr>
<td>25. IPB labs and offices - renovation</td>
</tr>
<tr>
<td>26. VetMed Training Hospital</td>
</tr>
<tr>
<td><strong>Housing</strong></td>
</tr>
<tr>
<td>27. Condotel</td>
</tr>
<tr>
<td>28. ATI Complex renovation</td>
</tr>
<tr>
<td>29. International House -renovation</td>
</tr>
<tr>
<td>30. CEC renovation</td>
</tr>
<tr>
<td><strong>Others</strong></td>
</tr>
<tr>
<td>31. Student Union -renovation</td>
</tr>
<tr>
<td>32. DL Umali Hall -renovation</td>
</tr>
<tr>
<td>33. Operations Room renovation</td>
</tr>
<tr>
<td>34. UHS extension building</td>
</tr>
<tr>
<td>35. New track oval</td>
</tr>
<tr>
<td>36. Road repairs (3-4 km)</td>
</tr>
<tr>
<td>37. Campus landscape development</td>
</tr>
<tr>
<td>38. Central Experiment Station</td>
</tr>
<tr>
<td><strong>Amenities</strong></td>
</tr>
<tr>
<td>39. Improved electricity supply system</td>
</tr>
<tr>
<td>40. Improved water supply</td>
</tr>
<tr>
<td>41. Renovation of BIOTECH wastewater treatment facility</td>
</tr>
</tbody>
</table>
Civil Engineering annex building

Industrial Engineering Annex Classroom

REDREC Building Phase 1

Agribusiness Center for Entrepreneurship (ACE)
ONGOING PROJECTS

Math Building

PhilTROP Phase 2 (Php 30M) Under rebidding - two new dorms

Under rebidding - Integrated Analytical Service Laboratory
Table 33. Completed infrastructure projects (comfort rooms)

**Completed**

- Comfort rooms, Abelardo G. Samonte Hall (Old Administration Building)
- Construction of comfort rooms, CHE Dean’s Office

**Ongoing**

- Rehabilitation of comfort rooms, ICOPED, CEM

*All other comfort rooms in the campus are funded for renovation, which will start anytime between 2014 and 2015*
PROJECTS FOR IMPLEMENTATION IN 2014-2016

- Acquisition of modern lab equipment (PhP 164 M)
- Construction of ICS-INSTAT building (PhP 80 M)
- Electrical Engineering extension (Php 87 M)
- SESAM Building renovation and expansion (PhP 42 M)
PROJECTS FOR IMPLEMENTATION IN 2014-2016

CEM 4- storey building (PhP 90M)

New 2- storey UPRHS building (PhP 24M)

Tertiary Vet Teaching Hospital (PhP 300M)

Renovation of Vet Med Training Hospital (PhP 9M)

Agronomy building extension (PhP 100M)

Nanotech building (PhP 20M)

Retrofitting Baker Hall-Arts Center and Studios (PhP 30M)

Renovation of laboratories and offices of IPB (PhP 8M)
PROJECTS FOR IMPLEMENTATION IN 2014-2016

Multi-purpose Convention and Lecture Halls establishment (PhP 75M)  
Condotel construction (PhP 100M)

Food Processing Research Center building (PhP 60M)  
Phytotron (PhP 25M)

CINTERLABS – 4th flr. of Physical Sciences (PhP 7M)  
Modernization of the Museum of Natural History (PhP 101M)

New SPMO-CPDO Building (PhP 39M)  
New National Plant Genetic Resources Building (PhP 60M)
PROJECTS FOR IMPLEMENTATION IN 2014-2016

Extension of University Health Service building (PhP 40M)

AgEcon Building renovation (PhP 5M)

IHNF-CHE Renovation (PhP 17.5M)

Reroofing of CDC and A.G. Samonte Building (PhP 6M)

Proposed new track oval (PhP 20M)
PROJECTS FOR IMPLEMENTATION IN 2014-2016

ATI Complex renovation (PhP 32M)  Renovation of Student Union building (PhP 28M)

Modernization of the DTRI processing plant (PhP 81M)  Road repairs (3-4 km) (PhP 30M)

Renovation of DL Umali Hall (PhP 30M)  Campus landscape development (PhP 40M)
PROJECTS FOR IMPLEMENTATION IN 2014-2016

Renovation and improvement of dormitories (PhP 40M)

UPLB Guesthouse renovation and expansion (PhP 10M)

International House renovation (PhP 7M)

CEC renovation (PhP 25M)

Improvement of electricity supply system (PhP 90M)

Water supply system improvement (PhP 65M)
To promote good governance at UPLB, we sought to unite our constituents into a cohesive team with shared vision, decisions, accountability, and commitment. We conducted at least eight sector orientation and planning workshops and five top level management planning workshops.

To achieve operational excellence, we accelerated and streamlined our procedures for processing appointments, vouchers and other common documents; created two Bids and Awards Committees to hasten the procurement process; observed the no-noon-break policy in key offices; and developed a proactive system for the care and maintenance of buildings.

For increased operational efficiency, we have implemented projects to improve our management systems. We are currently coming up with Quality Management Systems for OVCA, in particularly to improve our procurement, accounting and disbursement systems. We also aim to streamline procedures in research and extension.

Further, we aimed to achieve greater efficiency in the consumption of electricity and water. Problematic electrical lines and electrical transformers were replaced and metering of major buildings is in the pipeline to promote efficient energy consumption. Negotiations are underway to eventually migrate to a stable and reliable supplier of quality electricity such as MERALCO. Funds have also been

“WHAT MATTERS ABOUT THIS UNIVERSITY CANNOT BE PUT INTO SLOGANS; IT IS A PROCESS, A WAY OF DOING THINGS AND DEALING WITH PEOPLE”
earmarked for the rehabilitation of major water distribution lines to reduce leakage and energy consumption.

Details of the activities and programs we implemented to increase administrative efficiency in UPLB are discussed in the next sections.

**Improvement of Office Database and Spreadsheets**

The Office of the Vice Chancellor for Administration (OVCA) improved the office database and spreadsheets by providing a quick response to queries on status of appointments, gave additional assignments and other employee benefits, and ensured faster delivery of reports and employee statistics as requested.

**Information Dissemination**

Information dissemination is also more organized as the OVCA released a detailed Process Flow and List of Requirements. The Citizen’s Charter and the process flows in the office bulletin board are designed to provide guides for employees to follow and minimize the return of documents due to deficiencies and corrections. OVCA also conducted the Administrative Officers’ Forum, which provided employees the updates in policies and other Human Resource requirements.

**Use of Email and Digital Files**

Part of administrative efficiency is the promotion of paperless transactions through the use of e-mail and digital files. Requests for changes and/or updating of personnel records are now being done through e-mail and by sending digital files to requesting properties. Other forms have also been digitized for employees to access through e-mail or download from the website.

**Streamlined Procurement of Supplies and Materials**

We streamlined Bids and Awards Committee (BAC) procedures with the issuance of new procurement protocols. Training sessions on the preparation of the Project Procurement Management Plan (PPMP) were conducted on June 28 and on July 1 and 5, 2013 to further streamline the procurement process.

To expedite the University’s procurement process, we created two additional BACs. These are the BAC for Infrastructure and the BAC for all procurements related to in research purposes that became operational effective July 2014. The three BACs are responsible for ensuring that UPLB abides by the standards set forth by RA 9184, otherwise known as the Government Procurement Reform Act.

**Increased Efficiency in Use of Electricity and Water**

The goal in the near future is to improve the efficiency in the use of electricity and water by at least 20% of the average annual consumption during the last three years (Figures 26 and 27).

The following activities and programs were initiated to improve the efficiency of electricity and water usage in UPLB:

- Proposed replacement of the Power Capacitor Bank to reduce losses due to unstable water supply
- Proposed migration from the existing electricity provider to MERALCO

To rehabilitate the water system of the University, a committee was created through AO No. 207 (December 11, 2013) and *AO No. 037 (January 29, 2014). The committee was tasked to assess the present water system of UPLB, sources of water (pumping stations and deep wells), delivery system (what stations deliver water to different areas in UPLB), and to gather information on the use of surface water for human consumption considering Marulas Creek and other river systems inside the UPLB-administered properties. The committee has already conducted site inspection of various deep wells and made preliminary evaluations.
Improvement of Internet Facility and eUP

We upgraded our fiber optic transceivers from 100 mbps to 1000 mbps along the routes of the Institute of Computer Science to the 3rd floor of the Main Library, Office of the University Registrar, Interactive Learning Center, Institute of Biological Sciences, SESAM, College of Economics and Management, OVCRE Annex, CEAT, CAS, CHE, CDC, and the Graduate School.

In line with these developments, we are working closely with the UP System for the implementation of eUP towards better operational efficiency in our teaching, research, and public service. The eUP project, which was launched on July 18, 2012, aims to integrate, interconnect, and harmonize the ICT systems and infrastructure within and across all campuses. It covers student accounts, HR information systems, and financial systems that include accounting and inventories. These systems will increase efficiency of UP staff and fast track documents processing.

The ITC team accomplished the following in 2013: 1) developed and maintained eUP ICT Audit website; 2) facilitated the drafting of the Data Privacy Policy for approval by the BOR; 3) through HRDO, distributed Google-sponsored @ up.edu.ph accounts and reset passwords; and 4) distributed 110 personal computers and 120 access points to different UPLB offices for the eUP infrastructure component.

With the improvement of UPLB’s internet facility and with eUP, the annual cost of telephone service is expected to be reduced by at least 25% of the 2013 bill (Figure 28) and the Internet service of UPLB will become more efficient (Figure 29).
Safer Campus

We retooled the University Police Force and provided the members with facilities for better mobility and performance. To enhance security, we expanded CCTV coverage in major buildings, constructed more than 3-km of perimeter fence to secure experimental farms and other facilities, strengthened partnerships with LGUs and the Philippine National Police, improved the street lighting system, and strictly enforced traffic rules and regulations.

We implemented the following specific programs:

**Enhanced Campus Safety and Security.** We created a committee that will ensure the preparedness of the UPLB community to emergency and disaster events.

Fire and earthquake exit drills have been conducted to train people how to evacuate building premises in a brisk and orderly manner during emergency situations.

**Neighborhood Emergency Services Team.** UPLB joined the Neighborhood Emergency Services Team (NEST) of IRRI in a five-day training on emergency preparedness, hazard mapping, medical awareness, handling/treating injuries, search and rescue operations, transport, fire and earthquake drill, water safety, anti-terrorism, helicopter marshaling, and basic swimming rescue.

A refresher course was held five months after the joint UPLB-IRRI NEST training. This was followed by NEST Olympics in November 2013, which was organized by IRRI. This was participated by UPLB NEST where it garnered first runner-up honors.

**Zero Crime Against Students and Staff.** The University targets zero crime incidents in the campus. Hence, the UHO Comprehensive Late Night Services was approved on June 2012. We provided dorm officers assigned 24/7 per cluster, late night transportation and emergency services (i.e., to repair broken faucets and malfunctioning lights) in the dormitories.
Increased Security Force. To beef up the security force of UPLB, additional blue guards, community service brigade (CSB) and UPLB Police Force personnel were hired (Figure 30). Consequently, the cost of maintaining the UPLB security personnel increased in 2012 (Figure 31).

Increased Density of CCTV Cameras and Lighting. We approved PhP 3.97 Million to procure and install 14 CCTV units in the campus. This amount also includes the training and salary of the personnel who will manage and operate the equipment at the Control Center.

Installation of Safety and Emergency Equipment. To comply with the National Building Code of the Philippines, the UPLB Housing Office purchased safety equipment including LED exit signs, detectors, and emergency lights for installation in dormitories.
Greener Campus

To ensure a greener campus, we strengthened the implementation of the waste segregation program, facilitated the safe disposal of asbestos-containing materials and other hazardous wastes, implemented the no-littering policy and anti-smoke belching campaign, retrofitted major buildings with LED lights, and initiated the restoration of the sewage treatment plant.

We also carried out an information and education program to increase the level of awareness and consciousness of students and staff on the various risks and hazards in and outside the campus.

Efficient Wastes Management. In 2012, the University hired a Pollution Control Officer. We also introduced the Basic and Refresher Course for Pollution Control in the University to accelerate learning techniques based on actual experiences and best practices. This was followed by an information dissemination and brainstorming on waste management among the building administrators of the different colleges.

We created the Ad Hoc Committee on Solid Waste Management through Administrative Order No. 131. The Committee is tasked to formulate the University policies on waste management and conduct a feasibility study on the establishment of a UPLB Sanitary Landfill.

The goal of UPLB is to be the torchbearer in the anti-littering campaign just like the “No Plastic Movement,” which started in Los Banos in partnership with the local government. With this, the Municipal Ordinance 2001-08 entitled “Hinggil sa Pangangalaga ng Basura at Karampatang Pataw Ukol Dito” was strictly enforced to maintain cleanliness in the community. The “Clean UP Campaign” was launched and the University Police Force was deputized to monitor littering around the campus.

One of the major problems of research laboratories in the University is the proper disposal of chemical wastes. To solve this problem, the administration hired the services of a DENR-accredited handler and transporter of chemical waste.

The University provided funds for dismantling toxic materials, such as asbestos sunshades, toilet ceilings, and roofings from buildings and housing units.

Satisfactory Water Quality Assessment. The Occupational Health Safety and Standards Committee (OHSSC) regularly checks the water supply of UPLB using microbial examination and free chlorine residual testing to ensure its safety. Thirty one sampling sites including all pump houses are regularly monitored. We found contamination to be highest from the months of June to August, coinciding with the rainy season and incidence of flooding.

The OHSSC released water advisories for the University units whose water samples have unsatisfactory or suspicious results. We advise the UPLB constituents not to drink water found to be unsatisfactory and for those that are found to be suspicious, we issue an advise for the constituents to boil the water first before drinking.

Chemical Waste Collection and Disposal. We hired the services of a DENR-accredited treater and transporter of chemicals. Starting 2013, the contracted service provider collected and disposed around 20,000 liters of chemical wastes from different laboratories.

Environmental Compliance of Buildings. On January 16, 2014, the Technical Working Committee to formulate the Programmatic Environmental Performance Report and Management Plan (PEPRMP) was created. The PEPRMP documented UPLB’s baseline environmental conditions, the actual cumulative impacts of activities undertaken by the University and potential environmental impacts, and the effectiveness of existing mitigation measures. It then recommends other mitigation measures that will better address environmental concerns. The PEPRMP is being formulated in compliance with the application of UPLB for an Environmental Compliance Certificate.
Critical to the push for the modernization of facilities and enhancing the caliber of our teaching and research personnel is the availability of sufficient funds.

Benchmarking from the 2011 budget, UPLB’s annual budget increased (Figures 32-34). The General Fund substantially increased because of the increased allocation from the Department of Budget and Management (DBM). The revolving fund and the endowment fund (Figures 34 and 35) also increased as a result of the rise in the income generated through various means. We expect that what we are able to do better with the increased annual budget will further boost our ability to attract more funds from the government, the private sector, and international organizations.

To complement our increasing budget allocation from the government, we continue to carry out measures that will increase our ability to source out funds from traditional as well as new fund sources. We further solidified the foundation of our financial sufficiency and sustainability through the following measures.

13. Improved Financial Condition and Sustainability

**UPLB Annual Budget**

**Strengthening Partnerships with Government Agencies, the Private Sector, and International Institutions**

We have strengthened our working relationship with our key partners, including government agencies (e.g., DOST, DA, DENR, DAR, CHED); the private industry sector (i.e., Tan Yan Kee Foundation, TADECO, EastWest Seeds, PHILSURIN/SRA, and the Energy Development Corporation); international agencies (e.g., USAID, GIZ, ACIAR); and other funding institutions and international universities including Cornell University. From our partners, we secured new research grants (PhP 1.4 Billion) and scholarship grants (PhP 121 Million).

**Promoting Operational Excellence**

UPLB is increasing its operational excellence by minimizing its electricity and water usage; conducting regular vehicle and building maintenance activities; improving skills and competence of our faculty, REPS, and administrative staff; and increasing incentives for greater productivity of UPLB personnel.
Table 34. Total budget released for UPLB RDE Projects (2011-2014)

<table>
<thead>
<tr>
<th>TOTAL RELEASED BUDGET</th>
<th>BUDGET (M PhP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total approved budget (2011-2017)</td>
<td>2,001</td>
</tr>
<tr>
<td>Total budget released (2011-2014)</td>
<td>1,517</td>
</tr>
<tr>
<td>Pipeline budget</td>
<td></td>
</tr>
<tr>
<td>DOST and DOST Councils</td>
<td>484.3</td>
</tr>
<tr>
<td>DA and attached agencies/bureaus</td>
<td></td>
</tr>
<tr>
<td>Note: Including PhP167M for CVM Project</td>
<td>252.5</td>
</tr>
<tr>
<td>DENR</td>
<td>190.7</td>
</tr>
<tr>
<td>CHED</td>
<td>28.9</td>
</tr>
<tr>
<td>Others</td>
<td>6.4</td>
</tr>
<tr>
<td></td>
<td>5.9</td>
</tr>
</tbody>
</table>
For the year 2011 to 2014, UPLB received a total budget of PhP 1.5 Billion, including basic research and interest of endowment (Table 35). Compared to the 2011 budget of PhP 230 Million, budget releases for research increased by 86% in 2012. Another 16% increase was recorded in 2013. For 2014, budget releases for research projects are expected to surpass that of 2013 releases amounting to PhP 508 Million as around PhP 350 Million has already been released as of June 30, 2014.

We improved our ability to conceptualize, package, and implement quality RDE programs that are responsive and relevant to the needs of our benefactors and beneficiaries. We reviewed and reformulated our RDE agenda to make our RDE proposals more responsive to the problems of local and national development. We also aligned our proposals with the global and regional initiatives on environment, natural resources, poverty eradication, food security, and human health in order to attract funding more easily.

Table 35. Research funds generated by UPLB (Total budget released) in M PhP

<table>
<thead>
<tr>
<th>AGENCY</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014*</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>UPLB OVCRE</td>
<td>81 (164 projects)</td>
<td>164 (196 projects)</td>
<td>264 (261 projects)</td>
<td>248 (243 projects)</td>
<td>757 (864 projects)</td>
</tr>
<tr>
<td>UPLB-FI</td>
<td>149 (204 projects)</td>
<td>265 (258 projects)</td>
<td>244 (240 projects)</td>
<td>92 (141 projects)</td>
<td>750 (843 projects)</td>
</tr>
<tr>
<td>Total</td>
<td>230 (368 projects)</td>
<td>429 (454 projects)</td>
<td>508 (501 projects)</td>
<td>350 (384 projects)</td>
<td>1,517 (1,707 projects)</td>
</tr>
</tbody>
</table>
Endorsed R&D Project Proposals

For the period of 2012 to 2014, we endorsed 448 R&D project proposals. Of these, 211 were endorsed to the DA and to its attached agencies (Table 36). About 137 projects were endorsed to DOST and other attached agencies. The remaining 100 proposals were endorsed to the UP System, international agencies, private organizations, CHED, and DENR.


We have 749 RDE projects from 2011-2014. Majority of UPLB projects (522) are funded by government agencies. Only 17% are funded by international agencies and the remaining 13% are funded by private agencies.

Projects from External Sources (2011-2014) including UPLBFI

There is a 20% increase in the total number of projects in 2012 compared to 2011 (Figure 37). The figure increased by 5% in 2013. But for this year (2014), we have already reached 68% of the total number of projects in 2013, and we expect to surpass the number of RDE projects of 2013 at the end of 2014.

Table 36. Endorsed project proposals

<table>
<thead>
<tr>
<th>FUNDING AGENCIES</th>
<th>NO. OF PROJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>To DA and attached agencies</td>
<td>211</td>
</tr>
<tr>
<td>DOST and attached agencies</td>
<td>137</td>
</tr>
<tr>
<td>UPLB (Basic Research)</td>
<td>64</td>
</tr>
<tr>
<td>UP System</td>
<td>21</td>
</tr>
<tr>
<td>International organizations/agencies</td>
<td>6</td>
</tr>
<tr>
<td>CHED</td>
<td>5</td>
</tr>
<tr>
<td>Other private organizations/companies</td>
<td>3</td>
</tr>
<tr>
<td>DENR</td>
<td>1</td>
</tr>
</tbody>
</table>

Figure 36. UPLB and UPLBFI-funded projects

Figure 37. Number of UPLB projects funded from external sources (2011-2014)

Note: Projects, which started and were completed at the same year, were counted as new and completed in this graph.
**Research Funds Generated from External Sources including UPLBFI (M PhP)**

To sustain and continue implementing important activities and projects, generating funds from external sources is very important. We received PhP 738 Million budget releases for new projects from 2011 to 2014. About PhP 222 Million worth of projects have been already completed. At present, we have PhP 128 Million worth of budget releases for the ongoing projects (Figure 38).

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**Projects from UPLB Research Trust Fund (Endowment Fund)**

From 2011-2014, UPLB completed 23 projects from the UPLB Research Trust Fund (Figure 39). Total budget generated from the Trust Fund (interest of endowment fund) amounted to PhP 2.24 Million. From this, each Professor Emeritus can avail of PhP 50,000 for research.

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**Projects Funded from UPLB Basic Research Funds**

UPLB basic research fund was increased from PhP 1.6 to PhP 5 Million. As shown in Figure 40, the increase explains the dramatic rise in the number of new projects in 2013. For 2014, the figure is expected to outnumber the 2013 record as we are already implementing 24 new projects as of June 2014.
Generated Income from UPLB Assets and Facilities

As reported by the Business Affairs Office (BAO), UPLB generated an income of PhP29.6 Million from business enterprises and marketing activities, contributing to the financial sustainability of the University. These are long-term land/facility leases, short-term leases of University spaces (food and service concessions; lodging and training facilities; recreation facilities) and non-recurring projects and activities (Table 37, Figures 41 and 42).

Table 37. Total income (PhP) generated from leases, facilities, and training and lodging facilities of UPLB in M PhP (November 2011-June 2014)

<table>
<thead>
<tr>
<th>Enterprises</th>
<th>2011 (Nov - Dec)</th>
<th>2012</th>
<th>2013</th>
<th>2014 (Jan - June)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short-term leases</td>
<td>0.59</td>
<td>2.35</td>
<td>2.41</td>
<td>1.27</td>
<td>6.63</td>
</tr>
<tr>
<td>Long-term/institutional leases</td>
<td>(annual/semiannual payment)</td>
<td>0.75</td>
<td>0.41</td>
<td>6.28</td>
<td>7.44</td>
</tr>
<tr>
<td>Lodging/training facilities - OFSH</td>
<td>0.26</td>
<td>7.18</td>
<td>4.63</td>
<td>2.41</td>
<td>14.49</td>
</tr>
<tr>
<td>Lodging- Alumni Hostel (under renovation)</td>
<td>0.55</td>
<td>0.26</td>
<td>0.11</td>
<td>0.92</td>
<td>0.92</td>
</tr>
<tr>
<td>Non-recurring business activities</td>
<td>0.01</td>
<td>0.04</td>
<td>0.04</td>
<td>0.03</td>
<td>0.12</td>
</tr>
<tr>
<td>Total</td>
<td>0.86</td>
<td>10.89</td>
<td>7.75</td>
<td>10.10</td>
<td>29.60</td>
</tr>
</tbody>
</table>

Figure 41. Number and type of UPLB lessees (BAO)

Figure 42. Total income in M PhP (BAO)
Renovation of Income-Generating Facilities

We are renovating University facilities such as dormitories, the CEC, hostels, and other lodging facilities; conference venues; the DL Umali Hall; and the Student Union Building to provide better facilities that can also earn more revenues for the University.

Rehabilitation of Student Union (SU) Building.
The Student Union Building has undergone rehabilitation in 2012. The SU building is a common area where students hold meetings, rehearse for school activities, and conduct group discussion. It also houses the Office of Student Affairs, the center for students’ services of the University. Among the developments at the SU building are the electrical rewiring of the ground floor and restoration of the amphitheater and the garden fountain. A PhP 27 Million renovation project was approved to rehabilitate the upper floor of SU Building.

Improvement of Obdulia F. Sison Hall (formerly Continuing Education Center (CEC)). Another venue for local and international training programs, conference, seminars, and meeting is the Obdulia F. Sison Hall, formerly known as CEC. In June 2012, the Office of the Chancellor approved the use of CEC’s excess budget in 2011 amounting to PhP 2.78 Million to finance the improvement of the building and facilities. An excess income in 2012 amounting to PhP 1.68 Million was approved in September 2013 to be used for developing three VIP rooms (one room is already 95% complete) and the development of a model unit/showroom (in progress).

UPLB Housing Office. The UPLB Housing Office started to invest 40% of its income that will be used to buy back private housing units, conduct major repair of staff housing units, and construct new staff housing units. From July 2009 to March 2014, the investment has amounted to PhP 9.37 Million.

With the creation of the UPLB Student Housing Trust Fund in January 2011, the UHO started saving 10% of its income for the major repair and construction of new dormitories. The Student Housing Division’s income amounted to PhP 31.23 Million from November 2012 to May 2014. The total amount of investment from January 2011 to May 2014 is PhP 4.93 Million.

PEZA Accreditation of the 60-hectare Science and Technology Park. This park is projected to attract many locators that will generate sizeable income for the University, modernize food and dairy processing facilities, and help commercialize research outputs and technologies.

This special economic zone covers 60.1 hectares for the UPLB Agro-Industrial Park and 9.2 hectares for the UPLB Information Technology Park. Its accreditation papers are now awaiting the approval of President Benigno S. Aquino III.

Strengthening CTTE. The Center for Technology Transfer and Entrepreneurship (CTTE) is being strengthened as the prime mover for the incubation and commercialization of mature technologies developed at UPLB. This is being done through staff augmentation and capacity development.
Modernization of Food Processing Center and DTRI. Renovation and retrofitting of facilities is expected to facilitate the development of more innovative food products that will boost the competitiveness of our agricultural industry sector, livelihood and enterprise development in rural areas, and increase the income of the University. In addition, this will enhance the contribution of UPLB in the development of affordable but nutritious food items that will help achieve the goals of food and nutrition safety and security.

Transforming Land and Other Assets into Income-Generating Resources

Harnessing the UP Sierra Madre Land Grant’s Water Resources. A potential source of income for the University is the future commercialization of the water from the different rivers inside the Sierra Madre Land Grants for hydroelectric power. UPLB has applied for water rights of the ten rivers traversing inside the land grants last November 16, 2012. The high quality of water from these rivers can help supply the growing needs of Metro Manila for quality drinking water. Currently, water from the rivers is being used for agriculture and irrigation purposes.

Citronella Essential Oil Production. The UPLB essential oil extraction facility located at the Laguna-Quezon Land Grant (LQLG) has been completely renovated by a CEAT Team in 2012, to be more efficient production-wise. The oil extraction facility showcases an environment-friendly set-up. Waste water is collected in the cooling tank and recycled as spray for seedlings in the forest nursery and used for cleaning the general work area of the facility.

Tourism Development Program. UPLB has so much natural assets with great potential for development as tourist destinations and experiential learning facilities. These include the Mt. Makiling Forest Reserve, cultural and historical sites such as the Baker Hall, agricultural and laboratory facilities, the Pook ni Maria Makiling, Makiling Botanical Gardens, and Mudspring, among others. A comprehensive tourism development plan will soon be finalized.

Industrial Tree Plantation Development in Land Grants. To sustainably manage and develop the UP Sierra Madre Land Grants in Quezon, we drafted five sets of TOR for various activities, namely: industrial tree plantation (ITP); agroforestry; ecotourism; biofuel and renewable energy; and non-timber forest products (NTFP). The TOR for the ITP has been approved by the BOR in December 2012.

ITP is one of the projects deemed appropriate and profitable considering the UP Sierra Madre Land Grants’ biophysical and ecological features as well as economic considerations. ITP is an enterprise expected to generate revenues from a series of harvests of timber and timber by-products. A total of 3,000 hectares (under Production Zone) have been allocated in the Master Plan for ITP purposes with 1,500 hectares each in the two land grant areas. This was already opened for bidding to interested lessors and investors.

From November 2011 to May 31, 2014, the amount of citronella oil extracted and sold was 363.62 L. From this, the Land Grant Management Office (LGMO) was able to realize an income of PhP 0.41 Million.
Research Breakthroughs

Agriculture

Hibiscus hybrids were bred and named after Vilma Abaya Dimacuha for leadership in October 2012; St. Bridgette College for women saints and institutions in February 2013; Cheche Lazaro for outstanding public service in broadcast journalism in March 2013; Ariella Arida for her beauty and brains in 2013; and Senator Cynthia Villar, Senator Pia Cayetano, and Commission on Higher Education (CHED) Chairperson Patricia Licuanan for their accomplishments and advocacies in the public service and education sectors in 2014.

Transgenic papaya with delayed ripening trait and papaya ringspot virus (PRSV) resistance (development stage). This addresses the major ringspot virus disease of papaya.

For the Sinta papaya franchise, we received PhP1.1 Million from the East-West Seed Company representing royalty payment for 2011. Sales of planting materials by other income-generating projects amounted to almost PhP4 Million.

Three rice cultivars/varieties and one sweet potato were approved by the National Seed Industry Council (NSIC) in October 2011 for commercial release. These include Rc276 (Sahod Ulan 4), Rc282 (Sahod Ulan 7), and RC286 (Sahod Ulan 9) for rice and SP32 (UPL Sp13) for sweet potato.
Research Breakthroughs

Biotech
We completed projects to identify plants that could thrive/survive in heavy metal-stressed areas and that could serve as phytoremediators and agents for translocation of heavy metals. A project established a protocol in rehabilitating abandoned mines using some phytoremediators, microorganisms, and compost.

Fishery
Techniques have been developed for the following: 1) semi-natural spawning and larval rearing of Biyang Puti; and 2) induced spawning and larval rearing of ayungin. These technologies are featured in Technical Bulletins published by PCAARRD.

Discovery of new species
2012: six new species of Hoya were discovered
2013: new Medinilla species discovered in Bicol and Rinorea niccolifera in Zambales; two new oribatid soil mites

Promising Technologies

• The first prototypes for mechanized cleaning of sea cucumber and drying using biomass stove show potential for improving quality of dried products.

• The first ever anthropometric survey consisting of 38 measurements was done among farmers in the country. Seven existing machinery designs (e.g., two-wheel tractor) are being evaluated using these measurements as bases in designing for efficiency and comfort of use.

• In postharvest research, the development of the harvesting and postharvest handling guides through adaptive and participatory research, together with capacity building, reduced papaya rejection at the company packinghouse by 37 to 73 percent. This can enhance our market access to Singapore and the Middle East.

• UPLB also leads researches on the environment, climate change, and disaster risk reduction and management. We have developed a spatially explicit tool for monitoring and communicating environmental risks around the Mt. Makiling Forest Reserve.
The strategic plan for 2015-2017 remains focused on the four key elements that will make UPLB a globally competitive national university: competent and motivated human resources, modern facilities, more responsive programs, and good governance. Guided by the undying spirit of honor and excellence, we will pursue with heightened vigor and intensity, the uninterrupted implementation of programs initiated during the last three years. We are convinced that these programs and the high road we have chosen together will ultimately take us to our goal.

Our overriding marching order will be to build on the initial gains of these programs, and ride on the momentum we gained as we started moving forward three years ago. We will no longer have to take off from scratch. We have already invested in a good beginning, and now all we have to do is to continue to journey on together to our destination.

Thus, our plan for the next three years is encapsulated in the same five-point thematic action agenda that combine the implementation of most of the original programs we initiated with modifications for greater effectiveness and efficiency. We also have new programs to address unattended and emerging issues and concerns.

“We have already invested in a good beginning, and now all we have to do is to continue to journey on together to our destination.”
**THEME #1**

**HARNESSING AND FULLY EQUIPPING THE HUMAN CAPITAL**

The strategic plan for 2015-2017 remains focused on the four key elements that will make UPLB a globally competitive national university: competent and motivated human resources, modern facilities, more responsive programs, and good governance.

**For our students**, our goal is to continue getting the best and brightest and most deserving students and give them the best education. This education should sharpen their minds and build their character befitting the role of future leaders of our country. To achieve this, we will continue to do the following:

- Recruit the best and the brightest students, get the best among high school graduates, and increase enrolment of students from the regions outside of NCR, such as Regions 4A & 3
- Increase provision of scholarships to indigent but deserving students
- Enhance implementation of the honors program to improve overall student performance, reduce residency period, and increase the number of honor graduates
- Sustain and expand student support programs initiated during the last three years including the following:
  - UPLB Annual Student Leaders’ Summit to cultivate effective governance skills, and foster stronger partnership between students and the administration;
  - Availability of Faculty Student Relations Officers (FSROs) to help students cope with various problems and concerns;
  - Financial support program for scholarly travels;
  - Student Hard-Earned Reward System (SHARE) to promote excellence among student organizations, both in academics and extracurriculars;

**Financial support for UPLB’s performing artists and varsity athletes, and incentives for excellence in sports and in academics;**

**Improved protocols for disaster relief and rehabilitation operations to develop the spirit of selfless public service among students;**

**Satellite student payment centers during registration period in strategic locations to avoid long queues and to facilitate ease of payments;**

**Enhance meal-now-pay-later program for financially needy students; and**

**One-stop clearance system.**

**For Faculty and REPS**, our goal is to increase the quality of performance of the faculty and REPS so that they may become more active and productive players in the pursuit of our goals. To improve further the enabling environments including support and incentives, we will enhance the following:

- Academic Development Fund, Basic Research Grants, support for advanced studies and career advancement, and incentives for outstanding faculty, REPS, and support staff;

- Aggressive implementation of the Expanded UP Modernization Program to support faculty to complete their PhDs, increase the number of PhD mentors in the UP Visiting Professor Program, improve the quality of UPLB faculty through the Honors Faculty Fast Track System, and increase the number as well as improve the quality and avoid inbreeding through the foreign-trained Filipino PhD Faculty Recruitment Program;

- Support services, such as low cost housing and health and wellness insurance coverage
For the alumni, our goal is to strengthen their role in the pursuit of our vision by cultivating more intimate partnerships and collaboration with them. This will require the following:

- Conduct of more frequent dialogues with the alumni for joint determination and implementation of high-impact projects;
- Reaching out to alumni by holding dialogues and joint activities with regional and local alumni associations so as to increase their awareness and participation in UPLB’s programs; and increasing support to the Alumni Relations Office;

For our administrative personnel, our goal is to enhance their performance as vital support system to UPLB’s core programs by providing more support services and incentives. This will include the following:

- Customized training and retooling of administrative staff on IT applications for paperless transactions and other related skills
- Improvement and expansion of the document tracking system.
- Fast tracking of the implementation of eUP and other innovative systems to increase administrative offices’ efficiency
- Enhancement of staff morale and values for greater productivity through continuing education and systematic team building programs
- Increasing the number of staff availing themselves of various training opportunities organized by government and private sectors
- Creation of more opportunities for engaging staff in regular dialogues
Our goal is to accelerate the implementation from bidding to construction and completion of all physical development projects with approved and/or committed funding. This will require the following actions:

- Expediting the completion of the UPLB Master Plan for Physical Development to guide the location and construction of new buildings and other infrastructures for enhanced environmental and aesthetic quality.

- Facilitating the implementation and completion of various infrastructure projects that have been started in 2011 as follows:

A. Completion of various renovation projects
   - Dormitories
   - Small classrooms
   - Laboratories
   - Restrooms
   - CEM Plaza and REDREP building
   - Student Union Building
   - The ATI Complex
   - IH Guest House
   - Old DAERS building
   - IPB laboratories and offices
   - IHNF-CHE, and the UPLB Guest House

B. Fast tracking of the procurement and construction of various repairs and retrofitting projects that have approved budget allocations. These include:
   - VetMed Teaching Hospital
   - Baker Hall (retrofitting into an arts studio)
   - Samonte Hall and the CDC building (reroofing)
   - Food Processing Center
   - UPLB Operations Room/Samonte Hall
   - Procurement of various modern laboratory and research equipment
   - Comprehensive UPLB Campus landscape development

C. Acceleration of the procurement and construction of various new buildings, including:
   - Integrated Analytical Service Lab
   - New building for Graduate School and International Student Affairs
   - National Plant Genetic Resources Laboratory
   - New SESAM Annex Building,
   - New building for ICS and INSTAT
   - Modern forestry teaching and research nursery facilities
   - 2-storey UPRHS building
   - CINTERLAB
   - Community Media Center and DevCom Museum
   - Agronomy building extension
   - Condotel staff housing
   - New Nanotechnology building
   - 1,000-seating capacity multi-purpose center cum lecture halls
   - PhilTrop (Phase 2)
   - Border Management (Phase 2)
   - New building for the Museum of Natural History
   - New 4-storey CEM building
   - Tertiary Veterinary Teaching Hospital
   - New UPLB track oval

D. Fast tracking of the development of the following:
   - Optimum Internet connectivity
   - Greener and safer environment and facilities – including upgrading of security force, increase of CCTV coverage, strict implementation of waste management, and traffic management programs

E. Expansion of access to journal articles and other reference materials through online systems.
THEME #3
FURTHER REINFORCING ACADEMIC AND RDE PROGRAMS

In keeping pace with ASEAN integration and globalization, the following will be pursued:

- Completion of streamlining of UPLB graduate programs and ASEAN University Network (AUN) accreditation of various degree programs

- Certification of UPLB as an ISO 14001 university to enhance competitiveness in accessing resources and support from international organizations

- New joint curricular and research programs with our key international partner universities particularly in Southeast and East Asia regions where our alumni and friends hold key positions

- Enhanced support to existing and prospective Centers of Excellence (COEs) and Centers of Development (CODs)

Development of arts and culture through the following:

- Increased support to the Office of Initiatives for Culture and the Arts

- Southern Luzon Studies Center, and

- Retrofitting of Baker Hall into the Cultural Hub for the Visual and Performing Arts

- Acceleration of the reformulation of instructional materials for basic and foundation courses for OBE-compliance, alignment with K-12 basic education format, and greater competitiveness under the ASEAN integration

- Increased support for the use of Interactive Learning Methods such as MOODLE and EDMODO to further enhance the learning process

Finalization of the UPLB RDE Agenda for 2015 and Beyond for better prioritization and synergistic implementation of programs, and for greater impacts on national development and environmental protection

Comprehensive review of the organizational and management mechanisms towards the institutionalization of the UPLB Interdisciplinary Programs/Centers (IDSC)

Realignment of basic research funds to provide support for the conduct of priority research projects of the different IDSCs

Provision of additional incentives for publication of journal articles and books
Our goal is to cultivate a shared vision, accountability, and benefits among our students, faculty, REPS, and administrative staff in the pursuit of UPLB’s vision. This will include the following:

- Enhancement of student participation in University governance through greater involvement in identifying and implementing student welfare’s programs and engagement in campus development and community outreach programs
- Review and improvement of schemes for greater efficiency in the use of human resources, classrooms, laboratories, and other resources across units
- Continuous sectoral and campus-wide dialogues and multi-stakeholder planning exercises
- Conduct of more aggressive information dissemination program to herald UPLB’s salient research and technology development outputs, important national and international events, and noteworthy achievements of UPLB constituents. These include using traditional and social media with increased frequency to boost UPLB’s public image and strengthen a common identity that all UPLB sectors will be proud of.
- Further enhancement of linkaging, networking, and vital resource-generation efforts
- Faster student services, quicker business transactions, accelerated procurement processes, and improved security and delivery of other services
- Development and institutionalization of UPLB’s Environmental Code

Mainstreaming of our scholarly outputs, knowledge and technological products and services in local and...
FORTIFYING AND SUSTAINING THE CONTRIBUTION OF UPLB IN NATION BUILDING

national development programs through the following:

• Institutionalization of UPLB’s Quick Response Team to promote science-based decisions and actions on local and national issues, especially in agriculture, forestry, climate change and the environment, veterinary medicine, and disaster risk management, sustainable agriculture, among others

• Intensification of proactive and deliberate advocacy on science-based policy formulation that promotes sustainable development, good governance, resilient communities, and vibrant economy by cultivating closer link with policy makers

• Increased support to the organization of and involvement in key national and international scientific, educational and professional fora, and networks and associations

• Development of new off-campus learning, research, and extension centers for quicker dissemination and adoption of new technologies and protocols (in collaboration with LGUs, business sector, and academic and learning institutions)

• Increased collaborations with other national government agencies (e.g., DA, DAR, DENR, DSWD, DOLE, DPWH, DepEd, DILG, DOST, CCC, DOH) to address food security and nutrition, poverty reduction, environment protection, biodiversity conservation, climate change, and human settlements development

• Continuous upgrading of the UPLB website and related portals of information about UPLB

• Greater advocacy on the role of S&T in national development to generate more funding support
A New Wind Blowing

The UPLB’s achievements over the last three years are the fruits of our common struggle given the perennial and emerging challenges and constraints. We operated under the same difficulties that previously hounded UPLB. Yet no one lost hope that in time we will yet rise again with pride and honor as a competitive university regionally and globally.

Once more, we have proven that if we strive together towards our common goal, nothing can stop us nor slow us down. In the beginning, we were but individuals of disconnected talents saddled with weaknesses. Today, we are one strand of mutually reinforcing individuals committed to work hand in hand. Without leaving anyone behind, we will journey on to our destination. In looking back, let us take inspiration on seeing that we all have done well considering the circumstances we were in. Our accomplishments are at best only partial shadows of our ultimate success, but it should give us more confidence knowing that we are capable of hurdling any and all of the obstacles that we will face the rest of the way.
Indeed, the foundation for UPLB to become a globally competitive national university has been laid down. The reality of this great vision is within reach with the team spirit of the UPLB constituents and with the support of its alumni, partner agencies, and other stakeholders.

And to me, this is our most outstanding achievement in the last three years. It's a new wind blowing. We will ride on it together as we look with great optimism and anticipation toward the destiny of UPLB: a globally competitive national university.
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