VISION PAPER --- CLEMENT C. CAMPOSANO, PH.D.

Allow me to first speak of the person behind this vision statement.

I am a son of U.P. Visayas, having spent my high school and college years here from 1978 to 1986. I also served the University for a full decade, joining its faculty in 1987 after a year of teaching at West Visayas State University (WVSU). I am an insider then. Yet, I am also an outsider. In 1997 I embarked on a journey that took me out of the University and out of academe, and eventually also across academic disciplines. Returning to full-time academic work in 2000 at the University of Asia and the Pacific (UA&P), I became an advocate of civic education with colleagues in that university. A growing interest in cultural anthropology and migration led to a Ph.D. in Philippine Studies in 2009.

These interests brought me back to the U.P. System in 2017 when I retired from UA&P and joined the College of Education where I now teach anthropology and sociology of education, mainly to teachers and would-be teachers. It has been an exhilarating three years. Nothing compares to knowing people who toil in the trenches. My perspective therefore comes not from the upper reaches of the professoriate where we might engage in distanced contemplation, but from somewhere less tranquil and more modest, where roots and route keep me grounded and shape what comes into view.

My vision for U.P. Visayas

A university that **builds on its strengths** in teaching, research, and public service to fulfill the general mandate of a national university, while responding in equal measure to specific challenges occasioned by its geographical location. It will be a U.P. Visayas that channels its capabilities to **deepen engagement** with various communities and **lead towards meaningful change** in education. These thrusts are to be sustained by anchoring the drive for excellence on a robust commitment to **diversity, inclusion, and democratic governance,** values which ought to be enacted in the many ways we work and live as an academic community.

5-point agenda	Corresponding strategic or reform program
Building on strengths in teaching, research, and public service	Initiate the development and introduction of innovative academic programs that capitalize on existing expertise, including but not limited to programs that focus on public health emergencies and environmental disasters in small islands and marine waters
	Institutionalize a public service program whose mandate is to explore ways of systematically

	linking University-based research, teaching, and public service as complementary activities
	Increase support for research and publication activities by faculty members
	Institutionalize research and publication mentoring for junior faculty members, including those taking advanced degrees as part of tenure requirements
	Ensure adequate support for existing University-based academic journals
	Work to secure greater government, private sector, and alumni support for research activities, scholarships, financial assistance programs for students, and new inclusive infrastructure
	Pursue mutually beneficial partnerships with non-profit and non-governmental organizations that seek to utilize University expertise for policy advocacy
	Establish strong collaborative linkages with various academic and scholarly organizations and work to make the University a leading organizer of academic conferences and scientific meetings
	Build stronger partnerships with other universities here and abroad, particularly for faculty exchange, research collaboration, and joint graduate programs
	Support quality assurance initiatives within the UP system, to include external reviews of existing academic programs by national and international accreditation entities
	Institutionalize ethics review for research done within the University
Deepen engagement with our communities	Bring together research capabilities in the University's flagship program in fisheries and ocean sciences with those in other programs to develop multidimensional approaches to understanding the vulnerabilities of coastal communities

	Make the empowerment of marginalized communities a key feature in the development or enhancement of undergraduate and graduate academic programs
	Strongly encourage the different sub-units to align academic activities with community needs and also respond to pressing issues
	Constantly create opportunities for dialogue between the University and key sectors of society --- media, civil society, business community, etc.
	Mobilize faculty resources in the University in support of effective and innovative local governance
	Work with local media and other relevant sectors to pursue initiatives that educate and enrich public opinion
	Develop and institutionalize capacity for translating and communicating research for practical community use
	Establish training programs that capitalize on existing expertise to support local businesses and encourage entrepreneurship
	Push for a leading role for the University in heritage conservation and protection of cultural diversity, in long-term partnership with relevant cultural agencies of government
Lead towards meaningful change in education	Prioritize support for the needs of teacher education institutions and other higher educational institutions in the planning and/or redesign of academic programs
	Work to establish the Division of Professional Education as an important center of graduate education by updating the current MEd program and pushing for interdisciplinary graduate programs in education
	Strengthen and expand the mandate of the

	Graduate Program Office to help chart and manage the development of the University's graduate programs
	In partnership with alumni, led by those in the technology sector, showcase possibilities in and generate initiatives towards the digital transformation of education through remote learning activities at the U.P. High School in Iloilo
	Pursue complementary faculty development activities framed by critical perspectives in the sociology and anthropology of education as well as in educational technology
	Introduce service learning programs geared towards civic engagement to complement the University's senior high school curriculum
	In partnership with the Department of Education, develop innovative training programs in civic education, as well as public health and environmental education, to support and enhance the K to 12 curriculum
Defend and promote diversity and inclusion in our campuses	Renew emphasis on academic freedom as a core value of the University and as the centerpiece of its institutional identity
	Encourage and support more student-led and managed activities in the visual, literary, and performing arts
	Ensure support for campus journalism and encourage dialogues/interactions between student journalists and media practitioners
	Provide venues and safe spaces for the articulation of different worldviews and various ideological projects
	Encourage vigorous intellectual exchange and debate on a wide range of pressing local, national, and global issues
	Work with local governments, relevant agencies, local and national media, and University alumni

	to protect students and faculty members from threats to security arising from their exercise of academic freedom
Reinvigorate democratic governance in the University	Establish regular sectoral dialogues or town hall meetings as key responsibilities and performance indicators for University executive offices Create robust consultative mechanisms and practices across all sub-units Work for a collaborative relationship and creative engagement with faculty and staff unions Initiate the extensive review of decision-making processes in the University in support of greater inclusion and transparency Participatory planning activities to improve the delivery of various services to constituents and to identify new or unmet needs Formulate, in collaboration with representatives from various offices, comprehensive staff development plans that address the specific needs of administrative personnel and REPS and match the University's evolving requirements Immediate drafting of a community-based and comprehensive crisis management and communication plan Regular consultations with the University alumni and their organizations, and alumni participation in University planning activities