

# The Situation of the Research, Extension, and Professional Staff (REPS) in UP Diliman and their Organized Efforts to Enhance their Welfare

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## Introduction

The University of the Philippines (UP) is the premiere academic institution in the country. Many of its natural and social scientists have been recognized in their own specific fields locally and abroad, not only in instruction but also in research and extension. Thus, the present administration called for the strengthening of these endeavors.

In her investiture speech entitled "*The University of the Philippines: A National University in the 21<sup>st</sup> Century*", President Emerlinda R. Roman observed that the institution of higher education has continued to work *toward social transformation, toward recapturing a sense of national purpose, toward modernization*. She recognized though that greater effort needs to be exerted to be at par with other universities in the region and in the world.

As Chancellor then and as President now, Dr. Roman has encouraged faculty and staff to develop more noteworthy researches. This call was primarily made to advance and promote the contributions of the University in the generation of scholarly knowledge and technologies for the academe and the country and in the promotion of these through extension efforts. *The strengthening of UP's position as the leading research and development university in the country and eventually in the region can be done because its mission is not only to transmit knowledge but to discover new knowledge, art, and technology* (Roman, 2005).

The Research, Extension, and Professional Staff (REPS), more particularly, the research and extension personnel play an important role in the realization of the research and extension agenda of the different units and the university as a whole. It is therefore important to look into the situation of the University's research and extension employees as they carry out their functions.

The REPS, especially the research and extension sector, has continuously expressed a significant number of problems since the creation of their positions on January 20, 1967. Most significant among them are the non-alignment of their actual duties and responsibilities with their functions and the differences of perceptions of these duties, responsibilities and positions by the REPS themselves, their superiors and subordinates. Accordingly, parameters in the involvement of the members of the research and extension staff were set in relation to the work of the faculty since the research and extension functions are also their domain. Like the administrative staff, they are expected to do only staff work, providing support to individual faculty or to particular programs and projects of faculty or the unit to which they belong.

Being an academic institution, the members of the faculty believe that leadership or "**faculty governance**" in these endeavors is their purview and the acknowledgement of the work should be given **only** to them even if the actual function of the research/ extension staff is the same or has gone beyond that of the former. This is the "accepted practice" in the academic units. The REPS contended that these issues have not been formally addressed up to the present.

After a series of dialogues with then Chancellor and now President Roman, she commissioned a research in 2003 to examine the situation of the REPS, particularly, that of the research and extension personnel. The results of this study would hopefully translate into policies and programs that would distinctly define the roles and functions of the UP Diliman REPS. This would then be a big step on the part of the University towards maximizing their potentials and providing them with suitable positions and incentives.

## **Background of the Study**

From historical accounts, the positions of the Research, Extension, and Professional Staff (REPS) formerly called Academic Non-Teaching Staff (ANTS) were created as part of the effort of the UP Administration to upgrade the items of the administrative personnel. They were then categorized as belonging to the academic sector. Thus, similar to the faculty, their appointment papers did not pass through the Department of Budget and Management (DBM), and they were not covered by the employment policies of the Civil Service Commission (CSC).

On October 22, 1982, during the time of then President Edgardo Angara, the Board of Regents (BOR) changed the sector's classification to REPS. Because of this decision, the Department of Budget and Management (DBM) and the Civil Service Commission (CSC) categorized them as administrative staff because there were no parallel positions to categorize them in the government system. As a result, these employees are now covered by the DBM and CSC policies.

On July 14, 1992, the Supreme Court (SC) passed a decision, the G.R. No. 9689, disqualifying the membership of the academic sector, the REPS, and the faculty to the All UP Workers Union (AUPWU). This ruling was made in answer to a major concern raised during the certification election of the Union in the University.

The differing classifications by the DBM and the CSC, on the one hand, and the SC on the other hand, brought confusion to the academic units' perception about the REPS' role in the University. Many of them were assigned to a wide range of tasks, from entirely administrative to both administrative and academic functions. Their main tasks, research and extension, became peripheral jobs for many of them. Moreover, they have been marginalized in welfare benefits and privileges because there was no budget specifically allotted for the REPS. They had to get the amount from the share of the administrative staff, and this kind of arrangement has continued to the present.

But, like most of the faculty members, a significant number of the REPS have distinguished themselves as recognized experts in their fields, not only within the University but also in the country. They have pursued advanced degrees, and would like to further pursue their career in the University as

research and extension staff. However, this can only be done if the main issue on their role and status will be addressed. With the openness of the present administration, it is hoped that steps will be taken to establish the role and accordingly define the functions of the REPS in the academe.

### **The Research Problem**

This study focused on the following problems:

- A. What are the official REPS positions in UP Diliman and what actual duties and functions are assigned to them?
- B. What are the perceptions of the REPS on their duties and positions? What are the perceptions of the supervisors and subordinates on the REPS?
- C. What are the perceptions of the home institutions on the REPS positions and duties?

### **Objectives of the Study**

This study identified and evaluated the actual functions of the research and extension staff in UP Diliman. It also elicited from the REPS, administrators, and supervisors their perceptions about the positions and functions of the REPS in their units. The study had the following objectives:

- A. To determine the actual duties and responsibilities of research and extension staff;
- B. To elicit problem areas/difficulties that they experienced from their office set up;
- C. To survey the perceptions of Unit heads and supervisors about the functions of the research and extension staff in their units;
- D. To elicit the research and extension personnel's perceptions about their jobs and positions in relation to career development in their units; and
- E. To come up with recommendations to address the issues concerning the duties and responsibilities of, as well as the proper positions and incentives for the research and extension employees.

## Methodologies of the Study

### Conceptual Framework

According to Gareth Morgan as mentioned in the work of Stephen Littlejohn, an organization can be viewed from various perspectives. In its definition alone, he introduced a number of metaphors to describe the concept.

*... a machine which is a product by parts functioning together;  
... an organism that is born, grows, functions, and adapts to changes in the environments, and eventually dies;  
... brains that process information, having the capacity to develop plans; and  
... cultures that create meaning, have values and norms, and are perpetuated by shared stories and rituals*  
(Littlejohn, 1992:316).

One significant dimension that he brought out is that an organization can also be seen as a *political system in which power is distributed, influence is exerted, and decisions are made* (Ibid). Explaining further what he meant, he went on to say that these structures are

*... psychic prisons because in many ways they shape and limit the lives of their members ...they are also flux and transformation because they adjust, change and grow on the basis of information, feedback, and logical force ...instruments of domination with competing interest, some of which dominate others* (Littlejohn, 1992: 316-317).

What Morgan has elaborated on presents a dichotomy of views in looking at an organization.

The structural –functionalists believe that the organization has a definite structure which is hierarchical and a system of coordination, communication, and decision making that emanates from an authority. Moreover, a set of rules, policies and procedures guides its operations. Its members belong to an organic unit and each of them has definite roles and functions to perform. Being a closed system, practice and relationships within the organization are governed by existing norms. Changes in structure and/or relationships maybe acceptable but only to the extent that it will not disturb what has already been in place. This is so because stability and sustainability are the foremost considerations of these entities.

Those whose perspective is developmental, on the other hand, believe in the transformative nature of organizations. They view these entities as venues where they grow while achieving their goals and objectives. They take cognizance of the ever changing situation or environment and open their minds to current needs to enable them to be relevant in meeting their purpose/s. Authority and responsibility are shared, thus the system of coordination, communication and decision making is participatory. The members feel their accountability to the organization because they see themselves as members of a team actively contributing to the achievement of its goals and objectives and owning up to the responsibilities assigned to them.

The REPS believe that they are an important component of the University system, having the capability to contribute to its vision, mission and goals. They have identified and are growing with the organization. Thus, they believe that problem areas which have a significant bearing on their functioning need to be addressed. It is for this reason that, as a group, they have taken every opportunity to bring their concerns to the proper authority.

The University has been reputed to be a progressive and development oriented organization. It is thus important for the University to face and address the long standing problems that the REPS have raised over time. In the words of President Roman, she has acknowledged the effect, saying ...



*A community that feels unfairly deprived or neglected or ill treated cannot possibly be a vital and progressive one. We will exert every effort not just to nurture but to upgrade the welfare of the faculty, staff, and students and safeguard their rights (Roman, 2005).*

### The Respondents

Out of the 232 targeted respondents, a total of 168 participated in the study. They are permanently and temporarily employed and came from the 21 natural science and social science degree granting and 26 non - degree granting units, the main library and 7 of its extensions and the 12 Administration offices. The selection of the units and the respondents was purposive. Only the REPS whose actual duties and responsibilities were not clearly defined in their units were included in the study. Thus, the professional employees whose functions are specified were excluded.

On the other hand, the deans/heads of units and supervisors of the REPS who participated in the research were requested to answer separate questionnaires to also determine their perceptions about the functions of this sector in their units. Eighteen of the 31 dean/heads of units and 57 of the 106 supervisors answered the instruments given them.

### Methods of Inquiry Used

A number of methodologies were used to get the needed data about the perceptions regarding the functions of the research and extension people in their assigned units. A review of the documents like the minutes of the Board of Regents' (BOR) meetings, position papers, documentation of meetings and dialogues with University officials, among others, was done. Furthermore, interviews with key informants and other REPS were also conducted.

These foregoing methodologies enabled the research team to come up with a demographic profile of the REPS (age, highest education attained, rank and position, number of years in present position, salary, other sources of income, number of years working in UP, benefits received from UP, family income). The team was able to get additional information including the

history and situation of this sector, the government and University rules and policies covering their appointment as a sector, some problems and concerns that they face as well as their recommendations to improve their situation.

A set of instruments was also developed and administered to the research and extension employees, the deans/heads of units, and supervisors. From the REPS, the data generated included:

1. their position in the organizational structure;
2. actual tasks and functions of the research and extension staff;
3. perceptions of research and extension staff about their jobs as these relate to career development opportunities; and
4. their recommendations for improving their work conditions.

The deans/heads of units and supervisors provided information about their perceptions on the role and regard for the research and extension employees and as these related to their career service opportunities as well as the issues that they experienced in the course of performing their job. Moreover, their recommendations for improving the REPS work conditions were also elicited.

#### Definition of Key Concepts

1. REPS- University employees performing academic functions such as research, extension and professional services (Supreme Court Decision GR # 96819)
2. Academic functions – these are the basic functions of research, extension, and professional services that are performed by the research, extension and professional staff and are directly associated with the mission, vision, and goals of the university.
3. Administrative functions – these are the functions performed by administrative employees, clerks and other support staff that help in the operations of the units and offices.
4. Duties and responsibilities – tasks performed by virtue of one's position



## **Results of the Study**

### ***Documents Review: Background of the REPS Problems***

Background information about the REPS sector is hereby presented for better understanding of their positions, duties and responsibilities, the present regard of themselves and of them by other sectors of the University, and their situation including the problems that they are experiencing in the course of their work.

### ***The Goals and Functions of the University of the Philippines***

The University of the Philippines is considered the premier state university of the country. As an academic institution, its main purposes, as stated in Chapter 1, Article 2 of "The 1984 Revised Code of the University of the Philippines" (1984), are as follows:

- A. Provide advanced education in the Humanities, Philosophy, the Sciences and the Arts;
- B. Give professional and technical training;
- C. Encourage and undertake research;
- D. Contribute to the growth, dissemination and application of knowledge

In order to pursue its goals with resolve, both the University and its academic staff and students, exercise their right and responsibility to academic freedom. For the former, it means "freedom from intervention and control in the conduct of its affairs as a University." On the other hand, the latter is free "to conduct academic and scholarly inquiry and to discuss and publicize the results of such inquiry" undeterred by "prior restraint or subsequent punishment" (Chapter 1, Art.3, p.1). As indicated, each of the goals is in support of each other and is as important as the other.

Article 6 of the same chapter however defines its functions to wit: "the University has the responsibility to ensure high academic standards in its primary functions of instruction and research. Extension and other activities must be supportive of these functions" (1984: 2).

The University is an academic institution whose operations are mainly supported by the country's taxpayers. Thus, as stated in Article 4, it has a social responsibility to relate its activities to the needs and aspirations of

the Filipino people (1984: 2). As such, it is covered by legislation that applies to government institutions, like the Salary Standardization Law (SSL). Its employees, except for the faculty and the REPS, are governed by the rules set by the CSC. Personnel matters that affect budget allocation, as in the case of item modification, classification or augmentation, have to be approved by the DBM that releases the funds allocated by Congress for the operations of the university.

Though the BOR is, by law, the policy making body of the University System, and has the final word in the approval of appointments, benefits, and contracts, its decisions consider public policy. Thus, provisions specific to the University are covered by agreements between the President of the University and the head of the government office. Such were the cases in the Romulo-Subido agreement in 1963 and the Abueva-Sto. Tomas agreement in 1992.

#### *The Diliman Campus as a Constituent University*

The Diliman Campus is considered the flagship campus of the University of the Philippines. As such, its goals and objectives are the same as those of the entire university system. How its primary and support functions are to be performed are expressed in its organization and in the positions created for the human resource that executes the various jobs found to be necessary to achieve the principal purposes of the campus as part of the university system.

In terms of structure, the Diliman campus performs these primary and complementary functions through its degree granting and non-degree granting units. It currently has 27 academic degree granting units that are headed by deans (based on the graduation list approved by the University Council on its 81<sup>st</sup> meeting held on April 23, 2003 and confirmed by the BOR during its 1171<sup>st</sup> meeting) and 44 academic non-degree granting units ([www.up.edu.ph](http://www.up.edu.ph), no date when last updated, and the 1984 Revised Code of the University of the Philippines, p.44) headed by directors, most of which are attached to degree granting units.

These academic units may have their own research and extension offices or be non-degree granting units providing research and extension functions to their attached degree granting units. The institutes and

offices offer research and training services in their specialized fields, not only to the members/sectors within the academic community but also to various government and non-government agencies outside of the academe. The research institutes, in particular, conduct studies that contribute to the advancement of the country's science and technology, as well as give inputs for the formulation of appropriate policies and legislation. Some of these research institutes have been given the distinction of being national centers of excellence.

Essential to the conduct of research and extension are the research, extension and professional staff of the various units. However, through the years, their role in the performance of these functions in the University has been perceived differently by the various sectors of the academic community. The same could be said of the government agencies which are tasked with determining the qualification standards, the classification into various ranks, the definition of the duties and responsibilities, as well as the corresponding salaries to be received by those who sit in the various positions.

*The Classification of the Research, Extension And Professional Staff and the Nature of its Functions*

The nature of the function of REPS, whether academic or administrative and their subsequent classification, had been the subject of the meetings of the BOR, particularly when discussed in connection with matters of promotion, compensation, union membership, availing of development funds, and representation in the BOR vis-à-vis the faculty.

Based on the limited document review made by the study's research assistant from the period September to December 2003, it was revealed that the current nature of the function of the Research, Extension and Professional Staff and their classification, is defined in the following documents: the Minutes of the Meetings of the Board of Regents as published in the University of the Philippines Gazette, The 1984 Revised Code of the University of the Philippines, The Index of Occupational Services, Position, Titles and Salary Grades published by the Compensation and Classification Bureau of the Department of Budget and Management (July, 1997), and the Class Specification Manual. A review of previous codes and past meetings of the BOR also revealed the history of the creation of REPS as a sector in the university.

- A. The UP Revised Code of 1961 made reference to only two sectors of personnel in the University. Chapter 4 of the Code dated October 1946 and approved by the Board of Regents on January 9, 1961 stipulated the composition of the academic staff (Section 1, Article 1) to be limited to the members of the teaching staff: Professor, Associate Professor, Assistant Professor, Instructor, Assistant Instructor, Professorial Lecturer and Lecturer. (p.53)

Reference to the other staff was made in Chapters 6, Art. II (Entitled Administrative Employees, Clerks and Other Help) and Chapter 19. These chapters provided for the conditions of employment of the administrative staff that referred only to administrative officers, clerks and other employees appointed by the BOR upon the recommendation of the President (Chapter 19).

- B. In 1963, in a letter (dated Sept 5, 1963) of then UP President Carlos Romulo to then Acting Civil Service Commissioner Abelardo Subido, he explained the composition and distinction of the staff employed by the University with the purpose of clarifying who were subject to CSC rules. The letter defined academic personnel to be "the body of persons to whom are entrusted the governance and instruction of a University or college, the president or principal, and the leading teaching staff of a University or college or faculty of a school."

Non-academic personnel, on the other hand, were specified to be the unskilled laborers, workers or short term project staff, the appointment of which the CSC delegates authority to the President of the University.

The letter also stipulated that the university shall make appointments of academic personnel and that the CSC "shall only be given copies for purposes of notation and records." On the other hand, "clerks, administrative officers, etc., shall be governed by the civil service laws and rules concerning the competitive service."

These were the subject of an agreement between then President Romulo and Commissioner Subido which also specified

that UP is not covered by the WAPCO . It was also ruled that the personnel whose basic appointments were academic but who were assigned to perform administrative work with compensation or honorarium shall be classified on the basis of their primary appointments or functions.

There was, however, no stipulation that the academic staff included those performing research and extension functions and providing professional services.

- C. It was only on January 20, 1967, during the 754<sup>th</sup> Meeting (Minutes, p.13) of the Board of Regents ( under the Matters Recommended by the President for Approval, particularly on Administration, #4) that there was a clear inclusion of staff performing research and extension work and providing professional services as part of those doing academic work. The Board approved the definition of the "academic staff" of the university thus: *"referring to and constituted by the Teaching Staff and the Non-Teaching Staff to be further classified as follows:*

1. *Teaching Staff –*

- (a1) *Regular members of the faculty*
- (b) *Non-regular members of the faculty*

2. *Non-teaching Staff*

- (a) *Research personnel – researchers, research aides, research assistants, research associates*
- (b) *Professional extension workers*
- (c) *Professional librarians*
- (d) *Guidance Counselors*
- (e) *Technical specialists – training specialists, information specialists, labor education officers, training officers"*

- D. On October 22, 1982, during the 954<sup>th</sup> meeting of the BOR, the Board approved the change in nomenclature of this sector from Academic Non-teaching Staff (ANTS) to Research, Extension and Professional Staff (REPS) (pp. 24-25).



E. Under the 1984 Revised Code of the University of the Philippines, in Book II Title II, Chapter II, entitled, "Research, Extension and Professional Staff", Article 116 defines the composition of this sector to include the following:

1. *Research personnel – (research aides,) research assistant(s), research associate(s), researcher, research fellows (s), etc.)*
2. *Professional extension worker(s)*
3. *(Professional) Librarian(s)*
4. *Guidance Counselor(s)*
5. *Technical Specialist(s) – legal education officer, training specialist(s), information specialist(s), labor education officer(s) training officer(s) and*
6. *Such other positions as may be created by the Board of Regents. (p.44)*

The nature of the functions of the REPS was also defined under Art. 117 to be, "*Research personnel shall be involved in the basic academic function of research; extension and professional services staff shall perform complementary functions ...*"

In the same source, extension services was further defined to be

*"the conduct of short term non-degree courses, refresher or review classes, seminars, conferences, special training or continuing education and similar programs."*

Later, in April 2002, the Office of Extension Coordination expanded the definition, thus:

*"Extension is the provision of services by an academic unit, faculty, staff and students individually or as a group to the people and other organizations. (Its scope) includes services utilizing expertise and talent related to one's discipline outside instruction and research such as:*



*non-degree training seminars, workshops, conferences review classes; advisory/ technical/ information services, exhibits and performances, consultancy, networking, advocacy and voluntary/ community work."*

- F. However, in April, 1986, during the 987<sup>th</sup> meeting of the Board of Regents, under the leadership of then UP President Edgardo Angara, the Board approved his recommendation for the Board to adopt the recommendation of the Presidential Committee on Promotion and Wages, to wit:

*"Reclassify research, extension and professional staff (REPS) to either faculty or staff and adopt a two-category classification of University personnel, namely faculty and staff."*

The BOR further defined the basis for the classification, i.e.,

*B-5.8. The Committee suggests that personnel in this category be reclassified either as faculty if they are required to teach or as staff if they are required only to do research and/or extension work without any teaching responsibilities.*

It further defined the basis for the evaluation of the REPS to depend upon the category to which the individual staff had been classified.

*B-5.9 Evaluation of these personnel should be made on the basis of guidelines and criteria set forth in the category (faculty or staff) to which they belong.*

The Board also set the timetable for the implementation of the reclassification to be achieved by January 1, 1987.

- G. On July 2 1992, then President Abueva recommended to then Civil Service Commissioner Patricia Sto. Tomas, the approval of a set of qualification standards that the University would use for its recruitment of personnel. Specific requirements in the hiring of Research, Extension and Professional Staff were defined. This did not include Civil Service Eligibility even at the lowest entry level for the University Extension and University Research Service Groups, fixed at salary grade 12. (Note: This placed REPS in the same status as the faculty who were not required civil service eligibility as a requisite to employment.)

This reiterated the provision on the appointment of REPS, as contained in the 1984 Revised Code of UP, (Art. 491, p. 156) and the Subido-Romulo agreement in 1963.

*Art 491. QUALIFICATIONS. – No person without at least a baccalaureate degree may be appointed to the Research, Extension and Professional Staff. **Civil Service Eligibility shall not be required for appointment except in the case of librarians.** (Underscored).*

The exemption from civil service eligibility is the same as that of the faculty as stated in the same Code:

*Art (158) 409. EXEMPTION FROM CIVIL SERVICE EXAMINATION. – Members of the faculty shall be exempt (as such) from any civil service examination(s) or regulation(s) as requisite to appointment.*

This agreement also specified the entry level of the REPS to be at Salary Grade 12 while that of instructor was Salary Grade 14.

- H. In July 1993, the Board of Regents, during its 1067<sup>th</sup> meeting, drew up the guidelines on the shifting of REPS to faculty status.

Based on the minutes of the meeting, it appeared that the shifting of REPS to faculty status was a means to provide deserving REPS an avenue for upward mobility beyond the ceiling set by the Salary Standardization Law which was Salary Grade 24. The ceiling was enforced even if the REPS attained educational and other qualifications comparable to, if not more than those with faculty status.

It was cited in the minutes that though both faculty and REPS start at the lowest level with a bachelor's degree, a faculty applicant is expected to teach in the field of his specialization in the BS/BA degree, *"this need not be the case for the REPS, whose undergraduate degree could be in another field."* It was at entry level where the difference in faculty and REPS status begins. According to the minutes, the Salary Standardization Law provides that the faculty starts at Grade 14 while the REPS begins at Grade 12.

The conversion table approved was as follows:

REPS	Grade	Grade	Rank
Univ Res I (MA plus PhD units)	16	16-18	Inst. 4 - Asst Prof I
Univ Res II (PhD Candidate)	18	18-19	Asst Prof 1-3
Univ Res III (PhD)	20	20-21	Asst. Prof 4-7
Univ Res IV (PhD)	22	22-23	Assoc Prof 1-3
Univ Res V (PhD)	24	24-25	Assoc Prof 4-5

It was also part of the decision that the REPS need not be limited to the positions specified in the conversion table if the REPS had other merits that qualified for a higher faculty position. Specifically, it states that

"In highly meritorious cases, the prospective faculty may be recommended to a position higher than what is specified in the conversion table..."

However, REPS on permanent status lose tenure upon appointment to the faculty. Their status reverts back to temporary and tenure will be granted only after two years as Assistant Professor and one year if shifted to Associate Professor. All

those who shifted will henceforth be subject to all the University rules governing faculty.

Subsequent addenda to these guidelines were discussed during the 1090<sup>th</sup> meeting of the BOR in 1995 and the 1097<sup>th</sup> meeting in 1996 concerning the promotion of faculty and REPS.

- H. More recent documents reviewed revealed that at the level of government agencies in charge of the classification and standardization of government positions, the academic nature of the academic non-teaching staff has become more defined.

The Index of Occupational Services, Position, Titles and Salary Grades, published by the Compensation and Classification Bureau of the Department of Budget and Management in July, 1997 indicates this.

For instance, research, extension and professional staff positions in the University have the following equivalent classification -

- 1) university research service group,
- 2) university extension service group,
- 3) librarians,
- 4) science education specialists,
- 5) law reform service group
- 6) law education service group,
- 7) development management group
- 8) guidance service group
- 9) museum research group

They are classified in the Index together with the teaching staff under the Education, Library, Museum and Archival Service.

The Class Specification Manual, on the other hand, further specifies the official designations under each category that define the distinct levels of responsibility as well as the ladder of promotion within the category. These are:

University Research Associate I and II  
University Researcher I to V

University Extension Associate I and II  
University Extension Specialists I to V  
Science Education Associates I & II  
Science Education Specialists I – V  
Law Reform Associates I and II  
Law Reform Specialist I-V  
Law Education Specialist I -V  
Development Management Officer I - V  
Museum Researcher I -V  
College Librarian I – V  
Guidance Services Associate I & II  
Guidance Services Specialist I –V.

The defined functions of each service group recognizing their academic nature are as follows:

*The University Extension Service Group focuses on the design and conduct of training and extension courses/programs as well as the preparation and dissemination of training and extension materials. It includes those who plan, direct and do this and related work.*

*The University Research Service Group is mainly responsible for the preparation and evaluation of research proposals and instruments including the collection, compilation, analysis and interpretation of results. It includes those who plan, direct and do these and other closely related work.*

*The Law Reform Group conducts legal studies and researches concerned with law reform and development of proposals for legislation for administrative rule making for the improvement of the legal system. Includes those who plan, direct and do this and closely related work.*

*The Law Education Group has as its main functions the design, planning and conduct of the various programs, seminars... as well as the establishment of linkages with other institutions for the teaching of elementary knowledge in law and the dissemination of studies, articles... It includes those who plan, direct and do this and closely related work.*

*The Science Education Specialists are mainly involved in curriculum development and conceptualization of development projects in science and the evaluation of curriculum program materials. The group's work also includes the preparation and conduct of training programs or short term courses on science and math teaching. It includes those who plan, direct and do this and closely related work.*

*The Museum Research Group is responsible for collecting, identifying, classifying, accession and cataloguing of botanical, zoological, anthropological or paleontological specimens. The group's work also includes conducting researches on such specialized fields of work and the monitoring, preserving and proper displaying of collections. It includes those who plan, direct and do this and closely related work.*

*The Library Group does cataloguing and classifying books and indexing of periodicals according to generally accepted systems, advises students and faculty on materials available for subjects under research; conducting physical inventory of library stocks and records. It includes those who plan, direct and do this and closely related work.*

*The Guidance Services Group is mainly responsible for counseling students with unsatisfactory progress in school work and in finding workable solutions to their jobs; taking charge of the testing program of the college/institute and conducting studies on student needs inventory, study habits and attitude inventory, etc. It includes those who plan, direct and do this and closely related work.*

*The Development Management Group prepares initial drafts of policy studies and assists in formulating development plans and programs. The staff under this group monitors development projects and appraises recent issues and developments that have controversial policy repercussions. It also compiles information on specific projects assigned. It conducts studies and recommends policies and other measures on management, availability and programming of*



*manpower resources. This group renders technical assistance on policy/program formulation and organization management to specific office/agencies.*

Administrative support functions are performed by those in the lowest ladder of some of the service groups **but are defined to be directly related to the work of the service group.** This is clearly reflected in the duties of the University Extension Associate I to wit: *"Renders technical and administrative support services in the conduct/implementation of training and extension courses/programs as well as in the production of training and extension course offerings and projects."* However, its equivalent in the research service group, the University Research Associate I, has the following duties, to wit: *"Renders assistance in the collection, compilation and processing of data as well as in the conduct of routine laboratory experiments."* No administrative staff functions are specified to be performed by the URA even at this level.

At the same time, it allows those in the top of the ladder to act as leaders as well as consultants.

For instance, as program/project leaders, the University Extension Specialist V **"directs and supervises the formulation, design and implementation of training and extension programs as well as the preparation and dissemination of appropriate training and extension materials."** As consultants, they **"provide technical assistance to agencies, LGUs and NGOs on the subject field thru formal and informal lectures and actual demonstrations."**

On the other hand, the University Researchers V can act as leaders of research projects as provided for in the duties, to wit: **"Supervises and directs the conduct and design of research programs/projects and activities in his subject field as well as in organization and management studies for specific agencies."** They can also act as consultants, to wit: **"Conducts organization and**

***management studies for specific national government agencies and corporations and formulates recommendations to improve organizational structures, methods and procedures and management operations."***

Though the above documents clearly define that REPS perform academic functions, there is an acknowledgment by officials at the University level that there are REPS who perform administrative functions and those who perform academic functions. This is manifested in the 1150<sup>th</sup> BOR meeting when the Board drew up guidelines on the Sagad Monetary Award for Faculty, REPS and administrative staff.

***"REPS (academic) who can no longer be promoted due to various reasons may receive a monetary award from P6, 000 to P8, 000 depending on their performance and based on the Guidelines for Merit Promotions 2000.***

***All REPS (performing administrative functions) and administrative staff who are already "sagad" and were not included in the latest merit promotion may be granted this award based on their last two performance ratings as follows..."***

### **The Salary Grade of REPS**

Based on the Index of Occupational Services, Position, Titles and Salary Grades, the categories have different entry levels. The entry level of the Development Management Group starts at Grade 11 and Librarian's start at Grade level 13 while the other groups start at Salary Grade 12 which, according to the Index, is the same salary grade level of instructors. However, based on the qualification standards of the University of the Philippines (1992), the Salary Grade of instructors, the entry level for faculty, is Salary Grade 14.

Those in the categories of specialists and researchers start at Salary Grade 16 which can move up to the ceiling of their category at Salary Grade 24.

Those in the associate positions can go beyond Salary Grade 14 and move on to specialist positions as long as they satisfy the additional qualifications required.

*The Appointment of REPS*

Based on the 1984 Revised Code of the University of the Philippines, the REPS should at least have a baccalaureate degree and need not have civil service eligibility to be appointed except in the case of librarians (Art. 491, p. 156). The procedures on the appointment of REPS are those that apply to the academic staff.

Appointment may be any of the following: (Art. 492, p.156)

- A. A regular appointment to a regular item position for an initial period of one year, renewable for a similar period. Permanent status, it was stipulated, could be extended after a minimum of three years of satisfactory service, "provided that service on substitute status shall not be included as part of the three year service."
- B. Appointment funded out of lump sum allotments in the University budget shall be for periods not exceeding one year per appointment issued. Those with this appointment may be issued a permanent appointment.
- C. Contractual appointment is given to those appointed to projects undertaken from time to time but for a period not exceeding one year.
- D. Affiliate appointment is extended to members of the faculty with a corresponding honorarium. In the same manner, REPS may be extended appointment as an affiliate member of the faculty.

As a result of this, the REPS became an invisible sector in the University. Depending on who decided and what was decided upon, they were sometimes here or there but in most cases, they were neither here nor there. The varying standards in recruitment and different practices in assigning roles and functions to them also led to confusion because many of the practices were not in consonance with certain policies.

The Human Resource Development Office (HRDO), Diliman is also in a bind because the employees are not aware of pertinent documents like the BOR decisions and policies agreed upon by Management related to REPS.

More often than not, their decisions are guided by practice rather than policy. Since the final reckoning in assessing their performance is based on standard job functions, a significant number of REPS were disenfranchised in benefits and privileges.

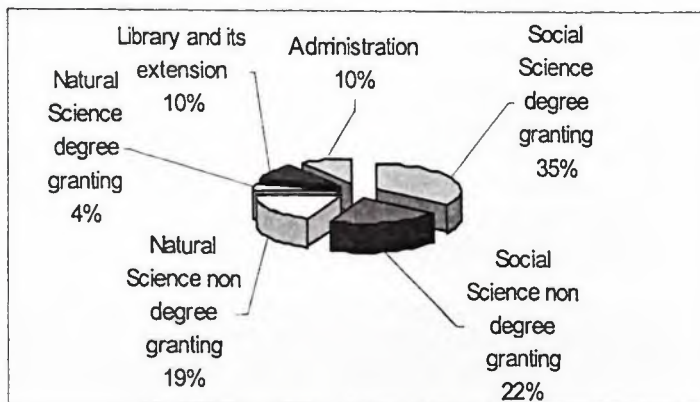
The University of the Philippines has always been known to fight for the rights of Filipinos who are marginalized and abused. It seems though that, with the practice of faculty governance, there is a dissonance between its reputation and the preferential treatment that the Administration gives to a dominant/ privileged group. It has somehow marginalized and discriminated the other sectors in benefits and privileges.

## Survey Results

### A. Profile of the Research and Extension Staff in UP Diliman

Most of those who participated in the study came from the social sciences degree granting units (58) and the social sciences non-degree granting units (37). Thirty-two respondents (32) were from the natural sciences non-degree granting units while seven (7) were connected with the natural sciences degree-granting units. Seventeen were assigned in the main library and its seven (7) extension units and the same number worked in the administration units of the Diliman campus.

Distribution of R/E Respondents by Unit Type



The data on sex of the respondents showed that the ratio between male and female staff is 1:4, meaning that for every male, there were 4 females interviewed. It could also be seen that 59% of the total number of respondents belonged to the 20-30 and 31-40 age categories.

In terms of their civil status, the data revealed that the number of married and single respondents is equal. There are three (3) widows and one (1) who is separated.

With regard to their educational attainment, four percent (4%) of the respondents have Master of Arts units while 21% are masteral degree holders. Sixty four percent (64%) claimed to have been conferred a bachelor's degree. While five percent (5%) had already completed their Ph.Ds, two percent (2%) still have to finish their requirements. Of those who pursued a Law degree, 11 graduated from the bachelor's level and four (4) from the masteral level. However, three (3) respondents indicated that they have not completed college.

The data on the official designation of the respondents showed that 41 of them are from the University Extension Service Group while 123 are from the University Research Service Group. Four respondents did not indicate their designation. Majority (54%) of those who participated are URAs I and II. This is reflective of the composition of the REPS' population where URAs comprise the majority of this sector.

Twenty-one (21) respondents, comprising 51% of the extension service group are in the specialist positions. There are 31 respondents, representing 25% of the research service group, who are in the researcher positions. When combined, those sitting in the higher level items compose 30% of the total number of respondents.

The associate position levels have salaries ranging from grades 12 and 14 respectively, while the specialist and researcher position levels have a wider range, from salary grades 16 to 22. There were no respondents from the ranks of University Extension Specialist V and University Researcher V since they were



included in the survey as supervisors. These two positions have a salary grade of 24, the highest in the REPS category.

With regard to the current employment status of respondents, the data reflected that 80% of the respondents are sitting on permanent items while only 18% have temporary status. Three did not indicate as to what category they belong.

The percentage of those with permanent status is an improvement from previous years, based on the statistics obtained from the studies made in 1998 (Pimentel) and 1999 (OVCAA and OCR), where only a little more than 40% of the REPS at the time the studies were conducted had a permanent status.

### ***B. Current View about the REPS Position***

From the review of documents, it can be seen that when the ANTS sector was created, the nature of the position was clearly indicated in the title "academic" itself. There was congruence in the position titles and the job descriptions.

It seemed that the regard for REPS as being administrative staff started in 1986 with the approval by the BOR of the reclassification of this sector either to faculty or staff. Only the faculty belonged to the academic sector while all others became part of the administrative personnel. When the decision was implemented in the latter part of the 80's, the application of CSC rules to the REPS like the eligibility, permanency clause, and the 8-hour reporting for duty requirement was enforced by UP HRDO. Later, in an agreement reached between then President Jose Abueva and former Commissioner Patricia Sto. Tomas on the specific requirements in the hiring of REPS, the eligibility requirement was excluded but the other prerequisites were upheld.

There is also a common notion that REPS should only perform staff functions like support to faculty and the units in general. But in the job description of specific position level per REPS classification, the line function of those sitting in higher level items is clearly indicated. This can be seen in the Class Speci-



fication Manual that specifies the areas and levels of responsibility that correspond to each grade level in a particular category. Thus, R/E staff belonging to Grades 12 and 14 provides support while the higher level ones are expected to perform leadership and management functions in varying degrees. This is quite unlike the current practice of assigning even higher level R/E staff to perform support functions only because they are not faculty.

It should also be mentioned that the reclassification of REPS supposedly opened a window of opportunity for them to become faculty. It implied that academic units should prioritize qualified REPS in filling up their vacant faculty positions but the survey data on the REPS showed that most were not considered for vacant faculty posts. The REPS themselves did not think of this as an option open to them because of the absence of support or mechanism within the organization to make this possible. The stringent requirements, too, for REPS to become faculty, including the provision that the individual has to go back to a temporary status might have discouraged them from pursuing this option.

From the various documents presented, it can be gleaned that there were agreements reached which were spearheaded by the past UP executives that brought about the differing regard for faculty and REPS. The upgrading of the starting salary level for faculty from Grades 12 to 14 and the retention to level 12 of that for the REPS may be one indication. Another manifestation may be the wide disparity in the ceiling level for these positions. Even if they have similar qualification requirements, the ceiling for faculty is Salary Grade 30 or 32, while it is Salary Grade 24 for REPS. The stringent requirements for REPS to be reclassified from their item to a faculty position including the giving up of one's permanency status bespeak of how the REPS are regarded by the UP Administration in relation to the faculty.

Historically, we could say that initially the faculty together with the REPS were regarded as belonging to the academic sector. This position was upheld by the Supreme Court in

their 1992 decision. However, the UP executives and the BOR came up with a number of decisions which when implemented gave the UP constituents the impression that this sector has a lower status than the faculty. These may have been the bases for considering the REPS as second class citizens of the University.

### ***C. Duties and Responsibilities of the R/E Staff***

#### **1. The Nature of Work**

In this study, the duties and responsibilities of the R/E staff were seen in the context of the standards set by the HRDO. From the 41 extension staff and 127 research personnel, 98 indicated that they are performing extension functions. On the other hand, 114 responded that they are involved in research activities. Of those who are undertaking extension work, on the average, 31% have line functions while of those doing research, 19.57% on the average carry out primary responsibilities. The rest of the respondents are occupied with staff functions.

Almost half of the supervisors also indicated that R/E staff designs training curricula, prepares project proposals, supervises staff, acts as resource persons and/or facilitator, among others. There were also those who provide assistance to faculty and the unit as a whole.

#### **2. Time Spent in the Performance of their Work**

The time spent for research and extension activities varied to a large extent. Among 83 respondents for instance, 45 spent 30% or less of their time in extension activities while 18 consumed from 81-100% of their time. There were four (4) though, who indicated that more than a hundred percent of their time was used up in their work.

The research staff had a similar pattern. Of the 86 who answered, 31 replied that they were using 30% of their time in their work while 16 said that their involvement took up from

81-100% of the duration. Again, five (5) indicated that they spent more than 100% of their time implementing research projects.

### 3. Unrelated Duties of R/E Staff

Apart from what they were expected to do, 121 respondents acknowledged doing other tasks unrelated to their expected jobs. Most of them have dual, triple, or multiple functions. These were administrative support, technical services, publication work, library services and support to teaching. These data could be substantiated by the responses of the administrators and the supervisors.

Among 15 out of the 18 heads of units interviewed, they said they were aware of the HRDO qualification standards and job descriptions of the R/E staff but only a third of them followed the stipulations. The R/E staff was thus assigned to other areas of work. The supervisors also enumerated similar tasks which were identified by the R/E staff. The matrix below shows a comparison of the reasons cited by deans/heads of units & supervisors, in the order of frequency of mention.

Reasons for R/E Staff Doing Unrelated Functions	
Deans/Heads of Units	Supervisors
Response to the need of the college; REPS functions were in answer to a situation	Exigency of service; need of office
Bulk of work is administrative; unit does not have a lot of research	Nature of office; nature of research and extension activities
Lack of qualified personnel	Unit's lack of understanding of job title and bureaucratic process
Library and administrative office are understaffed	
HRDO standards served as basis in setting own duties	

As the data indicated, the R/E staff does not have any definite place in the organizational structure. This might be so because except for the 6% of the respondents who

are not clear about the basis for their assignments, the R/E staff said that their current responsibilities were based on:

- a) their job description (34%),
- b) office/center plans (23%),
- c) familiarity with the nature of work (26%), and
- d) relationship with their supervisor (8%).

The responses of the research and extension personnel are a confirmation that majority of them have been performing tasks which are not included in their scope of responsibilities. This suggests that in the research and extension offices where the respondents belong, they are not as vibrant and as valued as they should be.

In an academic institution, the research and extension offices are important. They open avenues for discoursing and theorizing. Researchers give updates about current situation and practices, identifying certain gaps or needs and surfacing recommendations from the viewpoints of both the subjects and those conducting the studies. In extension work, on the other hand, the staff touches base with practitioners and groups in need through trainings, community services, and consultancies.

Such opportunities establish a symbiotic relationship between trainers/facilitators and subjects who thereby, grow from their interactions. The dynamism of learning comes from the sharing of theoretical inputs vis-à-vis the peoples' experiences, while maintaining the "local color" of a group or community. The outputs of these endeavors are documented and/or published; and, they are made available to faculty, students, REPS, and practitioners as teaching and training materials.

It is for this reason that the 1984 Revised Code of UP elaborated in Article 2, that the academic staff is free *to conduct academic and scholarly inquiry and to discuss and publicize the results of such inquiry* (p. 1). Article

6 of the same document elucidated that the *university has the responsibility to ensure high academic standards in its primary functions of instruction and research. Extension and other activities must be supportive to these functions* (p.2). Article 4 mentions that since the institution's operations are funded by taxpayers' money, *it has the social responsibility to relate its activities to the needs and aspirations of the Filipino people* (p.2).

#### **D. Location in the Organizational Structure**

Although there were a number of supervisors and R/E staff who could not clearly identify the location of the R/E staff in the organization, majority of them gave similar answers. Their replies were mostly reflective of the different arrangements that they are in: they are in divisions, departments, offices under the administrative officer, under the department chair, under a faculty, and in the laboratories. There were also those who answered that they are in the Dean's or Director's office, in the Research, Extension, Publication Offices, the Library Section or Office, and in all departments. There were also those who occupy dual positions and therefore could not identify where they belonged. As a result, the REPS could not cite any significant contribution to the unit. Hence, their value could not be recognized.

The data also gave a picture of the R/E situation in selected units of the Diliman Campus. The wide range and varying levels of staff involvement may indicate that policies and procedures covering the employment and the nature of work of the R/E staff differ from one unit to another. With the current arrangement, it can be deduced that the effort in research and extension of many of them have not been maximized. Duties and responsibilities are not done in accordance with the standard job description. Consequently, this may have affected the staff's productivity. With no space or opportunity open to them, initiatives to endeavor into pioneering activities were stifled. Definitely, in these cases, promotion was hard to come by and this was in fact attested to by one of the research staff.

The above mentioned information particularly indicates the invisibility of as well as the low regard for the research and extension employees in the University's operations.

### ***E. Problem Areas that REPS Experience in their Work***

The results of the study showed the problems that beset the performance of the REPS. Many of the concerns which were surfaced by the R/E staff were very similar to those aired in various occasions by the REPS for a number of years now. The interrelatedness of the difficulties encountered is quite noticeable. It could be gleaned that some of the difficulties mentioned were similarly prioritized among supervisors, particularly in providing staff support. The matrix below provides a comparison of responses in the order of frequency of mention.

Problems of R/E Staff	
Supervisors	R/E Staff
Non alignment of their duties and responsibilities with their position;	Work arrangements like overloaded because of multiple tasks, and the 8-5 working time;
REPS attitude that affected their work;	Non clarity of role and functions
REPS lack of skills in research;	REPS services as research staff were not fully utilized;
Difficulty in assessing the work of the REPS;	Lack of staff to perform administrative and library services
Fund constraints and inadequate technical facilities	Low regard for REPS, no decision making powers, limited opportunities for development
Lack of incentives and rewards for meritorious performance	Lack of management skills of administrators and supervisors including no clear research agenda in the unit
Office and administrative arrangements	Lack of funds for the advancement of the REPS
Personal constraint like economic	Lack of cooperation between faculty and non academic staff and unhealthy, demoralizing environment
	Compensation not rational
	Negative attitude of REPS including inferiority complex for not doing research
	Unclear basis for assigning to lower entry level despite available item and qualifications that meet the standard
	REPS lack of skills
	Lack/absence of formal orientation about work

When comparing the answers of the supervisors and the REPS, the following were noted:



1. In both cases, the acknowledged priority problems had to do with the lack of congruence in the expected role and the duties and responsibilities of the REPS.
2. While the supervisors considered lack of skills and the attitude of the REPS as priority problems, it was the non alignment of functions to the concomitant problems that the REPS consider as their main difficulty.
3. Other concerns that were not previously raised by the REPS were issues related to management and the problems affecting the relationship of the faculty with the non teaching staff.
4. Manifestations of the low regard for REPS were mentioned but only by two (2) respondents. One cited it outright as an issue while the other made reference to their marginalization in decision making.

The research and extension personnel have a significant role to play in the University. But with the continuing practice, many of them have not been given the opportunity to play a significant role in their fields of endeavor, as their answers implied.

Like the faculty, their undertakings enliven the spirit of discourse and strengthen the motivation to discover, question and critique. They can very well contribute to knowledge generation and dissemination to meet the challenge of President Roman.

#### ***F. Perceptions of Unit Heads and Supervisors about the Functions of the R/E Staff***

The data revealed that there are similarities and differences in the notions of the heads of units and the supervisors about the role of the R/E staff in their units. Most of them though are in agreement that the REPS perform duties and responsibilities that are academic in function but they differed in terms of their regard for these positions.

The following matrix presents the views of 15 deans/heads of units and 38 supervisors regarding the function of the REPS:

Perceptions about the Functions of R/E Staff	
Deans/Heads of Units	Supervisors
Do research, publication, training, and extension work	Provide support to academic work
Assist faculty in the conduct of research	Assist in administrative endeavors
Undertake research, publication, extension, administrative, and library work	Provide library services;
Assist in library duties	Give assistance to the college/office
Assist in academic activities assigned by the dean	Provide technical assistance
	Conceptualize and implement R/E program

Almost all of the administrators said that their R/E personnel perform the functions expected of them but at varying levels. There were those who said that in addition to or as their main function, the members of the staff do other tasks for the office. This is so, because of the unclear functions of R/E staff or due to the exigency of service.

The supervisors, on the other hand, noted the variety of responsibilities being performed by the R/E staff as well as their different levels of functioning. They also indicated that the work is mainly assistive in nature, providing support to the offices/units. There were, however, a number of respondents who recognized that some of the R/E staff had been assigned leadership and management roles.

In differentiating the role of the REPS with that of the faculty, there was a pattern in the answers of the administrators and supervisors who responded. These varying perceptions were:

1. Almost half of the respondents indicated that the role of the faculty is similar to that of the REPS because the latter also teach but not on a full time basis. They also conceptualize, implement, monitor, and evaluate research and extension programs and projects. They supervise staff; act as resource person and/or facilitator in trainings.
2. Quite a number of the heads of units and supervisors also mentioned that the faculty teaches and provides leadership to projects while the R/E staff does not.
3. R/E staff provides support to research and extension activities and to the faculty.

In the delineation of the REPS role with that of the administrative staff, a similar pattern of varying views could be found.

1. Many of those who answered opined that the REPS become involved in research and extension projects. They have more specialized qualifications and skills. The administrative staff does clerical and accounting jobs.
2. There were those who said that the administrative work that the REPS perform is in the areas of supervision of staff and management of research and extension related activities.
3. To a few respondents, their functions are similar because both sectors are involved in administrative work.

It could be observed that quite a number of respondents especially the administrators were not clear about the distinctive role of the REPS vis-a-vis the faculty and the administrative staff. These have far reaching implications to the R/E staff in relation to their assignments, their status and location in the office, as well as, the welfare benefits that are supposed to be given to them.

On a positive note, though, many of the respondents were aware that the situation of the REPS in their respective units has to be improved. In fact, they identified changes that could be instituted to make greater use of the staff's potentials and maximize their capacities.

These are:

1. instituting corrective measures to widen the opportunities of the staff and improve their welfare;
2. more involvement in and more time for research and extension work;
3. more items be made available; and
4. standardization of REPS functions and alignment of their duties with R/E functions.

From the responses of the administrators and supervisors, it could be gleaned that most of them are aware of the capabilities of the REPS. There were indications for realizing that the institution of corrective measures will redound to the benefit of the unit. They are thus supportive of the changes which they suggested.

**G. *REPS Perception about their Jobs in Relation to their Career Development in their Units***

The results of the study indicated that the R/E staff had difficulty classifying themselves into academic or administrative staff. The 54% who perceived that they are mainly doing academic work defined this in terms of their functions of research, extension, teaching, publication, library services, and consultancy. On the other hand, 24% had the notion that they undertake administrative responsibilities while 21% viewed their role to be both academic and administrative.

Most of the respondents (87%) replied that their role is quite clear to the unit heads, their supervisors, and the administrative staff. However, the other responses would also reveal that the role of the REPS is not clear to a significant number of respondents. On the other hand, 47% indicated that they performed duties outside of their job descriptions and 71% of cases showed that the nature of their assigned tasks was mainly administrative. The unclear role of the REPS was also listed among the problems identified and recommendations to this concern were given by the three (3) sets of respondents, respectively.

Furthermore, the answers of the respondents also revealed that the units to which they belong provided the R/E staff with a number of career development opportunities.

Career Development Opportunities			
Career Development Opportunities	Deans/Heads of Units	Supervisors	R/E Staff
Pursue further studies	14	45	102
Avail of scholarships, grants, fellowships	10	22	4
Act as resource person in trainings, both national and international	16	24	57
Publish researches in journals	9	21	51
Offer of a teaching post	8	17	
Lead projects	8	22	50
Present papers in national & international fora	12	35	85
Attend trainings/seminars	5	17	4
Head sections or offices	2		22
Travel abroad in relation to programs/projects			4

From their responses, it could be seen that the most commonly mentioned benefit was the pursuit of further studies. It could be seen that many REPS had availed of this privilege as indicated by the number of those who already have degrees in higher education, while the others are also undertaking their studies. Less than a third of them identified other venues like being resource persons and paper presentors locally and abroad.

Although there were quite a number of opportunities available, it did not mean that these opportunities were within the reach of R/E staff. It could also be noted that while both administrators and supervisors identified the offer of a teaching post as an opening for promotion, none of the R/E staff mentioned being offered a teaching post as a career development opportunity.

There were a number of constraints which both the supervisors and the R/E staff identified in the utilization of these benefits. As the matrix below shows, there seemed to be a similar trend in their views as to the reasons why REPS find

it hard to benefit from the present benefit package offered by the university.

Constraints		
Constraints	Supervisors	R/E Staff
The non alignment of their duties and responsibilities	27	55
The current structure of positions and pay under the salary standardization	14	55
Lack of funds for research and extension activities	24	53
Current provision in the policies, i. e. on promotion	13	35
Work overload	10	39
Not a priority of the unit	5	35
Not included in the plans of the unit	5	27
Lack of acceptance by other sectors in the unit	4	17

Staff development opportunities, according to 61% of the respondents were offered by their units to the R/E staff. From the total number of respondents, 68% indicated that they attended trainings for the past three years. The mean number of trainings attended was 2.41 with a range of 1-15 trainings. Seventy per cent of the trainings were sponsored by a unit of the university while 30% by agencies outside of UP. The mean indicates that the respondents attended less than one training a year while the range indicates that the opportunities were not evenly spread among the staff.

There were also R/E personnel who pointed out that the trainings were not so helpful in their growth. This lack of impact might be attributable to the absence of a clear development strategy for them. The respondents perceived that there were limited opportunities for capacity building locally and abroad that are suited to their specific line of work.

The data on their length of stay in the University and the number of years in their current post would reveal that more than half of the REPS have been with the institution for more than 10 years and 80% have been in their current post, 10 years or less. Majority of them are in the prime of their life. They are therefore an important



resource that the University has that possess the potential of making a significant contribution to the realization of its vision, mission, and goals (VMG) if their services are utilized optimally. Their commitment to stay in the university is quite evident.

#### **H. Recommendations to Address the REPS Situation**

A review of the data would reveal that the administrators, the supervisors and the REPS were able to appreciate the seriousness of the REPS situation. Their recommendations were all encompassing of the problems given.

Recommendations to Improve the Situation of REPS		
Deans/Heads of Unit	Supervisors	R/E Staff
Upgrading of status and enhancing of the regard for REPS	Expand welfare benefits and privileges for REPS and make them at par with faculty	Clearly identify the role and job definition of REPS
Provision of more benefits for REPS and encourage them to avail of career service opportunities	Push for administrative Intervention like standardization of functions for REPS	Develop and upgrade REPS' skills & include R/E agenda and program in the unit
Changing administrative practices to maximize the utilization of their services	Clarify role of REPS; Upgrade their status; recognize their contributions	Increase the salary of the REPS, provide greater incentives and career development opportunities;
Follow up recommendations raised during the "Search for Chancellor" forum.	Increase number of REPS positions and hire qualified REPS	Uplift REPS status by recognizing their contributions
	REPS should organize and network	Carry out administrative interventions i. e. release from CSC requirements, more independence in undertaking researches and extension activities in their own fields; and review qualification requirements vis a vis leveling of positions, among others.
	Fund source and generate	
	Upgrade the skills of REPS doing administrative work to enable them to meet requirements of their work	
	Administration must reduce red tape and change attitude about REPS	
	Improve laboratory facilities and equipment	

The recommendations especially of the administrators and supervisors reflect their awareness of the REPS capabilities and potentials. The proposed solutions though, have both policy and program implications not just for REPS in Diliman but for the whole UP system and not just for the REPS as a sector; but, also for the other sectors, faculty and administrative staff as well.

### **Moving Forward to Meet the Challenges of the Times**

The results of the research were enlightening to the REPS. The records that were reviewed especially the history, including how their present position came about and what the various policies, agreements, and BOR decisions were, vis-à-vis practiced; opened avenues for greater advocacy efforts for the recognition of the REPS role in the University.

There are two REPS organizations in UP Diliman - the All UP Academic Employees Union (AUPAEU) and the Research, Extension, and Professional Staff Association (REPSA). It is noteworthy to mention that in 2002, then Chancellor and now President Roman, facilitated their venue for working together when she formed an Ad Hoc Committee of REPS, composed of representatives coming from these two groups.

With constant meetings and other unit activities between these groups, those involved came to realize that their organizations have complementary and not divergent goals and objectives. Their pursuit has been focused on the concretization of certain recommendations that came out in the REPS study.

After presenting the research findings to the REPS on January 26, 2005, the Ad Hoc Committee continued involving more members and expanding its structure and responsibilities. Primarily, their aim is to bring about the constituents' recognition of their academic function and the setting up of a structure and mechanism for REPS participation in the decision making processes of the University.

The sector, through its Ad Hoc Committee, has taken effort to network with the other constituent Universities to share experiences about their issues and concerns and consolidate their group. Efforts were made to inform the members about developments in their sector and involve them in the activities related to their welfare. Some of the noteworthy areas of concern that brought them together on a regular basis included:

- a. the conceptualization of a system/structure that will include the REPS in the decision making processes of the University;
- b. a separate development fund for the REPS rather than drawing from that of the Administrative staff; and
- c. a separate manual of policies for the sector.

To facilitate the dissemination of information and decision making among them, the REPS divided themselves into clusters based on their professional groupings. At least three (3) members from each cluster either volunteered or were assigned to be focal persons. Moreover, the expertise of some of their members were utilized in ensuring their access to information through the use of the internet. Matters for discussion, clarification, information, and decision are continuously posted in the created e – group mail as soon as possible to enable the members to participate in discussions and be informed.

As a result, the present Administration has taken corrective measures in some of their areas of concern. This may indicate the UP Administration's realization that if the welfare of employees is considered and protected, the effort will translate to increased productivity and therefore, forge a stronger institution. Moreover, there may now be recognition that the REPS, given the opportunity, can make a major contribution in achieving the goals and objectives of the University of the Philippines.

Some initiatives worthy of mention are:

- a. Setting up an Ad Hoc Committee, composed of the sector's representatives that would meet with then Chancellor Roman to look into the issues of the REPS;
- b. Disseminating the results of the REPS study to the Executive Committee of Deans in October, 2004;
- c. Funding of the result dissemination of the REPS study to the sector in January, 2005;
- d. Changing of the system of monitoring the reporting to work of REPS from filling out a daily time record (DTR) using a Bundy clock, similar to the practice of the Administrative staff to a certificate of service (COS) similar to that of the faculty since February, 2005. This is in recognition of the academic nature of their work; and
- e. Continuing effort of the Office of the Chancellor to dialogue with the REPS with regard to governance as well as welfare benefits.

The University of the Philippines, like an "*organism*", came into being because of a purpose. It has expanded its reach to the whole of the Philippines. Like the "*brain*", UP has often been the center of such discourse. As part of the government system, it has often helped out in the planning and operationalization of many of its programs.

Having developed a culture of its own that guides its operations, the University has likewise influenced various educational institutions. It has upheld academic freedom, democracy, and pluralism of ideas. Knowledge generation has also been its course. And because of its belief that education is transformative, dissent and critical thinking on issues and concerns that impact on the nation have always been encouraged.

In all of these, the role of research and extension has become more and more significant. These components help systematize experiences of the people that provide them significant inputs in theory building. Foremost, they put life to teaching. In an academic institution, these components go hand in hand with one another.

In the context of its over-all mission, the U.P. continues to be relevant with programs that address the needs of the people. Within a globalized set-up, it also realizes the need to be competitive to be at par with other institutions. Thus, it has taken steps to keep in stride. In its pursuit, the Administration has repeatedly called upon its faculty to exert more effort in pioneering noteworthy research undertakings. As an encouragement, resources have been set aside to reward those who rise up to the challenge.

But more than this, the Administration needs to come up with research and extension agenda that will contribute to national development. In line with the aforementioned recommendation, it needs to encourage the development of innovative institutional research and extension programs that will impact on the lives of Filipinos. This can only be done by strengthening its research, extension, and publication units and maximizing the services of its research and extension personnel. This is the call of the times.

According to Irving Wladawsky-Berger, IBM's vice president for technical strategy,

*... But what is new is how much more important knowledge is today. But the tools that are crucial to improving productivity become more and more complex with each new generation and therefore they require more and more knowledge and training to get the most of them (Friedman, Dec., 2005-Feb., 2006:11).*

Research and development have also been emphasized in this globalized set-up because *in the future, we will speak less and less about 'developed, developing and underdeveloped countries,' more and more about 'smart, smarter and smartest countries'* (Friedman, Dec., 2005-Feb., 2006:11). In Europe, Dominique Strauss-Kahn, a member of the Parliament in France came to realize that *we should invest more in education and research at the European level* (Strauss-Kahn, Dec., 2005-Feb., 2006: 20).

Acknowledging the importance of its human resource, Prime Minister Tony Blair of Great Britain said:

*Countries and organizations which succeed will be those which make the most of all the talent and potential of their people* (Blair, Dec., 2005- Feb., 2006: 22) and constituents.

These are some guideposts that the UP Administration can consider in appreciating the issues and concerns of the REPS. A positive response will definitely redound to the benefit of the sector and the University, to a large extent.

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