



OFFICE OF THE VICE CHANCELLOR FOR ACADEMIC AFFAIRS
UNIVERSITY OF THE PHILIPPINES DILIMAN

*DILC Building, R. Magsaysay Avenue, UP Diliman, Quezon City 1101
+632 9285107 or +632 9818500 local 2583 | ovcaa.upd@up.edu.ph*

MEMORANDUM NO. OVCAA MTPP 22-010

To : Deans, Directors and Heads of Academic Units

From : 
MA. THERESA T. PAYONGAYONG, PhD
Vice Chancellor for Academic Affairs

Subject : OVPAA MEMORANDUM NO. 2022-16: Easing into the
Second Semester, AY 2021-2022 and Rescheduling of the Faculty
Summit on the Gradual Re-Opening of Campuses

Date : 2 February 2022

This memo aims to reach out to our faculty during this time to hopefully provide more clarity and guidance regarding the opening of classes next week. We are optimistic that the units have had initial formal and informal discussions on how to proceed. However, our Office has also received some queries and concerns, especially with the conduct of the first week of classes. In recognition of what our academic freedom affords, we hope to provide initial suggestions on how to operationalize the general principles presented in OVPAA Memo 2022-16. For instance, all Unit heads are enjoined to grant the faculty "the widest latitude in allowing themselves and their students to recover and regain their energies."

First, to help set the tone for the entire semester, the first week of classes (7-12 February 2022) may be dedicated solely to **syllabi distribution** via email (or other forms) to allow students to navigate its contents (i.e., the topics or course outline, activities, requirements, grading system, and assessment schedules) at their own pace. As succinctly captured in a statement from Chancellor Nemenzo's message to the community last 26 January 2022: "touching base with our students via email would be more than enough."

However, please avoid simply sending syllabi without proper guidance. You may add a short description on how the students should go about your class (e.g., walkthrough of course site and clarification of deadlines).

Second, the faculty are reminded as well to not conduct synchronous (online or face-to-face) and asynchronous classes, nor give assignments and require submissions during the first week (and the week after, if possible). If synchronous or asynchronous classes are set to begin on the 2nd week, consider starting submission of requirements on the 3rd week.

Third, this might mean recalibrating once again the number of class requirements and the pace of their submission. Consider requiring formative assessments at the beginning, such as ungraded practice exercises to help students ease into the workload of the semester.



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Fourth, as we have learned during the past two years of remote learning, unexpected life shocks have been constant and it might be good to have some legroom for adjustments. Thus, the first week of the semester may be used by the faculty to reflect on these adjustments that can allow for disruptions.

Moreover, in the same spirit of care and reasonable consideration, we hope that any adjustments in the course content due to the easing in the first week may be prudently compensated for by asynchronous activities to be scheduled later in the semester.

Finally, to maximize the recovery period next week, Unit heads are requested to refrain from scheduling faculty meetings or urgent tasks.

These are by no means the only way to proceed. We trust that with our faculty's creativity and flexibility, there are perhaps other and better ways to proceed. But we hope that these prove useful, especially to those who need them most.

In essence, let us all contribute individually to the University's two-pronged mission to ensure teaching and learning continuity, while at the same time safeguarding the health and well-being of the community. Please know that the University is constantly finding ways to continue to safeguard our constituents' well-being.

Thank you and let us continue to take care of each other.