

*Paglingkuran ang Sambayanan!*

# U.P. Public Service Summit

## FINAL REPORT

May 30-31, 2024  
Vidal Tan Hall, UP Diliman, Quezon City

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## I. INTRODUCTION

The U.P. Charter of 2008 (RA 9500) mandates that UP as the national university shall lead as a public service university by providing various forms of community, public and volunteer services, as well as scholarly and technical assistance to the government, the private sector, and civil society. At the same time, U.P. President Angelo Jimenez has declared that public service is one of the pillars of his administration.

Aside from the 2009 Faculty Conference in which a recommendation regarding the establishment of a system-wide organization (Padayon) to coordinate and disseminate the public service initiatives of UP was made and the 2021 Public Service Workshop participated in by Padayon Committee Members, HRDO, and selected representatives from participating CUs, this is the third time that public service will be part of the bigger conversations happening in U.P.

The 2024 U.P. Public Service Summit is phase one of a series of consultative meetings and discussions about the university's public service mandate and its programs and initiatives in the achievement of this mandate. It takes a look at actual experiences and practices, as well as formulates proposals and recommendations to better serve both internal and external communities and stakeholders of U.P. The first phase focuses on U.P. faculty, with succeeding phases focusing on staff, REPS, and students.

The following are the objectives of the Summit: :

- To facilitate the sharing of values, experiences, and practices among public service institutions and organizations in the University of the Philippines (U.P.);
- To institutionalize public service in existing arrangements and processes in U.P., including promotion and tenure;
- To promote collaboration between and among public service institutions and organizations in U.P.



## II. Organizers

U.P. Padayon Public Service Office (UPPPSO), U.P. Office of the Faculty Regent, All U.P. Academic Employees Union (AUPAEU). *(Please refer to Appendix A for the complete list of the organizers and steering committees.)*

### Supported by

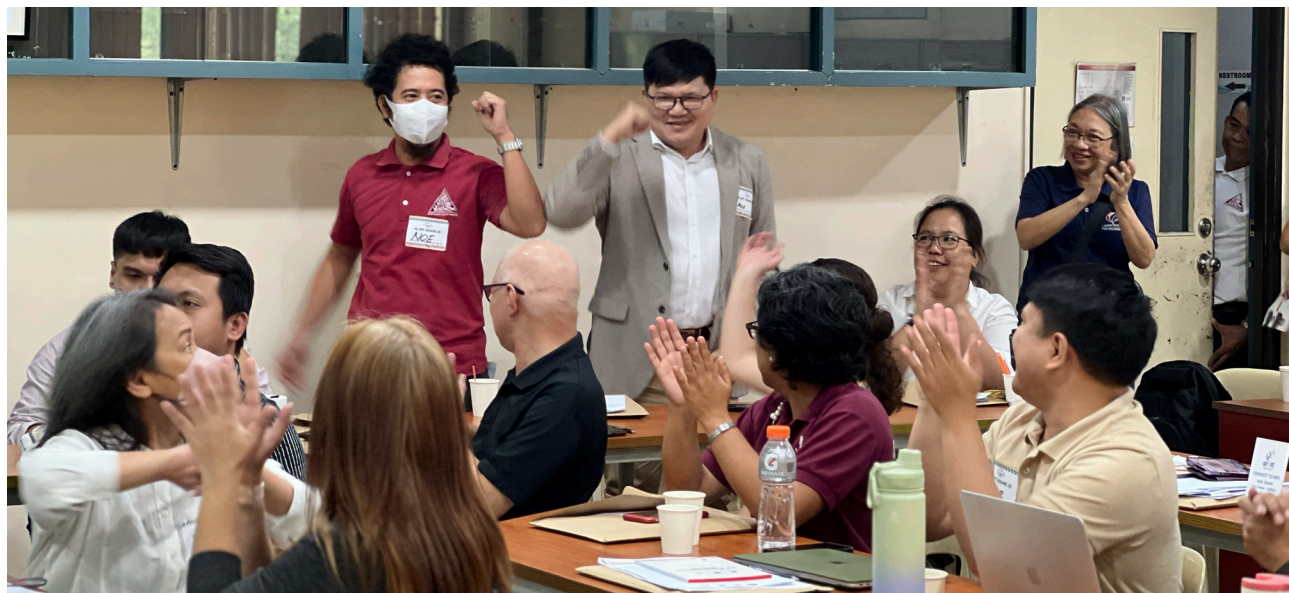
U.P. Office of the President, U.P. Office of the Vice President for Public Affairs, and U.P. Office of the Vice President for Academic Affairs

## III. Participants

There were **46 participants** in the Summit, consisting of representatives of various programs, projects and initiatives in the different CUs involved in service learning and units heavily oriented towards community engagements from across the U.P. System: U.P. Baguio, U.P. Cebu, U.P. Diliman, U.P. Los Baños, U.P. Manila, U.P. Open University, U.P. Tacloban, U.P. Visayas, and U.P. Mindanao U.P. Baguio, U.P. Diliman, U.P. Los Baños. Representatives from Pahinungod and the different chapters of the Academic Union, also participated in the summit. *(Please see Appendix B for the complete list of participants.)*

## IV. Venue, Accommodation and Food

The U.P. Diliman Information Technology Development Center (ITDC) graciously agreed to host the said summit in its facility at the Vidal Tan Hall in U.P. Diliman, Quezon City. Rooms for the breakout sessions were provided by Dean Jimmuel Naval of the College of Arts and Letters. Accommodations in National Institute for Science and Mathematics Education (NISMED) Hostel and the University Hotel were provided by Padayon and the Office of the Faculty Regent. Food was provided through the All U.P. Academic Employees Union and the OFR.



# V. PROGRAM

30 May 2024, Thursday [Day 1]

<b>AM Session</b>  8:30AM - 9:00AM  9:00AM - 9:20AM	<i>Registration</i>  <i>Opening ceremonies</i> Day 1 Emcee: <b>Asst. Prof. Jason Pozon</b> (AUPAEU-UPLB)  <i>National Anthem</i>  <i>Recorded Messages</i> <b>Atty. Angelo A. Jimenez</b> President, University of the Philippines  <b>Leo D.P. Cubillan, M.D., MPH</b> Vice President, Office of Academic Affairs  <i>Message</i> <b>Hon. Carl Marc L. Ramota</b> Faculty Regent  <i>Conference Objectives, Rationale and Format</i> <b>Cherish Aileen A. Brillon, Ph.D.</b> Director, U.P. Padayon Public Service Office
09:20AM - 12:00NN	<i>Plenary on Public Service</i> Moderator: <b>Prof. Early Sol Gadong</b> (AUPAEU-UPV)  <i>Performance:</i> <b>Edgie Francis B. Uyanguren</b> (REDO, CSWCD)  Plenary Lectures:  <b>Judy M. Taguiwalo, Ph.D.</b> <ul style="list-style-type: none"><li>• 2024 Gawad Tandang Sora Awardee</li><li>• Former Faculty, Department of Women and Development Studies, College of Social Work and Community Development, UP Diliman</li><li>• Former Secretary, Department of Social Welfare and Development</li></ul> <b>Edelina P. Dela Paz, M.D.</b> <ul style="list-style-type: none"><li>• Former Division Head, Urban Community Based Health Program, Department of Family and Community Medicine, UP Manila</li><li>• President, Health Action for Human Rights</li><li>• Chair, Health Alliance for Democracy (HEAD)</li></ul> <b>Erlinda C. Palaganas, Ph.D., RN, FAAN</b> <ul style="list-style-type: none"><li>• Former Director, Institute of Management, UP Baguio</li><li>• Former President, Cordillera Center for Health and Social Concerns</li></ul> Open Forum  Awarding of certificates to the speakers

12:00NN -1:00PM	Lunch
<b>PM Session</b>	<b>Workshop session 1: Public Service for the Common Good and the U.P. Public Service Experience</b>
1:00PM - 1:20PM	<u>Plenary for guide questions</u> Moderator: <b>Prof. Glory Dee Romo</b> (AUPAEU-U.P. Mindanao)
1:20PM - 3:45PM	<i>Breakout sessions</i>
4:00PM - 5:00PM	<i>Plenary: Presentation of highlights</i>

## 31 May 2024, Friday [Day 2]

<b>AM Session</b>	
8:00AM - 8:30AM	<i>Registration</i>  Day 2 Emcee: <b>Asst. Prof. Roda Tajon</b> (UPOU)
8:30AM - 8:45AM	<b>Workshop session 2</b> <u>Plenary for orientation and guide questions</u> Moderator: <b>Jeanette Yasol-Naval, Ph.D.</b> Assistant Vice President, Office of the Vice President for Public Affairs
8:45AM - 11:00AM	<i>Breakout sessions on Public Service in U.P.: Policies and Processes</i>
11:00AM - 12:00NN	<i>Plenary: Presentation of highlights</i>
12:00NN - 1:00PM	Lunch
<b>PM Session</b>	
1:00PM - 2:30PM	<i>Presentation and Adoption of Recommendations</i> Moderator: <b>Jeanette Yasol-Naval, Ph.D.</b>
2:30PM - 3:00PM	<i>Closing ceremonies</i> <b>Roland B. Tolentino, Ph.D.</b> Vice President, Office of the Vice President for Public Affairs  <i>U.P. Naming Mahal</i>



# VI. SUMMARY OF THE SUMMIT

## Day 1, May 30, 2024

The first day of the Public Service Summit started at exactly 9:00AM. The Summit opened with the National Anthem, followed by messages from **U.P. President Angelo Jimenez** and **U.P. Vice President for Academic Affairs Leo DP Cubillan**. President Jimenez called the Summit “historic” and praised it as being in line with his own initiatives to place public service as a core mission of the University. He presented the rationale behind the inclusion of Service, which has been part of U.P. ‘s charter, in its motto of Honor and Excellence and pledged that his administration will put greater emphasis on public service.

“Your work in public service, though it may have received a different level of visibility or acknowledgment than traditional academic achievements in teaching and research, is not just a significant contribution to our work here in U.P. It is absolutely indispensable. We recognize the profound impact of your contributions to the University,” President Jimenez said.



Public service must always be anchored on social justice, democracy, and genuine social change. This points to the emancipatory goal of public service that seeks not just to serve but to transform, to change society. As a national university, UP exists to serve the Filipino people, especially the marginalized and oppressed.

**To serve the people means taking part in the broader movement for social justice, democracy, and meaningful change.**

Carl Marc L. Ramota  
Faculty Regent, UP System

*“Panghaharapang Saligang!”*  
U.P. PUBLIC SERVICE SUMMIT



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**U.P. Faculty Regent Carl Marc L. Ramota** talked about how the idea of a Public Service Summit started: with a conversation with heads of the Office of the Vice President for Public Affairs (OVPPA) over dinner. “With the pronouncements from the UP System administration and preparations for Faculty Merit Promotion (and I was also informed, there’s a call for promotions as well for REPS and administrative personnel), we felt that all of these discussions must be translated into policy, and must be reflected in all existing institutional arrangements and processes of the University,” he said.

The conversation, FR Ramota added, centered around the need for greater recognition for public service. “I remember Rose, a colleague from the School of Health Sciences in Palo, suggesting that public service be considered not just in promotion and cross-ranking, but also in tenure. These were also the sentiments of our colleagues from U.P.’s high school units,” he further said.

**U.P. Padayon Public Service Office Director Dr. Cherish Aileen A. Brillon** discussed the Conference Rationale and Objectives, as well as the Flow of the Summit.



**The UP Charter of 2008, mandates that UP as a national university be a public service university**

by providing various forms of community, public and volunteer service, as well as scholarly and technical assistance to the government, the private sector and civil society.”

Cherish Aileen A. Brillon, Ph.D.  
Director, UP Padayon Public Service Office

*“Panghaharapang Saligang!”*  
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**Asst. Prof. Jazon Pozon** of UPLB served as the master of ceremonies of the opening program.

After the messages, musician **Edgie Francis B. Uyanguren** of the Research Extension and Development Office (REDO) of College of Social Work and Community Development (CSWCD), U.P. Diliman performed two musical numbers that tackled themes related to public service.

After a brief break, the Plenary Session lectures commenced, with **Prof. Early Sol Gadong** of the All- U.P. Academic Employees Union- U.P. Visayas (AUPAEU-UPV) introducing the three Plenary Speakers. The speakers were three former U.P. faculty members with sterling records in public service, not only in the University but also in the country: **Dr. Judy M. Taguiwalo**, **Dr. Edeline dela Paz** and **Dr. Erlinda C. Palaganas**.

## Judy M. Taguiwalo, PhD



Iyung pagbibigay ng UP ng espasyo, halimbawa, sa mga Lumad, hindi lang usapin ng welfare. Ang scholarship natin maaaring tumungo sa advocacy. And advocacy can lead to scholarship. It can also become subject of our scholarship. Iyun ang gusto natin:

**To encourage engagement with the communities not just because it is public service but it can also (help our) teaching, research and scholarship."**

**Judy M. Taguiwalo, PhD**  
Former Faculty, Department of Women and Development Studies, College of Social Work and Community Development, UP Diliman

*Engaging our Outcomes!*  
**U.P. PUBLIC SERVICE SUMMIT**



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Dr. Taguiwalo presented a brief history of U.P.'s public service, and posed an important question for the summit participants: Who is served by these public service programs and activities, and including this Summit? In her view, it is clear that U.P. has to serve the Filipino people, especially those who are primarily affected by social crises, the insufficiency of government services, and those who are critical of the status quo and those in power. She said that academic freedom is even better exercised and expanded by the university taking on more public services.

Among other examples, she pointed to the University's support for Lumad communities displaced by militarization in Mindanao as a shining example of U.P. providing invaluable support and service to a marginalized and dispossessed sector. Dr. Taguiwalo believes that this commitment to aiding the marginalized and oppressed in Philippine society can only inspire and further develop the faculty's academic and scholarly work. Another example she provided was that of U.P. faculty, staff and students' efforts at providing expert advice, support and intervention into community responses and initiatives amid the Covid-19 pandemic.

"Hindi lang usapin ng husay, galing, kundi serbisyo. Aanhin mo ang ulo, kung wala kang prinsipyo. Iyung pagbibigay ng UP ng espasyo, halimbawa, sa mga Lumad, hindi lang usapin ng welfare. Ang scholarship natin maaaring tumungo sa advocacy. And advocacy can lead to scholarship. It can also become subject of our scholarship. Iyun ang gusto natin: To encourage engagement with the communities not just because it is public service but it can also lead into teaching, research and scholarship," Dr. Taguiwalo concluded.



## Edelina P. Dela Paz, MD

Dr. Edelina Dela Paz discussed her extensive work in public service in addition to teaching at the College of Medicine in U.P. Manila. He began her lecture with defining “public service.” Generally, she said, public service is “something that the government provides to its citizens.” Among the examples are the fire department, the schools, the courts, the water systems, law enforcement, public works, etc. Public services, of course, are generally funded by taxes and fees paid for by the people and therefore these services should be available to everyone.

Dr. Dela Paz then related this definition to U.P. with its main symbol – the U.P. Oblation – symbolizing the selfless offering of oneself to the country. The University, in its new Charter in 2008, has codified public service as among its purposes. Zooming into the work of the U.P. College of Medicine, as well as her own advocacy and public service work, Dr. Dela Paz discussed programs and initiatives that sought to promote the study of medicine in the context of the needs of marginalized communities. She discussed her own work in Health Alliance for Democracy (HEAD), Health Action for Human Rights (HAHR), and other non government work, as examples of her own initiatives at public services beyond the confines of the classrooms and hospitals.



Teaching and supervising medical students in community health workers' training – isa ito sa mga binabanggit ng mga estudyante na highlight ng kanilang medical education. Kaya lang sinasabi nila na pasensiya na po, pagdating sa hospitals, nao-overwhelm kami ng hospital-centric activities, nakakalimutan ang community-based activities.

**Kaya dapat 'yung faculty ng medical sciences ay kasama sa pagtataguyod ng (community-based) orientation.**

Edelina P. Dela Paz, M.D.  
Former Faculty, Department of Family and Community Medicine, UP Manila

*Enlightening Dialogue!*  
U.P. PUBLIC SERVICE SUMMIT



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Public service at UP is an integral part of its mission, reflects on its commitment to serving the nation and contributes to social progress through academic expertise and community engagement. These efforts not only address immediate societal needs,

**but also foster a culture of service and civic responsibility within the academic community.**

Erlinda C. Palaganas, Ph.D., RN, FAAN  
Director, Institute of Management, UP Baguio

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U.P. PUBLIC SERVICE SUMMIT



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## Erlinda C. Palaganas, Ph.D., RN, FAAN

Dr. Palaganas discussed the vital role of public service in academia, specifically in U.P. Specifically, she tackled some of the University's initiatives, as well as her own, in enhancing community engagement in order to have greater social impact. First, she discussed the framework from which the academe's community engagement can be viewed. Specifically, Dr. Palaganas discussed the intersections of research, teaching and public service that lead to what she said is a nurturing environment for the community. The objective of public service programs is to provide a broad

range of activities aimed at applying academic knowledge and expertise to address societal needs and contribute to national development.

She briefly discussed many of the different types of programs and institutions that engage in public service within the University. Among these are:



- Extension Services (Community Engagement, Capacity Building)
- Research Application (Applied Research, Policy Research)
- Public Lectures and Seminars ( Knowledge Dissemination, Expert Panels)
- Technical Assistance and Consultancy (Expert Services, Collaborative Projects)
- Outreach Programs (Educational Outreach, Health Outreach)
- Cultural and Arts Programs (Cultural Preservation, Public Art Exhibits)
- Institutional Linkages and Partnerships: Collaborative Networks; Technical Assistance and Consultancy
- Disaster Response and Management: Preparedness and Training, Relief Operations
- Student Involvement (Service Learning, Volunteer Programs)

Dr. Palaganas also discussed her own involvement in causes, tapping into her own research expertise in service of these causes. For instance, she has been active in social movements to defend Ilocos from environmental destruction. She was also a part of the Save The Abra River Movement, as well as initiatives to defend human rights from attacks.

“Where should we stand as academicians? We should be grounded, ethical, culturally responsive, impactful and renewing,” Dr. Palanagas concluded.

## ***Workshop Session for Day 1***



Afternoon of the first day started with the workshop sessions. Here is the outline of the workshop:

### ***Workshop Title: Public Service for the Common Good and the UP Public Service Experience***

***Moderator: Prof. Glory Dee Romo, AUPAEU-UP Mindanao***

#### **Overview:**

This session provides a venue for faculty members to talk about their experiences and challenges related to public service. It also includes a sharing on the best practices of their units and the possibility of partnerships and collaborations. The objective of the session is to connect and/or harmonize the vision of UP as a public service University and the realities on the ground.

The PM session was divided into three parts:

**Part 1: Plenary for the orientation for the breakout groups (20 mins)**

**Part 2: Breakout sessions (1:20-3:45 PM)**

**Part 3: Plenary for the presentation of highlights (4:00-5:00 PM)**

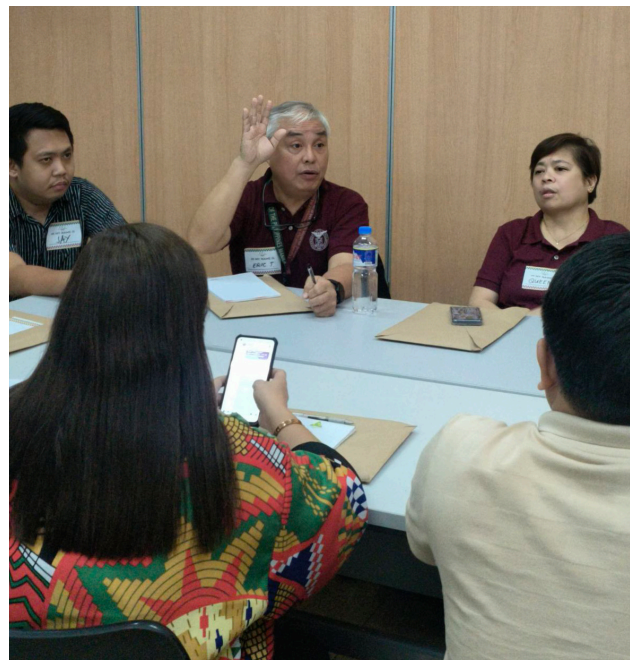
Questions for the breakout session (Day 1 PM):

1. What are the different types of programs and activities that U.P. faculty members engage in as part of their public service function?
2. What are the types of organizations, communities, or institutions that U.P. may provide public service for/with?
3. How can U.P. strengthen its partnership with these institutions, organizations, or communities?
4. What are the possible areas of collaboration among CUs and even offices when it comes to public service?
5. Please refer to the flagship programs of the current administration related to public service. What are your insights, questions, clarifications on them?
6. What are the realities on the ground that the U.P. administration must know in order to create an enabling environment for public service for faculty members?
7. What are your suggested actions or programs that will help create this environment for public service?


After the breakout sessions, a plenary session was convened to gather the initial points discussed and agreed upon by each of the three breakout groups. ‘

## **Day 2, May 31, 2024**

### ***Workshop Session for Day 2***







Morning of the second day started with a very short summary of what transpired in the Day 1 of the workshop before delving into the processes and policies of UP. Here is the outline of the workshop:

## ***Workshop Title: Revisiting Public Service in U.P. Policies and Processes (FMP, tenure and other processes related to PS)***

***Moderator: Prof. Jeanette Yasol-Naval, Assistant Vice President, Office of the Public Affairs***

### **Overview:**

This session revisits selected public service-related policies and processes in U.P. directly affecting faculty members such as those dealing with merit promotion, tenure, among others. It will also give an overview of some of the proposed plans and programs being collaborated on by Padayon and Pahinungod related to public service. The objective of this session is to recommend specific policy changes and programs that will help create an enabling environment for the faculty members to do public service.

The AM session is divided into three parts:

**Part 1: Plenary orientation for the breakout groups (20 mins)**

**Part 2: Breakout sessions (8:50-10:50 AM)**

**Part 3: Plenary for the presentation of highlights (11:00 AM-12:00 NN)**

The PM session from 1:00-2:30 PM covers the adoption of recommendations.

Questions for the breakout session (Day 2, AM):

**Part 1: What are your recommendations in terms of the following:**

- a. Percentage of increase
- b. Indicators of public service
2. What PS initiatives, possible engagements with different sectors have we overlooked?

**Part 2: PS-related policies**

1. What are the existing mechanisms that allow and incentivize faculty members to perform public service functions?
2. What are your insights about public service activities as part of the tenureship requirement? Can this be another route? Why and why not?

**Part 3: Public service-related initiatives**

1. Please refer to the handout on Padayon and Pahinungod proposed programs for public service and share your insights, questions, clarifications on the following:
  - a. Institutionalizing Service-Learning and Community Engagement in the Curriculum
  - b. The establishment of the Public Service Productivity Award
  - c. The establishment of a System-based Public Service Project Grant and Mobilization Fund



- d. The Institutionalization of Extension Load Credits for Public Service for all CUs
2. Would these projects be something that will benefit faculty members and in what way? What are the limitations of these programs and how can we address them?




## VII. RESULTS OF THE BREAKOUT SESSIONS AND RECOMMENDATIONS

The following are the main points as well as the recommendations culled from the discussions in the workshop sessions – based on the guide questions provided:

### **What are the different types of programs and activities that U.P. faculty members engage in as part of their Public Service function?**

According to the summit participants, U.P. faculty members engage in a wide range of programs and activities as part of its public service function, among them:

1. **Community engagement and assistance initiatives**, such as multidisciplinary projects like the **BIDANI program** and **SARAI program**, as well as partnerships with national agencies and local government units (LGUs);
2. **Service-learning programs**, both discipline-based and under the **NSTP framework**;
3. **Technical assistance** to communities through various services, including health training for barangay and community workers, technical support for human settlement planning, medical missions, disaster response efforts, elderly care programs like the Child Development Laboratory Elderly Program, and initiatives such as blood donation drives;
4. **Technology development and education** through **leadership training and development programs**, facilitation of teaching and learning for themselves and REPS, platforms like E-Guro for teachers, and the provision of open and distance education;

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5. **Initiatives like the BRIDGE Program** offer online courses covering topics such as newborn and infant care, participate in production activities like graphic design and video editing, manage databases, and spearhead futures thinking initiatives and international conferences;
  6. **Field schools** further enhance educational opportunities and practical experience for students;
  7. **Awareness raising and advocacy efforts** through lectures and information sessions on various critical topics, promoting mental health and wellness apps, showcasing research outputs through exhibits, and taking leadership roles in unions.

## **What are the types of organizations, communities, or institutions that U.P. may provide public service for/with?**

Faculty members propose that U.P. engage in public service with a diverse set of organizations, communities, and institutions, both externally and internally. Externally, U.P. could collaborate with the following:


1. **Marginalized communities, partner organizations and urban communities, and local government units (LGUs);**
2. **National agencies** such as the DSWD, DOH, and DILG are potentially important collaborators, alongside initiatives focusing on community engagement, health, and development;
3. **Higher education institutions** like state universities and colleges (SUCs) and technical-vocational institutions, as well as prospective college students;
4. **Entities** like SM, Ayala, and Robinsons in the private sector;
5. **Filipinos abroad, expecting and breastfeeding mothers, farmers, fisherfolk, local communities, and hospitals** were also identified as possible partners in public service;
6. Internally, U.P. should serve its own stakeholders, including **faculty members, the Research, Extension, and Professional Staff (REPS), administrative personnel, students, and even campus animals.**

## **How can UP strengthen its partnership with these institutions, organizations, or communities?**

Based on the presentations of the three groups, U.P. can enhance its partnerships with institutions, organizations, and communities through several strategic initiatives:

1. **Increase faculty involvement with civil society organizations.** U.P. can improve its engagement in social work and community development initiatives.;
2. **Establish a Committee on Academic Freedom and Human Rights.** This will further promote academic freedom and human rights within and outside the university, reinforcing U.P.'s commitment to ethical governance and academic excellence;
3. **Re-articulate the role of the University Council** to align more closely with the public service agenda of faculty members and the university's mission will ensure coherent direction and effective advocacy;
4. **Provide training to Local Government Units (LGUs),** positioning itself as a supportive partner in local governance efforts. Building new networks with stakeholders





from various sectors will expand U.P.'s influence and outreach, while strengthening existing collaborations, particularly with LGUs, through enhanced communication and resource sharing. Exploring partnerships with U.P. Alumni and other potential stakeholders will further broaden UP's network and support base;

5. **Actively seek external funding from agencies to provide additional resources for collaborative projects**, enhancing U.P.'s capacity to address societal challenges;
6. **Formalize partnerships** through Memoranda of Agreement (MOA) at the institutional level was also suggested to further improve the process in the current system.

## **What are the possible areas of collaboration among CUs and even offices when it comes to public service?**

Participants at the summit identified several key actions for enhancing collaboration among constituent universities (CUs) and offices in the realm of public service.

1. **Harmonize public service funding** across CUs to ensure fair and balanced distribution of resources;
2. **Provide comprehensive orientation on conducting public service projects**, guiding participants through every stage from proposal to implementation;
3. **Encourage collaboration and knowledge sharing among faculty members** emerged as critical, promoting skill development and goal achievement through co-authorship and partnerships on research outputs;
4. **Foster partnerships among CUs** to integrate public service programs into curricular offerings was highlighted. Participants also urged **interdisciplinary collaboration through programs** such as those implemented in the **Master in Nursing Education program of U.P. Manila**.
5. **Collaborate and share resources between CUs** to maximize opportunities for public service initiatives.
6. **Forge partnerships with national government agencies and external organizations** to bolster support for public service efforts.
7. **Establish mechanisms for sharing best practices and promoting the institutional public service agenda across CUs** was also suggested to ensure sustained impact and innovation in public service endeavors.

## **What are the flagship programs of the current administration related to public service?**

During discussions, faculty members identified an initial list of flagship programs under the current administration focused on public service:

1. **Review sessions for students** from UPLB and other SUCs;
2. **Preparation initiatives for the Agricultural Licensure Exam**, as well as inclusive admission practices such as those implemented in UP Tacloban;
3. **Children's University** which offers a bridging program for Senior High School students, and affirmative action measures in disadvantaged areas;
4. **Science and Technology Integration Hub (SILBI) at UP Baguio** and partnerships with schools for research integration;
5. **Concretize digital transformation concepts** alongside Quality Management Systems/Quality Assurance (QMS/QA).





## What are the realities on the ground that the U.P. administration must know in order to create an enabling environment for public service for faculty members?


Summit participants outlined several realities that the U.P. administration must address to foster an enabling environment for faculty members' public service efforts:

1. **Lack of institutional support**, evidenced by some constituent universities (CUs) having coordinators without credit loads despite substantial responsibilities. Clear guidelines and policies for extension work are also lacking, alongside insufficient support for capacity building among volunteers, and deficiencies in personnel and organizational structures across various offices;
2. **Funding and compensation issues** present significant challenges, particularly for non-tenured faculty who lack adequate office funds and face unclear allocation processes. Out-of-pocket expenses for faculty and students are common, and delays in salary disbursement affect those under contract of service;
3. **Misalignment and perception issues**, with perspectives often not synchronized with community engagement goals, and varying perceptions of public service versus research activities;
4. **Mismatch between community expectations and the perceptions of partners** involved in these initiatives. Workload disparities and compensation discrepancies further strain faculty members, exacerbated by excessive and often uncompensated extension work. This contributes to a culture of competition over mentorship;
5. **Concerns regarding how faculty ranks align with expected outputs for merit promotion**. REPS also face challenges in receiving credit for their roles as course coordinators in public service programs;
6. **U.P. contends with dynamic internal politics and bureaucratic burdens**, with excessive paperwork adding to faculty and staff workload issues. Some individuals are tasked with multiple roles, compounding workload challenges.
7. **Unique challenges faced by U.P. Mindanao** highlight the diverse operational landscapes within the university system that require tailored solutions.

## What are your suggested actions or programs that will help create this environment for public service?

The summit proposed actions and programs to foster an environment supportive of public service within U.P:

1. **Strengthen institutional support and infrastructure improvements**, as well as **harmonization and institutionalization of public service funding**, establishment of long-term partnerships, facilitation of hiring processes, and creation of platforms to enhance political awareness among faculty. Simplifying documentation processes to recognize public service initiatives and providing infrastructure support for personnel and students were also emphasized;
2. **Develop policy and guidelines**, including advocating for the creation of **comprehensive guidelines for the entire public service process**, including monitoring and evaluation mechanisms.;

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3. **Enhance the role of the University Council** as a platform for advocating public service and reviewing the categorization of extension and research activities to align with outcomes;
  4. **Address cultural and perspective shifts**, foster a mentoring culture between seasoned and junior faculty members, promote appreciation of public service culture both internally and externally, and shift community perspectives on the university's public service contributions;
  5. **Provide organizational support and coordination strategies**, including appointing a **dedicated public service focal person in each college**, supporting community organizers, and ensuring workload considerations are accurately reflected in Faculty Merit Promotion evaluations. Establishing counterparts like the ECWRG and forming a **Technical Working Group on FMP** to address workload requirements were also suggested;
  6. **Improve administrative processes and agreements**, including implementing sustainable Memoranda of Agreement with partner institutions, ensuring transparent endorsement processes for Chancellors, providing orientation on deployment protocols, offering legal support through training sessions, and crafting guidelines for effective community organization.
  7. Additional proposals included ensuring **leadership development for aspiring leaders, equitable promotion and compensation practices, support for research and extension programs including advocacy with policymakers, establishment of a centralized funding agency database, mentorship on proposal writing, and securing funding for plantilla items to ensure continuity and quality of service delivery.**

## **What are your recommendations for improving the system of Faculty Merit Promotion in order to incentivize Public Service?**

Generally, the recommendations varied. There were some disagreements regarding the percentage of increase needed to incentivize faculty members to engage more in public service. However, there is general agreement that the percentage for public service in the Faculty Merit Promotion (FMS) system should be increased and given more value than the status quo.

Here are some specific recommendations that the body mentioned in revising the percentages:

- **There should be a provision for sliding weights; to adjust the weights of the indicators in the FMP depending on the public service priorities, expertise, strength of units. The point is it should recognize differences in strength, needs, and nature of discipline.**
- **If fixed range, the minimum weights for research and public service should be equal as a recognition of the equal appreciation of research and public service.**
- **Additionally, promotion tools should be rank-specific based on the expectations per rank;**
- **Public service must be integrated into teaching and research given the tripartite function of the faculty. It should be recognized that there is an actual interface among the three functions and that they are not exclusive of**



one another;

- **While there should be a higher percentage for public service, the range should be narrower.**
- 

Additional recommendations regarding FMP:

1. **CUs, colleges and basic education units should develop their own instruments about public service**, and in the direction of increasing the percentage of public service in FMP within the UP System;
2. **Cap in the FMP should be removed**, while faculty be oriented on the tool that the UP System uses, and that those in the committee also take into consideration instruments used by the different CUs. The FMP tool should also be disseminated before the reckoning period.
3. **Administrators of a public service project should be part of the promotion tool** with corresponding points;
4. **There should be a way for administrative work to be rewarded with promotion** and exemplary public service activities should also be considered for cross ranking especially if given a bigger weight in the promotion tool;
5. **The University has to consider the specific types of communities served**, the length or duration of the service, and its impact. When public service points reach the cap, excess could be banked and used for future promotions similar to what is being implemented for One UP. Furthermore, in order to encourage more faculty to do volunteer work, a systematic point system for volunteerism can be considered.
6. **Different units and institutions are encouraged to send the data to Padayon** for inclusion in its regular reports while waiting for the revised online portal. This is a way to improve the documentation and categorization of public service data;
7. **A working document on public service be released to UP CUs** in order to also get feedback and suggestions from those who were not able to participate in the Summit.
8. **There is also a need to continuously conduct conversations with administrators** regarding the evolving nature of public service in U.P.; the need for a succession plan that will help develop public service leaders and administrators; and a recommendation to organize a summit for REPS and staff to discuss promotion.

## **What are the existing mechanisms that allow and incentivize faculty members to perform public service functions?**

1. The participants recommended that research outputs be allowed to enrich public service as it can be anchored in research.
2. The University should also provide an avenue where people can get the “number of years of experience” to explore other opportunities (e.g. nurses going abroad can be considered service to the international community).
3. Public service initiatives must be considered as equally important as research outcomes (as reflected in FMP instruments of some institutions).
4. Some components of the planned Padayon and Pahinungod collaborative projects should also be reviewed.
5. Public service grants should also exist and be extended in other units. These include Extension Grants, Gawad Pangulo Excellence in Public Service Annual Extension Fund; Private Fund (Alumni generated RGPs); Compensation Scheme (e.g. MOOCs); Creation





of Extension Offices in all CUs; Participation certificates and Pahinungod awards for volunteers; and Adopt Public service as name of office and load crediting.

## **What are your insights about public service activities as part of the tenureship requirement? Can this be another route? Why and why not?**

There is an agreement that all three functions (teaching, research, and public service) must be **interrelated and interconnected**. If public service will be considered for tenureship, the University should employ a **balancing mechanism** or at least not make it an additional burden to the faculty (or only make it a minimal requirement).

But there are some participants who mentioned that **public service can be recognized as a requirement for tenure** as a substitute for research scholarship (public service as alternative pathway). Meanwhile, there should be consistency in the tenure and cross ranking based on public service activities.

## **Recommendations in relation to Padayon and Pahinungod's proposed programs for public service:**

During the Summit, Padayon and Pahinungod's proposed programs for public service were presented to the body for feedback. **They generally agreed to the proposals:**

### **1. Institutionalize service-learning and community engagement in the curriculum**

The body requested that they be provided with details on this and be provided more information and discussion regarding eligibility requirements and implementation guidelines in order to ensure that requirements are more realistic and inclusive of all types of public service.

### **2. Establish a Public Service Productivity Award**

The body agreed that this is a good initiative, but its difference to other Productivity Awards (Scientist and Artist) should be clear and consider replacing the term **“productivity” with “incentive.”**

### **3. Establish a system-based Public Service Project Grant and Mobilization Fund**

The body requested that they be provided with **details on this and more information and discussion in terms of eligibility requirements** (ensure that requirements are more realistic and should be inclusive of all types of public service) and implementation guidelines. Further, they mentioned that the **release of the Mobilization Fund must be quick**, less complicated, and with less bureaucratic layers as evidenced by past experiences.



#### 4. Institutionalize the extension load credits for public service across all UP CUs and autonomous college

The body welcomed the institutionalization of **extension load credits (ELC)** across the UP System since they see it as recognizing its equal footing with the research load credit (RLC). They pointed to the UP Diliman as a possible model for adoption. However, they also suggested that **what constitutes ELC should be clear** and that its implementation should be programmatic.

## APPENDIX A

### Organizing Committee



## ***Convenors:***

**Faculty Regent Carl Marc L. Ramota**, U.P. Board of Regents

**Director Cherish Aileen A. Brillon**, Padayon Public Service Office

**Dr. Rommel Rodriguez**, National Vice President for Faculty, AUPAEU

## ***Steering committee:***

For Padayon:

Dishan Joy Pilar

Gabriel de Lumen

Jessi'ca Claridad

Kyle Buensuceso

Jan Alain Villegas

Felipe Gonzales

Matthew Quinto

Kim Samiana

Joanna Perdigon

Aaron John Belen

For the Office of the Faculty Regent:

Corazon Arcena

Angelito Bondoc

Wanda Rose Castillo

Rodrigo Cumpio

Kenneth Roland Guda

Kim Oblena

For the All UP Academic Employees Union:

Daisy Mae Bagaoisan (AUPAEU-Manila)

Perlita Rana (AUPAEU-National)

Ma. Stephanie Andaya (AUPAEU-National)

*Additional writeup:*

Cherish Aileen A. Brillon, PhD

# **APPENDIX B**



## 2024 Public Service Summit participants

CU	NAME	DESIGNATION
UP Baguio	Mr. Felicisimo M. Galletes, Jr	Faculty representative
	Assoc. Prof. Paul Samuel P. Ignacio	Faculty representative
	Asst. Prof. Jenö Rey R. Pagaduan	
UP Cebu	Ms. Erika Diwata V. Mariano-Jacinto	Chair
	Asst. Prof. Noe M. Santillan	Faculty representative
	Prof. Aurelio P. Vilbar, Ph.D.	Director
UP Diliman	Asst. Prof. Eden H. Terol, Ph.D.	Faculty representative
	Prof. Lenore Polotan-dela Cruz	Dean
	Assoc. Prof. Jayson de Guzman Petras, Ph.D.	Director
UP Los Baños	Prof. Jonathan V. Geronimo, Ph.D.	Proxy for Dir De Pano
	Assoc. Prof. Paul Edward N. Muego, DSD	College Secretary
	Assoc. Prof. Jowima Ang-Reyes, RSW, Ph.D.	Director
UP Manila	Asst. Prof. Remvert Bryan Placido	Faculty representative
	Jose Limbay Lahi O. Espaldon	Director
	Asst. Prof. Ma. Charisma T. Malenab	Chair
UP Mindanao	Assoc. Prof. Clarissa B. Juanico, RND, Ph.D.	Program Leader
	Ms. Beverly R. Pabro	UES
	Asst. Prof. Jason F. Pozon	Chapter Secretary
UP Open University	Eric S.M. Talens, MD, MS, FPCS, FACS	Director
	Charlie E. Labarda, M.D., Ph.D.	Unit Representative
	Filedito D. Tandincó, M.D., MSc, DPPS	Dean
UP Tacloban	Anthony Geronimo H. Cordero, M.D.	Director
	Asst. Prof. Julianne Ivan D. Soberano	Coordinator
	Asst. Prof. Minerva C. Rosel	Director
UP Visayas	Assoc. Prof. Glory Dee Romo, Ph.D.	Faculty representative
	Asst. Prof. Erwin E. Protacio	Padayon Coordinator
	Mr. Michael A. Gatela	Director
UP Baguio	Assoc. Prof. Myra C. Almodiel, DComm	Director
	Asst. Prof. Quennie Roxas-Ridulme, RN, Ph.D.	Director
	Asst. Prof. Roda L. Tajon	Vice President for Faculty
UP Cebu	Mr. Dexter Mangubat	Deputy Director
	Assoc. Prof. Finaflor F. Taylan, DProfSt.	Director/
		Program Development Associate
UP Diliman	Asst. Prof. Charisse T. Reyes	Dean
	Asst. Prof. Regina Mendoza-Armiendo	Faculty representative
	Asst. Prof. Luisa A. Gelisan	Program Coordinator
UP Los Baños	Assoc. Prof. Ervina A. Espina, Ph.D.	Coordinator
	Asst. Prof. Jay T. Torreñiel	Vice President for Faculty
	Asst. Prof. Nelfa M. Glova	Coordinator
UP Manila	Asst. Prof. Antonino Salvador De Veyra	Director
	Asst. Prof. Jerry Ian L. Leonida	Director
	Asst.. Prof Early Sol A. Gadong	Faculty representative
UP Mindanao	Asst. Prof. Jeena A. Amoto	Faculty-in-Charge
	Asst. Prof. Hanny John P. Mediodia, Ph.D.	Officer-in-Charge