

UM-CBAE and PRME: Cultivating Responsible Management Education and Sustainable Business Practices (2020-2022)

Introduction

The University of Mindanao- College of Business Administration Education continues to dedicate its efforts to developing graduates imbued with ethical and socially responsible values and principles. To this end, the college integrates corporate social responsibility into the curriculum and incorporates in teaching responsible management education. Moreover, the college continues to partner with organizations to create the conditions for sustainability and social responsibility to flourish. Through these efforts, the college collaborates with stakeholders on programs and projects that build communities, manifesting the serious perseverance to strengthen the sustainability of corporate social responsibility practices in Mindanao.

The University of Mindanao (UM) was founded in 1946 and has ten campuses in Davao Region, serving more than 40,000 full and part-time students. UM attracts students from all sectors of the society. More than 500 indigenous community (IP) students are enrolled in various courses for SY2023-2024.

The University of Mindanao is the largest private Higher Education Institution in Southern Mindanao and a recognized top-performing school in business and accounting. UM offers over 60 Bachelor's degrees and 15 courses in the Professional Schools. The employability rate of fresh graduates is more than the national average of 85%. Presently, a third of all employees in the local government are graduates of UM. With numerous program options, UM provides the community with relevant, affordable, and quality tertiary education.

Most programs at UM grant bachelor's and master's degrees, including part-time studies. Faculty are recognized experts in their fields, and all undergraduate courses require students to produce research based on real-world industry environments. UM promotes career-ready graduates through program offerings that are industry-related courses. Specifically, the College of Business Administration Education established the Academe-Industry Advisory Council to provide feedback on curriculum design and assessments. The CBAE's success manifests through its graduates, with 85% obtaining employment six months after graduation and 90% a year after graduation. Also, 95% of the graduates confirmed that they were satisfied with the skills and competencies obtained from their degree.

Within the UM, the CBAE offers seven bachelor programs, and as of the first semester of SY 2023-2024, more than 40 faculty serve 2,500 students enrolled. Since becoming a PRME signatory, the CBAE has advocated for strategic plans aligned with principles. The vision, mission, and values of UM help build an environment for promoting the success of PRME:

Vision

The University of Mindanao envisions being a leading globally engaged university, creating a sustainable societal impact.

Mission

The University of Mindanao seeks to provide a dynamic learning environment through the highest standard of instruction, research, extension, and production in a private, non-sectarian institution committed to democratizing access to education.

Philosophy of Education

Transformative education through polishing diamonds in the rough.

Core Competencies

Quality, affordable, and open education

The administration fulfills the mission of the institutional philosophy/vision by supporting the program's outreach activities.

The role of the institution in the community outreach of the program.

The Community Extension Center (CEC) is the primary lead in all the extension programs of UM and initiated the institution's direction for the next five years under the 5-Year Institutional Strategic Plan (ISP) from 2022 to 2027. A critical key result area from the community extension (KRA 4) was formulated to align with the vision-mission statement of UM. The identified targets are communicated to the colleges and programs and manifested through each unit's Annual Operational Plan.

The Operation Procedure Manual (OPM 15.01 to 15.03) guides the CEC in implementing academic community projects and activities. The projects include colleges and program banner projects based on their expertise and assistance rendered to the community based on the residents' utmost need. The 5-year Master Plan serves as the master plan of the banner project that details the deliverables of the college every year. Also, the colleges must submit the project's documentation and evaluation every year. The CEC formalizes collaboration with the adopted community and institutional partners through the Memorandum of Agreement (MOA).

Principle 1 (Purpose)

We will develop students' capabilities to be future generators of sustainable value for business and society and work for an inclusive and sustainable global economy.

Under the Institutional Key Result Area 1 (KRA1), specifically 1.1 specific objective is "to attain global integration."

In terms of strategy in developing students to become agents for sustainable value for business and society, the College of Business Administration presents various actions. Primarily adopting topics on responsible business practices, which are discussed in the Modules of Social Governance. Also, students

must solve case analyses or present simulations based on the results of real business scenarios. Some projects require students to apply the principles of corporate social responsibilities. The initiatives integrated into the course lead students to focus on the importance of sustainability and simultaneously teach them skills in responsible management as vital for their future roles.

Moreover, the CBAE commitment to the PRME principle helps the business programs promote a sustainable business operation culture, including immersing sustainability in the College's annual operational plan. Inviting other stakeholders to partner in extension activities facilitates students' exposure to the natural environment that challenges sustainability. For instance, the Memorandum of Agreement with the Indigenous Community of Manobo-Tagabawa offered business students activities that enhanced their understanding of Indigenous people's issues and capacitated them with skills needed to offer actions for an inclusive, sustainable livelihood project. Moreover, learning to propose actions that intertwine with strategy and practical applications promotes a sustainable attitude for the college while meeting the PRME principle and nurturing future leaders imbued with the character to face the challenges of a sustainable future.

Principle 2 (Values)

We will incorporate the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact into our academic activities, curricula, and organizational practices.

The initial step in promoting the principle of values is the amalgamation of the topic of social responsibility in the business curricula, which explicitly present important international initiatives such as the United Nations Global Compact. Several invited lecturers and guest speakers in selected forums discuss the various opportunities and challenges of global social responsibility with students. Also, presenting vital cross-cultural perspectives and universal ethical issues in selected courses allows students to develop a wholesome appreciation of responsible management practices based on an ideal global standard.

Ideally, the college attempted to promote practices that reflect the value of global social responsibility by imitating and defining central policies that cascade from sustainable goals, social responsibility, and ethical principles. Through the CEC, the college succeeded in establishing partnerships with institutions and communities that promote similar values, presenting students with projects and programs. An environment of cultural responsibility and regularly reinforcing values in the curriculum design of the college effectively contribute to the lofty principle of PRME. Maintaining a versatile approach ensures that students become exclusively acquainted and equipped with the skills and mindset responsible leaders need to face international business challenges.

The CEC, in coordination with the college, integrates the core concerns of the University. Presently, various environmental preservation projects such as "The Mangrove Reforestation Program, Coastal Clean-up and Biodiversity Assessment in the partner Barangays in which the college regularly participated. The University partnered with the Bagobo-Tagabawa Tribe to preserve and enhance their ancestral domain through agro-forestry and biodiversity. Specifically, Research and Publication is the leading unit of the project with the primary intention of exploring different species in the green spaces and increasing the awareness of the community in their conservation and preservation efforts. Gradually, a Greenhouse was constructed, which the community uses to propagate endemic species within the ancestral Domain. Also, the Biology program believed that the existing flora and fauna in the Ancestral Domain contain undiscovered medicinal substances, leading to the Biodiversity Assessment Expedition for SY 2022-2023. From the hinterland to the coastal communities, the University partnered with the Tambongon Fisherfolk

Association at Barangay Lasang to help sustain a sizeable mangrove forest cover for the city. The partnership is part of the Mangrove Reforestation and Coastal Rehabilitation, in which students and faculty actively participated.

Principle 3 (Method)

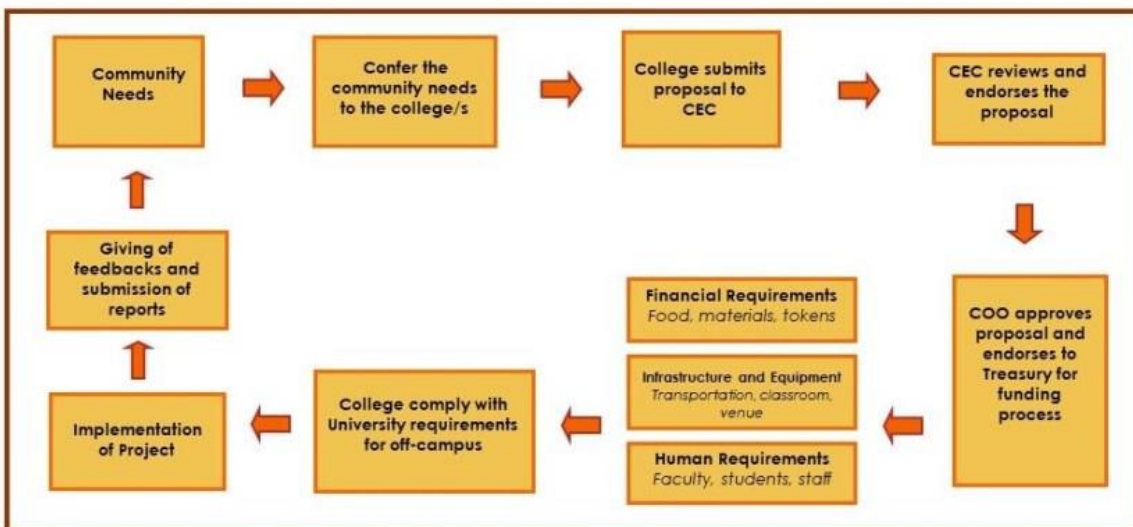
We will create educational frameworks, materials, processes, and environments that enable effective learning experiences for responsible leadership.

In alignment with the PRME principle, the college designed a curriculum with topics on a better understanding of responsible business practices. Some common topics in most business subjects are sustainability, social responsibility, and ethics. In particular, the course *An Introduction to the Principles of Business* requires faculty to team teach, which encourages interdisciplinary instruction and requires students to discover the interconnectedness of business. Since leadership is an expected competency of business graduates, the students are responsible for organizing extension activities. Each student is assigned to a committee requiring them to experience essential leadership traits. Also, the various partnerships with communities and organizations in which the college collaborates on projects allow students to meditate on real-world challenges.

Gradually, a culture that focuses on responsible and ethical leadership aware of the social effect of their decision emerges among students. The ideal type of leadership is encouraged through several workshops, seminars, and lectures that feature alumni recognized as industry leaders known for responsible business practices. The different insights, best practices, and trends students learn to promote responsible leadership further the PRME principle toward a more favorable business environment.

Community poverty alleviation and social development are the main thrust of all the extension activities of UM. The primary criteria for partnership with a community are the presence of a depressed situation, the proximity of the community to the school, and the willingness of the community members to become partners in social development work. Most importantly, the peace and order situation of the community and the local government recommendations are seriously considered in a formal partnership.

The diagram below shows the operational procedure of how the colleges and programs conceptualize and implement their banner projects.



Immediately after the selection process, the Social Work Program, in cooperation with students, gathers information for community profiling, which is the basis for identifying Community Major Areas of Programming (CMAP) and is integrated as part of the Memorandum of Agreement of partnership. Targets identified in the CMAP are inputs for the college's strategic and annual operational plans and the basis for the banner projects. The colleges formulated the 5-year Masterplan, and there are identified deliverables each year. Also, between school years, a training needs assessment is recommended to ensure the sustainability and suitability of the scheduled extension.

Principle 4 (Research)

We will engage in conceptual and empirical research that advances our understanding of corporations' role, dynamics, and impact in creating sustainable social, environmental, and economic value.

The Research and Publication Center offers incentives to faculty to conduct research that examines the characteristics of sustainable business practices. Several faculty researchers directly delve into business strategy, corporate social responsibility, and business ethics. Also, all business programs have identified the directions in research, encouraging students to investigate further topics that enrich knowledge or propose solutions to promote responsible business activities. The college's commitment to promoting research culture is to focus on the understanding among responsible businesses and the thesis's contribution to the body of knowledge.

Also, the college facilitated action research to establish or gauge the impact of the community projects. For instance, the action research findings on the impact of the business community project in Catigan, Toril, were successful. Further, the research recommended concluding the partnership and moving to the last phase, extending goodwill. These are situations in which the community extension resulted in a synergy with research activities and vice-versa. The research becomes an instrument for the student to put theory into practice. Moreover, sponsoring symposiums, seminars, and conferences on responsible business practice and community livelihood best practices promote sustainable value creation. The college's strong commitment to research excellence contributes to realizing the PRME principle.

The college prepares a master plan that describes in detail the process of implementing the banner projects in the communities. The time frame for attaining the primary objective is five years, and specific objectives are identified for each year. The activities, target date, person responsible, budget, and means of verification are identified for each project. All master plans are aligned with the CMAP and the basis for making proposals at the start of every school year. For instance, the banner project of the college on patenting the authenticity of the tribal artifact cascades from this process. Based on the community consultation and planning results convey a need to secure a patent for the artifacts the women produce to establish authenticity as part of their effort to strengthen cultural identity and enhance the value of their product in the market.

The cooperation of the faculty, students, and staff in extension activities is critical to meeting the target, and the CEC closely monitors these undertakings. The college is responsible for mobilizing participants and ensuring the appropriate services are extended to the community. For instance, the Financial Management Program assisted several communities in securing grants from several government funding agencies. It facilitated the required seminars and documentation to realize their livelihood projects. Some programs need the expertise of speakers and facilitators. The faculty members volunteer as resource speakers and facilitators. If the program is not an expertise of the faculty, the college invites alumni as the resource speaker.

Similarly, the non-teaching units render community extension activities through the UM Administrative Employees Association (UMAEA). One of the most successful extension activities was the Alay sa Kapwa gift-giving activities, tree planting, and quarterly bloodletting. Other support offices, such as the Library, Guidance, and Research, initiate their unique banner projects. Most non-teaching personnel serve as facilitators in seminars, training, and group sessions.

Principle 5 (Partnership)

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

Open dialogue and shared learning are worthy engagements for the college to pursue. The college initiates a livelihood and economic education program by organizing seminars and coaching activities that allow community members to interact directly with faculty advisers. These programs offer a venue for community members to articulate their livelihood challenges while offering faculty the opportunity to propose solutions based on their expertise and practical experience. The dialogue between community members and the faculty promotes a dynamic environment for the college and community to collaborate in advancing responsible business practices. Further, the college is pivotal in conducting action research to understand clearly and recommend steps for the community to meet socio-economic challenges. Establishing collaboration allows both entities to find beneficial solutions to adopt better business responsibilities. Gaining a deeper understanding of the complexities of responsible business practices made it easier for the college to propose strategies to handle complex corporate social responsibilities for future partner communities.



Aside from coordinating the extension activities of the college, the CEC monitors the projects using a two-pronged approach. First is evaluating the deliverables using the GANTT chart, which the units must attach to their project proposal. The GANTT chart displays the activities and target dates for the project to materialize. The Zonal coordinators are responsible for reminding the college and reporting the updated progress during the monthly CMC meeting. All the targets are in the AOP of the college. The copy of the status is submitted to the college for further evaluation and deliberation on how to deliver the project within the targeted date. The second approach involved the community partners through regular

consultation and feedback sessions. The information gathered is communicated to the colleges during the CMC or cluster meetings of the programs for updates and resolution of issues and concerns.

Principle 6 (Dialogue)

We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organizations, and other interested groups and stakeholders on critical global social responsibility and sustainability issues.

The college promotes the PRME principle through opportunities and platforms for inviting different stakeholders in dialogue and identifying opportunities and agendas for engaging various stakeholders in a two-way exchange of opinions and ideas about responsible business. For instance, the CBAE organized the annual industry forum, soliciting feedback from host training establishments (HTEs) in round table discussions to bring together stakeholders to share experiences and insights on student learning.

Promoting a culture of openness and collaboration in the college begins with dialogue. Students and faculty are encouraged to participate in various initiatives and networks that accommodate conversations across regions and disciplines. For instance, the college espoused academic organizations that proposed social and environmental issues and associated them with similar global issues. The college facilitates faculty exchange and collaborative research with partner institutions that promote responsible business. In this manner, the college increases knowledge and capacity and contributes to the advancement of responsible management education.

The Mid-Year Accomplishment Report, the Year-End Report (YEAR), and the quarterly monitoring from the Zonal coordinator are the regular methods for CEC to measure, monitor, and evaluate the college's extension and outreach program. At the same time, these are tools to measure the progress in attaining the institutional targets, both the attained and unattained, and determine the root cause of the unaccomplished targets. The process allows the CEC to strategize on the targets that still need to be accomplished. If it is necessary to accomplish the specific target, the report is automatically submitted to the Administration for expedient corrective intervention. Moreover, all colleges must review the project in the third year of the five-year implementation, and an impact study is required at the end of the period.

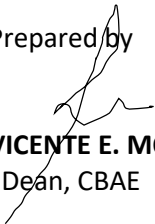
The University uses the data from the CEC for the evaluation reports and suggests a CQI. In meeting the requirement, the CEC deliberates, with the cooperation of all stakeholders, the quality of their services through impact studies, tracers, dialogue, and forums. The feedback gathered from the meeting is used as input in various programs for CQI. Specifically, the CEC required that feedback from the recipient of the services be immediately solicited at the end of every activity evaluation. The CEC staff collated and interpreted, and the results were sent to the college for further analysis.

Conclusion

The University promotes ethical and socially responsible values and principles that shape responsible management education's strategic vision and purpose. Specifically, the CBAE integrates ethics and social responsibility into all academic programs and focuses on cultivating a corporate social responsibility culture among graduates. In this case, the college presents educational frameworks, processes, and materials that support practical learning experiences for responsible leadership. For instance, the college supports research that promotes sustainable value creation, and responsible business practices are manifested in student thesis and research works. To promote responsible management education further,

the college continues to seek partnerships with the industry, communities, and organizations that share a mutual vision towards a community that intends to integrate sustainability and corporate social responsibility practices. Finally, the college continues to initiate dialogue among the industry, government, community, and NGOs on vital global social responsibility and sustainability issues. Collaboration and the pursuit of responsible business education remain at the forefront of the sustained efforts.

Prepared by



VICENTE E. MONTAÑO
Dean, CBAE