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Office of the Vice President for Academic Affairs

2 September 2020

OVPAA Memorandum No. 2020-100

For: Faculty, Department Chairpersons, Program Directors, Institute Directors and Deans
Through the Chancellors

cc: Vice-Chancellors for Academic Affairs

CIAT

From: Maria Cynthia Rose Banzon Bautista
Vice-President for Academic Affairs

Re: UP Academic and Student Affairs Roadmaps for AY 2020-2021

Attached are the 1) UP Academic Roadmap for AY 2020-2021 with a special focus on the First Semester and 2) Roadmap for Students Affairs for the same academic year. Elements of these Roadmaps were discussed in the 8, 15, and 22 June 2020 Faculty Webinars; the 25-26 June 2020 CU-wide Faculty Dialogues and the 29 June-2 July 2020 CU-wide Student Town Hall meetings.

Since May 2020, various OVPAA Memoranda have incorporated some of these elements. They were also the subject of deliberations in several meetings of the Academic Affairs Committee chaired by the Vice-President for Academic Affairs with the Vice-Chancellors for Academic Affairs, Vice-Chancellors for Research and Extension or Development, and Assistant Vice-Presidents for Academic Affairs as members as well as in the Presidential Advisory Council chaired by the UP President with the Chancellors, the Executive Vice-President and the Vice-Presidents as members.

Drafts of both roadmaps were presented to the Board of Regents in its 1352nd meeting on 30 July 2020 and revised subsequently.

We are pleased to inform you that pertinent items, which are subject to Board of Regents (BOR) approval, have been cleared for inclusion in the Academic Roadmap. The last item on library subscriptions to databases for all the CUs was approved in the just concluded 1353rd BOR meeting today, 2 September 2020.

Thank you and stay safe.

Revised

2 September 2020



ACADEMIC ROADMAP OF THE UNIVERSITY OF THE PHILIPPINES FOR AY 2020-2021

COVID-19 and UP's Mandate as the National University

The SARS-CoV-2 virus upended higher education in 2020, catching the global academic community by surprise. It thrust universities worldwide into uncharted territory, prompting various strategies to adapt their missions to the pandemic.

As with other universities, the public health crisis profoundly affected UP's operations. Nevertheless, as the country's National University, UP remains committed to fulfilling its multiple mandates as lead university in setting academic standards and initiating innovations in teaching, research and faculty development; as graduate university; as research university; as public service university; and as regional and global university.

UP's ongoing research, public service, innovation and technology development, and transfer programs and projects will continue to address the critical issues for which they were created, albeit with adjustments to COVID-19. The University will remain steadfast in its role both as partner of government, the private sector, and civil society in this time of crisis, on one hand, and as policy advocate and social critic, on the other hand. Despite the pandemic, the University maintains its links to local and international university networks (e.g. the ASEAN University Network and the Asia-Pacific Rim University network of leading research universities in the region), keeping abreast of the experiences, strategies, and plans of other universities for dealing with the SARS-CoV-2-induced crisis in higher education.

The pandemic mobilized UP's multidisciplinary research expertise in addressing multiple COVID-19-related imperatives. For instance, the University has more than 200 projects focusing on the molecular biology and clinical features of the virus; clinical trials on and evaluation of treatment (e.g. convalescent plasma); infection control measures; development of a COVID-19 testing kit; projections on the state of transmissions based on LGU data, and Municipal/City Density Map and on current active cases; engineering solutions (e.g. prototype adult ventilators, disinfectants and decontamination through different means); the development of apps (e.g. apps for more efficient case finding and monitoring, job risk calculators for the workplace); and analysis of the pandemic's socio-economic impacts (e.g. effects on the supply chain), among many others.

On the other hand, UP's public service function is palpable in various initiatives that include PGH as COVID-19 referral center; the establishment of UP's testing centers (National Institutes of Health, Philippine General Hospital, Philippine Genome Center and UP Los Baños) and isolation facilities (Kanlungan Palma and Kanlungan Molave); provision of training in molecular diagnostics, biosafety and biosecurity; 3D printing of face shields for front liners; the dissemination of scientific information and open education resources on COVID-19; and the mobilization of UP volunteers to promote psychosocial well-being in this time of emergency.

COVID-19 and UP's Teaching Mandate: A Roadmap for AY 2020-2021

This document zeroes in on the teaching and teaching-related mandate of the University and presents a detailed roadmap specifically for the First Semester AY 2020-2021. The Board of Regents approved the academic calendar only for the First Semester AY 2020-2021. The volatile and uncertain COVID-19 situation means that details of the tasks for the Second Semester AY 2020-2021 will be provided iteratively after the middle of the First Semester.

1. Operational Principles

The following operational principles underlie UP's policies and initiatives in response to the COVID-19 pandemic:

- Protect the UP community from the pandemic;
- Sustain the continuity of instruction and learning; and
- Consider equity concerns.

2. Academic Calendar

- 2.1. Classes at the undergraduate and graduate levels of the University of the Philippines for AY 2020-2021 will commence on 10 September 2020. The Board of Regents in its 30 July 2020 meeting resolved to decide iteratively on the academic calendar for the Second Semester AY 2020-2021 and for the Midyear 2021 in October or November 2020.
- 2.2. In compliance with the provisions of Republic Act 7797 (1994) and Department of Education Order No. 7 Series of 2020, basic education classes at the UP Integrated School, UP Rural High School, UP Iloilo High School, and UP Cebu High School will commence on 5 October 2020 following the decision of the President of the Republic upon the recommendation of the Secretary of Education in line with Republic Act 11480 (2020).

3. Mode of Delivery

- 3.1. Classes throughout the UP System will be delivered remotely in the First Semester AY 2020-2021 with exemptions on the conduct of face-to-face classes to be granted by the CU Chancellor subject to strict compliance with public health protocols and the guidelines set by the government and the University. Thus far, the approved exemptions across the System involve graduating students and researchers requesting permission to complete laboratory experiments, internships, and clinic or laboratory-based course requirements such as those in the health disciplines. It is important to note that units offering professional courses have devised innovative ways of fulfilling the internship requirement. For instance, medical students who opt not to defer their enrolment have a choice of spending their time as volunteers in the UP Manila Bayanihan Na Operations Center, supervised Telemedicine or Telehealth consultations as well as other activities in specific subspecialty rotations with alternative activities that provide credits for hours of remote rotation subject to guidelines approved by the Association of Philippine Medical Colleges (APMC) and the Commission on Higher Education (CHED). The few courses that have been approved in principle for face-to-face delivery and that require the retrofitting of laboratories for biosafety will not be allowed to proceed as planned unless engineering works have been completed and evaluated as compliant with strict health protocols. All approved exemptions are subject to compliance review and inspection prior to and during implementation to ensure the safety of students, faculty, and staff.

3.1.1. Remote learning in the First Semester AY 2020-2021

- Remote learning is a mode of education where teachers and learners do not meet in a physical classroom; instead, teaching and learning are enabled using information and communication technologies.
- It covers both asynchronous or non-real-time communication between teachers and learners—from text-based (basic email, FB messenger, Viber group, etc.) to online discussion boards in different platforms (UP's Learning Management System such as UVLE, UP Manila's VLE, Canvas, Google Classroom, Edmodo, etc.)—and synchronous communication between teachers and learners (e.g. lectures, webinars, and teleconferences using such platforms as Zoom and Google Meet).
- Since UP students will be dispersed geographically during the First Semester AY 2020-2021 and they have unequal access to computers/gadgets and internet connectivity, it is important to underscore that remote learning need not be online learning. UP will be providing **COURSE PACKS** in USBs to enable students in areas with poor connectivity to use the USBs in their computers and download materials from learning platforms whenever they are able to connect. **BUT** if this is still not possible because students either have no gadgets or access to the internet, course packs will be printed and delivered to them (e.g. by courier if available, through arrangements with LGUs, delivery by UP personnel if feasible).
- The provision of **COURSE PACKS**—compilation of course readings and other materials that is given to students at the beginning of the term/semester—is not unique to remote learning¹. However, it is essential in remote learning as the primary means of delivering the course content and ensuring that **NO STUDENT IS LEFT BEHIND**. Course packs are intended to support guided independent learning, which is one of two components of effective learning (the other component is interaction and dialogue). Because students will be studying on their own for the most part, the course pack for remote learning is more comprehensive than a course pack for use in face-to-face classes — i.e. the course pack for remote learning includes not only the course readings (e.g. journal articles, book chapters) and multimedia resources (e.g. video lectures, screencasts, simulations) but also study guides for each set of readings and activity and assignment guides.
- The University is striving to give the complete course packs at the start of the semester to enable students to plan their study time for each course (i.e. when to study and how many hours to allot for each set of readings, when to participate in collaborative learning activities, how much time to allot to doing an assignment); and allow the faculty (i.e. the teacher handling the course) to focus on monitoring student progress, scaffolding learning as and when needed, and providing timely feedback to students who are learning remotely (i.e. not in the same physical space as the teacher).

3.1.2. Rationale for remote course delivery in the First Semester

- As of 27 August 2020, the trajectory of the COVID-19 pandemic remains uncertain and the number of cases in the Philippines continues to grow exponentially. While the UP COVID 19 Pandemic Response Team's modelling suggests that the SARS-CoV-2 infection is reaching its peak in the country and may begin to

¹ Many faculty members teaching face-to-face prepare course packs and make these available to their students (usually by giving them a master copy to photocopy for themselves).

decelerate, the outcome would depend on variables such as the level of testing and contact tracing, the availability of protective gear for frontline health workers, and the degree of people's compliance with public health protocols, among many others.

- The outbreak of new COVID-19 cases in Asia-Pacific countries (e.g. China, Singapore, South Korea, Vietnam, and Australia) that had previously controlled the spread of the virus through massive testing and contact tracing underscores the uncertain trajectory of the pandemic.
- Even assuming that a vaccine becomes available within the First Semester AY 2020-2021, the logistics of its mass production and procurement for eventual use will still result in a delay in mass immunization.
- Conducting face-to-face classes in the midst of the pandemic and the high level of anxiety over contracting the disease among the public, may render the UP community vulnerable not only to SARS-CoV-2 infection but to mental health issues as well.

3.1.3. Quality of remote learning vis-à-vis face-to-face course delivery

- Remote learning is commonly perceived to be inferior to residential learning in terms of quality. This is understandable because Philippine education has traditionally been face-to-face and predominantly lecture-based. However, properly planned and implemented guided independent study can be of the same quality as the usual teacher-dependent learning despite its remote delivery.
- In light of the pandemic, specific competences that some professional fields require may not be fully honed when students graduate. For this reason, the University is investing in subscriptions to platforms and simulation apps. It, for instance, subscribed to a leading provider of scientific videotapes and virtual experiments. The College of Medicine has also obtained virtual dissecting tables in lieu of cadavers for the students to use.
- Cognizant of competences that need to be honed even after students graduate, the University is developing bridging programs in Midyear 2021 for students who may wish to hone competences from the actual application of skills learned in face-to-face contexts. In the spirit of lifelong learning, these programs will be open to alumni especially those whose skills courses were affected by the pandemic. For instance, students who will graduate this semester or next semester without sufficient skills in surgery because the Philippine General Hospital's Department of Surgery was temporarily closed due to COVID-19 may avail of the bridge program the UP College of Medicine will develop.

3.1.4. Specific student concerns with learning from their homes

- The Faculty Town Hall meetings with the OVPA held from 8 June to 26 June 2020 and the student consultations in the different units of the CUs from 30 June to 4 July 2020 reveal several concerns. Accordingly, some homes are not conducive to learning because of poor living conditions and multiple demands of family members on the student. Even more disconcerting, however, is the reality that for some students, the home is not a safe space due to domestic violence, sexual harassment, and lack of social support systems. The University is currently figuring out how to address this particular problem.

3.2. If the COVID-19 situation improves towards the end of 2020, the University can transition faster to the next normal starting in the Second Semester AY 2020-2021.

3.2.1. The next normal

- When faculty, staff and students return to campus, the next normal will be a mix of face-to-face, virtual, and experiential learning, using 21st-century modes of learning that are problem-based and competence-based, employing design thinking, and leveraging technology. Once back on campus, unequal access to gadgets and connectivity for leveraging technology is easier to address.
- The next normal will be more reflective of the paradigm shift from education to learning and lifelong learning; from knowledge-based to competence-based instruction; from input-based to learning outcomes-based education; and from teacher-dependent to guided independent learning. For the teacher, this is a profound shift to learners and the learning environment to help learners cope with the rapid development of technology and the profound changes in the world of life and work.
- The paradigm shift entails being more mindful of how to help hone the desired competences of UP students. Competences, as opposed to competencies, are not confined to specific skills. Competences refer to the capacity to apply knowledge and skills to particular contexts. They include the competence of scholars to search for truth no matter where it leads; the competence of students to think critically when they pore for instance through the content of an article to determine its underlying assumptions and implications; the competence of students to draw inferences from the data they analyze; the competence to collaborate with a team; and the competence to be organizers and transformative leaders.

4. Preparations for the First Semester AY 2020-2021

4.1. The Board of Regents approved the 10 September 2020 opening of classes to enable the University's preparations for remote learning.

4.2. There are six pillars of preparation:

4.2.1. Pillar 1: Academic Infrastructure.

These include the provision of library databases and Learning Management System (LMS) and the upgrading of UP's Library Management System.

4.2.1.1. Learning Management System (LMS)

- Priority Upgrade of the UP LMS (e.g. University Virtual Learning UVLe, UP Manila VLe)
- Procurement of Canvas as a Supplemental LMS for UP Mindanao, UP Los Baños, and UP Open University

4.2.1.2. Library and Learning Resources

- Pilot implementation of an in-house developed Library Services Platform and Discovery Service with a union catalog of print and electronic resources of all CU libraries and a centralized patron database
- Subscription to the following Databases/Collections for all CUs in the UP System in addition to the System subscription to Science Direct and Scopus:

- o *EBSCO Academic Search Complete*
 - o *Taylor & Francis Social Sciences and Humanities (SSH) Collection*
 - o *ProQuest One Academic*
 - o *Gale Reference Complete*
 - o *JoVE (science videotapes and virtual experiments)*
 - o *Turnitin*
 - o *JSTOR Arts & Science (customized collection for CUs)*
 - o *Project Muse Premium*
 - o *Cambridge Core*
 - o *Emerald Premier with Access in Perpetuity*
 - o *Philippine eJournal*
 - o *Global Springer Nature eJournals*
- Procurement of Open Athens, a remote access platform, for all CUs except UPLB (which has its own subscription)
 - Tracking of journal use in AY 2020-2021 to further customize subscriptions in succeeding years and utilize savings for new subscriptions
 - Creation of the UP System's website for remote learning at <https://sites.google.com/up.edu.ph/gear-up-for-remote-learning/home?authuser=0>. This website contains a calendar of online activities that will be open to non-UP faculty. It also contains a six-step guide for course pack preparation for remote learning and a curated Open Educational Resources for senior high school and higher education. The website will eventually be a repository of webinar recordings to help faculty members of UP, other SUCs, and other HEI. Clicking the CU initiatives in this site will enable access to You Tube Livestream of useful recordings. As of 27 August 2020 for instance, the livestreamed/ uploaded webinars or those accessible through specified contacts include the following:
 - o *Course Redesign 101*
 - o *Course Pack Ganern: Where to Start, How to Do it, What to Write*
 - o *How to Convert Your Courses Online (with a Quick Guide Using Open Educational Resources and a Quick Guide to Migrating Your Residential Class to Online Learning)*
 - o *How to Convert Your Learning Materials for Remote Learning*
 - o *Resisting the Rubric: the Arts and Humanities in Remote Learning*
 - o *NSTP in the New Normal*
 - o *True or False or None of the Above: Selecting Appropriate Assessments for Remote Learning*
 - o *Naitawid: What We Learned About Remote Learning in the Midyear*
 - o *Using Landline/Mobile Phone, Facebook, Messenger, Instagram and Twitter*
 - o *Copyright, Creative Commons and Fair Use*
 - o *Rediscovering your Library in the New Normal*
 - o *How to be a Lifeline: Supporting Students in a Remote Learning Context*
 - o *Charge UP: Prioritizing Self-Care in the New Normal*
 - o *Providing Psychosocial Support*
 - o *Kalinga sa mga Tagapagkalinga (for faculty members who are also parents of school-age children)*

- o *Mindfulness and Self-Care: Essentials for Remote Teaching*
- Consolidation of UP's educational resources that are equally accessible to other higher education institutions:
 - o UPOU Networks (<https://networks.upou.edu.ph/>), an online repository of all UPOU-produced multimedia resources, including OERs, publications, web-streamed lectures/presentations/seminars/university events, radio, and podcasts. A detailed list of these multi-media OERs, currently numbering well over 700 titles, is available at <https://www.up.edu.ph/wp-content/uploads/2020/08/List-of-UPOU%E2%80%99s-Open-Educational-Resources-2.pdf> ;
 - o UPOU MODeL (<https://model.upou.edu.ph/>), the official platform of the UPOU massive open online courses (MOOCs), including an online course on “Quick Guide on How to Convert your Classes Online”;
 - o TVUP, the University's Internet TV network's more than 400 programs — documentaries, award-winning short films, lectures and panel discussions by the country's top scientists, artists, and experts in various fields — that can be accessed at tvup.ph and <https://www.youtube.com/channel/UCgHMBsUeTBqZyG8dkGbbVKQ>. Its productions have an open license and can be viewed and downloaded by all for free;
 - o TVUP, the UP Manila National Telehealth Center and the Philippine Health Insurance Corporation (PhilHealth) webinar dubbed “Stop COVID Deaths: Clinical Management Updates” (<https://www.youtube.com/watch?v=YheMK3VGwLQ>);
 - o Upcoming availability of a catalogue of the art works and material culture of UP Diliman upon completion of the University Collection Mapping Project

4.2.2. Pillar 2: Physical Infrastructure.

The University will provide for students who have absolutely no gadgets or access to internet connection in their homes. Gadgets and Internet connectivity are necessary for occasional synchronous classes and the asynchronous downloading of materials from the University's Learning Management System or the Library. For this reason, UP is mobilizing financial resources to subsidize gadgets and internet connectivity in the time of COVID-19.

4.2.2.1. Gadgets and Internet Connectivity

4.2.2.1.1. Gadget Subsidy and Internet Connectivity subsidy for the faculty

- o PhP 1,500.00/month from 1 July to 31 December 2020 for the First Semester AY 2020-2021. Subsidy for the Second Semester AY 2020-2021 and Midyear 2021 to be determined iteratively.
- o PhP 6,000.00 one-time gadget subsidy

4.2.2.1.2. Internet Connectivity subsidy for REPS and staff requiring connectivity in their work

- o PhP 1,500.00/month for REPS and staff whose work relies

moderately or heavily on Internet connectivity as certified by the unit heads, starting 1 June 2020 until 31 December 2020. Subsidy for the succeeding months to be determined iteratively.

- o Provision of office computers for Work-from-Home arrangements.

4.2.2.1.3. Zero Interest, Salary Deductible, Maximum of 5-years-to-pay Computer loans for faculty and REPS and administrative staff

Details of the System Computer Loan Program will be issued in a separate set of guidelines.

4.2.2.1.4. Gadget and connectivity support for students

The University will provide a gadget and/or connectivity to financially challenged students

4.2.2.1.4.1. Student Learning Assistance System for Screening

- To determine the capacity of students to access the University's learning activities and resources that include but are not limited to gadgets and connectivity, the University launched the Student Learning Assistance System (SLAS) as a Student Support Program. The SLAS shall obtain information on the Connectivity Options, Connectivity Situation, Financial Capacity, and Learning Assistance Requirements of UP students to address the Digital Divide.
- Digital divide in this case refers to access issues and isolation-related concerns faced by UP students when the University transitions to remote learning mode in AY 2020-2021. Digital divide is typically experienced by the following:
 - o Students in remote places
 - o Students living in areas with frequent power interruption
 - o Students where Internet service is not always dependable
 - o Students who lack appropriate gadgets to access online University resources
- The SLAS can provide information that will help faculty adjust their course offerings and that can supplement the data obtained by the University Registrars from the pre-enlistment and enrolment. It can also provide the data needed by the University to determine which students will benefit most from the grant of gadgets and internet connection subsidy in AY 2020-2021.
- The SLAS enables the screening of students in terms of their learning assistance needs (LAN).
- Students classified as LAN 1 and LAN 2 will be provided with gadgets and/or connectivity depending on their financial and connectivity situation. They are also eligible for other forms of learning assistance.

SLAS Screening Criteria

LAN Type	Screening Criteria
LAN 1	<ul style="list-style-type: none"> ▪ Must be Filipino UP undergraduate students enrolling in their first Bachelor's degree ▪ Must be deemed priority in the grant of gadgets and internet subscription subsidy due to: <ul style="list-style-type: none"> ○ Assigned to vulnerable households that cannot afford devices and connectivity service (Financial Capacity) ○ Require tools and connectivity services to continue studying in AY 2020-2021 (Connectivity Option) ○ Indicated the reliability of Internet connectivity in their present residence (Connectivity Situation) ▪ May still be classified in LAN 3
LAN 2	<ul style="list-style-type: none"> ▪ Must be Filipino UP undergraduate students enrolling in their first Bachelor's degree ▪ Must be deemed priority in the grant of internet subscription subsidy due to: <ul style="list-style-type: none"> ○ Assigned to vulnerable households that cannot afford gadgets and connectivity service (Financial Capacity) ○ Indicated reliable Internet connectivity in their present residence (Connectivity Situation) ▪ May still be classified in LAN 3
LAN 3	<ul style="list-style-type: none"> ▪ Stated specific learning assistance requirements, such as <ul style="list-style-type: none"> ○ Referral to tutorial services ○ In need of assistive services and individualized support programs
LAN 4	<ul style="list-style-type: none"> ▪ Not classified in LAN 1, 2, or 3, but have submitted SLAS applications.

4.2.2.1.4.2. Availability of the SLAS portal

- Starting on 7 September 2020, students may apply directly for financial and learning assistance in the SLAS Online portal (slasonline.up.edu.ph).
- The first round of applications for student learning assistance is as follows:

Learning Assistance Application Period	
Learning Assistance Application Period	7 – 10 September 2020
Release of Results	11 September 2020
Submission of Appeals	11 – 13 September 2020

- In the meantime, undergraduate students, including Juris Doctor and Doctor of Medicine students, may begin applying for financial assistance through the UP Grants-in-aid Program beginning 28 August 2020 at the Student Financial Assistance Online portal (sfaonline.up.edu.ph). The application period is as follows:

Financial Assistance Application Period	
Financial Assistance Application Period	28 August to 2 September 2020
Release of Results	3 September 2020
Submission of Appeals	3 – 6 September 2020

- Students who have submitted SFA Online applications from 28 August to 2 September 2020 may still apply for student learning assistance. As soon as the slas.up.edu.ph portal becomes accessible on 7 September 2020, they can update their information and formally submit their application for both financial and learning assistance in the slasonline.up.edu.ph portal.

4.2.2.1.4.3. Gadgets and Connectivity to be Provided

- Undergraduate students including Law and Medicine students who are assigned to the lowest income bracket based on COVID-19 updated income information will be provided a gadget and Internet connectivity through a TELCO of their choice.
- Undergraduate students including Law and Medicine who are assigned to the second lowest income bracket based on COVID-19 updated income information will be provided Internet connectivity and given priority in the Kaagapay sa Pag-aaral ng Iskolar ng Bakay Program

4.2.2.1.4.4. Kaagapay sa Pag-aaral ng Iskolar ng Bayan Program

To supplement the University's gadget and connectivity support to students, the *Kaagapay sa Pag-aaral ng Iskolar ng Bayan* was launched to mobilize private donations to provide students with the necessary tools for remote learning. The Program is closely coordinated with the Student Learning Assistance Program.

4.2.2.2. Alternative Connectivity

4.2.2.2.1. Piloting of Transmission of Lectures through Tele-Learning

The University through the Office of the Vice-President for Development is in the process of laying the groundwork for the piloting, hopefully in the First Semester 2020-2021, of UP's Digital TV Broadcasting for tele-Learning as differentiated from e-Learning via the Internet. This Project will enable the University to deliver lectures through television air waves in light of the current state of the country's Internet infrastructure.

4.2.3. Pilar 3: REMOTE LEARNING PREPARATIONS:

This pillar focuses on the necessary preparations for remote learning, including the consultations with various stakeholders—faculty, students, REPS, administrative staff, and parents of Freshies; the modification of the academic calendar and suspension of academic rules affected by remote learning; the meetings of departments, programs, and institutes to revise the offering of courses for the First and Second Semester AY 2020-2021 (program redesign); the development of course packs; the monitoring and evaluation of remote learning to guide the University's course delivery for the Second Semester; and the institution of a quality assurance system both for the remote learning of the First Semester and the hoped-for blended learning of the Second Semester and Midyear.

4.2.3.1. Stakeholder Orientation and Dialogues on the Academic Plans for AY 2020-2021

- UP System Faculty Webinars

For the webinar and presentations see *Taking Stock and Gearing UP for Remote Learning 8, 15, 22 June 2020* under CU initiatives, UP System <https://sites.google.com/up.edu.ph/gear-up-for-remotelearning/home?authuser=0>

- CU – Wide Faculty Consultations

For the consultations and presentations see *The CU-wide Faculty Dialogues on 25-26 June 2020* <https://sites.google.com/up.edu.ph/gear-up-for-remotelearning/home?authuser=0>

4.2.3.2. Operationalizing Remote Learning

- The operationalization of remote learning **includes the modification of the academic calendar of the First Semester AY 2020-2021 from 16 weeks to 14 weeks and the redesign of various degree programs to adjust both to the reduction of the length of course delivery and to remote learning.**
- Program redesign from 23 June to 10 July 2020 involve changes in the curriculum for each year level for AY 2020-2021, whereby laboratory and studio classes, on-the-job training, and fieldwork are shifted to the Second Semester AY 2020-2021 and lecture-based courses are moved to the First Semester AY 2020-2021. Units are allowed to split lecture cum laboratory courses into the lecture component of the course in the First Semester and laboratory in the Second Semester.
- Course redesign from 6 July to 31 August 2020, extended up to 10 September 2020, involves the engagement of the faculty in planning the delivery of their courses to students with differential Internet connectivity and access to resources for remote learning and developing their course packs.

- The pre-enlistment survey prior to actual enrolment is a mechanism for the faculty to have a sense of the situation of their students that will guide the final stages of planning their course delivery. Both the pre-enlistment and enrolment surveys enable mapping of the student's residence across the country and Internet connectivity.

4.2.3.3. Monitoring, Review and Institution of the QA System for Remote/Blended Learning

The University System Academic Assessment and Development Committee will take charge of the monitoring and review of the remote learning experience of the University in the First Semester AY 2020-2021 to guide the implementation of blended learning hopefully by the Second Semester AY 2020-2021.

4.2.4. Pillar 4: Student Support.

Students are at the heart of the learning process. A separate Roadmap for Student Affairs was developed in consultation with the students to facilitate continuity of learning while mindful of the pre-COVID vulnerability of students to mental health issues. To assist the learning process, the Offices of Student Affairs are setting up a Student Learning Assistance Program and organizing peer learning groups in collaboration with student organizations, the UP Pahinungod Program, and other volunteer groups. To help enhance the emotional resilience of students the University is instituting a Student Mental Health and Wellness Program and the Student Help Desk.

4.2.4.1. Student consultations on the Roadmap for Student Affairs

For the student consultations on the academic plans for AY 2020-2021 and the Roadmap for Student Affairs, see the following links²:

4.2.4.2. Adjustments in UP Student Affairs System SAS

See the attached Roadmap of Student Affairs. The new programs created in response to mental health issues and the challenges of remote learning are the following: Student Learning Assistance Program; Peer Learning Groups; Student Mental Health and Wellness Program; and the Student Helpdesk.

² UP Diliman Student Consultation <https://www.facebook.com/watch/?v=1191662981196551&extid=vTQCISP01b3NucYa>

UP Los Banos Student Consultation
<https://www.facebook.com/watch/?v=2580746668809845&extid=QuQba53QXpOs1I5D>

UP Manila Student Consultation <https://www.facebook.com/watch/?v=1148533325501321&extid=35dotbPL1ne01JPu>

UP Visayas Student Consultation <https://www.facebook.com/watch/?v=278940876787508&extid=klyFfNmHYzVXeUJL>

UP Baguio Student Consultation <https://www.facebook.com/watch/?v=568944897343761&extid=rtDh66dVHM8M2zBu>

UP Cebu Student Consultation <https://www.facebook.com/watch/?v=747111522727694&extid=BuEZH8kMFzvJCqpZ>

Excludes the recordings of the UP Mindanao and UPOU Student consultations

4.2.5. Pillar 5: Faculty and Staff Capacity Building for Remote Learning.

The paradigm shift to learning/lifelong learning is a challenge for the faculty. So is the redesign of courses to make them suitable to modes of course delivery apart from face-to-face teaching.

Staff support for remote and blended learning and for Work-from- Home arrangements also demand the acquisition of new skills for REPS and administrative staff. To address these needs as well as the operationalization of remote learning, the University constituted System and CU Remote Learning Committees to plan projects, webinars, training activities for the faculty, REPS and administrative staff.

4.2.6. Pillar 6: Support for Teaching, Research for Teaching Technologies/Innovations.

- In support of remote teaching, the University is expanding especially in the First Semester 2020-2021 its Teaching Assistantship/Teaching Fellowship Program to help lighten the load of the faculty while providing graduate students the opportunity to work.
- The University is also enhancing its Visiting Professorship Program in light of remote learning.
- Since the better normal in UP's education will entail a mix of face-to-face, virtual/immersive and experiential learning even after students return to the campus, the University is supporting teaching and learning innovations such as the development of apps. The recently concluded Gear UP for Remote Learning Innovation workshop on design thinking involving multidisciplinary and cross-CU teams of faculty members and researchers has produced promising project concepts for further development that include the following:

Community Based Resources for Remote Learning:

<https://cistem.padlet.org/cistem/1a>

Platform for Case-based Collaborative Multi-disciplinary Teaching:

<https://cistem.padlet.org/cistem/1b>

OBLE (Online/Offline Bridging of Learning Experience) Online/Offline Bridging of Live Education Remote Teaching- Learning How-Tos for Faculty: <https://cistem.padlet.org/cistem/2b>

PUEDE! An Enabling Virtual Laboratory for Facilitators of Learning in the STEAM Field : <https://cistem.padlet.org/cistem/3b>

#ConnectION (Connecting Interactively in Online/Offline eNvironments) (Development of Interactive eLearning Platform with Offline Access to Content): <https://cistem.padlet.org/cistem/4a>

Academe-Industry Collaboration Platform:

<https://cistem.padlet.org/cistem/5a>

Mobile-based Online Learning Experience Optimization:
<https://cistem.padlet.org/cistem/5b>

5. Postscript:

The University of the Philippines is certainly confronted with unprecedented and seemingly insurmountable challenges in this time of COVID-19. These challenges are not unique to UP. Recent discussions in meetings attended by one of the Assistant Vice-President for Academic Affairs—involving colleagues from the University’s counterpart ASEAN and European higher education institutions who are in charge of assuring the quality of programs and institutions even in a pandemic—have revolved around a sharing of issues that are surprisingly common: connectivity issues and faculty confusion especially in a chaotic first two weeks of classes even in the universities of a major European country.

The implementation of plans developed iteratively within a very short time frame is bound to encounter difficulties as the academic community is forced to adapt to new ways of teaching and learning. But in the face of multiple challenges, the country’s National University remains resolute in its efforts to ensure that the *Iskolar ng Bayan* continuously learns, engages, creates and thrives in the midst of adversity.

Roadmap to Academic Year 2020-2021

Microsoft Office User



UP STUDENT AFFAIRS AND SERVICES: ROADMAP TO AY 2020-2021³

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UP STUDENT AFFAIRS AND SERVICES: ROADMAP TO AY 2020-2021

UP Student Affairs and Services

The UP Student Affairs and Services (SAS) is composed of systems, policies, and programs that provide support and other services to enrolled undergraduate and graduate students of the University. The SAS functions to address the following:

- Support academic instruction through incentives and assistance programs
- Encourage active involvement and leadership, through opportunities and interventions to mold students into future responsible citizens
- Provide subsidy, care, and assistance to ensure the safety, health, and dignity of students while enrolled in the University
- Introduces processes to ensure accountability and facilitate restorative justice

The Student Affairs Units of the Constituent Universities (CUs) administer the various SAS programs to provide relevant and timely support to students on their respective campuses (Table 1). These units are the Office of the Vice-Chancellor for Student Affairs (OVCSAs) of UP Diliman and Los Baños, and the Offices of Student Affairs (OSAs) of UP Baguio, Cebu, Manila, Mindanao, Open University, and Visayas. Although these offices function independently, they share systems and work together in implementing policies across the UP System.

Table 1

UP Student Affairs and Services			
Support academic instruction	Encourage active involvement and leadership	Ensure the safety, health, and dignity	Ensure accountability and facilitate restorative justice
<ul style="list-style-type: none"> • Merit-based financial incentives • Learning resource centers⁴ 	<ul style="list-style-type: none"> • Participation in University, National, and International Forums • Student organizations and activities • Leadership awards and other incentives 	<ul style="list-style-type: none"> • Student Financial Assistance • Counseling and Guidance Services • Student Housing 	<ul style="list-style-type: none"> • Student Ethics and Discipline

⁴ Learning Resource Centers are supervised as separate OVCAA Units in other CUs.

Responding to the COVID-19 Situation

The COVID-19 Pandemic is an unprecedented event that has affected all educational institutions in the Philippines. To curb the infection rate, schools and universities closed residential campuses. The closure necessitated sending home students to observe the community quarantine policies implemented by the National Government and Local Government Units. The closing of educational institutions also meant operating under work from home arrangements and attending to students' needs remotely.

The Pandemic introduced different challenges for the Student Affairs units. The University is expected to provide essential services to ensure continuous learning. While online operations enabled Student Affairs staff to work from their respective homes, student services' effectiveness must be considered to respond to student needs quickly. New programs may be needed to address emerging concerns. When delivering the programs, the situation of Student Affairs must be considered since the efficiency hinges on the capacity of student service units to manage these programs.

In reconfiguring the UP SAS, the following must be considered:

- The student in **self-paced learning programs**. Students will be learning more independently in their homes, with limited to no face-to-face physical interaction with peers for the rest of AY 2020-2021. Situation warrants guidance from teachers, academic support from peers, and social support from social groups and friends.
- Availability and access to assistance to improve the **home as the primary learning environment**. Students may be in situations at their respective residences that may not be conducive to learning and, in some cases, expose them to risks of infection and harm due to domestic violence household dynamics.
- The **digital divide** experienced by some students due to location, power interruption, quality of Internet service, and lack of appropriate gadgets. The digital divide also covers the disadvantages of limited availability of assistive services and resource-sharing constraints in households with multiple learners.
- The **social and economic circumstances of the household** that can affect the learning process. Conditions stem from vulnerabilities due to the family's present financial situation and state of their community that affects their capacity to meet academic requirements.
- The impact of the remote set-up on the **mental health and wellbeing of students**. Care for students' welfare is paramount in the transition to remote learning and teaching, and mechanisms are required to help them cope with the changes and stresses brought about by the Pandemic.
- Venues to connect and **express freedom, and platforms to exercise student rights**. The remote learning and teaching mode changes how students interact with peers and participate in University activities. Mechanisms are required to protect their rights, allow them to express their freedoms safely, and participate meaningfully in University processes even when they are learning at home.

While the SAS can be modified to adapt to remote mode, new programs are needed to address emerging needs. Other SAS programs must be adjusted to ensure students' information and welfare are protected in remote mode.

ADJUSTMENTS IN UP SAS PROGRAMS

The UP SAS Programs will be reviewed and adjusted to better meet their assigned objectives in a remote learning and teaching context. Tables provide a summary of adjustments in present UP SAS Programs to make them more responsive to students' situations.

PROGRAMS TO SUPPORT ACADEMIC INSTRUCTION

Table 2 provides a summary of Activities to adjust Merit-based Financial Incentives and Learning Resource Centers.

Merit-based Financial Incentives are UP managed programs that award cash incentives and recognition. These include UP System Presidential Scholarship Awards and UP Scholarship Awards of the CU given to students primarily due to academic accomplishments. Adjustments would cover modes of application and selection, and the amount of benefits to be awarded to students.

Although the Office of the Vice-Chancellor supervises Learning Resource Centers for Academic Affairs (OVCAAs) in some CUs, the Roadmap provides adjustments because of the Centers' supporting role to the proposed Peer Learning Groups and Networks. Changes will focus on materials that can be accessed by students to support self-paced learning.

Table 2

PROGRAMS	ACTIVITIES	CONCERNS TO BE ADDRESSED
Merit-based Financial Incentives	<p>Evaluate Program Policies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review criteria and benefits in light of the present situation of students <input type="checkbox"/> Determine ways to expand benefits to encourage academic excellence among students in remote learning and teaching contexts <p>Modify Mode of Service Delivery</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare remote application/nomination and screening workflows <p>Launch Modified Programs</p> <ul style="list-style-type: none"> <input type="checkbox"/> Set a schedule of applications <input type="checkbox"/> Create or update website where application/nomination schedule and processes will be announced <input type="checkbox"/> Announce Program to UP Colleges through email 	<p>Social and economic circumstances of households</p> <p>Home as the primary learning environment</p>

<p>Learning Resource Centers</p>	<p>Evaluate Program Policies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify Learning Materials that must be digitized or made available to support students registered in Peer Learning Groups (PLGs). <p>Modify Mode of Service Delivery</p> <ul style="list-style-type: none"> <input type="checkbox"/> Digitize Learning Materials, if needed <input type="checkbox"/> Design online portals and other venues where PLG facilitators and students can access learning materials <input type="checkbox"/> Prepare workflows and policies that will allow PLG facilitators and students to access learning materials remotely <p>Launch Modified Programs</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create or update website where instructions to access learning materials will be announced <input type="checkbox"/> Announce the availability of materials to UP colleges through email 	<p>Home as the primary learning environment</p> <p>Students in self-paced learning programs</p> <p>Digital divide</p>
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PROGRAMS TO ENCOURAGE ACTIVE INVOLVEMENT AND LEADERSHIP

Table 3 recommends changes in SAS programs to encourage Student Participation, nurture Student Organizations, and facilitate recognition of Student Innovations and Leadership. Adjustments will focus on creating safe platforms for engagement and participation and acknowledging accomplishments in the remote learning and teaching contexts.

Table 3

PROGRAMS	ACTIVITIES	CONCERNS TO BE ADDRESSED
<p>Student Participation in University, National, and International Forums</p>	<p>Modify Mode of Service Delivery</p> <ul style="list-style-type: none"> <input type="checkbox"/> Design workflows and policies to screen students who are interested in participating <input type="checkbox"/> Set policies on what support can be given to students. <p>Launch Modified Programs</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create or update a website where invitations can be posted 	<p>Home as the primary learning environment</p> <p>Students rights and freedoms</p>

<p>Student Organizations and Activities</p>	<p>Evaluate Program Policies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review CU policies governing registration requirements, membership and application activities, and conduct of general operations of Student Organizations as University-recognized organizations <input type="checkbox"/> Review CU policies to determine what items to relax (e.g., number of active members), what activities will be allowed (e.g., should CU allow Provincial Student Organizations to conduct activities in minimum risk areas), and what protocols and processes to follow to ensure the online community is a safe space for students <input type="checkbox"/> Review policies and enact secure ways of corresponding with registered student organizations (e.g., all recognized UP student organizations and student councils must have a recognized UP account up.edu.ph account) <p>Modify Mode of Service Delivery</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare online registration workflows <input type="checkbox"/> Make arrangements to create an online platform for CU Student Organization events (e.g., Org Fair, Recruitment, ACLE) <input type="checkbox"/> Create or update website where recognized information about recognized UP Student Organizations can be found <input type="checkbox"/> Discuss with current USC to determine ways to ensure continued student representation in University decision-making bodies (e.g., Selection Committee, Scholarship Committee). The CU shall evaluate the feasibility of a remote election/further postponement of the election with the current University Student Council, in case no student council member is available to 	<p>Home as the primary learning environment</p> <p>Students rights and freedoms</p>
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	<p>assume roles in University decision-making bodies</p> <p>Launch Modified Programs</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create or update website where events of recognized UP student organizations and new policies will be posted 	
Leadership Awards and other incentives	<p>Evaluate Program Policies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review criteria and benefits in light of the present situation of students <input type="checkbox"/> Determine ways to expand benefits to encourage outstanding activities and innovations of students and student organizations in remote learning and teaching contexts <p>Modify Mode of Service Delivery</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare remote application/nomination and screening workflows <p>Launch Modified Programs</p> <ul style="list-style-type: none"> <input type="checkbox"/> Set a schedule of applications <input type="checkbox"/> Create or update website where application/nomination schedule and processes will be announced <input type="checkbox"/> Announce Program to UP Colleges through email 	<p>Home as the primary learning environment</p> <p>Students rights and freedoms</p>

PROGRAMS TO ENSURE SAFETY, HEALTH, AND DIGNITY

Table 4 provides the adjustments in the primary support programs of the University. Changes must be made to make these programs more responsive to students' needs in remote learning and teaching contexts.

The Student Financial Assistance will be expanded to serve as the central application platform for all UP students. Counseling and Guidance Services will also change to allow Counselors to reach out to students while they are at home.

Student Housing facilities will remain closed in the 1st semester of AY 2020-2021. In anticipation of transitioning to blended learning in the 2nd half of the academic year, some students may benefit from scheduled visits on residential campuses. Student Housing policies must change to adapt to this situation and address the needs of students who need safe and affordable housing.

Table 4

PROGRAMS	ACTIVITIES	CONCERNS TO BE ADDRESSED
Student Financial Assistance	<p>Evaluate Program Policies</p> <ul style="list-style-type: none"> • Review criteria and benefits in light of the present situation of students • Review and modify the policy on SFA Online to include UP Open University students in the Grants-in-aid Program (GIAP)⁵. • Review and modify the policy on the use of the SFA Online to accept Undergraduate and Post-baccalaureate Students who wish to apply for GIAP and other scholarship programs. SFA Online should serve as the primary means of collecting information to process scholarship and other financial assistance applications • Review and modify the policy on the use of the SFA Online to screen applications from Graduate Students who need financial assistance. Although Graduate Students are not eligible under GIAP, the SFA Online could be used to collect information to process scholarship and other financial assistance applications from Graduate Students. • Review and modify the Student Loan Program policy and determine ways to offer it online. Explore the use of SFA Online as a means to accept loan applications. • Review and modify Student and Graduate Assistantship (SAGA) Program to accommodate Work from Home Arrangements • Review benefits from student financial assistance programs in light of the present situation of students. <p>Modify Mode of Service Delivery</p>	<p>Home as the primary learning environment</p> <p>Social and economic circumstances of households</p>

⁵ The GIAP was introduced in 2018 to replace the Socialized Tuition System.

	<ul style="list-style-type: none"> <input type="checkbox"/> Prepare remote application and screening workflows <input type="checkbox"/> Explore ways to modify SFA Online so application and screening workflows could be done remotely <p>Launch Modified Programs</p> <ul style="list-style-type: none"> <input type="checkbox"/> Set a schedule of applications <input type="checkbox"/> Create or update website where application schedule and processes will be announced <input type="checkbox"/> Announce Program to UP Colleges through email 	
Counseling and Guidance Services	<p>Evaluate Program Policies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify Counseling Services and Career Development Activities that are urgently needed and can be offered remotely <p>Modify Mode of Service Delivery</p> <ul style="list-style-type: none"> <input type="checkbox"/> Design online portals and other venues where Counselors can reach students remotely <input type="checkbox"/> Prepare workflows and policies that will allow students to access counseling services remotely <input type="checkbox"/> Explore the feasibility of using reservation systems to manage appointments. The Guidance Service Specialists are encouraged to accept appointments remotely (online/by-call) <input type="checkbox"/> Create or update website where information on services can be posted <p>Launch Modified Programs</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create or update the website where information on services and processes will be announced. For counseling services, students should be informed that only those with appointments will be accommodated <input type="checkbox"/> Announce programs to UP Colleges through email 	<p>Home as the primary learning environment</p> <p>Social and economic circumstances of households</p> <p>Mental health and wellbeing</p>

<p>Student Housing</p>	<p>Evaluate Program Policies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review reporting policies. The Office of Student Housing (OSH) shall have policies and systems to report its residents' health status to the University Health Service. <input type="checkbox"/> Review systems to facilitate coordination with Colleges that will require students to visit residential campuses. Policies must be in place to determine the conditions for admitting students to University Dormitories. <input type="checkbox"/> Review admission policies. If students are to stay in residential campuses and University will permit the use of University Dormitories, the OSH must: <ul style="list-style-type: none"> ○ Create a reservation system to collect vital information (e.g., health status, travel arrangements, travel history), ○ Arrange the dormitory set up (e.g., single-occupant rooms, disinfection areas, restricted areas), ○ Set protocols for residents (e.g., travel declaration, curfew, number of occupants in a room and corridor), ○ Issue health reminders, ○ Make arrangements for services (e.g., authorize and accredit food providers to dormers, provide essential supplies and services), ○ Issue other policies to ensure students will be safe on campus. <p>Modify Mode of Service Delivery</p> <ul style="list-style-type: none"> <input type="checkbox"/> Design online portals and other venues where students can inquire and reserve slots can reach students remotely <input type="checkbox"/> Prepare workflows and policies guide screening <input type="checkbox"/> Explore the feasibility of using reservation systems to manage students 	<p>Home as the primary learning environment</p> <p>Social and economic circumstances of households</p>
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	<input type="checkbox"/> Create or update website where information on services can be posted Launch Modified Programs <input type="checkbox"/> Create or update the website where information on services and processes will be announced. <input type="checkbox"/> Announce programs to UP Colleges through email	
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PROGRAMS TO ENSURE ACCOUNTABILITY AND FACILITATE RESTORATIVE JUSTICE

Table 5 provides actions to adjust the Student Disciplinary Processes. Policies should adapt to allow remote deliberation while ensuring the safety and wellbeing of students. Students should also take into consideration ways to incorporate restorative justice in activities of the University.

Table 5

PROGRAMS	ACTIVITIES	CONCERNS TO BE ADDRESSED
Student Ethics and Discipline	Evaluate Program Policies <input type="checkbox"/> Review CU Student Disciplinary policies to determine the feasibility of remote evaluation and resolution of disciplinary cases. The review shall include identifying conditions to allow remote evaluation (e.g., parties have access to reliable internet, social support in place) <input type="checkbox"/> Review student code to determine instances that would warrant expanding the Student Code coverage of their campus Modify Mode of Service Delivery <input type="checkbox"/> Prepare online workflows <input type="checkbox"/> Make arrangements to create an online platform for disciplinary cases Launch Modified Programs <input type="checkbox"/> Create or update website where information about student disciplinary processes can be posted <input type="checkbox"/> Announce Program to UP Colleges through email	Home as the primary learning environment Social and economic circumstances of households Mental health and wellbeing Students rights and freedoms

NEW UP SAS PROGRAMS

The remote learning and teaching context raises many challenges for students in achieving their academic goals and ensuring their welfare while enrolled in the University. Aside from adjustments to the UP SAS, four (4) programs are proposed to allow the student to cope with the situation and respond to challenges emerging from the Pandemic and implementation of remote learning and teaching programs. These are:

- Student Learning Assistance System
- Peer Learning Groups and Networks (*Ugnayan Program*)
- Student Mental Health and Wellness Program (*Kalinga Program*)
- Student Helpdesk

STUDENT LEARNING ASSISTANCE SYSTEM

The Student Learning Assistance System (SLAS) will be a Student Support Program to determine the students' capacity to access the University's learning activities and resources. The SLAS shall obtain information on the Connectivity Options, Connectivity Situation, Financial Capacity, and Learning Assistance Requirements of UP students to address the Digital Divide. Using the data collected, Colleges and Faculty Members can use the information design course offerings and support. The University will also use the data to determine students who will be given priority in the grant of gadgets and subsidy to students in AY 2020-2021.

Table 6 provides the system specifications and actions to design the SLAS.

Table 6

Program Design Components	PARTICULARS
Data requirements	<p>The SLAS will collect information from students to determine their Learning Assistance Needs. Information will include, but not limited to:</p> <ul style="list-style-type: none"> • Connectivity Situation – attributes of the environment that would enable the learner to readily connect to synchronous classes and conveniently access online materials of the University • Connectivity Options – means available to the learner to access learning materials, class activities, and academic resources of the University in remote learning and teaching contexts. • Financial capacity – financial capacity of a learner's household to afford connectivity options and cover the cost of requirements to improve their readiness to participate in remote learning activities. • Learning assistance requirements – services, mechanisms, and approaches to address barriers to participation and improve learner's readiness in remote learning activities.

<p>Application and Screening Activities</p>	<ul style="list-style-type: none"> • The SLAS will accept applications from all students during the Advanced Registration Period. • The SLAS will employ an algorithm to determine students who will be given gadgets and Internet subscription subsidy. • The System will generate reports (i.e., Infographics) that summarize the learning requirements of students enrolled per class to aid faculty members in designing programs.
<p>Benefits and Support</p>	<p><u>Benefit and Support to Students</u></p> <p>Category 1 – The following students will be given priority in the grant of gadgets and Internet subscription subsidy:</p> <ul style="list-style-type: none"> • Students who belong to Lower Middle to Low-Income Households (i.e., PD80, FD, and FDS based on the SFA Online) in AY 2020-2021 • Require gadgets and connectivity services to continue studying in AY 2020-2021 • Indicated reliable Internet connectivity in their present residence <p>Category 2 – The following students will be given priority in the grant of subsidy for internet subscription:</p> <ul style="list-style-type: none"> • Students who belong to Middle to Upper Middle Income Households (i.e., PD60 to PD33/40 in the SFA Online) in AY 2020-2021 • Indicated reliable Internet connectivity in their present residence <p>Category 3 – Students with specific Learning Assistance Requirements (i.e., Assistive Services for PWDs, Tutorial Services, Social Support) will be given support through programs to equip the faculty member to handle their concerns.</p> <p>Category 4 – Students who are not assigned in Categories 1, 2, or 3 will be referred to Colleges, Student Affairs Units, and other University Programs of the CU to attend to their learning assistance requirements.</p> <p><u>Benefit and Support to Faculty members</u></p> <p>Faculty members will be given a summary of the Learning Assistance Needs of the students enrolled in their class so they can adjust their course packs accordingly.</p>

Program Users	<ul style="list-style-type: none"> • CU OVCSA/OSAs, OVCAA, Computer Centers, and Other Units to determine students who will be given gadgets and Internet subscription subsidy • UP OVCAA and other Colleges (e.g., UPD College of Education) to help design Webinars and other programs to make the course packs responsive to the student's needs.
Operation Requirements	<ul style="list-style-type: none"> • Online platform for application, screening, and viewing information • Algorithm to determine priority students and facilitate referral • Screening policies • Program managers by CU

PEER LEARNING GROUPS

The Peer Learning Groups (PLGs) are Support Groups composed of UP students and managed by Group Facilitators. Students may join recognized PLGs for tutorial services and other support sessions (e.g., peer counseling sessions, orientation activities). The PLGs shall form Networks across the UP System to link them with other support and interest groups (e.g., Math Clubs in other campuses). The PLGs program, to be dubbed *Ugnayan*, is envisioned to address students' concerns in Self-Paced Learning contexts and contribute to overall Mental Health and Wellbeing by enjoining students to be active agents in coping activities.

The Facilitators of PLGs shall be Student Assistants (SAs), Graduate Assistants (GAs), and Volunteers specially trained to manage PLGs. Guidance Counselors or Faculty Members of a College will guide the PLGs to ensure the group remains safe for the student.

Table 7 provides the system specifications and actions to design the Program.

Table 7

Program Design Components	PARTICULARS
Data requirements	<p>At the beginning of the semester, students will be asked areas of concern that can be addressed by PLGs. These may include:</p> <ul style="list-style-type: none"> • Tutorial in challenging courses (e.g., math, chemistry, statistics, accounting, economics) • Special interest activities (e.g., hobbies, emerging interest areas, freshie concerns) • Social support (e.g., coping with stress, time management)
Application and Screening Activities	<p>Students are encouraged to join PLGs to help keep up with class requirements or give them social support remotely.</p>

	<p>The University will accredit PLGs. Students who wish to become PLG facilitators shall undergo training before they can engage other students.</p>
Benefits and Support	<p><u>Benefits to Students</u></p> <p>Students who are part of PLGs may be given access to any of the following:</p> <ul style="list-style-type: none"> • Tutorial services and learning materials from PLGs created to offer supplemental learning activities • Information and emotional support from PLGs formed to facilitate peer support • Other social support that students may need in remote learning contexts <p><u>Support to PLG Facilitators</u></p> <p>Facilitators are students trained to manage PLGs. They will be appointed as Student Assistants (SAs) and Graduate Assistants (GAs) and will be paid hourly rates to help defray the cost of managing PLGs (e.g., Internet connection, utilities).</p> <p><u>Support to Faculty members</u></p> <p>To supplement academic instruction, Faculty Members may endorse students to PLGs created to offer supplemental learning activities.</p>
Program Users	<ul style="list-style-type: none"> • CU OVCSA/OSAs, to appoint, train, and provide support to PLG Facilitators • Faculty Members and Guidance Counselors to supervise PLG Facilitators and monitor PLGs
Operation Requirements	<ul style="list-style-type: none"> • Appointment of SAs and GAs as PLG facilitators • Appointment of Faculty Members and Guidance Counselors to oversee PLGs • Training Program to equip PLG facilitators • Code of conduct and policies to be observed by students and PLG facilitators • Online platform that PLG facilitators can use to engage students and post announcements

STUDENT MENTAL HEALTH AND WELLNESS PROGRAM

The Student Mental Health and Wellness Program is proposed to promote mental health care in the University and address the needs of vulnerable students during the Pandemic. The Student Mental Health and Wellness Program shall:

- Promote health and wellness information, from class management to general wellness activities, in various media to students and faculty members
- Provide curated resources on self-management and coping to students with mental health problems and concerns
- Create mechanisms to connect students with mental health problems and disorders to immediate support
- Create mechanisms to organize continuing care for the recovery of students with mental health problems

The Program, to be dubbed *Kalinga Program*, is envisioned to address the Mental Health and Wellness (MHW) concerns of students in remote learning and teaching contexts. The Program is guided by the Healthy and Nurturing University idea. A Healthy University is not defined by the health status of a specific group, but the wellbeing of the entire student population. A Nurturing University has systems that enable timely response and care to reduce the treatment gap and improve the general population's health.

The initiative is envisioned to create a University and CU-based MHW Program that can serve different groups of students. The *Kalinga Program* has four (4) subcomponents. Each component provides interventions to students grouped according to their mental health and the presence of mental health disorders. These groups are:

- Group 1. The general student population, composed primarily of students without mental health concerns and psychiatric disorders
- Group 2. Students with coping concerns
- Group 3. Students requiring immediate support
- Group 4. Students in need of continuing care

Table 8 provides the system specifications and actions to create the MHW Program.

Table 8

Program Design Components	PARTICULARS			
	MHW Program for Group 1 students	MHW Program for Group 2 students	MHW Program for Group 3 students	MHW Program for Group 4 students
Data requirements	Information from the CUs and other agencies to promote MHW awareness	Resources on self-management to improve the coping skills of students	Data from students to determine Depression, Anxiety, and stress levels	Information that can be used to prepare support and continuing care programs
Application and Screening Activities	Inputs will be gathered and curated into	Contributions will be collected and	Online application to be filled out by	Information that can be used to

	one source of MHW resources accessible online	curated into one source of MHW resources available online and in other platforms	students. The inputs will be used to determine the state of mental health and facilitate referral to an MHW service provider	facilitate referral and organize continuing care
Benefits and Support	MHW promotion and awareness of the general population	MHW promotion and awareness of the general population	Mental health treatment (e.g., psychiatric services, counseling services, medication)	Organized care and continuing support to students to allow them to recover
Program Users	MHW Task Force (to be created) CU-based MHW unit to oversee cases	MHW Task Force (to be created) CU-based MHW unit to manage cases	A network of MHW Professionals, Providers, and Workers Case managers CU-based MHW unit to oversee cases	A network of MHW Professionals, Providers, and Workers Case managers CU-based MHW unit to manage cases
Operation Requirements	Online platform to publicize MHW information Expert advice to curate resources MHW Task Force at the System and CU level	Online platform to disseminate MHW information Expert advice to curate resources Inventory of information to aid in the referral of cases MHW Task Force at the	Online platform to accommodate applications Creation of UP network of MHW professionals, providers, and workers Appointment of Case Managers	Online platform to access information about student Creation of UP network of MHW professionals, providers, and workers, and other support units Appointment of Case Managers

		System and CU level	Orientation on the use of the online platform. Assignment of a CU-based MHW unit to oversee cases	Assignment of a CU-based MHW unit to oversee cases
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STUDENT HELPDESK

The University has several support programs available, but these are difficult to reach when students are at home. A Student Helpdesk is proposed to facilitate referral to the offices and other services that students would need in AY 2020-2021.

The Student Helpdesk is a One-Stop Center where students can seek advice on Academic Matters, Emergency Concerns (e.g., domestic violence, suicide cases), and Legal Concerns (e.g., abduction, red-tagging) even when they are at home. By providing a Triage System, the Student Helpdesk can help address concerns on Mental Health and Wellbeing (e.g., where to seek help, what resources are needed), Social and Economic Concerns (e.g., how to apply for financial aid, how to apply for learning assistance). The Helpdesk can also serve as a ready source of expertise and other information to ensure the protection of Rights and Freedoms of Students (e.g., what to do when red-tagged, how to report sexual harassment cases). The Student Helpdesk manager acts as a referral to the appropriate Student Affairs units, UP offices, and other groups that can directly assist the student in need.

Table 9 provides the specifications and actions to create the Program.

Table 9

Program Design Components	PARTICULARS
Data requirements	<p>To function, the UP Student Helpdesk will require a list of contact information of all available Student Services and other essential services (e.g., academic, legal, gender) that would be useful in AY 2020-2021. Units that will be part of the Student Helpdesk should be able to provide advice on:</p> <ul style="list-style-type: none"> • Academic requirements • Student services (e.g., student financial assistance, student organizations) • Mental health concerns • Legal assistance • Guidance on gender-based violence, sexual harassment, and domestic violence • Health concerns • Other emerging concerns

Application and Screening Activities	Students can contact the UP Student Helpdesk and report the assistance they need.
Benefits and Support	Students will be referred to the offices across the UP System who can attend to their needs. In case of emergencies (e.g., Suicide Cases, Accidents), the Helpdesk can immediately report the incident to the Crisis Management Unit of the CU to address the student's concerns.
Program Users	<ul style="list-style-type: none"> • CU Student Affairs Offices • CU Crisis Management Units
Operation Requirements	<ul style="list-style-type: none"> • Dedicated personnel to attend to concerns of the student • A dedicated email or telephone number to accept concerns • Updated directory of offices, services, and functions • Creation of crisis management teams • Training Program to equip Crisis Management Team members • Dedicated unit to oversee reports received by the Student Helpdesk

IMPLEMENTATION

The OVPAA shall form Technical Working Groups (TWGs) to oversee adjustments in the UP SAS program and the creation of new SAS programs. TWGS will have at least one (1) USC chair and one (1) Student Affairs Head from any of the CUs as members. All TWGs will be supervised by the OVPAA, through the AVP for Student Affairs.

In view of emerging needs, TWGs may recommend additional actions to enhance programs' capacity to respond to student concerns.

A Gantt Chart of Activities provides the schedule and other activities to complete the Programs.