

**THE U.P. SUPRASTRUCTURE AS "UTAK AT PUSO PARA SA BAYAN"\* (One U.P. for One Nation)**

(A Vision of the U.P. Community to Lead in Building a Just, Humane, Peaceful and Progressive Philippines)

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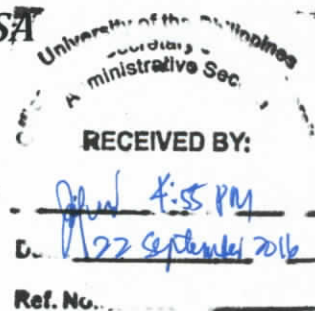
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12 September 2016

*For every living being, an individual, a community or nation, nourishment of the mind, spirit and body is vital for it to grow, to progress and succeed.*

*As Vice President for Academic Affairs (VPAA) of the current U.P. Administration, I have been listening to the concerns of our faculty, staff and students, who have come to OVPAA or emailed me through the years, or whom I have consulted with during my visits to the various U.P. CUs (Constituent Units). I have tried best to initiate, expand and contribute to programs that nourish the mind, spirit and body of various sectors of the U.P. community.*

*We must continue to promote Competence (knowledge-based nation building), Commitment (solidarity, unity, volunteerism,*



*service) and Compassion (material welfare and well-being) in the U.P. community for U.P. to become productive, and for U.P. to succeed in its mission to lead in nation building and to lead the nation towards peace, prosperity and happiness.*

*I know that we must continue to provide for the needs of the “mind-spirit-body”, taken together as one, of all sectors of the U.P. community.*

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***With this vision paper, I wish that U.P. continues "Shaping Minds that Shape the Nation". As actions speak louder than words, we need to continue to build One U.P. as a model for Philippine communities. One U.P. for One Nation.***

*\*"U.P. Utak at Puso" was first used by the U.P. Pep Squad in 2015; "U.P.: Utak at Puso para sa Bayan" was first used in the UP Knowledge Festival in April 2016 which I organized.*

## ***VISION 1: Focusing U.P.'s Meaning and Purpose – One U.P. for National Development***

### **1.1. Expert human capital needed in all disciplines and areas of development for nation building**

U.P. must take the lead in producing the expert human and knowledge capital – in building the human “suprastructure” – that the country direly needs for nation building. U.P.'s knowledge leaders - knowledge creators, innovators, implementers and workers in various disciplines and professions – acting as prime movers, prime agents, would create a lasting, positive impact on every aspect of Philippine life. They would help uplift the lives of the great majority of Filipino individuals and communities, and spur sustainable, inclusive growth and progress in every region of the country.

A root-cause analysis of development problems in Philippine society points to a dire dearth of experts in priority areas of development. Neighboring countries in Asia invested in massive expert human capital development in the past several decades, producing hundreds to thousands of PhDs per million population working at present in their countries. However, the Philippines failed to do so. And so our current numbers of experts fall 5-10-fold below those of our Asian neighbors.

In the 2008 U.P. Charter, U.P. as the national university is “mandated to perform its unique and distinctive leadership in higher education and development.” It is to “set academic standards..., initiate innovations..., maintain centers of excellence..., serve as a graduate university..., serve as a research university..., lead as a public university..., serve as a regional and global university...”

Fulfilling U.P.'s mandate, to a great extent, is possible only if we are able to create critical masses of experts in every major research and creative area of development.

No amount of investment in physical infrastructure, funding for R&D and creative programs (for personnel, equipment, materials and supplies), the production of bachelor's degree graduates, or of putting sound R&D policies and legislation in place, can bring about the desired results, output, outcomes and impacts of a high quality, if the programs are not implemented by established expert groups. These groups should be led by recognized experts in the field, who would direct competent and skilled persons in the group to implement the programs. ("But what good is 'infra', without 'supra'?" )

### **1.2. U.P.'s knowledge leaders to lead in articulating our shared beliefs, our unique culture and heritage - as the context and framework for nation building and external engagement**

First, U.P.'s thought and culture leaders should continue to lead a collective soul-searching for national identity – a nation's self-reflection and self-renewal – of our people's strongest, finest, and most unique qualities, our culture and natural bounty. They would guide us on how to continue to mold ourselves from this heritage, in a way that would benefit the present and coming generations of Filipinos.

U.P.'s thought and culture leaders would uplift our collective psyche, our spirit, and restore and reinforce our dignity and pride as a nation. We would proudly share the unique richness of our diverse regional cultures, highlighting the nuances -

their similarities and differences - with Filipinos, here and abroad, and with our Asian neighbors and the rest of the world. We would lead in building a “supraculture” or a public intellectual culture in U.P., uniting Filipinos here and abroad.

We would benchmark our creative solutions to problems with those of other nations. In the spirit of “inter-nationalism”, we would collaborate with foreign academic experts and academic networks, to mutually augment and complement our mentoring, research, and creative capabilities. We would set out together to solve serious, complex problems common to our region, e.g., relating to health, environment, peace and security, that not anyone one of us can solve alone. We would engage in “science diplomacy” or academic diplomacy to create inter-connected, inter-dependent societies in the region.

This way, too, we would seek the Philippines’ unique leadership role in plotting and bringing to fulfillment the destiny of the Asian region in the world.

### **1.3. U.P.’s knowledge leaders to address the delivery of basic services, and to create and innovate products, processes and systems in niche areas of competitive advantage in regions of the country**

The nation beckons U.P.’s knowledge leaders and workers to lead in producing new knowledge-based products, processes and systems that would alleviate poverty, and reduce hunger, malnutrition, disease, and environmental hazards. There is a need to deliver basic utilities, facilities and services that would give Filipinos a chance to live more decent, comfortable, peaceful and productive lives.

The country direly needs experts to cope with challenges and opportunities in six major R&D clusters: 1. agriculture, aqua resources, food and nutrition; 2. health and wellness, medicine and disease; 3. energy and environment; 4. climate change and disaster risk reduction; 5. new biomaterials, nano- and ICT technologies; 6. education, communication, and creatives.

U.P.'s thought and policy leaders would guide the national government in instituting governance and socio-economic reforms that would benefit, most especially, the disadvantaged sectors, but with all sectors of society marching, leaping forward, towards irreversible advancement.

In all these areas, U.P. should heed the call and assist our national and regional government leaders by proposing and implementing knowledge-based solutions to problems.

U.P.'s knowledge leaders in U.P.'s many campuses or constituent units (CUs) situated in major regions of the country, would lead in planning, proto-typing and producing products, processes and systems suitable to and/or unique to a region. This would range from building and maintaining trains, roads and bridges, and other transport and communication systems; to managing traffic and pollution; developing alternative staple food and nutritious crops; promoting alternative public health care and protection measures in rural areas; producing new, high value biomaterials from recycled waste materials; publicizing new eco-touristic and eco-historical sites; producing new ODEL (Open Distance E-Learning) materials on a region's culture for airing on UP's nationwide TV; and consulting for the peace process in conflict-ridden regions of the country.



From U.P.'s R&D would grow the seeds of true "grassroots" agro- and aqua-industrialization that would create new livelihood and jobs, that would reduce the gross inequity in income *per capita* across regions of the country. The government would provide MSMEs (Micro, Small and Medium Enterprises) the impetus to invest in higher-value manufacturing, with technical, S&T-based guidance from U.P.'s experts. We would develop new niche industries with a chance to further increase our regional and global competitiveness.

At the "U.P. Knowledge Festival: *Utak at Puso para sa Bayan*", held in April 2016, over a hundred U.P. scientists and artists from all CUs gathered and showcased the results of their research and creative work that are relevant to nation building. The projects are funded under the U.P. System's Emerging Interdisciplinary Research (EIDR) and Enhanced Creative Work and Research Grant (ECWRG) programs, and by the DOST, CHED and other external funding agencies.

<http://ovpaa.up.edu.ph/up-knowledge-festival-to-showcase-innovations-in-research-and-creative-fields/> <http://ovpaa.up.edu.ph/up-celebrates-the-contributions-of-its-scientists-and-artists-in-a-system-wide-festival/>

#### **1.4. A massive national campaign needed to build the country's suprastructure**

For the above purposes, there is a pressing need for U.P. to mount a massive national campaign to obtain funding and other forms of support to build the country's suprastructure. We would aim to have the government and other stakeholders in society manifest a strong political will to support Higher Education and R&D, at the level of 1% of GDP each, *per annum*. This would translate to ~PhP180 billion each, *per annum*, for Higher Education and R&D. From the macro-economic

viewpoint, our experts can propose clear-cut ways to apportion and spend this money wisely.

This is if we are to move the country to its next phase of development, which is that of a knowledge-driven economy. This would set the Philippines on the path of self-propelling, self-propagating productivity, which would result in self-sustained socio-cultural-economic progress and success.

U.P.'s communication leaders would use their creative powers of communication to stir national fervor that would inspire every Filipino to contribute constructively, cooperatively, to nation building that would be sustained through the ages. We would build a bandwagon for "knowledge for nation building" for Filipinos to join.

U.P.'s thought and policy leaders have already started this campaign and produced several thought papers on the subject:

Knowledge-based Development and Governance:

<http://www.up.edu.ph/wp-content/uploads/2016/03/20160315-UP-Knowledge-Paper-Final.pdf>

Investing in the Suprastructure:

<http://opinion.inquirer.net/77098/investing-in-suprastructure>

Filipino youth would aspire for tertiary and postgraduate education as a means for personal advancement and self-determination, and as a preparation to assume unique roles and responsibilities as members of the Philippine workforce, with great commitment and enthusiasm. All must realize that there is a multitude of challenges, as well as opportunities, in every region of our country that require holistic, interdisciplinary work, that every highly educated Filipino could contribute to in a significant way.

Guided by personal ethics and civic-mindedness, rooted in a profound understanding of the Filipino psyche and culture, the U.P. community would lead in building a just, humane, peaceful and progressive Philippine society.

### **1.5. U.P. to work with NEDA, CHED, DOST, DTI and other government agencies to build a national and regional hubs-&-spokes of development**

It will not be possible for U.P. by itself to mount the massive campaign to build the suprastructure in U.P. and the rest of the country. Funding and implementation of the country's suprastructure construction program should be undertaken through a unified, master plan with the NEDA, CHED, DOST and DTI.

U.P., NEDA, CHED, DOST and DTI would rigorously match "supply and demand" for every area of expertise required for a region. We would identify the best faculty and students in U.P. and in leading SUCs and HEIs in the region, those who are clearly committed to help build the nation, to pursue their PhDs in leading universities in Asia, including UP and other leading local HEIs, and in other parts of the world.

Government would support their studies and provide the attractive compensation and incentives for them to return to work in their community, hometown, home province and region. The DFA, DOJ, BI, DOLE would assist them during their study stint and secure their return home to serve the country.

Further, a national and regional hubs & spokes model linking U.P. with leading SUCs, HEIs, CHED, DOST, DTI, DOH, DA, DENR regional offices (depending on the R&D or creative program), LGUs, local industries and SMEs, cooperatives, NGOs, civil

society, media and other stakeholders, would ensure an integrated, efficient, sustainable approach to development.

Thus, clearly, the way to go is for One U.P. to work as one - in synchrony, in harmony - with NEDA, CHED, DOST, DTI and other government agencies - for One Nation. One U.P. is for One Nation.

***VISION 2: Envigorating and Flourishing U.P.'s  
Suprastructure – Impact of One U.P. on National  
Development***

*“One U.P.” has multiple meanings and several layers of implementation; the subtle, underlying principle being that in unity or solidarity, there is diversity, plurality or flexibility. One U.P. refers to the integrated administration of the Constituent Units (CUs); also to the interconnectedness of CUs, e.g., inter-CU degree program offerings, inter-CU teaching, inter-CU research collaborations, inter-CU quality standards, inter-CU competitions, etc.*

*Here One U.P. is further expanded to mean: oneness of theory and practice; oneness of the arts and sciences (“universitas”); continuing academic life of undergraduates, postgraduates, postdoctoral fellows, faculty, and retired faculty; continuum of education, creative work, basic and applied research and public service; integrated community of academic and non-academic staff; value chains and networks; and multi-/inter-disciplinary, multi-generational, multi-sectoral, and multi-stakeholder engagements; One U.P. with government’s other knowledge-driven agencies; One U.P. for One Nation.*

**2.1. Shepherding the development of U.P.’s suprastructure  
- U.P.’s academic career development plan**

U.P. has by far the greatest concentration of experts in the country in all disciplines. And yet only ~30% of faculty in U.P. have PhDs. This is way below the 70% PhD faculty required of national universities in Thailand, and the 90-100% PhD faculty found in leading universities in Asia and the rest of the world.

No wonder that our research and creative capabilities are still limited. Our publication rate and publication citation rate in the international literature are low; the graduation rate of Masters and PhD students is very low. These problems may be traced to the limited number of PhD-level experts who should serve as group leaders and mentors of postgraduate students, and an inadequate number of high-functioning research and creative groups.

Shepherding the production of more PhDs in U.P. for the long haul has begun. An increasing number of students are now pursuing postgraduate studies. Programs have been initiated to support postgraduate students (PG) as teaching assistants. This helps reduce the teaching load of the faculty who can then spend more time to generate new knowledge and mentor PG students.

A sandwich program allows the PG student to spend time in a foreign university to complete the thesis or dissertation and graduate faster. Upon completion, a PhD graduate becomes a postdoctoral fellow, receives a start-up research grant and adds to the research capability of his/her mentor's group.

Under the foreign-trained *Balik* PhD Faculty program, incentives include a relocation package, start-up research grant, and a research collaboration grant. Also, foreign

collaborators are welcome to contribute to the pool of PhD mentors in U.P. as Visiting Professors.

Yet the most important revision of mindset has been to remove the restrictions to taking a PhD, the underlying philosophy being that each loyal, patriotic individual in U.P. - faculty, REPS, staff, and students - should be supported to pursue a PhD, if s/he so wishes. Caps on age, rank, percent of faculty on study leave in an academic unit, or the kind of PhD program pursued, have been removed. As of last count, more than 350 faculty have signified their interest to pursue or complete their PhD studies, and the numbers are growing. We need all the PhDs we can get.

And if many faculty are to go on PhD study leave, or on postdoctoral leave, or wish to be de-loaded of teaching to pursue research, Professors Emeriti and outstanding Retired Professors can teach in their stead! Our retirees remain part of One U.P. this way. Being mentally and physically active at an advanced age, and with lifespan increasing, retired PhDs can also continue to pursue research and creative work in the university. Clearly, we are trying to build a One U.P. academic community that promotes a productive academic life from youth to an elderly age.

## **2.2. Raising the quality of personal and social behavior as foundation for raising the quality of higher education**

First, we are laying the foundation of higher education and scholarship based on the ideals of “universitas”.

Since ancient history, human cultures and civilizations began to flourish, as academies grew into universities as repositories of knowledge. “Universitas” was where humans could advance

themselves through knowledge, beyond the confines of their biological families.

Universities served as organized centers of learning to nurture and mentor the youth, nourish their intellects, as a place of “non-biological parenting” by learned elders, imparting knowledge that biological parents could not impart. And thus, human families grew into communities of unrelated humans bound by knowledge domains, professions, or academic disciplines. Through “universitas”, human evolution became “saltatory”, or leaped forward (!), surpassing biological evolution, in pace and complexity. Universities became intellectual and innovation powerhouses and fueled the succession of revolutions, as they continue to do today.

As parents entrust their children to the university, the university must first take responsibility for the basic safety, security, and well-being of students, as an extension of the home. As mothers care for children, U.P. professors must care for the growth and development of U.P. students, and university administrators must care for the well-being of all sectors of the U.P. community. The university instills the virtues and values of the home, teaching by practice, the best human virtues of goodness, kindness, fairness, mercy, diligence, discipline, wisdom and self-reliance. In U.P., these values are abbreviated as honor and excellence.

As U.P. communities are diverse, with multiple sectors, generations, ranks, interests, and philosophies, they serve as natural ground to learn the social values of mutual respect, civility, politeness, decency, or dignified, rational, responsible, humane and compassionate behavior.

However, from this same diversity in U.P. comes a natural disposition for differences, disagreements, disputes and conflicts on various issues. In U.P., we aim to resolve conflicts, settle disputes, after rational, evidence-based discourse or debate, where all parties are provided equal time and opportunity. This - as a hallmark of quality of U.P. higher education. After consensus from discourse, constructive actions are undertaken for the benefit of the majority in the U.P. community.

Notably, women have always played a key role in human evolution, both biological and social. Bearing children, and nourishing and nurturing them afterwards, women have evolved in their genes an innate quality to perform multiple tasks and roles for the survival and success of their offspring. They instill virtues and values in the family, respect the diverse personalities of the children, and work for conflict resolution within the family. It is therefore natural, or not surprising, that outstanding women can also become outstanding women leaders in society. In U.P., we value and celebrate the accomplishments of such women.

What else is quality, scholarly education in U.P.? It is first providing the intellectual *milieu* conducive for an individual to continually discover and know his/her inner "self" and all that surrounds him/her, and eventually to select from the broad range of knowledge domains, the special interests to pursue for a lifetime.

This, in its fullest philosophical sense, is academic freedom, "universitas" or open thinking. And knowing that knowledge knows no bounds, a student learns the virtues of humility and pride. Be humble to accept that we know so little yet ("the more we know, the more we know what/that we do not



know”). Be humble in the face of those who know more. Yet, be proud and confident about what we know and prize dearly about ourselves, our own achievements and our heritage.

### **2.3. Deepening, broadening, heightening and quickening generalist and specialist education**

Balance is one important principle that underlies success in all of Nature, including human life. U.P.’s GE (General or Liberal Education) program provides this balanced exposure to the knowledge domains, principally to help a student decide his career path or calling, and to show different ways and means for the student to learn personal ethics, civics, public-mindedness, and problem-solving. It is to learn to become, on the ground, *maka-tao*, and in the more abstract, to become *maka-bayan* and *maka-mundo*, to become “glocal” which means to “think global and act local”.

A student learns to straddle the abstract and concrete levels of understanding, to “see” with a “micro” and “macro” vision, and to act based on a concept plan and an action plan. A student is introduced to the boundless knowledge in all disciplines and domains, to satisfy his thirst for learning, and to make him/her realize that integrated, inter-disciplinary solutions to complex problems are better than single-approach solutions.

Out of these talented, versatile, inter-disciplinary youth shall emerge the natural, ethical, self-driven leaders of the next generation of Filipinos, be they artists, philosophers, engineers, scientists, entrepreneurs or economists – but all expert communicators. They are the ones who learned to integrate ideas and action plans with leaders in other disciplines, and the ones who learned best of all, the power of communication and

persuasion over their peers, through reading, writing, speaking, and through body language and social media.

In every individual, the desire to continue searching for knowledge and truth must come from within; an inner conviction to balance the interests of the “self” and the “non-self”, must grow. An effective academic teacher or mentor is one who can replicate or multiply himself, by having his students and mentees imbibe his convictions and propagate his teachings, and most of all, embrace his love for learning.

Acquiring knowledge that is both deep and broad is key. U.P.'s degree programs should be reviewed to strengthen the fundamental disciplines and to consider majors and minors of specialization. As example, chemistry is the fundamental science of material substances and interconnects many fields. The study of substances involved in agriculture, food, medicine, disease, energy, biodiversity, environment, engineering, even the process of thinking and memory, requires, but is not limited to, understanding the chemistry of these substances. Thus, the study of chemistry and its associated applications and technologies should be strengthened in U.P.

At present, the new U.P. GE framework, revised with flexibility to blend with the K12 basic education framework, has been adopted by 7 out of 8 CUs. UG and PG majors courses are already being revised in the context of K12 and regional and global competitiveness. Also, several new joint degree programs between CUs and with foreign universities are being established. Bigger, more mature CUs are helping, smaller, younger CUs, like siblings.

## **2.4. Monitoring the quality of academics and higher education in U.P.**

How then are we to ensure that the best students of the country who come to U.P. are getting the best possible quality education that they deserve? How is the quality of academics in U.P. being improved? By improving curricula, content and pedagogy, degree programs, and by constantly monitoring and assessing the performance of individual academic units and the university as a whole.

The Academic Program Improvement (API) initiative provides funds to CUs to improve the pedagogy and content of courses, including GE, and to review undergraduate and postgraduate degree programs (to create, abolish, revise, or consolidate).

The SET student evaluation instrument is being simplified and made more meaningful for students to provide feedback about the teaching more truthfully. A teaching-and-learning contract to commit faculty and students to one another in a class is being explored. The *Gawad Pangulo* Competition for Progressive Teaching and Learning on its third year is showing how blended learning and new technology-enhanced pedagogy are being used by our star teachers to make a course more exciting, stimulating and relevant.

The U.P. iAADS academic assessment and development instrument and the international AUN-QA (Quality Assurance) assessment process are being used to assess the quality of an academic unit and its degree program offerings as a basis for the unit's strategic planning and development.

Academic Clinics are being conducted by the OVPAA in academic units all over the CUs to diagnose their academic

management problems and offer solutions based on OVPAA-initiated programs.

The quality of U.P. is on the upswing based on the recently announced 2016 QS World University Rankings. U.P. rose 26 notches from its previous rank, while the next three leading HEIs in the country remained at their previous levels hundreds of notches below U.P.

### **2.5. Imbibing learning by doing, bridging theory and practice**

The best students in the country should receive high quality tertiary and postgraduate education in U.P as described above. Aside from using blended learning methods (traditional and new pedagogy), U.P. faculty would enrich the content of their courses with their own research and creative work. Students would imbibe the passion for discovery and creative pursuits from their teachers. More will be inspired to embrace the academic life, follow in the footsteps of their mentors, and expectedly, eventually, they should succeed and exceed their mentors!

The best results and the most relevant applications of research and creative work would be imparted to students, demonstrated in and outside the classroom, as modes of experiential learning - "learning by doing", bridging "theory and practice", integrating "knowledge, craftsmanship and technique", "*mens et manus*" ("mind and hands"). (We would be wise and quick to add, "...et animus et corpus", or learning with one's "mind, hands, spirit/heart and body - in full/*totale*".)

In principle, all lecture courses can incorporate activities involving laboratory or field work, interaction with humans

and Nature outside the classroom - experiential learning - for greater understanding of “real” world processes and for greater impact. Learning would be through exercises involving rational, logical thinking, critical/analytical and integrative/constructive thinking, creative thinking, empirical observation, experimental control and manipulation, statistically valid computational modeling and projection.

This way, the value chain linking teaching and learning, research and creative work, and knowledge-driven public service would also be strengthened, starting at the undergraduate and postgraduate levels. (*U.P.: Utak at Pusong, pati na Katawan, para sa Bayan!*)

## **2.6. Fostering inter-disciplinarity, synergizing the arts and sciences**

In the spirit of “oneness” and “openness” of the “universitas”, in U.P., divisions of the arts and the sciences are blurring; new, creative engagements are emerging; not unexpectedly, as artists and scientists are being drawn together, driven deep-down by the same sense of awe and wonder, by the same quest to discover oneself and the rest of Nature, by the same impassioned spirit to create and innovate new forms and entities. Simply by being provided more opportunities for interacting, U.P.’s artists and scientists are finding new, exciting, common interests to pursue together.

New, focused synergies are being created among U.P.’s knowledge leaders, both in closely related and distant disciplines, in light of the complex, multi-faceted problems that we face today, that require complex, inter-disciplinary solutions. Indeed, art and science are ultimately meant to be “one”, to work as “one”.

For example, the EIDR CoST program is on using Communication arts to showcase our top S&T products to journalists from newspaper dailies and social media. The EIDR 100 Masters Voices program is to feature through ODEL and video art technology our top artists and scientists and their work, to share with the country and the world.

### **2.7. Championing constructive, multi-sectoral, community volunteerism within U.P. communities**

U.P.'s thought and action leaders would promote a spirit of constructive, knowledge-based volunteerism and civic-mindedness, a spirit of true *bayanihan*, within U.P.'s grounds, as a good example of public service, first serving the needs of U.P. communities.

Pro-active leaders would organize multi-sectoral, multi-generational, inter-disciplinary groups consisting of faculty, REPS, administrative staff, their families, and students, to embark on constructive community projects to address ordinary, day-to-day, as well as more esoteric, concerns in U.P. relating to campus food, nutrition, physical fitness, hygiene, cleanliness, safety, security, lighting, pollution, energy, rest and recreation, etc.

Research and creative results produced in U.P. could be applied to solving problems in U.P. Competitions to solicit proposals for such community projects would be organized, with winning entries being funded by the U.P. System for trial implementation within a limited period and area in a CU. Those with successful outcomes would then be funded, iterated and implemented in full scale across CUs.

At the U.P. Knowledge Festival, some projects to benefit U.P. communities were already showcased. The EIDR One U.P. Health database on health benefits and health-seeking behavior profiles of personnel in the U.P. Diliman community was set up; the EIDR program to evaluate the DOH PhilHealth's Primary Health Care package or *Tsekup* Kit is being conducted in the U.P. Diliman community; the EIDR program to promote UPLB IPB's Rice-White Corn blend as substitute staple food is being tested in the U.P. Los Baños community, to name a few.

Where constructive activities are shown to speak louder than words, a lot of experiential learning and training of students, faculty and administrative staff shall be achieved. Rational discourse and planning towards problem-solving, would precede constructive, cooperative, multi-sectoral campus activities, the aim being for U.P. communities to become models of cooperation, organization and sustainability that Philippine communities all over the country can follow.

Involvement in constructive volunteerism would extend to alumni and friends, who could participate in campus build-up and maintenance activities, with contributions coming in cash or in kind.

## **2.8. Creating value chains and networks from academe to the rest of society**

The synergies and continuums created from the learning-by-doing mode, arts-and-sciences inter-disciplinarity, and from pro-active, constructive community volunteerism, directly address the need for a more informed, inter-connected approach to problem-solving and growth enhancement in Philippine communities – the so-called “values chain or

network” “from nature--to people-communities--to knowledge centers-academe--back to people-communities and nature”.

Different links in the value chain would require the involvement of U.P.’s experts in the arts, humanities, culture, sciences, engineering and business/economics, working adeptly with various stakeholders. This would ensure the development of multi-stakeholder-tested “higher value” products, processes and systems.

The value chain model would lead to more sustainable, culture- and market-sensitive successes in the “real” world. Farming communities would benefit from agro-industries; fishing communities, from aqua-industries. “Grassroots” or light industrialization would result in the creation of decent livelihood and jobs, reduce poverty, inequities, and crime – it would spur inclusive growth and progress.

***VISION 3: Strengthening the Foundation of U.P.’s  
Suprastructure - Caring for the One U.P. Community***

*In U.P., we continue to build on what we and others have built before, restructuring and expanding programs where needed. We would lay emphasis on attending first to the welfare and well-being of our students, academic and non-academic staff. Only if safe and secure would they be able to study and work well.*

**3.1. Improving undergraduate student access, admission, financial support, learning through co-curricular activities and exposure/mobility**

Students from far-flung, disadvantaged, underserved areas now have greater access to admission into U.P. through the



free, online UPCAT review and the opening of new UPCAT testing centers in provinces. The quality of UPCAT questions and the merit-equity system of admission are being carefully reviewed to give disadvantaged, talented students a fair chance to qualify. Transportation is paid by U.P. to bring qualified students from their provinces to U.P. campuses to enroll.

Student scholarships, student tuition discounts, stipends, loans, assistantships and other forms of financial assistance are being cautiously reviewed and improved for the basic welfare (food, clothing, shelter, health, security, safety, relaxation) of students. The new decentralized system of student advisement and appeals is also more efficient. All these are some of the ongoing initiatives of the OA (Office of Admissions) and the OSFA (Office of Student Financial Aid).

But the main point is that students must not go hungry, not be malnourished or unhealthy, or fear their safety and security on campus. Students should not have to earn extra money from casual jobs outside the university. All these keep them from performing well as students. And so we still need to continue improving the implementation of our student assistance programs.

We are now supporting semestral study stints of ~200 students in foreign universities under the MOVE-UP undergraduate mobility program which broadens a student's perspectives and horizon. And soon we will be calling for applications from our top students to attend undergraduate summer school, with courses for credit, in Harvard University. U.P. shifted its academic calendar in 2014 which has made possible these student stints in foreign universities. Soon we may ask a leading university such as MIT or UC Berkeley to

help us train our best students to create new ethical, progressive “Apps” for a wide range of applications.

Co-curricular activities such as the *Gawad Pangulo* Student Debates, Multimedia for *U.P. Naming Mahal*, On Your Spot-Visual Art, New Products & Designs Competitions, Choral Competition, contribute to the growth and development of students.

### **3.2. Incentivizing postgraduate students to graduate on time and pursue the path of new knowledge generation**

The TA/TF (Teaching Associate/Teaching Fellow) postgraduate scholarship program has been mainstreamed. TAs teach 6 units, enroll in and complete 6 units of Masters courses every semester, and receive a stipend equivalent to an Instructor 5’s salary. TFs teach 6 units, enroll in and complete 6 units of PhD courses every semester, and receive a stipend equivalent to an Assistant Professor 1’s salary. Both receive free tuition and a book allowance. They are given the flexibility to enroll in a postgraduate (PG) program of their choice outside their home unit.

The aim is to provide sufficient financial support so that our PG students can focus on completing their courses and thesis/dissertation comfortably, without worrying about their subsistence.

Further, under the COOPERATE sandwich program, PG students are supported to perform part of their thesis or dissertation in a foreign laboratory, under the guidance of the local adviser’s foreign collaborator serving as co-adviser. A PhD COOPERATE graduate returns to his/her mentor’s lab as a

postdoctoral fellow and receives a start-up grant to jumpstart his/her research.

### **3.3. Developing pro-active, effective academic leaders in U.P. and the country**

Administrative leadership is considered most critical in moving forward academic and administrative reform in a university. And so U.P., together with CHED and NUS (National University of Singapore), organized a series of academic leadership training workshops under the NUS Temasek DULE (Developing University Leaders and Educators) program for 3 levels of academic leaders of 4 U.P. CUs and 6 leading SUCs and HEIs. A lot of ideas have filtered to U.P. from NUS' expert academic leaders who gave lectures and conducted workshops.

A System-wide Academic Leadership Conference in March 2015 was also organized with speakers from 5 leading foreign universities as well as selected U.P. academic leaders.

### **3.4. Addressing basic needs vital to the welfare and well-being of the U.P. community**

The present U.P. administration has by far succeeded in increasing funding resources to address the material needs of the entire U.P. community, be it for students as already described in a previous section, or for increases in basic compensation and benefits to the U.P. academic and non-academic staff. All these as allowed by law, as approved by Congress of the annual U.P. budget from the DBM, and as allowed by savings and earnings from U.P.'s projects.

However, we must continue to lobby hard to get significantly greater support from the government, as described in a

previous section; in particular, for U.P.'s academic staff and the non-academic staff required to work closely with them – the U.P. suprastructure consortium - our expert, competent and skilled workers, as well as our students, so that every individual can be assured of basic food, nutrition, health, clothing, shelter, security, safety, rest and relaxation, and education for family members that s/he needs.

In particular, housing, the safety and security in the open grounds, and health benefits of U.P. staff and students, should continue to be given top priority.

### **3.5. Supporting faculty, REPS and administrative staff development and performance**

The FRASDP (Faculty, REPS, Administrative Staff Development Program) is already supporting many faculty and REPS to pursue their PhD and Masters studies in U.P. or in foreign universities. This has been extended to Administrative Staff (AS) where a PG degree will improve performance and efficiency in the workplace, the underlying principle being that all loyal U.P. staff deserve to be supported for self-improvement and life-long learning.

The U.P. staff, including AS, are also offered support for short-term training in other universities and externship in industry. Continuous training and upgrading of skills of the non-academic staff should be provided attractive incentives and rewards, and opportunities for advancement.

### **3.6. Building international exchange, collaborations and linkages to strengthen the U.P. community**

U.P. is actively participating in several prestigious international and regional academic networks. U.P. is hosting international conferences, inviting expert foreign speakers, as well as showcasing its own strengths, thus raising its reputation and prestige. More of U.P.'s faculty and students are being exposed to the work of foreign scholars. All programs involving foreign stints are being administered by the OIL (Office of International Linkages) in close coordination with the OVPAA.

Faculty and REPS have been supported with small Research Dissemination (Travel) Grants (RDGs) to attend international conferences, to showcase their research and interact with international peers. Foreign-based Visiting Professors are supported to team-teach PG courses, mentor PG students and collaborate in projects.

Most importantly, foreign-trained *Balik* PhD Faculty are "roping in" to U.P. their foreign collaborations. This will go a long way in stepping up the quality of research in U.P.

### **3.7. Recognizing and rewarding merit-based teaching, research and creative work, public service and administrative work in the U.P. community**

U.P. has established its own research funding program known as EIDR (Emerging Inter-disciplinary Research) which supports basic research, those for public service and national development, and also those for industry uptake. EIDRs have fostered inter-CU and interdisciplinary collaborations, and have been patronized widely by the U.P. community. Takers of ECWRGs (Enhanced Creative Work and Research Grants) and CIDS (Center for Integrative Development Studies) Policy Research Grants have also increased significantly in the last

few years. *Balik* PhD faculty and faculty who graduated with local PhD degrees both receive start-up grants.

The IPAs (International Publication Awards) have been tiered and enhanced based on the quality of the publication, and it is one of the reasons that publications of U.P. are markedly increasing in quantity and quality. This improvement is also manifested in an increased number of awardees of the SPS (Scientific Productivity System), APS (Arts Productivity System), where the award money has also been increased.

Merit Promotions in 2014 worth an unprecedented P250M raised the ranks and salaries of hundreds of faculty. This year, the One U.P. Professorial Chairs and Faculty Grants worth ~P100M will be awarded to ~800 faculty who have excelled in two out of the three work areas: teaching, research or creative work, and public service. Similar incentives and awards should be explored for REPS and the Administrative Staff.

### **3.8. Publicizing U.P.'s accomplishments and featuring news, programs and initiatives in U.P. in a timely way**

There has to be a major effort in U.P. to improve the dissemination of information to our external and internal publics in a timely way. Until the present, many of the U.P. staff and students, as well as the general public, do not know the accurate facts and figures pertaining to important programs and initiatives that the current U.P. administration has successfully undertaken.

The OVPAA website ([www.ovpaa.up.edu.ph](http://www.ovpaa.up.edu.ph)) serves as the repository of information on OVPAA- and related programs; it features interesting, important academic news, events,

achievers, awardees, publications, guidebooks, artwork and videos.

The UP Press, CIDS and CWGS (Center for Women and Gender Studies) have published major books and journals on literary, cultural and historical work, including women and gender issues, and think and policy papers of U.P. staff. These three offices are unsurpassed in productivity in the country in their areas of coverage.

The OVPAA and affiliated offices organized the U.P. Knowledge Festival, Research and Creative Work Leadership Conference as described above. The exhibits and proceedings at this conference are being transformed into a U.P. Knowledge Festival Storybook or Flipbook that will be made available to all U.P. CUs, SUCs and HEIs in the country. It will be a continuing, living, dynamic, virtual museum featuring U.P.'s scientists and artists, their research and creative work.

### **3.9. Fostering vibrant creativity and community spirit through friendly, prize-winning competitions**

Balancing out cooperation with competition is another strategy for success in evolutionary biology, i.e., an organism succeeds in its ecological niche because it outcompetes other organisms. Six *Gawad Pangulo* Competitions have been established, namely: Progressive Teaching and Learning, Choral Competition, MultiMedia for new version of *U.P. Naming Mahal* hymn, New Products and Designs, Visual Art - On Your Spot, and Student Invitational Debates. Members of the U.P. community, including staff and students, have participated enthusiastically in these competitions and many new talents are being discovered!

There are many more constructive *Gawad Pangulo* competitions that can be instituted such as “Constructive U.P. Community Volunteerism” and “Ethical ‘Apps’ for Progress”.

### **3.10. Encouraging retired U.P. staff, alumni and friends to continue helping the U.P. community**

Professors Emeriti and outstanding Retired Professors are being invited to continue teaching and doing research in U.P., as indicated in a previous section, to retain a pool of competent teachers and researchers in U.P., while our faculty go on PhD study leave and while the research and creative output of U.P. is still relatively low. This is also to assure the continuity of mentoring in the university.

An online donation portal known as GIVE TO UP has been set up to make it easy for foreign-based as well as local alumni and friends to donate to U.P.’s professorial chair and student scholarship programs via credit card. After the Faculty Center fire, BANGON CAL and CSSP as a special project, elicited some substantial donations made through GIVE TO UP.

However, it is also donations in kind that are welcome from U.P. alumni and friends, e.g., free consulting services offered by successful alumni from industry, or hosting by successful alumni abroad of U.P.’s PhD scholars, providing accommodations and subsistence, to reduce the cost to U.P.

### **3.11. Fostering innovation and building U.P. start-ups to benefit the U.P. community and country**

University engagement with society includes developing products that would benefit society, through government or private sector partnerships. The TTBD0 (Technology Transfer



and Business Development Office) at present has been able to gather dozens of Invention Disclosures from U.P. researchers. TTBD0 is shepherding the licensing, roll-out and commercialization of many products developed in U.P.

In the pipeline are the VISSER (Versatile Instrumentation System for Science Education and Research) instruments and laboratory manuals for deployment to science high schools, the Dengue Diagnostic Kit and Telehealth RX Box for deployment to rural areas, and several agriculture products from UPLB BIOTECH for licensing to industry.

***VISION 4: Strengthening U.P.'s Support Structures - Working towards Sustainability of One U.P.***

**4.1. Building and maintaining infrastructure and facilities to ensure the well-being and enhance the productivity of the U.P. community**

“But what good is ‘supra’, without ‘infra’?” Each U.P. community must have the right complement of infrastructure, properly designed, built and maintained, conducive for the staff to work efficiently and productively, and for students to study well. In campus buildings and surroundings, there must be pleasing aesthetics and upkeep, to keep the community happy and wholesome.

Each U.P. community must complete basic support facilities, utilities and services, and those needed to carry out its comprehensive, semi-comprehensive or niche mandate as a C.U. As the critical masses of experts grow in a CU (because the core faculty have been productive, and like a magnet, attract other experts; success begets success), we must be open to young, small CUs growing and becoming semi-comprehensive,

with more responsibilities as a regional hub of spokes, thus justifying more investment in infrastructure. This way, U.P. continues to take a leadership role in higher education and R&D in all regions of the country.

But the suprastructure must be planned before or concurrently with the infrastructure, and not the other way around; because it is the expert faculty and researchers with experience in the use of facilities, who are competent to plan the infrastructure.

Each CU that requests new infrastructure will have to find the skeleton administrative staff (AS), the maintenance and repair staff, to run the new facility efficiently, coming from its existing pool of AS. They would be provided incentives to transfer, and to undergo training on the use of technology or SMART systems to assist in running and maintaining the new facility.

Maintenance, repair or rehabilitation of a facility could also be a subject of the constructive volunteerism competition. A volunteer team would be assigned to each old or new facility. Alumni could be asked to contribute to the maintenance and repair of a building.

Since the number of infrastructure projects in U.P. has grown tremendously, but the number of AS is still fixed, this will result in a lower AS-to-infrastructure ratio or fewer AS per office or building. The situation requires us to become a lot more efficient.

Even so, a large part of the campaign for funding support from the government will be to obtain more items and benefits for the Administrative Staff (AS) who support or "hold up" our many new infrastructure and suprastructure; this, even if we

are aware that the new government is already looking into providing full benefits for contractual employees.

U.P. currently has 8 major campuses, and several minor sites all over the country. Infrastructure in those minor sites should continue to receive special attention because these are outreach sites close to underserved communities.

Also, infrastructure planning in the two new campuses, U.P. Alabang and U.P. Clark Green City, will be based on the well-defined academic structure and programs that have been prepared with U.P.'s partners. These two campuses in the CALABAR Zone and Region 3 will stand out as showcase, frontier campuses that respond to the needs of industry to link with centers of innovation, technology and design.

#### **4.2. Enhancing information and communications systems to promote academic connectivity**

Communication lines must always be open among the different sectors of the U.P. community to transmit information as basis for discussing, organizing and deciding matters. At present, not all faculty are able to receive information in Memos originating from the U.P. System. Clearly, often, "what we have here is a failure to communicate!" Lapses in communication can readily be addressed if proper systems and protocols are set up. For example, until today, the interiors of many buildings in U.P. Diliman still do not have *wi-fi*.

Informal, face-to-face, social interactions and intellectual discourses among the faculty are of utmost importance. Faculty watering holes can be developed in each CU for this purpose.

Frequent visits of System officials to the different CUs to talk to individual administrators, faculty, staff and students in academic units, will allow them to feel the pulse and develop the sensitivity to understand issues and concerns brewing on the ground.

The multiple benefits from full implementation of eUP have yet to be felt and appreciated. There is no way to go but towards SMART, efficient e-systems, from which we can readily draw quantitative trends based on gathered mega-data, in order to make informed decisions.

“24/7” pervasive, participatory, progressive teaching and learning as early preparation for life-long learning are greatly enhanced by technology. And so in addition to the current eUP systems, we should invest in those that pertain directly to academics, R&D and creatives, that would benefit students most, e.g., e-learning platforms that allow students to read more, improve reading comprehension, and learn at their own pace; e-discussion platforms for process-based and outcomes-based learning; e-documentation and protection of laboratory data; e-platforms to improve academic presentations, 3D printing and FAB labs to transform any creative idea or design into reality!

#### **4.3. Improving administrative and operational efficiency towards sustainability of One U.P.**

Overall administration and day-to-day management of operations, finances, physical resources, records and personnel fall in the hands of System and CU officials who, upon assuming the position, may not have extensive professional experience in management. All officials of the university should undergo a period of intensive training before or after assuming office, and

intermittent updating of skills after that. The subjects would include setting of goals; basic finance and accounting; budget planning and management; identification of management problems; gathering, processing, and analysis of data; planning and implementation of constructive action; monitoring and communication of outcomes. All these would allow U.P. officials to maximize the use of the eUP system.

As success begets success, the “business” or activities under an office may grow, and with it, the personnel required. A good leader delegates work and breaks up the office into small, dynamic groups led by competent, like-minded persons. Meeting face-to-face frequently with these groups, even informally, is important to reinforce good direction, establish good rapport and coordination. Constant, orchestrated follow-up on various matters is effective in getting things done. Like any living thing, the growth is organic and the operation is organismic.

All the above have been the *modus operandi* of the current U.P. administration. And so this has to be continued and further intensified. Regular democratic, open consultation and consensus-building among all sectors are important to create peace and harmony in a complex community such as U.P.

Expanding and improving operations, providing more compensation and benefits to the U.P. community, maintaining our facilities and environment, improving the quality of academics and co-curricular activities, are only possible if fund generation and allocation are maintained at the current high levels. This is the major driving force for the sustainability measures being undertaken as described above.

There still exists today major problems that impede or disable our work in U.P. A standout is restrictive procurement and bidding rules for building infrastructure and conducting R&D. We must continue to provide arguments through policy papers to revise the procurement law and IRR to make them more supportive of a knowledge- and innovation-driven institution like U.P. This should be given utmost priority.

Down to the ground, as described by Mitchell Thomashow, "The Nine Elements of a Sustainable Campus"\* are: energy, food, materials, governance, investment, wellness, curriculum, interpretation or communication, and aesthetics. We would aim to build a sustainable "e-,g-, h-UP" (electronic, environmental, energy-efficient, green, "go-grow-glow", healthy, humane UP) in the long term.

We envision a One U.P. community where all U.P. employees - academic and non-academic staff and students - who are all part of the One U.P. Suprastructure - can enjoy proper, safe, and secure shelter, and are encouraged to contribute to building a sustainable, "green UP", and a better, humane community environment in the campus. This includes having a well-lighted and delightful campus as a learning and living environment.

When U.P. mounts a massive campaign for massive funding to build the suprastructure of the country, it can best argue that the One U.P. community is the best place to prioritize investment for Higher Education and R&D. We have the greatest concentration of talented individuals who are committed to help build the nation. We can best show how by creating a One U.P. community that can serve as a model for building Philippine communities.

Because of grave problems besetting our country, our One U.P. community would try best to settle our internal differences, and dedicate our collective mind-spirit-body for the higher, greater, long-term good. Driven by best intentions, we would rally ourselves from within to lead in building One Nation.

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