

Proposed Plan of Action for 2021-2022

Aimee Lynn A. Barrion-Dupo
Professor 10
Institute of Biological Sciences
University of the Philippines Los Banos

The UP Charter specifies the role of the University, i.e. “a public and secular institution of higher learning and a community of scholars dedicated in the search for truth and knowledge as well as the development of future leaders.” Hence, faculty as part of this community personifies this through teaching, research and creative work, and public service. But beyond these roles, we know that faculty wear many more hats inside and outside this community. We are friends, colleagues, mentors, parents, siblings, etc. Hence, it is important for any faculty regent to serve as a representative to all teaching personnel to recognize this.

Empowered faculty propel the direction of building a culture of scholarship at the University.

Unlike many of my colleagues, I had taken the long route of being a UP faculty-- spending some years as University Research Associate and then as a University Extension Associate. Much of the skills I use now as a faculty, I managed to pick up from being part of the research and extension personnel pool. I simply cannot emphasize enough what an integral part of the community of scholars Research, Extension, and Personnel Staff (REPS) are.

My professional growth and advancement in this University are due to the doors that have been opened for me through the guidance and leadership shown to me by my mentors. My mentors empowered me by providing the encouragement and support that I needed. And this is what I would like to do as representative to all teaching personnel—to be a mechanism for being OPEN – **O**pportunities to further professional growth and **P**roviding an **E**nabling and **N**urturing environment.

If elected as Faculty Regent, I aim to focus my attention and energy on OPEN initiatives on:

- 1) Unified tenure requirements for all CUs.
Consultative meetings would be useful in checking whether faculty from all CUs undergo the same fair and reasonable tenure requirements. There is also a need to recognize that publication opportunities are not the same for all constituent universities. Also, our junior faculty and teaching assistants, for instance, need to be heard more. Our junior faculty are encouraged to pursue graduate studies, they are given additional roles that do not allow them to hone and expand their research skills. High teaching load and committee work prevent these up and rising scholars to publish, jeopardizing their tenure. The same is true for our teaching assistants.
- 2) Capacity building for all teaching faculty
Opportunities for professional development have to be continuously available and there are many available right now. However, if our teaching personnel is burdened with a teaching load and additional teaching items are not provided, it is impossible to participate in these. Hence it is important to create a comprehensive study on the welfare and needs of faculty. Data from this study would prove to be important for the

creation of a responsive communication and support system as well as programs to cater to these needs. A productive way to do this is to work closely with the pulse of it all, the All U.P. Academic Employees Union.

3) Teaching and Learning support

The remote learning issues on teaching and learning support provided to faculty would not be the last of this kind. It is also important to think about long-term investments (computer and equipment support, WFH incentives, etc.) we need to make if we intend to increase our roster of empowered faculty.

The provision of teaching and learning support systems must never exclude our teaching and learning partners, i.e. REPS and other employees of the university. Honing into the concerns of our partners also ensure effective teaching and learning support. Even our quality assurance self-assessment reports emphasize this.

4) Faculty welfare and benefits

Exhausted faculty, become unproductive. With so many hats that faculty wear, we must also consider fostering policies that cater to their welfare and well-being. Reviewing the benefits faculty receive and pursuing programs like counseling for faculty is important. While we admire the resilience of our faculty, it should not be the norm. It should be good practice to ask colleagues, "Are you still okay?"