

The Multicampus System: The U.P. Experience

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The adoption of the multicampus system for UP, as part of its process of growth, is inevitable. There has been a strengthening of the regional units in response to expressed aspirations, regional/local needs and national priorities. Specialization, diversity and cooperation characterize the UP's multicampus network. Direct outcomes of this system have been: (1) greater educational opportunities for middle and lower income groups via the non-Metro Manila campuses; (2) increase in collaborative research and action projects with other agencies, including joint planning efforts toward project adoption and implementation; and (3) development of cultural awareness because of cultural activities and research initiated by the regional units. Throughout the multicampus experience, the UP has not lost sight of its mission to reach out to more Filipinos beyond the elite and urban population through relevant quality instructional, research and extension programs.

Introduction

A multicampus system is defined, for purposes of this paper, as an entity in higher education with a single governing board and separate degree-granting components distributed in different campuses. The multicampus system is not new. There are antecedents to the UP System. Examples of multicampus universities in the United States are the University of California which has separate campuses all over the state, including UCLA, Berkeley and Davis; the California State University with campuses in Sacramento, San Francisco, San Jose and other cities; the State University of New York which has affiliate campuses in Rochester, Syracuse, etc. These universities had their own specific historical origins anchored in and impelled by unique sets of events, circumstances, and personalities set in the social, economic, and political environments¹ of their respective states. At the same time, these universities evolved multiple goals that required alternative approaches in academic plans and programs, which could be better and easier achieved if the academic responsibility were to be divided among the institutions under one university within the state.²

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Neither is the UP System the only multicampus network in the Philippines today. Even before the term *multicampus* came into popular use, other institutions, and these are among the country's version of the Big Ten, had already more than one campus outside the main one.

The Ateneo University, with a long tradition of leadership in the academic field, has campuses in some key cities and capital towns in the Philippines - Naga, Davao, Zamboanga, San Pablo, with the flagship campus at Loyola Heights. Most of its campuses offer programs at all levels, including graduate work. The highly developed Ateneo model existed in one campus, and the establishment of other centers across regions arose as the need for such learning centers came up.³

The Mariano Marcos State University, on the other hand, is an example of a network located in one region. Created under the provisions of Presidential Decree No. 1279, several existing colleges and schools were merged into one regional university. MMSU, now pioneering in tobacco research, has the unique opportunity of having a ready-made built-in capability of making available to the region's population most of the educational resources required for all levels of education. As the regional university for Region I, with its flagship campus in Batac, Ilocos Norte, it had six campuses at the time the instrumental decree was signed.

A similar one is the Bicol University which was created out of a spread of seven campuses fused to form the institution under Republic Act 5521. This institution differs from MMSU in that its campuses are confined to only one province instead of being spread out in the region. It is an example of a multicampus provincial university.

On the other hand, the Mindanao State University, set up for the uplift of the Muslim Filipinos, as mandated by RA 1387 and amended by Presidential Decree No. 250, has campuses in Marawi and Iligan where its major programs are offered.

Not intending to make an exhaustive listing of multicampus universities or networks in the Philippines, this paper has picked out only the above examples to show that the multicampus system is not unique to the University of the Philippines, and that similar forces have contributed to their establishment.

In the case of the UP System, pressures and requests came from alumni groups in the locality, whose common aspiration is for their children to avail themselves of the same UP education that was accessible to them. The UP College Baguio and UP College Cebu exemplify the response to such appeal. Land was proclaimed for the purpose and initial funding was secured from the legislature, both at alumni behest.

The vision of a city government to make of its city an educational center, its initiative in offering initial partial support and its earnestness of purpose by vacating its city hall or provincial capitol for a UP regional unit are exemplified by the UP College Tacloban and the then UP College Iloilo which was to become the College of Arts and Sciences of the autonomous UP in the Visayas.

Alumni aspirations, local community initiatives, political strategems—the same pressures obviously impinged on the establishment of sister institutions, all in the name of higher education, a commodity of the highest value in our country. Yet these external forces by themselves would not have been able to exert sufficient pressure on the University to establish regional units. The force of the request was recognized, but responded to only after the University had assurance of the necessity, the long-term benefits, the continued resources, and the viability of the unit. No external force is even needed to establish a unit. For instance, the establishment of an Institute of Health Sciences in Tacloban did not emanate from pressures; it was a response of the College of Medicine to a clearly-perceived need for training rural-oriented doctors.

It is the confluence of university goals and national concerns that create the condition for a new campus and this must be viewed in relation to a perspective plan. Knowing that it cannot grow haphazardly, in piecemeal fashion, responding at different points of time to forces that demand access to its programs, the University has arrived at a rationalized multicampus system, defining directions for and setting limits of its growth.

The Process of Growth

Factors of Growth: Inevitability

The process of growth of the University and its expansion into a multi-campus network is implicit in its founding charter, which provides for the establishment of colleges and/or units outside of the main campus should the need arise. From the very beginning therefore and at the national level, there was awareness of the inevitability of the University's growth in response to expressed aspirations, regional needs, as well as national priorities. Presidential Decree No. 58 issued in 1972, amending the UP Charter, authorized the Board of Regents of the University to set up not colleges but autonomous universities. Thus, the establishment of some UP colleges outside Manila preceded the formal establishment of autonomous universities.

Under the UP multicampus network, there are six (6) regional units, namely:

- (1) *UP in Baguio*, established in 1961, Region 1,
- (2) *UP San Fernando*, established in 1980, Region 3,
- (3) *UP Extension Division, Clark Air Base*, established in 1953,

Region 3,

- (4) *UP Cebu*, established in 1918, Region 7,
- (5) *UP Tacloban*, established in 1973, Region 8.

The System has four (4) autonomous campuses:

- (1) *UP in Diliman*, which is the flagship campus, located in the National Capital Region,
- (2) *UP in Los Banos*, established in December 1972 by virtue of Presidential Decree 58, which has assumed a leading role in the University's drive towards countryside development, in the agricultural and related sciences, Region 4,
- (3) *UP in Manila* (originally the Health Sciences Center), established by the Board of Regents in October 1977, with existing campuses in Regions 4 and 8,
- (4) *UP in the Visayas*, established in January 1979 and operationalized in October, 1980 by virtue of Executive Order No. 628, currently developing capabilities in fisheries, marine and food sciences, Region 6.

All in all, there are nine (9) discrete physical campuses of the University, distributed among seven regions of the country, not to mention extension stations of autonomous units. Mindanao places a high value in the UP presence there, and the concept is under study by University planners.

The regional units orient their programs towards regional needs and priorities thereby leading to different specializations. For instance, proposed programs in geology and mining are specific to the environment of UP in Baguio; community development and rural medicine are likewise unique to UP in Tacloban; fisheries and marine sciences programs to UP in the Visayas; and agricultural and forestry sciences to UP in Los Banos. The autonomous campuses, however, aside from area concentrations, also offer related technology and broad-based programs in the arts and sciences, as well as graduate-level offerings, in complementation with the programs existing in other regional units, as well as in state colleges and universities within the region where the autonomous campus exists.

Limits of Growth

The growth and expansion of the University led to the strengthening of the regional units, which have defined larger roles in their respective regional settings, and which have expressed plans to seek autonomy in consonance with their broader programs. Recognizing this trend, the Board of Regents in 1976 defined the limits of growth and development of the UP System. This must be viewed against the backdrop of the emergence, over the last two decades, of other state-supported schools and universities in the country. Thus, certain conditions for the establishment of regional

units, as well as minimum requirements for autonomous campuses, were set.

The minimum requirements prescribed by the Board for the establishment of all autonomous university are the following:

- (1) There must be an existing and fully operational college of arts and sciences, at least three professional and/or technical colleges, a graduate program, research programs, and public service programs;
- (2) Existing facilities must adequately support the undergraduate and graduate programs of instruction, research and public service;
- (3) There must be available, on a continuing basis, a budget of at least P15 million a year plus an additional amount every succeeding year equivalent to 15 percent of the preceding year's budget to cover operating and other maintenance costs and to support a reasonable level of development or expansion.

The establishment of regional units, on the other hand, requires adequate financial support, faculty and other facilities such as the library, campus site, physical plant of ten (10) hectares, laboratory equipment, curricular offerings, and others, as reflected by the guidelines set by the Board of Regents.⁴

The Present System Organization

Organizational Framework

The gradual emergence over the years of regional units as institutional responses to persistent local pressures for their establishment, plus the decidedly growing capability and readiness of the agro-forestry complex in Los Banos to mesh national interests in its programs, held a message for the decision-makers of the University. That other alumni groups and local governments would request the University, beseech national executives and leaders, lobby amongst the lawmakers seemed inevitable. The pattern had been set and, at any rate, there has been no lack of initiative nor resourcefulness among those whose aim in life is to have their children or their constituencies get a UP education. The pressure from without has been all along for greater access.

That it is incumbent upon a tax-supported national university to give concrete substance to its vision and mission of service to the nation is irrefutable. To the lower income groups, to the non-metropolis leaders, to the non-inheritors of cultural advantages, the logic seems simple enough: why could the University not reach out to them to whom a U.P. challenge constituted some form of liberation from the *status quo*? The persistent call of the academic conscience from within has been "outreach." *Access*

and *outreach* are twin themes in UP's avowed role in the shaping of the Filipino nation. The University felt impelled to provide a rational structure for its programs and units. The national leadership no less concurred with this need. A UP System had to be formally created and a functional structure established.

Thus, in immediate response to P.D. No. 58 authorizing it to establish a University of the Philippines System, the Board of Regents passed a Resolution which embodied the ideals, purposes, and strategies of the University System, and outlined the structures of the governance.

The University was reorganized "so that through the concerted application of science, technology, and the behavioral sciences to the problems of society, the University may serve as a more effective instrument of national development, while maintaining its commitment to arts, letters and humanities, as well as to the pursuit of truth and the highest standards of academic excellence."⁵ In its reorganization, institutional unit and academic integrity of the University were to be preserved while allowing for decentralization of authority and autonomy of the component units.

Governance of the entire UP System is vested in the Board of Regents of the University of the Philippines. In addition to its general powers of administration and its exercise of corporate powers, it has overall authority over the prescription of rules for its own government, the budget and other fiscal matters, the establishment of colleges and other academic and major administrative units, the granting of honorary degrees, the establishment of professorial chairs, provisions for fellowships and scholarships, and on the recommendation of the President or through him by appropriate University bodies or officials, the appointment or promotion of the faculty, the institution of courses of study, the awarding of academic degrees.⁶

Leadership in the University System is vested in its President who is "the chief executive of the University System." He has overall authority and responsibility for the supervision of the System, and shall ensure observance and implementation of the policies laid down by the Board of Regents."⁷ His concerns as system executive are "with the larger questions of University policy relating to national development programs, research activity, academic standards, curricula," and significant matters relating to the well-being of the various University constituencies. He has primary and overall authority and responsibility over system-wide development planning in all its aspects, resource generation and allocation, coordination of related and/or multidisciplinary programs, and other concerns of system-wide implications or application.

In carrying out his functions, he is assisted by Vice Presidents who serve as his deputies. A Presidential Advisory Committee consisting of the Vice Presidents, Chancellors and Vice Chancellors provide a monthly forum for the discussion of matters of import to the entire system.

Each autonomous university has its own identity and considerable independence in handling its own affairs within the context of the purposes of the System and the policies laid down by the Board of Regents. As part of the total university, it draws upon the System administration for assistance and guidance, and upon the Board for policy decisions. It is headed by a Chancellor who is its executive officer. He is empowered to "prescribe rules for the governance of the autonomous University consistent with the policies laid down by the Board of Regents, award fellowships, assistantships and scholarships, submit to the President for board action courses of study, academic programs, rules of discipline, awards of degrees and diplomas," perform personnel and fiscal actions, enter into contracts, obtain grants in accordance with University policies and/or subject to the President's recommendation or confirmation.

Each autonomous campus has its own budget, and its own University council that acts on campus-specific academic and related programs, as well as on faculty, personnel and student concerns. Each one has also its own personnel boards (academic and administrative) that advise or recommend action on appointments and promotions to the faculty, staff and personnel, as the case may be.

Recently, representatives of the university councils of the various campuses agreed to explore the establishment of a system-wide assembly or senate and to undertake initial steps towards its realization. Such body would provide an effective forum for discussing and resolving system-wide issues and concerns.

The defined hierarchy of structures of governance which expands the base of academic leadership and decentralizes administrative authority in the System makes equal the different autonomous campuses, big or small, whose Chancellors are members of the Board of Regents. At the same time, it elevates the University System presidency from that of manager to educational leader-statesman for it is he who is expected to achieve coordination of the various autonomous campuses, to rationalize the allocation of increasingly scarce resources, to stimulate an atmosphere of freedom for creative exchange of ideas on major public issues even as he must put the University's best foot forward when advocating a bigger budget or when taking an unpopular position on behalf of the University on sensitive national issues. To carry out these responsibilities, the UP President is cloaked with greater authority. In practice, to effect quicker action and speedy results, the Board of Regents, upon recommendation of the President, has delegated more authority to the chancellors. This leaves the UP President more time to attend to policy, fiscal and public affairs matters, to interact with the faculty, and to reflect on significant issues that at once affect the nation and challenge the academic enterprise.

Features of UP's Multicampus Network

Specialization. Fiercely competitive with itself to build a better and dynamically responsive and relevant university, yet committed irrevocably to excellence, the University has seen fit, in the light of relatively decreasing resources, for each campus to focus on and develop its capabilities in a broad area of interrelated fields/disciplines and offer programs within that area. It follows that faculty recruitment and development, research and extension thrusts, information and library services development, instructional materials development, and laboratory and facilities development should all be directed towards building a highly competent institution in that identified area of specialization, including its supportive and complementary disciplines. Thus, UP Los Banos continues to develop itself as an outstanding institution in disciplines/fields related to food, agriculture and forestry; UP Manila, in the health sciences; UP Visayas, in food, fisheries, marine sciences; UP Diliman, in public affairs, engineering and architecture, business and economics, the behavioral sciences, arts and letters, the basic sciences, and selected pilot programs.

Understandably, all autonomous universities sustain efforts in strengthening the basic sciences, humanities, social and behavioral sciences that are supportive of their thrusts.

The thrusts of the regional units, which are attached to autonomous universities, are specific to their respective environments and resources at hand. UP Baguio has set its sights on programs in geology and mineralogy, and initiated the Cordillera studies as part of its linkage with the political and socio-cultural environment in Region I. UP Cebu has proposed the establishment of a Maritime Industry Development Institute, with programs in naval architecture and marine transport. UP Tacloban hopes to stimulate "rural industrialization in Region 8" by means of its program in small-and-medium scale industries management and of its present interest in geothermal energy development programs.

Progressive investment in the development of specializations would then result in breadth and depth in the area — an unfailing source of institutional pride. New programs are conceived in terms of their integral relation to the area of specialization; faculty development is provided a direction; and students with specific aptitudes and interests channel themselves accordingly. UP Los Banos and the Health Sciences Center (now UP Manila) stand witnesses to the value of such strategy. The scenario would have been different had every autonomous university and regional unit been allowed to offer agriculture and medicine. The entry of each program into mediocrity might have been irreversible! As it is, the prospect of being challenged to the utmost of one's capacity in any of these campuses still exists, and the currency of the degrees earned from them still commands a high exchange rate in the job market, here and abroad. Competence begets confidence. This is what each campus will feel institutionally when its program thrusts will have been fully realized.

Breadth and depth in the area or discipline specialized in are further enhanced by innovative programs. In the autonomous units, the development of innovative programs is encouraged. For instance, UP Los Baños has tested programs in small-farmer technology support and development, integrated crop-and-livestock farming, agricultural and rural development support systems management. It has experimented with social laboratories and piloted the now popular school-on-the-air program for technology transfer purposes. The UP in the Visayas is experimenting with a clinic on fishfarm development through its Integrated Services for the Development of Agriculture program (ISDA), and an economically-built solar fish dryer will soon be patented. UP Manila's innovative National Center for the Training of Teachers in the health professions is now providing continuing medical education for hospital-based physicians and medical practitioners in 17 provinces. In UP Diliman, specialization has resulted in inventions, the publication of books, fresh contributions to national policies.

This random enumeration is intended merely to underscore the fact that specialization, which characterizes the UP multicampus program thrusts, can provide the climate, the intellectual stimulus, the encouragement for innovative programs.

Diversity. The diversity and comprehensiveness of the programs of the entire University System derive from its having numerous campuses. Without this geographic spread coupled with clearly defined program thrusts for each campus, there might have been no academic program for barangay doctors, no Cordillera studies, no brackish-water aquaculture program, no mung-bean studies, no rural development theater work, no Visayan studies program, no ethnic studies of current range. Undoubtedly, Diliman programs would continue to expand and prosper, but their urban and generally theoretical orientation would prove self-limiting, and the discomforts of traveling distances and of rural strangeness might be a deterrent to a sense of geographic adventure. Hence, only the multicampus approach would render possible an approximation of the universe of knowledge in the arts and sciences and of their various applications for human good. Thus, it becomes possible for the entire System, with its 47 degree-granting units, to offer no less than 167 fields of concentration at the undergraduate level, 313 at the masteral level and 90 at the doctoral level—a wide coverage indeed of diverse academic interests and needs.

Cooperation. As presented earlier, each campus outside Diliman has a sectoral concern: UP Manila is concerned with human health; UP Los Baños is concerned with agriculture and related disciplines; UP in the Visayas is concerned with fisheries and marine sciences. UP Diliman programs cluster around the basic arts and sciences, public affairs concerns, engineering and architecture, and related professional programs.

This differentiation of functions among the non-Diliman units is mandated by law and recognized by all concerned. All are earmarked as

national centers of excellence, and there is concerted effort on the part of the System to help each develop fully so that all could accomplish their respective missions. This acceptance and recognition by themselves are a value, a decided advantage to all components of the System. For it is this attitude that provides a flexible framework for cooperation and coordination. Within the System, it is possible for the faculty to travel from their home campus to another, teach in the latter during a weekend or for a semester of a year, or do research or pursue graduate work and interact with faculty besides. Others assist in planning and developing programs, inspect and assess possibilities of a site for a specific purpose, review architectural plans, or monitor and evaluate actual construction.

Research collaboration, as well as the development of research capabilities in one campus, has had the benefit of participation and involvement of those with longer and varied experience from another campus. For example, project proposals on the attitudes of our slash-and-burn farmers (or *kaingeros*), on types of solar fish dryers, or coastal village development, might not have touched base with funding agencies without access to Diliman expertise, not to say influence. Similarly, the outward flow of Diliman library materials, of which there are about a million second copy or duplicates, where none exists in another campus library, bespeaks the value of a multicampus system. So do the apprenticeship in the Diliman main library of new library aides from another campus, and the partially-centralized ordering of books abroad. These cooperative relationships have their parallels in other service units—resident hall management, supplies and property management, records management, fiscal and budget management. Flexible administrative mechanisms have evolved to make these kinds of sharing possible. And in cases where relocation of Diliman-based faculty or staff is involved, an incentives scheme that promotes and encourages this bold and pioneering decision is made to apply.

The flow of assistance is not necessarily nor consistently outwards from Metro Manila. There have been cases of those with special knowledge of indigenous cultures or technology who have enriched the specific disciplines in the larger campuses. And undoubtedly, the alert Manila-based faculty assigned to another campus will have his professional insights sharpened and his horizons of knowing enlarged; and his understanding of the Philippine setting or experience will have gained a fresh and new dimension. Such gain is hard to quantify, but it will surface, though perhaps not immediately, in subsequent discussions and articles in the faculty's home campus.

Thus, the flow is two-way in UP's multicampus system or more accurately, in many radiating ways. The entire resources of the University are theoretically an immense pool of human expertise and of wealth in academic-related materials from which any member of the System could draw supportive or complementary strengths. What is in one campus is not all that the campus could have. Given a particular need, the *haves* share with the *have-nots*, and the *haves* and the *have nots* are not necessarily the same campuses

for every particular need. The UP Visayas, for instance, enjoyed its Christmas bonus, thanks to Diliman, in exchange for operating funds (which could not be spent for that purpose) of an equivalent amount. A UP Los Banos official placed the UP Visayas in his agenda in search of faculty development assistance overseas. Needless to say, it is to the credit of a stable organization and a secure administration that these intercampus transactions do not need presidential *imprimatur*. The motto is cooperation for growth and sustained excellence.

Consider what deprivation each campus would suffer were each institution outside and independent of the System. And consider too how the pertinent regions and cities would react should the University withdraw its seal from its various campuses or close down such campuses altogether. But consider lastly what the entire University would stand to lose were it to become once again a Diliman monolith.

Outcomes

Educational Opportunities. The multicampus network of the University, extending over six regions and Metro Manila, has had considerable impact on the development of human resources in the country. There has been access to the UP programs of a greater number of undergraduate and graduate students as evidenced by the increased enrollment in the regional units reflected over a five-year period.⁵ UP Baguio's undergraduate and graduate populations increased by 79 percent and 360 percent, respectively; in UP Cebu, there was a 183 percent increase of undergraduate students; in UP Clark and UP San Fernando, the combined graduate group increased by 342 percent; UP Tacloban has had a 186 percent and 228 percent increase in the undergraduate and the graduate populations, respectively. At present UP's combined offerings serve 30,000 students. Only 57 percent of this number are in Metro Manila, thus minimizing the stresses generally caused by undue population increase. Of greater significance derived from this student population distribution and the earlier figures on enrolment increase is the fact that the University is increasingly reaching out to the middle and lower income groups via the non-Metro Manila campuses.

Except in UP Clark, the part-time graduate clientele of the University includes the middle-class working professionals, teachers, and supervisors who have continued to avail themselves of graduate education in the various campuses for their professional advancement. Short-term continuing education courses are likewise offered in all campuses. These are in the main attended by government employees including teachers. These two types of post-graduate training have become entry points for the middle-class professionals who would have neither time nor resources to pursue full-time graduate work or to attend the more expensive training programs run in or by expensive establishments in Metro Manila. Easy access to a UP campus program democratizes even post-graduate and adult education.

Program/Project Development. The existence of regional units and autonomous campuses has likewise led to collaborative research and action projects with other agencies, and to joint planning efforts towards program/project adoption and implementation. Although this has also been done on the main campus, the outreach would not be as extensive as it is now, with the development offices in the regions coordinating and cooperating with UP System components in mission-oriented research and development projects and programs.

Cultural Development. The cultural involvement of the System has also had some effect on some segments of the community. In the Ilocos, the Benguet provinces and the Panay provinces, the provincial governments have learned to be aware of the value of preserving the cultural heritage as a result of the research and cultural activities engaged in by the resident UP unit. The presence of resident faculty undertaking scholarly studies on the culture and the arts of the region can stimulate community interest and support, as exemplified by grants from the Benguet and Iloilo provincial governments. That provinces *can* be a continuing resource for programs that would be accessible to or of particular interest to the community has surfaced as a possible University financing strategy.

Prospects

The University is only beginning to realize its potential as a system. All outlying campuses see it with a sense of freshness as they are also impelled with a sense of mission. For as the locus of a specific program thrust nowhere else in the System develops to the same degree, each feels that it has a role to play in the national life. Each is after all a part of the national university system. Yet each is also rooted in the region, and has become involved in the identification of needs, the setting of priorities, the planning and development of regional programs, and in relating these to national imperatives. There is intellectual vitality and excitement in designing programs that would serve on a long-term basis both regional and national needs, as well as satisfy the human need for individual fulfillment. The potential is not only in the emergence of directly relevant programs consistent with institutional capabilities, but in the maturing of the institution as it goes through each step of the challenge-to-response process. The System gains aggregatively and organically from this campus-community dynamics; and it becomes, on the whole, less introverted, more receptive to the realities of the countryside, more willing to try new things and venture further afield, more relative, more egalitarian in its definition of "excellence" and "quality." Such growth experience is not easily available to the monolithic urban-based university. Thus, it could be said that because of this growth, the System is in fact more than the sum of its parts.

There are those who would redefine "campus" as *beyond* a physical location, a piece of real estate where physical centers stand, thereby including museums, theaters, media stations and offices, fishing ports and ship-

yards, and pharmaceutical laboratories, and so forth. If so, urban-based institutions would be the biggest gainers. This open-university or classroom-without-walls version of the multicampus concept would have minimal value in the region unless specialization is a feature of the University in mind. For the UP campuses, this interpretation of the term "campus" applies easily, and has in fact been embodied in their field work and practicum-apprenticeship programs. But the direct and immediate *access* and *out-reach* values of such kind of multicampus are not palpable, although there is no doubt that the programs are immensely enriched.

Intra-regional or intra-provincial consortia of tertiary institutions might prove to be a cost-effective strategy for reaching out to the same college population base through combinations of selected quality programs. The choice of area/disciplinary specializations by each institution for strengthening programs and a planned cooperative program for mutual institutional development should be requisites to such consortia. But even more vital would be the identification of a lead institution which recognizes and accepts the joint role of mover, coordinator, facilitator of the consortium. Would the Ministry of Education, Culture and Sports pilot such a scheme with UP campuses as integral parts of it?

There are lessons that can be learned from the University's multicampus experience. The University itself has learned much from its periodic review of its goals, objectives, plans, programs and performance, and has accordingly modified its organization and administrative mechanisms and relationships. But it has not deviated from its mission to reach out to more Filipinos beyond the elite and the urban population. It also remains constant in its view that campuses must have program thrusts and that it must take a firm stand against the expansionist position that each campus must offer every program as long as there are students who wish to enrol in it. Corollarily, it continues to encourage intercampus cooperation and collaboration which should characterize our respective efforts to fulfill a shared objective to serve our people through relevant quality instructional, research and extension programs.

Endnotes

¹Eugene C. Lee and Frank M. Bowen, *The Multicampus University* (New York: McGraw-Hill, c 1971), p. 6.

²*Ibid.*

³The discussion on multicampus networks in the Philippines is based on *Profiles of Philippine State Universities and Colleges in the 80's* (Manila: PASUC, 1982).

⁴See *Appendix I*.

⁵*Resolution . . . 1972*, p. 3.

⁶*Resolution . . . 1972*, p. 3.

⁷*The University Charter*, Sections 4 to 7.

⁸Based on enrolment data for school years 1975-76 and 1980-81.

*Appendix I***Guidelines for the Establishment of Regional Units
of the University of the Philippines****I. Types of Regional Units**

Regional units shall consist of two types, to be called Type A or Type B, depending on the reason for its establishment:

1. Type A — those established to meet the development needs of the country.
2. Type B — those established in answer to a request from the local government, alumni, and other responsible citizens of a region.

This type should be established only upon the satisfactory fulfillment of Guidelines III to VI below.

II. Location: Distribution of Regional Units

Regional units should be located in strategic places all over the country following the regional divisions set up by the Department of Education, Culture and Sports. This will encourage cooperation and coordination with the other institutions of higher learning in the country. Type A regional units, however, shall be established only in places where the rich natural resources make them the ideal location for such units; e.g., the Colleges of Agriculture and Forestry are located in Los Baños.

III. Financial Support

Adequate financial support for any regional unit established should be assured.

1. In Type A regional units, the government shall assume the responsibility of providing adequate financial support by means of special legislation. Such legislation shall specify the sources of funds and not merely bear the qualifying phrase "from available funds" or "depending upon the availability of funds." Funds provided in this way shall become part of the national budget thereafter.
2. In Type B regional units, the establishment of an Endowment Fund or an equally secure source of funds sufficient to cover at least 80 percent of its operating expenses will be required before the unit opens.

IV. Faculty

Regional units should be established or be allowed to continue to exist

only as long as they maintain the standards of excellence with which the UP has become identified. For while admittedly the standards in the regional units cannot equal those on the main campuses, they should at least be comparable if the unit is to carry the name of the UP.

A. *Recruitment*

Since a college or a university can only be as strong as its faculty, the recruitment of a highly qualified faculty is of primary importance. To ensure UP standards and the UP approach or "flavor," at least 25 percent of the faculty of any regional unit should be UP graduates.

Realizing the difficulty, however, of recruiting top-caliber UP graduates for provincial appointments, a system for lending or detailing senior faculty members from the main campuses to the regional units for periods ranging from one semester to a year to help the new unit organize its basic departments and to give it time until it can employ its own graduates should be adopted. Appropriate incentives in the form of salary bonuses, living allowance, etc., should be set up.

B. *Faculty Development*

A continuing program of in-service training and faculty development should be instituted in every regional unit to ensure the professional growth of the faculty.

V. *The Library*

The library is the heart of any academic institution; therefore, the setting of library facilities adequate to support its curricular offerings should be a major condition in the establishment of any regional unit. According to a study by college librarians of the Philippines, a college library should start with a minimum of 4,861 titles, costing approximately P220,000.00.

VI. *Campus Site*

The requirement for a campus site contained in the guiding principles approved by the Board of Regents in its 724th (Special) Meeting held on July 21, 1964 at the UP Diliman, Quezon City, remains. It states:

There must be provided a suitable and adequate site of at least ten hectares to be assigned for the exclusive use of the proposed UP College and extension unit, and eventually to be transferred and conveyed to the said UP College as its own real estate property with the title thereto. If the contemplated campus site is part of the public domain, there must be a Presidential proclamation designating the area as the campus

site of the proposed college for its exclusive use, preparatory to the processing of papers for the eventual acquisition of the title thereto in favor of the said College (UP) or extension unit.

VII. Physical Plant

The requirement for the physical plant contained in the guiding principles approved by the Board of Regents at its 724th (Special) Meeting held on July 21, 1964 remains. It states:

There must be provided an adequate and suitable physical plant, which shall house the necessary classrooms, laboratories, offices and equipment and such plant must be approved by the University. There must also be provided a suitable physical facility to house the library, adequately equipped for the purpose of serving the needs of college students, without overlooking the possible expansion, given its normal rate of growth. There must be provided, further, suitable housing for faculty and non-resident students.

VIII. Laboratory Equipment

The laboratory equipment needed to support the curricular offerings must be adequate, up-to-date, and approved by the University.

IX. Curricular Offerings

A. *Undergraduate Programs*

Regional units of Type B may offer the basic undergraduate programs normally offered in the Diliman campus (AB, BS, BSE, BSBA, etc.).

In the case of Type A regional units, they should offer, in addition to those mentioned above, a curricular program designed to meet the developmental needs of the country.

B. *Graduate Programs*

A graduate program may be instituted only when the following requirements are met:

1. The existence of an adequate demand (i.e. a minimum of 20 students to a program).
2. Adequate library resources to support the graduate course offerings.
3. Availability of qualified faculty.
4. Other pertinent details necessary for the successful operation of a graduate program.

X. Evaluation Body: Quality Control

An evaluation body should be created to check on the standards of all regional units either by periodic inspections, by the administration of achievement tests to the students, or by other means which the body may devise.

XI. Independent Status

Regional units of Type A may eventually become autonomous under the UP System.

Regional units of Type B may eventually attain independent status, in which case they have the option to drop the name of the UP and be financially, technically, and administratively independent of the Diliman campus.

XII. Feasibility Study

A feasibility study, in the strict sense of the word, should be conducted by the University and should show favorable results before any regional unit is established.

It should supply information (statistics, etc.) concerning the following:

- A. Student Potential — based on actual surveys (opinion poll of students and parents in the region) indicating not only their desire to study at the proposed regional unit but also their intellectual capabilities.
- B. Existing colleges and universities (public and private) in the region — their enrolment figures, curricular offerings, standards, proportion of student population to enrolment (i.e., of demand to supply).
- C. In the case of Type B units, the reasons set forth in the request should be strong enough to justify the opening of a regional unit.
- D. Identification of:
 1. Specific needs of the region which cannot be met adequately by existing colleges and universities and where a UP external unit may be of help.
 2. Natural resources and other conditions necessary for the achievement of the development goals of the country, e.g., existence of rich fishing grounds in a region where a College of Fisheries is being proposed, or the existence of mining companies in a region where a College of Mining is being proposed.

*Appendix II***Resolution¹****Prescribing the Minimum Requirements for the Establishment of an Autonomous University**

WHEREAS, recent developments have indicated the need for the setting up of minimum requirements for the establishment of an autonomous University;

WHEREAS, expected developments in the foreseeable future particularly in relation to the University's role as the national university of the Philippines postulate such policy statement;

WHEREAS, it behooves that the University adopt a sound basis and criterion for meeting or dealing with requests for the establishment of autonomous Universities;

THEREFORE, the Board of Regents of the University of the Philippines System, by virtue of the power vested in it by Act No. 1870, otherwise known as the University Charter, as amended, and by Presidential Decree No. 58, dated November 20, 1972, resolves as follows:

An autonomous University may be established as a member of the University of the Philippines System only when the minimum requirements and conditions stipulated below shall have been adequately satisfied.

Nucleus of the University

SECTION 1. That there are already existing, and fully operational at that, a college of arts and sciences; at least three professional and/or technical colleges; graduate programs; research programs; and public services; programs.

Facilities

SECTION 2. That there are already existing, and fully operational at that, such facilities as will adequately support the undergraduate and graduate programs of instruction, research, and public services.

Financial Support

SECTION 3. That there is readily available, and on a continuing basis, this amount of at least ₱15 million a year plus an additional amount every succeeding year equivalent to 15 percent of the preceding year's budget to cover operating and other maintenance costs and to support a reasonable level of development or expansion.

¹Adopted at the 874th Meeting of the Board of Regents held last July 29, 1976.

*Appendix III*MALACAÑANG
MANILA**PRESIDENTIAL DECREE NO. 58****Constituting the University of the Philippines at Los Baños,
Granting It Full and Complete Autonomy,
and Amending the Charter of the University of the Philippines**

WHEREAS, the Government is strongly committed to the proposition that agricultural and rural development should be achieved as a foundation for industrialization and social and economic progress;

WHEREAS, the entire country has been proclaimed a land reform area in order to emancipate tenant farmers from the bondage of landlordism as a foundation for industrialization and social and economic progress;

WHEREAS, in order to effectively implement the land reform proclamation, there is an urgent need for a highly competent center of training to turn out the needed manpower, and to undertake relevant research and extension services in agriculture, agrarian reform, agricultural engineering, agribusiness, agricultural credit and cooperatives, forestry and related sciences and technologies;

WHEREAS, the Agrarian Reform Institute now located at the UP Diliman can achieve greater strength and effectiveness in technical manpower training and research if it is strongly linked with other agricultural units now existing in Los Baños; and

WHEREAS, it is necessary to establish an agricultural center that will effectively mobilize and totally, realistically and directly apply its academic and technical expertise and physical resources to achieve the purposes of the New Society.

NOW, THEREFORE, I, FERDINAND E. MARCOS, President of the Philippines, by virtue of the powers vested in my by the Constitution as Commander-in-Chief of all the Armed Forces of the Philippines, and pursuant to Proclamation No. 1081 dated September 21, 1972, and General Order No. 1 dated September 22, 1972, as amended, do hereby order and decree that:

1. The Board of Regents of the University of the Philippines is hereby authorized to establish a University of the Philippines System, including an autonomous University of the Philippines at Los Baños composed of the following units: the College of Agriculture, the College

of Forestry, the Agricultural Credit and Cooperatives Institute, the Dairy Training and Research Institute and the Graduate School, and the Agrarian Reform Institute now located in U.P. Diliman, and such other units as may subsequently be created;

2. The Board of Regents shall take appropriate steps to ensure that the establishment of the autonomous University of the Philippines at Los Baños shall aim at the speedy realization of the goals above indicated;

3. To facilitate this objective, the composition of the Board of Regents of the University of the Philippines System shall be as follows:

- (a) The Secretary of Education as Chairman of the Board;
- (b) The President of the University of the Philippines System as Vice-Chairman of the Board;
- (c) The Undersecretary of Agriculture;
- (d) The Chairman of the Senate Committee on Education;
- (e) The Chairman of the House Committee on Education;
- (f) The Chancellors of the member universities of the System;
- (g) The President of the U P Alumni Association;
- (h) One Regent representing the Student Body;
- (i) Six other Regents appointed by the President of the Philippines, at least four of whom are alumni of the University.

4. Act No. 1870, as amended, otherwise known as the Charter of the University of the Philippines, is hereby amended accordingly.

5. All Acts, parts of Acts, executive orders, ordinances, rules and regulations which are inconsistent with the provisions of this decree are hereby repealed, amended or modified accordingly.

6. This decree shall take effect immediately.

DONE in the City of Manila, this 20th day of November in the year of Our Lord, nineteen hundred and seventy-two.

By the President:

ALEJANDRO MELCHOR
Executive Secretary

July