SI WILLY *ang* FR NG ILI

guro. unyonista. mathematician. indigenous peoples' rights advocate.

GENERAL PLAN OF ACTION





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Tignáyan: Collectively Weaving a **University for the People**

GENERAL PLAN OF ACTION

In running for faculty regent of the University of the Philippines, my plan of action is informed by 40 years of teaching, administrative experience, teacher organizing and union work. Frequent and consistent consultations in different constituent universities show that many of our sectoral issues revolve around:

- Consultative and inclusive leadership and democratic participation
- Rights-based academic policies
- Welfare, wellness, and recognition of rights
- Security of tenure and dignity of labor
- Sufficient resources and academic spaces
- Academic freedom and human rights
- Role of UP as the National University

If elected Faculty Regent, I will anchor my leadership on the Kankana-ey-Ilocano concepts of **Tongtongan**, **Timpúyog**, and **Tignáyan**, which are principles and practices of democratic governance.

Tongtóngan in Kankana-ey encompasses the **actions of listening, dialoguing, consulting and resolving conflicts**—essential components of indigenous governance. Tongtongan promotes consultative and inclusive leadership. It affirms the idea of the university as a community where decisions emerge through meaningful participation of faculty, students, REPS, workers, and education staff. It is incompatible with top-down decision-making and corporate approaches to governance that concentrate power in the hands of a few, thus marginalizing and disenfranchising the broader university community. The mechanisms proposed under Tongtongan are meant to democratize governance and participation within the University.

Timpúyog is an Ilocano term for **coming and working together toward a common goal**. I invoke the principle of timpúyog to call on the faculty to unite on issues that affect us and to collectively assert our rights and welfare.

My role as faculty regent is not only to represent and advance faculty interests in the highest policy-making body in the University, but also to help build and strengthen our collective voice and capacity to act.

I sincerely believe that UP's values of honor, excellence, and public service have a greater impact when pursued by a united and empowered community. Hence, the faculty regent must also stand for the welfare of other sectors such as the research, extension, and professional staff (REPS), administrative staff, students, contractual workers, and alumni, in collaboration with the other sectoral regents.

An organized faculty is also in the best position to create multisectoral solidarity and alliances with the marginalized groups that we serve. As faculty of the National University, we are called upon to promote a nationalist, scientific, and mass-oriented education that addresses the nation's urgent needs and resists a colonial educational system.

UP's research and public service should contribute to genuine agrarian reform, national industrialization, food security, public health, disaster preparedness, climate justice, and technological self-reliance.

Our pursuit of science should respond to the developmental needs of the nation rather than the global ranking system or market demands. Our creative work should be transformative and emancipatory, awakening nationalist consciousness.

Tignáyan in Ilocano means **"movement" or "mobilization."** We mobilize by showing up where we are needed to demonstrate our position in ways that cannot be dismissed or ignored. Under tongtongan, we unite on the issues that affect us; under timpúyog, we organize to strengthen our position; and under tignáyan, we collectively act and mobilize to achieve our goals.



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Finally, I believe that the faculty regent must be present not only during sessions of the Board of Regents but also on the ground—deeply knowing the struggles of the UP community and mass sectors by immersing in their experiences and standing with them in the call for social change.

The faculty regent must be someone who takes the time to study, understand, and speak out on the most pressing issues confronting the nation, such as corruption, poverty, state violence, and threats to national sovereignty and security, as exemplified by initiatives like Pax Silica. To me, this is what distinguishes a truly pro-people faculty regent—one who is concerned with what is good for UP and for the Filipino people, recognizing that our problems in the University are rooted in deeper social ills.

PLAN OF ACTION

On Faculty Rights and Welfare

Bantay Karapatan

- Push for more higher-rank plantilla items across the System to address concerns about security of tenure. As your faculty regent, I stand against the widespread contractualization in the University. Securing more higher-rank plantilla items will also help ease promotion restrictions for admin staff and REPS.

- Encourage active faculty involvement in the ongoing review and System-wide adoption of the Faculty Manual to make sure it better reflects the realities our colleagues face and addresses challenges in hiring, promotion, tenure, and other concerns that directly impact their lives and work across the UP System.

- Support the establishment of a Faculty Welfare Council (FWC) in all the CUs to create or review policies and processes related to faculty welfare, including rates of overload pay and thesis advising; grants for research and development; FRASDP and other stipends for faculty members studying here and abroad, and others. The FWC must be able to address inequities such as delayed salaries/allowances for lecturers/TAs and TFs, overloading, and push for fairer policies on renewal and tenure, among others.

- Champion the enactment of best practices beneficial to faculty for adoption and implementation across CUs:
  - Promotion of instructors (UP Los Banos' TPEQ)
  - Representation in management committees/executive staff (UP Cebu, UP Los Banos, UP Mindanao)
  - Higher research dissemination grants (UP Baguio's allotment for RDG)
  - Representation in committees (CNA provision)

Bantay Benepisyo at Kapakanan

- Consistently advocate in the BOR for economic incentives for faculty and personnel. In the immediate, support the community's call for the 40K Professional Development Grant (PDG). This campaign will also support the nationwide call of the education sector for livable wages: 50k for entry-level teachers, 36k for SG-1, 5k personnel economic relief allowance (PERA), and the urgent adjustment of daily living wages to P1,300 in the face of debilitating inflation.

- Bring the issues and concerns of colleagues in the School of Health Sciences (Baler, Koronadal, Tarlac, Palo) on overloading, promotions, lack of facilities, and more, to the BOR.



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- Bring to the BOR the issues and concerns of colleagues in the basic education units (UP Integrated School, UPLB Rural High School, UP Visayas Iloilo High School, and UP Cebu High School) on promotion, salaries and benefits, and academic spaces. This includes longstanding but overlooked issues of overloading, advising and additional assignments, and crediting of PE units.

- Call for a review of faculty housing policies and guidelines, and develop these to be more gender-sensitive, inclusive, and adequate across the System. Advocate for other means of support, such as transportation services and others.

- Promote the fulfillment of existing proposals and agreements, including:
  - Increase of leave credit from 10 days to 15 days in Faculty Cumulative Leave Benefits (FCLB), to harmonize with the 15-day expanded Service Recognition Pay (eSRP) for staff and REPS
  - Full benefits like the FCLB at 60 years old optional retirement and 25 years of service (to harmonize with the eSRP for staff and REPS);
  - Full implementation of the Collective Negotiation Agreement of the All UP Academic Employees Union (AUPAEU).

Bantay Gusali at Pasilidad

- Push for transparency on the status of infrastructure projects; assess the sufficiency of academic spaces and climate-readiness of existing classrooms and buildings, and push for the provision of equipment and world-class facilities in teaching, research, and extension.

- Press the University to adequately prepare for the impacts of El Niño and the climate emergency and allot resources for adaptation and response for affected CUs.

On Democratic Governance

- Push for the institutionalization of the University Assembly in every CU. The University Assembly is an alternative system that will allow the community to craft its own agendas and incorporate them into university governance. It will be a mechanism for the different sectors to bring their issues to the attention of University administration and collectively craft solutions. Distinct from the University Council, it will include instructors, REPS, administrative staff, contractual personnel, and students.

- Advance the establishment/strengthening of Committees on the Promotion and Protection of Academic Freedom and Human Rights in all CUs and the System level to address efforts that undermine our exercise of academic freedom, such as the anti-terror grooming bill, and threats to our safety and well-being in the form of state red-tagging and harassment, entry of state forces into our campuses, among others.

- Campaign in the BOR to affirm the spirit of UP as "Malayang Pamantasan." This campaign will assert the right of the National University to be free and protected from political pressures, corporate influence, and ideological censorship. It will also defend the University from interference and police and military presence in every way, including in research and extension activities, and agreements and collaborations with state forces. Inspired by the Safe Haven resolution of UPLB and the declaration of September 21 as Day of Resistance across the System, this will solidify and unite all our efforts to defend academic freedom.

- Promote the creation of grievance committees in every CU and training of its members.



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- Push for greater financial transparency at the System and CU level to operationalize the principle of bottom-up budgeting process in UP, ensure allotment for programs and projects that benefit the faculty, REPS, administrative staff, and students; and support the campaign for a bigger annual budget for UP, and advocate for the prioritization of public funding for education and basic social services over debt servicing and other external financial obligations. Naniniwala ako na ang pondo ay dapat magsilbi sa interes ng mamamayan, hindi sa dayuhan.

UP as a Public Service University

- Stand for a general education curriculum that promotes critical consciousness, intellectual independence, and social responsibility. Pursue a nationalist, scientific, and mass-oriented education that can resist neoliberal educational reforms seeking to produce a compliant workforce for the global labor market.
- Facilitate the formulation of a national research agenda that serves the interests of the Filipino people. This will bring together UP units with research priorities in key national concerns such as food and energy security, public health, climate adaptation, labor rights, and national industrialization.
- Adopt the results of the 2024 Public Service Summit and facilitate the formulation of a pro-people and community-based public service agenda to strengthen solidarity with basic sectors, including workers, farmers, fisherfolk, indigenous peoples, and the urban poor.
- Advocate for System-level recognition (equivalent to UP Scientist/Artist/Social Scientist) of faculty members engaged in purposeful and substantial public service.

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HIGHLIGHTS

- **Member,** UP System Ad Hoc Committee for the Review of the Guidelines of the One UP Professorial Chair and Faculty Grants Awards (February 2026-present)
- **National Auditor,** All UP Academic Employees Union (February 2026-present)
- **Chair,** UP Baguio Committee for the Promotion and Protection of Academic Freedom and Human Rights (September 2025-present)
- **President,** All UP Academic Employees Union-Baguio (2023-December 2025; January 2026-October 2026)
- **Member,** UPB Academic Personnel and Fellowship Committee (2019-present)
- **Head,** UPB Research Ethics Committee (2019-2020)
- **Vice Chancellor for Academic Affairs,** UPB (2012-2015)
- **Dean,** College of Science (2006-2008; 2009-2012)
- **Coordinator,** Ugnayan ng Pahinungod-Baguio (1995-1997)
- **Doctor of Philosophy (Mathematics Education),** The University of Auckland (2010)
- **Master of Science (Mathematics),** University of the Philippines Diliman (1993)
- **Fellow,** Australian Executive Leadership Program, Department of Education and Training, Australia (2019)
- **Recipient,** ERASMUS+Teaching Mobility for Higher Education, University of Thessaly (2022)
- **University Scientist II** (2021-2023)
- **University Scientist I** (2018-2020)
- **Recipient,** One UP Professorial Chair Award for Outstanding Research and Extension (2019-2021; 2022-2024)
- **Gawad Tsanselor para sa Pinakamahusay na Senior Faculty** (2011)
- **UNESCO International Literacy Research Award** (1994)

MOST NOTABLE ACADEMIC WORK

Hi-Impact and Peer-Reviewed Publications

- **Alangui, W.V. et al.** (2026). Unpacking the task of synthesis when weaving knowledge systems for biodiversity assessments. *People and Nature.*
- **Alangui, W.V. et al.** (2024). Two educational projects Informed by an ethnomathematics perspective: Igorot and Roma students under the shadow of coloniality. *Journal of Mathematics and Culture,* 18(1), 33-52.
- **Alangui, W.V. et al.** (2023). Placing diverse knowledge systems at the core of transformative climate research. *Ambio: A Journal of Environment and Society.*
- **Alangui, W.V. et al.** (2020). Working with indigenous, local and scientific knowledge in assessments of nature and linkage with people. *Current Opinion in Environmental Sustainability*, 43, 8-20.
- **Alangui, W. (2018).** Building Stone Walls: A Case Study from the Philippines. In A. Rogers, B. Street, K. Yasukawa & K. Jackson (Eds.). *Numeracy as Social Practice.* Abingdon: Routledge.
- **Alangui, W.V. et al.** (Eds.) (2017). *Ethnomathematics and its Diverse Approaches for Mathematics Education.* Cham: Springer International Publishing.
- **Alangui, W.V. et al.** (Eds.) (2016). *Current and Future Perspectives of Ethnomathematics as a Program.* Cham: Springer International Publishing.
- **Alangui, W.V. et al.** (2003). A Comment on Rowlands & Carson 'Where would formal, academic mathematics stand in a curriculum informed by ethnomathematics?' Educational Studies in Mathematics, 52(3), 327-335.

Conferences, Fora, Workshops, and Fellowships

- **Invited talk.** Academic Freedom, Faculty Rights and Welfare in the University in the Era of Digital Transformation and Artificial Intelligence. *UP Baguio Faculty Conference* (26-27 August 2026)
- **Plenary.** Reframing Ethnomathematics within Indigenous Data Sovereignty: Toward Ethical Governance of Ethnomathematics Research Practice. *8th International Conference on Ethnomathematics.* Universidad Nacional de San Antonio Abad del Cusco, Peru (2-7 August 2026)
- **Invited Talk.** Math Education, Social Justice, and Fidel Nemenzo: One Battle After Another. Congruence & Convergence: A Conference in Celebration of Fidel Nemenzo's 65th Birthday (21-23 February 2026)
- **Invited talk.** The Growth of Ethnomathematics in Asia. *Asian Mathematical Conference.* Thailand (3-7 August 2025)
- **Invited talk.**Ethnomathematics, Mathematics and Culture: Everything, Everywhere All At Once. *Program in Mathematics for Young Scientists.* Indian Institute of Science (13-21 June 2025)
- **Keynote.** Formulating an Indigenous Curriculum Framework for Indigenous Peoples' Education in the Philippines. *2nd Indigenous Mathematics Education Conference.* Norway (14–16 October 2024)
- **Invited talk**. Reflections on the Significance of Indigenous Education and Development. *Kathmandu University* in collaboration with the University of British Columbia, Center for Indigenous Peoples Research and Development and UNESCO Nepal (3-4 May 2023)



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MOST NOTABLE ACADEMIC WORK

- **Invited talk.** I feel my knowledge is (still) important: Learning math and culture with elders and knowledge holders. *International Commission on Mathematics Instruction* (20 March 2023.)
- **Keynote.** Rehumanize, Transform, Decolonize: What do these mean and what do they entail in education and research? *International Conference on Research for Nation Building.* Maldives National University (22-23 August 2022)
- **Invited talk.** Ethnomathematics and the Concept of Culture. Instituto Federal do Acre Graduate School, Brazil (27 July 2018)
- **Contributed talk.** Stone walling practice in northern Philippines: Locating 'mathematics' within indigenous epistemology. American Mathematical Society, USA (2024)
- **Contributed talk.** Coming together, research and desire in the field of ethnomathematics. 14th International Congress on Mathematical Education. China (11-18 July 2021)

Mathematical Society of the Philippines (MSP) Invited Talks

- Beyond Disciplinary Boundaries: Border Crossings in Mathematics Research and Mathematics Education. 2nd Research Convention of the MSP Davao Region Chapter (Davao, October 2026)
- Everything, Everywhere about Ethnomathematics and its Future in the Philippines. First Pre-Conference Lecture on the 50th Anniversary of the Mathematical Society of the Philippines, MSP Congress (Quezon City, June 2023)
- Possibilities for Ethnomathematics Research in the Philippines. 2016 MSP Research Congress Cebu Chapter (Cebu, December 2016)
- The ancestral domain is my classroom: Teaching math in a culturally responsive way. Plenary. National Convention of the MSP (Palawan, May 2013)
- Resurfacing the Mathematics of the Periphery. Plenary. National Convention of the MSP (Baguio, May 2000)

KEY POSITIONS

- **Member,** Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES)-Task Force on Indigenous and Local Knowledge (2014-2018; 2024 to present)
- **Second Vice President,** International Study Group on Ethnomathematics (ISGEM) (2020-present)
- **Regional Coordinator (Asia),** International Network of Ethnomathematics (2019-present)
- **Member,** Global Board of Directors**,** Indigenous Peoples' Rights International (2019-present)
- **Member,** Board of Directors, Centers of Distinction on Indigenous and Local Knowledge, (2019-present)
- **International Editorial Board,** Journal of Research and Advances in Mathematics Education (2019-present)
- **International Editorial Board,** The Maldives National Journal of Research (2021 to present)
- **Editorial Board,** Educational Studies in Mathematics (2025-present);
- **Editorial Board,** Journal of Mathematics & Culture (2025-present)
- **Chair,** Board of Trustees**,** Cordillera Disaster Response and Development Services, May 2007 to present
- **Chair,** Philippine Board of Directors, Indigenous Peoples' Rights International (2019-2022)

OTHER IMPORTANT ACCOMPLISHMENTS

- **Project Leader,** Indigenous Knowledge on Landslides and Soil Stabilization among the Peoples of the Cordillera. Department of Science and Technology-CAR (September 2022-November 2023)
- **Co-Project Leader,** Profiling State Universities and Colleges (SUCs) in the Cordillera on the Integration of Indigenous Peoples Education in Higher Education Curricula. Cordillera Studies Center, UP Baguio through its Interdisciplinary/Inter College Team Research Grants (November 2019-September 2021)
- **Technical Expert,** SALIKHA Project of the National Commission on Culture and the Arts (February 2019)
- **Technical Assessor for Mathematics,** CHED Regional Quality Assessment Team on Teacher Education (2016-2018)
- **Project Director,** Protecting Apayao's Remaining Forest: Convergence Planning for Forest Conservation and Development. Philippine Tropical Forest Conservation Foundation. (2016-2017)
- **Convenor,** Energy and Clean Air Network of Academic Institutions in Baguio and Benguet (2006-2008)



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INVOLVEMENT WITH IPED

- **Resource Person and Volunteer Mentor** of Mangyan mathematics teachers of Paaralang Mangyan Na Angkop sa Kulturang Aalagaan (PAMANA KA) in San Jose, Occidental Mindoro; continuing engagement since 2012
- **Resource Person** in various IP education initiatives of the DOST-SEI and DEPED-IPsEO, from Northern Luzon to Mindanao since 2011, including the joint SEI and IPsEO project Indigenization of Science and Mathematics for Ayta students (2015-2017) and Bago, Kankana-ey, and Isneg students (2020-2022)
- **Resource Person** for various academic institutions and civil society organizations with IP education programs, from Northern Luzon to Mindanao

Other Notable Engagement during the Initial Years of the Indigenous Peoples' Education Program (IPED)

- **Resource Person,** Summer Training for Teachers and School Heads Assigned in Schools Serving Indigenous Peoples (IP) Communities (Cluster B – Batch 4), sponsored by DEPED-IPsEO, General Santos City. Participants: 72 selected public-school teachers and school heads from Regions VI, IX, XI, XII, and XIII. General objective of the training is to strengthen the capacity of teachers and school heads to appreciate the fundamental link between IPEd and the K to 12 curriculum standards and principles, 24-30 May 2015.
- **Resource Person/Trainor,** Workshop on Teaching and Learning Guide based on the Culture- based curriculum of GNHS as a Special School for the Conservation of the Rice Terraces, organized by Gohang National High School, Banaue, Ifugao and DEPED-IPsEO, 22-24 October 2014.
- **Resource Person,** The IP Education Curriculum Framework and Approaches to Indigenization, Summer Training for Teachers and School Heads Assigned in Schools Serving IP Communities (Cluster A – Batch 1), DepED Training Center in Bagabag, Nueva Vizcaya, organized by DEPED-IPsEO, 8-9 May 2014.
- **Resource Person,** Ethnomathematics and the possibilities of a culture-based Math Curriculum, Curriculum Development Workshop for Teachers of Gohang National High School, Banaue Hotel, Banaue, Ifugao, organized by DepED CAR and IPsEO, 28-29 November 2013.
- **Resource Person,** Indigenous Peoples' Education and the K-12 Program: Two mutually reinforcing initiatives, IP Education Orientation for Education Supervisors and School Principals of Baguio City Division, AIM Conference Center, Camp John Hay, Baguio City, organized by DepED, Division of Baguio City, 10 September 2013.
- **Resource Person,** Perspectives on IP Education, Workshop for Supervisors and IP Education Focal Persons of DepED CAR, BSP, Mandaluyong, organized by Philippine Response to Indigenous and Muslim Education (PRIME) and DEPED-IPsEO, 26 May 2013.
- **Resource Person,** The Impact of Mainstream Education on IP Community Learning Systems and Indigenous Knowledge Systems and Practices, Coordination Workshop for Philippine Response for Indigenous and Muslim Education (PRIME) Implementation, DepEd CAR Compound, Wangal, La Trinidad, Benguet, organized by DepED CAR and PRIME, 24 November 2011.

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