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# Strategic Development Planning for Global Integration: A Comprehensive Framework for State Universities in the Philippines

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**ABSTRACT**

This study develops a comprehensive strategic development plan for a state university in the Philippines, aligning its vision, mission, and goals with current trends, internal and external factors, and global objectives. Utilizing a qualitative research design, the study integrates environmental analysis tools such as SWOT and PESTLE, alongside an extensive stakeholder consultation process involving students, faculty, alumni, non-academic personnel, industry representatives, community partners, and government agencies. The inclusion of stakeholder perspectives was crucial in refining the strategic goals and ensuring that the plan addresses the diverse needs of the university community. The resulting strategic framework emphasizes key themes such as globalization, digital transformation, equity and inclusion, human capital development, research and innovation, and sustainability. This study highlights the importance of a participatory and adaptive approach to strategic planning in higher education, providing a model for institutions seeking to navigate the complexities of the global educational landscape.

**Keywords:** Strategic Planning, Globalization, Higher Education, Sustainability, Digital Transformation
**JEL Classifications:** I23, O33, M10, O15, Q01

## 1. INTRODUCTION

Strategic planning in higher education has become increasingly crucial as universities navigate a rapidly changing global landscape marked by technological advancements, economic pressures, and evolving societal expectations. The ability of an institution to align its mission, vision, and strategic goals with these external and internal factors is essential for achieving long-term success and sustainability (Bryson, 2018). Higher education institutions (HEIs) are not only centers of learning and research but also play a critical role in societal development, producing the human capital necessary to drive innovation and address global challenges (Kaplan and Norton, 2008).

In the context of globalization, universities are under pressure to internationalize their programs, attract diverse student populations, and establish global partnerships. This trend is driven by the need to prepare graduates who are globally competent and capable of contributing to an increasingly interconnected world (Knight, 2019). Moreover, the rise of digital technologies has transformed the educational landscape, requiring universities to adopt new methods of teaching, learning, and administration to stay competitive (Bates, 2019). The COVID-19 pandemic further accelerated this shift, highlighting the importance of flexibility and resilience in educational delivery (OECD, 2022).

Alongside these global trends, universities must also address local challenges, including the need for inclusive education, mental health support, and community engagement. The growing emphasis on equity, diversity, and inclusion (EDI) within higher education underscores the importance of creating learning environments that support the success of all students, regardless of their background

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(Harper and Hurtado, 2007). Additionally, the demand for lifelong learning and continuous skills development reflects the changing nature of work and the need for universities to offer programs that are relevant to the modern workforce (WEF, 2022).

This study aims to develop a comprehensive strategic development plan for a state university, ensuring that it is relevant to both the present context and global goals. By conducting a thorough environmental analysis using tools such as SWOT and PESTLE, and by engaging key stakeholders in the planning process, the study seeks to create a strategic framework that aligns the university's mission, vision, and values with its strategic goals. The framework is designed to be adaptive, inclusive, and forward-looking, enabling the university to navigate the complexities of the higher education landscape and contribute meaningfully to societal progress.

This research is grounded in the understanding that strategic planning is not a one-time event but an ongoing process that requires continuous assessment and adjustment. By integrating insights from the latest trends in higher education and considering the unique challenges faced by the university, this study contributes to the broader field of strategic management in higher education. The findings and recommendations generated through this research are intended to serve as a guide for university leaders and policymakers in their efforts to strengthen institutional effectiveness and ensure the university's long-term viability.

The general objective of this study is to develop a comprehensive strategic development plan for a state university, ensuring its alignment with current trends, internal and external factors, and global goals, thereby enhancing the institution's capacity to navigate the evolving landscape of higher education. Specifically, the study aims to:

1. To analyze the trends and drivers influencing the strategic direction of the university.
2. To analyze the internal and external factors using PESTLE Analysis.
3. To conduct a stakeholder consultation to gather diverse perspectives and inputs for the strategic development plan.
4. To develop a comprehensive strategic development plan relevant to the present context and global goals.

## 2. REVIEW OF RELATED LITERATURE

This section presents a review of related literature, organized thematically to provide a comprehensive understanding of the key concepts and frameworks relevant to the strategic development planning of state universities in the Philippines, with a focus on global integration.

### 2.1. Strategic Planning in Higher Education

Strategic planning is a critical process for higher education institutions (HEIs) as they seek to navigate complex and rapidly changing environments. Bryson (2018) describes strategic planning as a systematic process that enables organizations to establish priorities, allocate resources, and set goals that align with their mission and vision. In the context of HEIs, strategic planning is essential for aligning academic programs, research initiatives, and administrative practices with both internal goals and external demands. According to Keller (1983), strategic planning in universities involves not only setting long-term objectives but also ensuring that these objectives are flexible enough to adapt to changes in the higher education landscape.

The literature underscores the importance of involving a broad range of stakeholders in the strategic planning process. This inclusivity ensures that the plan reflects diverse perspectives and gains the support necessary for successful implementation (Freeman, 1984). Moreover, the integration of environmental scanning tools, such as SWOT and PESTLE analyses, is recommended to provide a comprehensive understanding of the factors that influence the institution's strategic direction (Hill and Westbrook, 1997).

### 2.2. Globalization and Internationalization of Higher Education

Globalization has become a defining feature of contemporary higher education, prompting universities to expand their international reach and enhance their global competitiveness. According to Knight (2019), internationalization involves integrating an international, intercultural, or global dimension into the purpose, functions, and delivery of higher education. This process is driven by the need to prepare graduates who are globally competent and can contribute to an interconnected world. As Altbach and Knight (2007) argue, universities must adapt to the forces of globalization by developing international partnerships, attracting international students, and aligning their curricula with global standards.

In the Philippines, the push for internationalization is evident in the policies and initiatives set forth by the Commission on Higher Education (CHED), which encourages state universities to engage in international collaborations and student exchange programs (CHED, 2018). However, the literature also highlights challenges, such as cultural differences, language barriers, and the need to balance global aspirations with local relevance (Marginson and Rhoades, 2002). Armas and Jugo (2024) analyzed university vision and mission statements and found that aligning them with global Sustainable Development Goals (SDGs) further supports efforts to internationalize higher education.

### 2.3. Digital Transformation in Higher Education

The advent of digital technologies has profoundly transformed the landscape of higher education. Bates (2019) emphasizes that digital transformation involves integrating digital tools and platforms into teaching, learning, and administrative processes to enhance the quality and accessibility of education. The shift towards online learning, accelerated by the COVID-19 pandemic, has made it imperative for universities to invest in digital infrastructure and develop new pedagogical approaches that leverage technology (OECD, 2022).

Moreover, the literature suggests that digital transformation is not limited to the classroom. It also encompasses the digitalization

of administrative processes, such as enrollment, student services, and data management (Selwyn, 2014). As universities strive to remain competitive in a digital age, they must also address challenges related to cybersecurity, digital equity, and the professional development of faculty and staff (Means et al., 2014). Armas (2023) emphasized the need for university-based business incubators to harness digital technologies for technology commercialization and enterprise development.

### 2.4. Equity, Diversity, and Inclusion in Higher Education

Equity, diversity, and inclusion (EDI) are increasingly recognized as fundamental principles in higher education. Harper and Hurtado (2007) argue that promoting EDI involves creating an environment where all students, regardless of their background, can succeed. This includes addressing systemic barriers that have historically marginalized certain groups and ensuring that policies and practices are inclusive and equitable.

In the context of the Philippines, efforts to promote EDI in higher education are reflected in initiatives aimed at increasing access to education for underrepresented groups, such as indigenous peoples, students from low-income families, and persons with disabilities (CHED, 2018). However, the literature also points to ongoing challenges, including the need for more comprehensive support services and the development of curricula that reflect diverse perspectives (Banks, 2015).

### 2.5. Human Capital Development and Lifelong Learning

The concept of human capital development is central to the role of universities in society. Becker (1994) defines human capital as the skills, knowledge, and experience possessed by individuals, which are valuable in the labor market. Universities play a critical role in developing human capital by providing education and training that equip students with the skills needed for employment and societal contribution. Armas and Moralde (2023) highlighted the importance of developing comprehensive economic enterprise programs that enhance human capital, particularly in micro, small, and medium enterprises (MSMEs).

Lifelong learning is an essential component of human capital development, particularly in a rapidly changing global economy. As the World Economic Forum (2022) notes, continuous upskilling and reskilling are necessary for individuals to remain competitive in the workforce. Universities are increasingly offering flexible, accessible programs that cater to adult learners and professionals seeking to update their skills (Strohschen, 2020). This trend is particularly relevant in the context of digital transformation, where the demand for digital literacy and technical skills is growing.

### 2.6. Research and Innovation in Higher Education

Research and innovation are key drivers of economic growth and societal advancement. Universities are at the forefront of research, generating new knowledge and technologies that can address global challenges. Kaplan and Norton (2008) emphasize the importance of building a vibrant research and innovation ecosystem within universities, where faculty and students are supported in their research endeavors, and collaborations with industry and government are fostered. Armas et al. (2024) underscored the role of the Triple Helix framework in promoting innovation and enhancing MSME competitiveness through shared service facilities.

In the Philippines, the push for research excellence is evident in the emphasis on developing research capabilities and promoting technology transfer (CHED, 2018). However, the literature highlights challenges such as limited funding, the need for better infrastructure, and the importance of protecting intellectual property (Kenney and Patton, 2021). Armas and Moralde (2022) discussed the operations of technology business incubators in state universities, providing a strategic basis for sustainable research and technology commercialization initiatives.

### 2.7. Sustainability and Social Responsibility in Higher Education

Sustainability and social responsibility are increasingly integral to the mission of universities worldwide. The United Nations' Sustainable Development Goals (SDGs) have prompted universities to align their research, teaching, and operations with global sustainability targets (Sustainable Development Solutions Network, 2020). In this context, universities are expected to not only educate students about sustainability but also to model sustainable practices in their operations.

The literature suggests that universities have a responsibility to contribute to societal well-being through community engagement and extension programs that address local and global challenges (Brundiers et al., 2010). In the Philippines, state universities are increasingly involved in initiatives that promote environmental sustainability, social equity, and economic development (CHED, 2018).

## 3. CONCEPTUAL FRAMEWORK

The strategic planning framework presented serves as the conceptual foundation for this study, guiding the process of revising and implementing a university's Vision, Mission, Goals, and Objectives (VMGO) and Strategic Plan (Figure 1). This framework is designed to ensure that the strategic planning process is comprehensive, inclusive, and aligned with both internal realities and external influences, ultimately contributing to the institution's long-term success and sustainability.

At the core of this conceptual framework is the Preparation Phase, which sets the stage for the entire strategic planning process. This phase involves the formation of a committee responsible for overseeing the revision process, reviewing the current VMGO and Strategic Plan, and identifying key stakeholders to engage throughout the process. The preparation phase is crucial as it establishes a strong foundation by ensuring that the process is driven by a dedicated team, informed by a thorough assessment of the institution's current strategic position, and supported by a well-defined stakeholder engagement plan. This aligns with Bryson's

**Figure 1:** Strategic planning framework

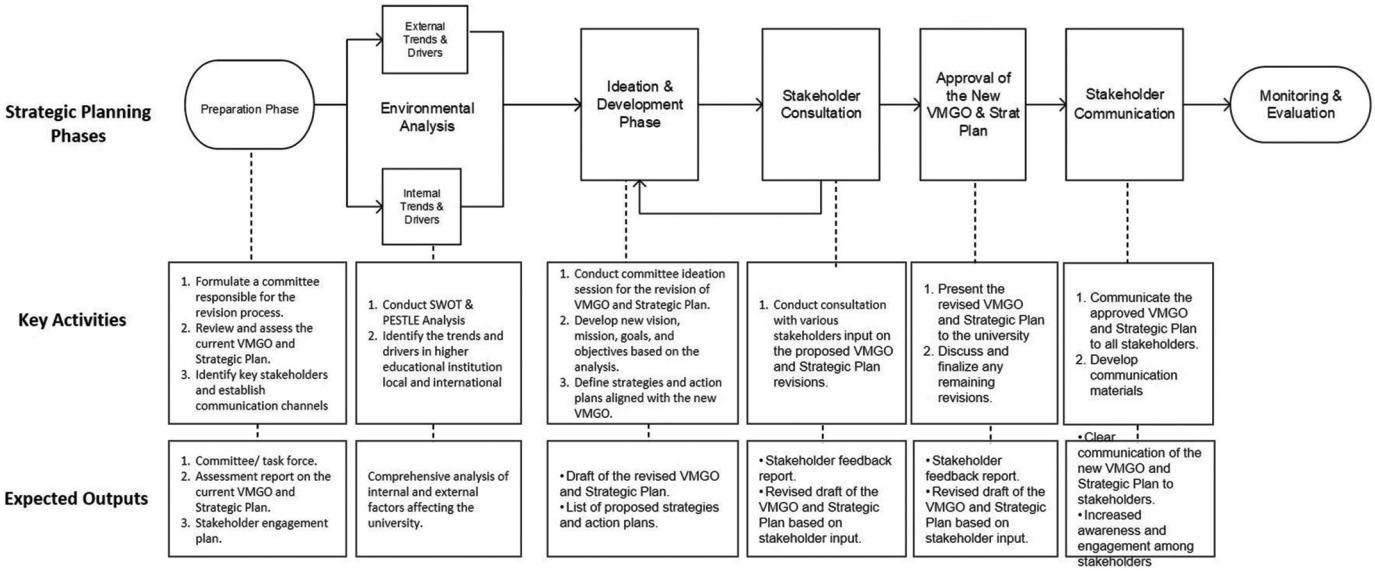
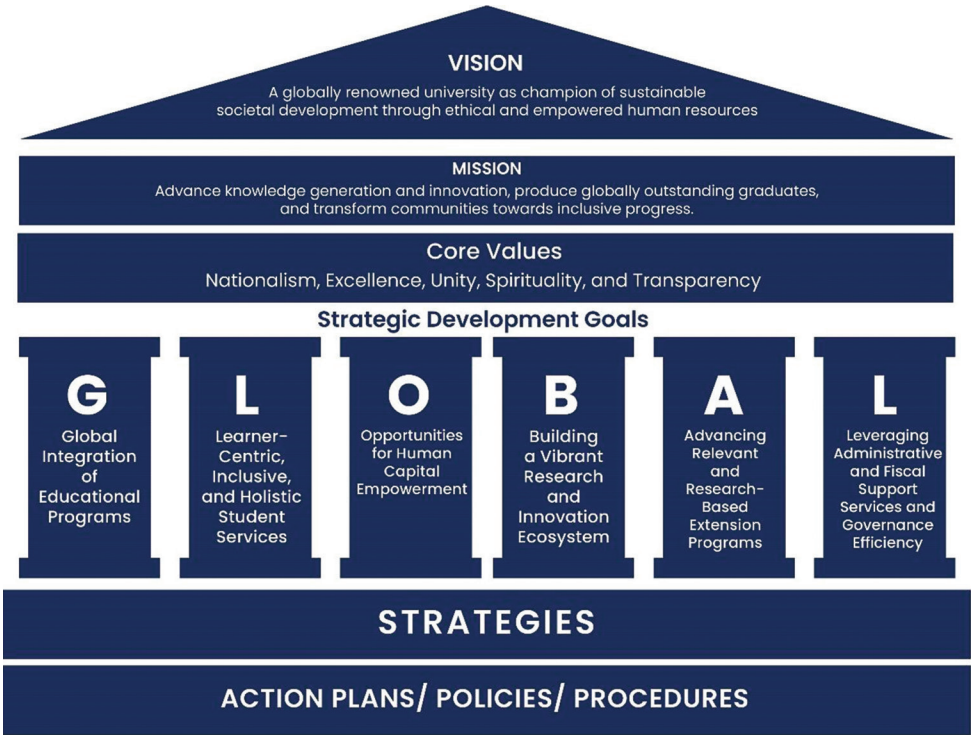



**Figure 2:** Comprehensive strategic development plan for the state university




(2018) emphasis on the importance of thorough preparatory work in strategic planning.

Following this, the Environmental Analysis Phase plays a pivotal role in the conceptual framework by facilitating a deep understanding of the internal and external factors that influence the institution's strategic direction. Through tools like SWOT (Strengths, Weaknesses, Opportunities, Threats) and PESTLE (Political, Economic, Social, Technological, Legal, Environmental) analysis, this phase identifies critical trends and drivers that impact higher education institutions both locally and globally. These analytical tools are essential for grounding the strategic plan in the realities of the institution's environment, ensuring that the strategic direction is responsive to both opportunities and challenges (Hill and Westbrook, 1997).

The Ideation and Development Phase follows, where the insights gained from the environmental analysis inform the revision of the VMGO and Strategic Plan. This phase represents the creative and strategic heart of the process, where the committee collaboratively develops new strategic directions that are both visionary and pragmatic. The development of strategies and action plans during this phase ensures that the revised VMGO is not only aspirational but also actionable, aligning

**Table 1: Trends and drivers in universities**

| Trends and drivers | Description | References |
|---|---|---|
| 1. Digital Transformation | HEIs are increasingly adopting digital technologies to enhance teaching, learning, and administrative processes | Bates, 2019 ADB, 2021 |
| 2. Blended Learning | There's a growing emphasis on blended learning approaches that combine traditional face-to-face instruction with online components | Graham, 2019 |
| 3. Globalization and Internationalization | HEIs are increasingly internationalizing their campuses by attracting international students, faculty, and partnerships. | Knight, 2019 |
| 4. Focus on Equity, Diversity, and Inclusion | HEIs are striving to create more equitable and inclusive environments | Harper and Hurtado, 2007 |
| 5. Lifelong Learning and Continuing Education | There's a growing recognition of the importance of lifelong learning | Strohschen, 2020) |
| 6. Rise of Competency-Based Education (CBE) | CBE is gaining traction as an alternative to traditional, time-based education models | Levine and Patrick, 2018 |
| 7. Sustainability and Environmental Responsibility | There's a growing emphasis on sustainability and environmental responsibility within HEI | Sustainable Development Solutions Network, 2020 |
| 8. Adaptation to Changing Funding Models | HEIs are adapting to changing funding models, including declining public funding and increasing reliance on tuition revenue. | Johnstone and Marcucci, 2010 |
| 9. Technology Transfer and Commercialization | There's an increasing focus on technology transfer and commercialization of research outputs to drive economic development | Kenney and Patton, 2021 |
| 10. Open Innovation (Government-Industry-Academia Collaboration) | HEIs are embracing open innovation principles to collaborate with external partners and leverage external knowledge for innovation | Chesbrough, 2020 |
| 11. Entrepreneurial University Model | The Entrepreneurial University Model is a strategic approach adopted by higher education institutions (HEIs) to foster entrepreneurship, innovation, and economic development within the university ecosystem and beyond. | Gibb, A. (2011) |

with Mintzberg's (1994) argument for strategies that are both deliberate and emergent, shaped by a deep understanding of the institution's context.

The conceptual framework also emphasizes the importance of the Stakeholder Consultation Phase, which ensures that the strategic plan is developed through an inclusive process that incorporates the perspectives and feedback of key stakeholders. This phase is rooted in the stakeholder theory proposed by Freeman (1984), which highlights the importance of engaging with all those who have a stake in the institution's success. By involving stakeholders in the consultation process, the framework ensures that the strategic plan reflects the needs, values, and expectations of the broader university community, thereby enhancing its relevance and likelihood of successful implementation.

Once the stakeholder feedback has been integrated, the Approval Phase finalizes the VMGO and Strategic Plan. This phase involves presenting the revised plan for formal approval, ensuring that it has undergone thorough review and refinement. The approval phase marks the transition from planning to implementation, formalizing the strategic direction and setting the stage for execution (Bryson, 2018).

The Communication Phase within the conceptual framework highlights the importance of effectively disseminating the approved VMGO and Strategic Plan to all stakeholders. This phase is critical for ensuring that the strategic plan is not only understood but also embraced by the university community. By developing and implementing a robust communication strategy, the framework seeks to foster broad awareness and engagement, which are key to the successful execution of the strategic plan (Kotter, 1996).

Finally, the framework incorporates a continuous Monitoring and Evaluation Phase to ensure that the strategic plan remains dynamic and responsive to changing circumstances. This phase is essential for tracking progress, assessing the effectiveness of the strategic initiatives, and making necessary adjustments over time. Kaplan and Norton (2008) emphasize that ongoing monitoring and evaluation are critical components of strategic management, as they allow institutions to align their strategies with operational realities and maintain their strategic relevance.

In summary, this conceptual framework for strategic planning is designed to be both comprehensive and adaptive, ensuring that the revised VMGO and Strategic Plan are well-informed, inclusive, and actionable. By systematically guiding the strategic planning process through these interconnected phases, the framework supports the development of a strategic plan that is aligned with the institution's long-term goals and capable of navigating the complexities of the higher education landscape.

## 4. RESEARCH METHODOLOGY

This section outlines the research methodology employed in developing a comprehensive strategic development plan for a state university. The methodology is designed to ensure that the strategic plan is informed by robust data, stakeholder input, and a thorough understanding of both internal and external factors influencing the institution. The research process follows a qualitative approach, integrating case study methods with action research to produce actionable insights and a practical framework for strategic planning.

### 4.1. Research Design

The study utilizes a qualitative research design, focusing on case study and action research approaches. The case study

**Table 2: PESTLE analysis**

| Political | Economic | Social | Technological | Legal | Environmental |
|---|---|---|---|---|---|
| 1. Government Policies and Funding Allocation<br>2. Regulatory compliance<br>3. Political Stability<br>4. Funding Allocation and Resource Management<br>5. Internationalization<br>6. Advocacy and Lobbying Efforts | 1. Remote Work Trends and Financial Constraints<br>2. Skills Development and Lifelong Learning and Job Market Dynamics<br>3. Digital Transformation and Budget Cuts<br>4. Globalization and Employment Market Dynamics | 1. Alumni Affairs Office Digital Engagement and Communication<br>2. Globalization and International Alumni Relations<br>3. Changing Job Market Dynamics<br>4. Increased Attention to Mental Health<br>5. Internationalization of Education<br>6. Community Engagement and Partnerships<br>7. Diversity and Inclusion<br>8. Rising Interest in Interdisciplinary Studies<br>9. Tech-Savvy Generation<br>10. Career Preparation and Skills Development<br>11. Demographic Shifts<br>12. Community Engagement Opportunities<br>13. Social Attitudes towards Higher Education<br>14. Student Well-being<br>15. Work-Life Balance | 1. Integration of Technology in Education<br>2. Rise of Online Learning<br>3. Emerging Technologies in STEM Education<br>4. Digital Transformation in Administration<br>5. Cybersecurity Measures | 1. Government Regulations in Higher Education<br>2. Quality Assurance and Accreditation<br>3. Intellectual Property Protection<br>4. Labor Laws and Employee Relations<br>5. Data Privacy and Security<br>6. Contractual Obligations and Partnerships | 1. Climate Change and Extreme Weather Events<br>2. Water Scarcity and Conservation<br>3. Biodiversity Preservation<br>4. Waste Management and Recycling<br>5. Energy Efficiency and Renewable Energy |

**Table 3: Distribution of stakeholder consultation participants by group**

| Stakeholder groups | Frequency | Percentage |
|---|---|---|
| Students | 129 | 31.46 |
| Alumni | 58 | 14.15 |
| Faculty | 92 | 22.44 |
| Personnel (Non-Academic) | 62 | 15.12 |
| Industry Representatives | 28 | 6.83 |
| Community Partners- Representatives | 32 | 7.80 |
| Government Agencies- Representatives | 9 | 2.20 |
| Total | 410 | 100 |

method is chosen to explore the strategic planning process in-depth within the specific context of the state university. Action research is employed to involve stakeholders actively in the planning process, allowing for iterative development and refinement of the strategic plan based on feedback and real-time analysis.

## 4.2. Data Collection Methods

### *4.2.1. Document analysis*

The study begins with an extensive review of existing documents, including the university's current Vision, Mission, Goals, and Objectives (VMGO), previous strategic plans, accreditation reports, and relevant policy documents from the Commission on Higher Education (CHED) and other regulatory bodies. This analysis provides a baseline understanding of the institution's strategic positioning and highlights areas for potential revision.

### *4.2.2. Environmental analysis (SWOT and PESTLE)*

A comprehensive environmental analysis is conducted using SWOT (Strengths, Weaknesses, Opportunities, Threats) and PESTLE (Political, Economic, Social, Technological, Legal, Environmental) frameworks. These tools are employed to identify internal strengths and weaknesses, as well as external opportunities and threats that may influence the university's strategic direction. The SWOT analysis focuses on internal factors, while the PESTLE analysis examines broader external influences, including policy changes, economic trends, technological advancements, and societal expectations.

### *4.2.3. Focus group discussions*

Focus groups are organized with different stakeholder groups, such as faculty, students, and alumni, to discuss specific aspects of the strategic plan. These discussions provide a platform for collective brainstorming, validation of findings, and refinement of strategic goals and action plans. Focus groups are particularly useful for exploring the nuances of stakeholder concerns and for generating creative solutions to identified challenges.

### *4.2.4. Stakeholder consultation*

Stakeholder consultation is a key component of the research methodology, aimed at gathering diverse perspectives on the university's strategic direction. The consultation process includes semi-structured interviews, focus group discussions, and surveys with various stakeholder groups, such as students, faculty, alumni, non-academic personnel, industry representatives, community partners, and government agencies. This inclusive approach

ensures that the strategic plan reflects the needs and expectations of the entire university community.

### 4.3. Data Analysis

*4.3.1. Thematic analysis*

Qualitative data from interviews and focus groups are analyzed using thematic analysis. This method involves identifying, analyzing, and reporting patterns (themes) within the data. Themes are developed around key strategic issues, such as globalization, digital transformation, and sustainability, and are used to inform the development of the strategic plan.

*4.3.2. SWOT and PESTLE analysis integration*

The results of the SWOT and PESTLE analyses are integrated into the strategic planning process. Internal strengths and weaknesses identified through SWOT are aligned with the external opportunities and threats highlighted by PESTLE, providing a holistic view of the university's strategic context. This integrated analysis guides the formulation of strategic goals and action plans.

## 5. RESULTS AND DISCUSSION

### 5.1. Analyze the Trends and Drivers Influencing the Strategic Direction of the University

*5.1.1. Digital transformation*

The ongoing digital transformation within higher education institutions (HEIs) is fundamentally altering the landscape of teaching, learning, and administration. Institutions are increasingly leveraging digital tools to enhance the quality and accessibility of education. The adoption of online learning management systems, virtual classrooms, and other digital platforms has become widespread, driven by the need to meet the evolving expectations of tech-savvy students and to maintain educational continuity during disruptions like the COVID-19 pandemic (Bates, 2019; ADB, 2021). This shift toward digitalization is not only improving operational efficiency but also enabling more personalized and flexible learning experiences.

*5.1.2. Blended learning*

Blended learning, which combines traditional face-to-face instruction with online components, has gained significant traction as an effective instructional approach. This model accommodates diverse learning styles, enhances student engagement, and offers flexibility, making education more accessible to a broader range of students. The COVID-19 pandemic has further accelerated the adoption of blended learning, with many institutions integrating online elements to ensure continuity of education during periods of lockdown and social distancing (Graham, 2019). The success of blended learning depends on robust digital infrastructure, faculty training, and student support services, all of which are critical for its effective implementation.

*5.1.3. Globalization and internationalization*

As the world becomes increasingly interconnected, HEIs are internationalizing their campuses by attracting international students, faculty, and forming global partnerships. This trend reflects the growing recognition of the importance of preparing students for a globally competitive environment. Internationalization not only enriches the educational experience by exposing students to diverse perspectives but also enhances the global reputation of institutions (Knight, 2019). However, it also presents challenges such as cultural integration, language barriers, and the need to ensure equity and inclusivity for all students.

*5.1.4. Focus on equity, diversity, and inclusion (EDI)*

There is a heightened focus on equity, diversity, and inclusion within higher education. Institutions are increasingly recognizing the need to create more equitable and inclusive environments that support the success of all students, regardless of their background. This trend is driven by the awareness of historical and systemic barriers that have marginalized certain groups within the education system (Harper and Hurtado, 2007). Efforts to promote EDI include revising admission policies, providing targeted support services, and fostering a campus culture that values diversity and inclusivity.

*5.1.5. Lifelong learning and continuing education*

Lifelong learning is becoming a cornerstone of modern education, reflecting the need for individuals to continually update their skills and knowledge in response to rapid changes in technology and the job market. HEIs are increasingly offering flexible and accessible programs tailored to adult learners and non-traditional students, including online courses, professional development opportunities, and certificate programs (Strohschen, 2020). These initiatives support personal and professional growth, career advancement, and social mobility, making lifelong learning an essential component of higher education.

*5.1.6. Rise of competency-based education (CBE)*

Competency-Based Education (CBE) is emerging as a viable alternative to traditional, time-based education models. CBE focuses on the mastery of specific skills and competencies, allowing students to progress at their own pace. This approach is particularly relevant in the current educational landscape, where there is a growing emphasis on practical, job-ready skills that align with the needs of the labor market (Levine and Patrick, 2018). The flexibility and personalization offered by CBE make it an attractive option for non-traditional learners and those seeking to upskill or reskill in response to industry demands.

*5.1.7. Sustainability and environmental responsibility*

Sustainability and environmental responsibility are becoming central to the mission of HEIs worldwide, including those in the Philippines. Institutions are increasingly integrating sustainability into their operations, curriculum, and research agendas. This trend is driven by the growing awareness of the interconnectedness of environmental, social, and economic systems and the need to address global challenges such as climate change and resource depletion (Sustainable Development Solutions Network, 2020). By adopting sustainable practices, HEIs not only reduce their environmental impact but also prepare students to become responsible global citizens.

*5.1.8. Adaptation to changing funding models*

HEIs are facing significant financial challenges due to declining public funding and an increasing reliance on tuition revenue. This shift in funding models is forcing institutions to explore alternative revenue streams, such as partnerships with industry,

philanthropic contributions, and commercialization of research outputs (Johnstone and Marcucci, 2010). Adapting to these changes requires strategic financial management, innovative revenue-generation strategies, and a commitment to maintaining affordability and accessibility for students from diverse socioeconomic backgrounds.

#### *5.1.9. Technology transfer and commercialization*

The focus on technology transfer and commercialization of research outputs is gaining momentum as HEIs seek to drive economic development and innovation. By translating research findings into marketable products and services, institutions can contribute to job creation, industry growth, and societal well-being (Kenney and Patton, 2021). However, effective technology transfer requires robust intellectual property management, strong industry collaborations, and a supportive ecosystem that fosters innovation and entrepreneurship within the academic community.

#### *5.1.10. Open innovation (government-industry-academia collaboration)*

Open innovation is increasingly being embraced by HEIs as a means to collaborate with external partners and leverage external knowledge for innovation. Government, industry, and academia collaboration can generate innovative solutions, stimulate economic development, and enhance competitiveness (Chesbrough, 2020). However, successful open innovation requires overcoming barriers such as bureaucratic hurdles and intellectual property concerns. Government support through funding, incentives, and policy frameworks is crucial in creating an enabling environment for open innovation.

#### *5.1.11. Entrepreneurial university model*

The Entrepreneurial University Model represents a strategic approach that fosters entrepreneurship, innovation, and economic development within the university ecosystem. By prioritizing activities such as technology transfer, industry partnerships, and entrepreneurship education, HEIs can become engines of economic growth and innovation (Gibb, 2011). However, implementing this model requires overcoming challenges such as institutional inertia, resource constraints, and the need for a supportive policy environment. Government support through funding, policy incentives, and regulatory frameworks is essential for enabling entrepreneurship and innovation within HEIs.

### 5.2. Analyze the Internal and External Factors using Pestle Analysis

#### *5.2.1. Political environment*

State universities are significantly influenced by government policies, particularly in areas like funding allocation, regulatory compliance, and internationalization efforts (CHED, 2018). Changes in political stability and leadership can introduce uncertainties, affecting university operations and strategic direction (PIDS, 2020; ADB, 2021). Advocacy and lobbying efforts are crucial for securing equitable funding and shaping favorable policies that support the institution's growth and sustainability (PEMES, 2022).

#### *5.2.2. Economic environment*

Economic factors such as remote work trends, financial constraints, and job market dynamics are reshaping the landscape for state universities (ILO, 2022). There is a growing need to align educational programs with market demands, particularly in skills development and lifelong learning (WEF, 2022). Budget cuts and funding shifts pose challenges, making resource management and the exploration of alternative revenue streams essential for maintaining operations and competitiveness (DBM, 2021).

#### *5.2.3. Social environment*

The social environment surrounding state universities is increasingly focused on digital engagement, globalization, and mental health. There is a strong emphasis on alumni relations, diversity and inclusion, and preparing students for a rapidly changing job market (CASE, 2022; WHO, 2021). Universities must adapt to demographic shifts, integrate technology into curricula, and enhance student well-being services to meet the evolving expectations of students and society (OECD, 2022; HERI, 2022).

#### *5.2.4. Technological environment*

Technological advancements are driving significant changes in education, with state universities increasingly adopting online learning platforms and emerging technologies such as AI, VR, and IoT (CHED, 2021). Digital transformation extends beyond the classroom, impacting administrative processes and necessitating robust cybersecurity measures to protect institutional data and infrastructure (CHED, 2021).

#### *5.2.5. Legal environment*

State universities must navigate a complex legal landscape, including compliance with government regulations, accreditation standards, and intellectual property laws (CHED, 1994; AACCUP, 2021). Adherence to labor laws and data privacy regulations is critical for maintaining operational integrity and protecting the rights of students, faculty, and staff (Labor Code, 2021; RA 10173). Legal obligations also extend to partnerships and contractual agreements, which require careful management to safeguard the university's interests (Contract Law, 2021).

#### *5.2.6. Environmental environment*

Environmental considerations are becoming increasingly important for state universities, with a focus on addressing climate change, water scarcity, and biodiversity preservation (UNDP, 2022). Sustainable practices in waste management, energy efficiency, and renewable energy adoption are essential for reducing the environmental footprint of universities and contributing to broader sustainability goals (UNDP, 2022).

### 5.3. Conduct a Stakeholder Consultation to Gather Diverse Perspectives and Inputs for the Strategic Development Plan

The Tables 1-3 shows the distribution of stakeholder consultation participants by group. The open forum during the stakeholder consultation provided a platform for participants from various groups to voice their concerns, suggestions, and aspirations regarding the strategic development plan of the university. The diverse range of stakeholders, including students, alumni, faculty,

non-academic personnel, industry representatives, community partners, and government agencies, contributed valuable insights that helped shape the final strategic plan.

#### *5.3.1. Student feedback*

With 129 participants representing 31.46% of the consultation, students formed the largest stakeholder group. Their primary suggestions focused on enhancing mental health support and improving the flexibility of learning options. One student emphasized, *"We need more accessible mental health services on campus, including additional counselors and peer support groups. It's important that these services are available both online and in person to accommodate all students."* Another student suggested, *"Given our diverse schedules, especially for those working part-time, the university should offer more hybrid and online classes. This flexibility would allow us to better balance our studies with other commitments."* These suggestions align with the broader student demand for a more supportive and adaptable learning environment.

#### *5.3.2. Alumni insights*

Alumni, making up 14.15% of the participants, highlighted the importance of maintaining strong connections with the university and expanding opportunities for alumni involvement. One alumna suggested, "*The university could create more structured mentoring programs where alumni can guide current students, especially in navigating career choices and preparing for the job market. This would not only benefit students but also keep alumni engaged with the university."* Another alumni participant proposed, *"Hosting more alumni networking events, both locally and internationally, could strengthen our community and open doors for global partnerships and collaborations."* These suggestions underscore the alumni's desire to remain connected and contribute to the university's growth and global reach.

#### *5.3.3. Faculty recommendations*

Faculty members, accounting for 22.44% of the stakeholders, focused on research and professional development. A faculty member noted, *"The university should increase funding for research projects, particularly those that encourage interdisciplinary collaboration. We need more opportunities to work across departments and even with external partners to produce impactful research."* Another faculty suggestion was, *"There should be more professional development workshops on digital tools and innovative teaching methods. This is crucial for keeping our teaching practices up-to-date and relevant."* These suggestions reflect the faculty's commitment to enhancing research capabilities and staying at the forefront of educational innovation.

#### *5.3.4. Non-academic personnel contributions*

Non-academic personnel, representing 15.12% of the participants, provided insights into operational efficiency and staff well-being. One participant suggested, *"To improve our work efficiency, the university should invest in better digital tools and streamline administrative processes. This would not only reduce workload but also enhance the services we provide to students and faculty."* Another suggestion was, *"The university should also consider implementing more wellness programs for staff, similar to those offered to students, to support our mental and physical health."* These contributions highlight the non-academic staff's focus on operational improvements and their own well-being.

#### *5.3.5. Industry representatives' perspective*

Industry representatives, making up 6.83% of the consultation, emphasized the need for graduates to be equipped with practical skills and industry knowledge. An industry partner suggested, *"The curriculum should incorporate more industry-relevant content, including case studies and internships, to ensure students are ready for the workplace. Collaborating with industry experts to deliver guest lectures or co-teach certain modules could also be beneficial."* Another industry representative proposed, *"Establishing stronger partnerships between the university and industry could facilitate research projects that address real-world challenges and create opportunities for student involvement."* These suggestions underline the importance of bridging the gap between academia and industry to enhance employability and practical learning.

#### *5.3.6. Community partners' suggestions*

Community partners, representing 7.80% of the stakeholders, focused on the university's role in local development and social responsibility. One community partner remarked, *"The university should strengthen its community engagement programs, particularly those that focus on sustainability and local economic development. Collaborative projects with local businesses and NGOs could have a significant impact."* Another suggestion was, *"Offering more service-learning opportunities where students can apply their knowledge to real community issues would benefit both the students and the community."* These suggestions highlight the desire for the university to play a more active role in community development and social impact.

#### *5.3.7. Government agencies' input*

Although representing only 2.20% of the stakeholders, government agencies provided valuable insights into regulatory compliance and public sector collaboration. One government representative suggested, *"The university should align its strategic goals with national development plans and ensure that its programs are designed to meet the needs of the public sector, particularly in areas like education and public health."* Another recommendation was, *"Strengthening collaborations with government agencies could lead to more funding opportunities and joint initiatives that benefit both the university and the broader society."* These suggestions emphasize the importance of alignment with governmental priorities and fostering strong public sector partnerships.

#### *5.3.8. Synthesis of stakeholder feedback*

The stakeholder consultation process revealed a wide range of suggestions that were instrumental in refining the strategic development plan. The feedback from each group highlighted specific needs and priorities, from enhancing mental health services and professional development to strengthening industry partnerships and community engagement. By integrating these suggestions into the strategic plan, the university ensures that its future direction is not only aligned with internal goals but also responsive to the broader community and societal needs.

Overall, the stakeholder consultation underscored the importance of inclusivity and collaboration in strategic planning. The diverse

perspectives offered by the various stakeholder groups have enriched the strategic plan, making it more comprehensive, relevant, and capable of addressing the challenges and opportunities facing the university.

### 5.4. Develop a Comprehensive Strategic Development Plan Relevant to the Present Context and Global Goals

The Figure 2 below shows the Comprehensive Strategic Development Plan for the State University. The strategic development plan framework depicted is structured around a vision, mission, core values, strategic development goals, and the strategies and action plans that support them. This framework is designed to align the university's long-term aspirations with the current global educational landscape and societal needs, ensuring that the institution remains relevant and competitive.

The Vision and Mission statements articulate the university's aspirations to be a globally renowned institution that champions sustainable societal development through ethical and empowered human resources. The mission emphasizes advancing knowledge, producing globally outstanding graduates, and transforming communities towards inclusive progress. These foundational elements set the direction for all strategic initiatives and highlight the university's commitment to both excellence and societal impact.

Core Values such as nationalism, excellence, unity, spirituality, and transparency serve as guiding principles that influence decision-making, behavior, and institutional culture. These values ensure that the university's strategic actions are aligned with its ethical and cultural identity.

At the heart of the strategic framework are the Strategic Development Goals (SDGs), organized under the acronym "GLOBAL." These goals represent the university's priorities in adapting to and leading within the contemporary and global educational environment. Each goal addresses key areas identified through the analysis of internal and external factors, reflecting the institution's response to the current and anticipated challenges and opportunities in higher education.

1. Global Integration of Educational Programs reflects the university's strategic response to the trend of globalization and internationalization. The institution aims to integrate its educational programs into the global landscape, fostering international collaborations, attracting international students, and ensuring that its graduates are equipped with the competencies needed in a globalized world. This aligns with the findings that highlight the importance of preparing students for global competitiveness and the need to enhance the university's international presence (Knight, 2019).
2. Learner-Centric, Inclusive, and Holistic Student Services focus on providing comprehensive support that meets the diverse needs of students. The emphasis on mental health, diversity, and inclusion identified in the social environment analysis is reflected here, ensuring that student services are not only inclusive but also tailored to support student well-being and success. This goal underscores the importance of adapting to the changing demographics and expectations of students, including the rising demand for mental health support and inclusive education environments (WHO, 2021; HERI, 2022).
3. Opportunities for Human Capital Empowerment highlights the university's commitment to skills development and lifelong learning, addressing the economic drivers identified in the environmental analysis. By focusing on human capital empowerment, the university aims to align its educational offerings with the evolving job market, ensuring that its graduates are well-prepared for the challenges and opportunities of the modern workforce (WEF, 2022). This goal is particularly relevant in the context of digital transformation and the demand for continuous upskilling.
4. Building a Vibrant Research and Innovation Ecosystem responds to the identified need for a strong research infrastructure that supports innovation and addresses societal challenges. This goal aligns with the technological and legal factors that emphasize the importance of research, intellectual property protection, and the integration of emerging technologies in education (Kaplan and Norton, 2008). By fostering a vibrant research culture, the university aims to contribute to global knowledge production and technological advancement.
5. Advancing Relevant and Research-Based Extension Programs focuses on leveraging the university's research capabilities to benefit the broader community. This goal aligns with the institution's mission of transforming communities and reflects the environmental factors identified, such as sustainability and the need for universities to address pressing societal challenges like climate change and resource management (UNDP, 2022).
6. Leveraging Administrative and Fiscal Support Services and Governance Efficiency addresses the need for effective resource management and governance, which were highlighted as critical in both the political and economic analyses. This goal ensures that the university's operations are efficient, transparent, and aligned with best practices, supporting the institution's long-term sustainability and ability to achieve its strategic goals (Bryson, 2018).

The Strategies, Action Plans, Policies, and Procedures at the base of the framework are the mechanisms through which these goals will be achieved. These components ensure that the strategic goals are translated into actionable steps that guide the day-to-day operations and long-term initiatives of the university. By integrating the results of the environmental analysis and stakeholder feedback into these strategies, the university can develop a plan that is not only comprehensive and relevant to the present context but also forward-looking, positioning the institution as a leader in the global education landscape.

This strategic development plan framework, therefore, provides a holistic approach to aligning the university's mission and values with the global educational context and societal needs. It is designed to be adaptive, inclusive, and impactful, ensuring that the institution remains relevant and effective in fulfilling its mission to advance knowledge and contribute to societal progress.

## 6. CONCLUSION

This study aimed to develop a comprehensive strategic development plan for a state university in the Philippines, ensuring

its alignment with current trends, internal and external factors, and global goals. By integrating a new research objective focused on stakeholder consultation, the study emphasizes the critical role of diverse perspectives in shaping a strategic plan that is both inclusive and adaptable to the evolving higher education landscape.

The findings of this study underscore the importance of a participatory approach to strategic planning. Through a rigorous environmental analysis using SWOT and PESTLE frameworks, the study identified key trends and drivers influencing the university's strategic direction. The stakeholder consultation process further enriched this analysis, providing valuable insights from students, faculty, alumni, non-academic personnel, industry representatives, community partners, and government agencies. These stakeholders contributed essential feedback that helped refine the strategic goals and ensure that the plan addresses the needs and expectations of the university community.

The strategic development plan that emerged from this process is grounded in the institution's mission and vision while being responsive to both local and global contexts. It incorporates critical themes such as globalization, digital transformation, equity and inclusion, human capital development, research and innovation, and sustainability. By actively engaging stakeholders in the planning process, the university has created a strategic framework that not only guides its future direction but also strengthens its capacity to navigate the complexities of the higher education environment.

Ultimately, this study contributes to the broader field of strategic management in higher education by demonstrating the value of stakeholder engagement in the development of strategic plans. The framework developed here provides a robust foundation for other institutions seeking to align their strategic goals with the demands of a dynamic and interconnected world. As the higher education landscape continues to evolve, the university is now better equipped to achieve its long-term objectives and make a meaningful impact on both local and global stages.

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