



RESEARCH AND PUBLICATION OFFICE

RESEARCH MANUAL



Central
Mindanao
Colleges

2020-2025

SECTION 1. PHILOSOPHY, VISION, MISSION AND GOALS

1.1 Philosophy, Vision, Mission, and Goals of CMC

1.1.1 Philosophy

Central Mindanao Colleges (CMC) is committed to providing quality education that promotes holistic development and values formation. The school believes in nurturing students to become competent, socially responsible, and morally upright individuals who are capable of contributing to the advancement of society. CMC is dedicated to fostering a culture of excellence, innovation, and lifelong learning among its students, faculty, and staff.

1.1.2 Vision

A premier academic institution providing holistic education in pursuit for global excellence.

1.1.3 Mission

Central Mindanao Colleges is an academic institution **PROVIDING** quality instruction, **DEVELOPING** innovative researches and **ENGAGING** in responsive extension programs; that is committed to produce competent and socially responsible individuals who can carry out responsibilities for the local communities and global community

1.1.4 Goals

1. Produce competent graduates that epitomize the values of the institution;

2. *Foster innovation to all academic programs of the College;*
3. *Increase Linkages and Connections;*
4. *Provide an enabling environment to intensify employee productivity;*
5. *Secure Financial Future.*

1.1.5 Institutional Graduate Attributes

The College aims to prepare students to be competent professionals who can meet standards at local, national, and international levels. Additionally, it aims to cultivate students with the essential skills for active participation in society, ethical leadership, and responsible citizenship to contribute to the development of the nation. Therefore, a CMC graduate is expected to possess the following qualities:

1. **KNOWLEDGE-** APPLY competent knowledge in the practice of their profession
2. **PROBLEM-SOLVING SKILLS-** APPLY creative and innovative strategies in problem-solving and decision-making
3. **INTERPERSONAL SKILLS-** INTERACT and collaborate with others effectively in the workplace and across diverse cultures
4. **LIFE-LONG LEARNING-** APPLY life-long knowledge and skills for personal and professional growth and development
5. **CULTURAL DIVERSITY-** PRESERVE national heritage by accepting cultural differences
6. **CITIZENSHIP-** EXERCISE social and ethical responsibilities as a Filipino and a global citizen
7. **COMMUNICATION SKILLS-** DEMONSTRATE effective communication skills in English and Filipino both orally and in writing

1.1.6 Institutional Core Values

CMC is committed to attain its vision and mission guided by the following values:

- Love for God
- Integrity
- Family Orientation
- Excellence

1.2 Vision, Mission and Goals of the Research Development Office

1.2.1 Vision

The Office of Research will create an outstanding climate of support for researchers, broadly enabling relevant research advances

1.2.2 Mission

CMC Research is dedicated to discovery and innovation that expands the boundaries of knowledge and provides insights into and solutions for a complex world.

1.2.3 Goals

The Research and Publication Office commits itself to the following goals:

1. Conduct research to support significant institutional priorities.
2. Provide ongoing training and education for all faculty and staff to ensure high quality research design, data collection and analysis.
3. Identify and develop relationships with potential collaborators inside and outside the College.
4. Provide a venue to disseminate research outputs
5. Support Research Publications of Faculty

SECTION 2.

RESEARCH AND PUBLICATION OFFICE

2.1 Research and Publication Office

2.1.1 Functions

The main function of the Research and Publication Office is to carry out the provisions of the policy directions, purposes and objectives conceived by the college policy stakeholders to enhance the institutional quality of education under a comprehensive, sustainable and attainable research agenda.

2.1.2 Policy Direction

Central Mindanao Colleges is an institution that recognizes the significance of research to attain its vision, mission, and goals. It provides avenues for change towards excellence and productivity.

2.1.3 Objectives

- a. Provide an excellent working environment helpful/conducive to researchers by putting in place good facilities, technical and professional assistance and administrative support.
- b. Conduct institutional researches that provide systematic and thorough research that supports the institution's enrollment, goals, planning, policy formulation, and decision making.
- c. Assist in drawing up a viable and researchable topics for faculty and non-teaching personnel and students' use in

their theses or research needs that are based on either the institutional research agenda, the research priorities of the Commission on Higher Education, or the research thrusts of other line agencies like the National Economic Development Authority, the Department of Science and Technology, and other educational institutions and research organization for purposes of collaboration and external funding.

- d. Update the expertise of the faculty in research through relevant trainings, seminars and workshops.
- e. Publish research outputs and their corresponding subsequent utilization by stakeholders and gain research integrity and recognition.
- f. Work in close coordination and collaboration with school officials, faculty members, non-teaching personnel and students by enabling them to participate in research and research related activities enriching their research knowledge capabilities.

SECTION 3.

ORGANIZATIONAL STRUCTURE

3.1 Research Management and Organization

3.1.1 Research Director

The Director of Research and Publication Office is responsible for the overall administration of research activities in the institution and the establishment of linkages with national and international research and development experts for support and purposes of research collaboration.

Duties and Responsibilities:

1. Initiate the revision and amendments of research policies as the need arises.
2. Monitor and facilitates the screening and evaluation of all institutional and collaborative research projects;
3. Facilitate the periodic evaluation and revision of the research agenda of the institution;
4. Assist and provide consultancy services for faculty, non-teaching and students' research undertakings and research-related activities;

5. Undertake the other research office activities such as:
 - Research Dissemination Programs
 - Networking Activities with External Agencies
 - Retooling Activities
6. Supervise the proper implementation of its budget, and the proper discharge of office functions and activities;
7. Initiate the creation of the editorial board, panel of referees of College Research Journal and Office Manual yearly;
8. Facilitate the evaluation and recommend funding of institutional research proposals;
9. Supervise institutionally funded faculty researches under the Institutional Research Program;
10. Monitor externally funded research projects undertaken by the faculty, non-teaching personnel and students' researchers;
11. Document and assist the formulation, review and amendment of guidelines and policies governing research in the College;
12. Ensure uniform implementation of Guidelines governing both

- institutionally and externally funded research projects;
13. Provide research project development and technical assistance to faculty, non-teaching personnel and students undertaking research;
 14. Coordinate with the other activities of the Research Center such as:
 - a. Extension Program Evaluation and Publication;
 - b. Research Capability Enhancement
 - c. Establishment of Linkages with External Funding Agencies; and
 - d. Consultancy Services for Faculty, Non-teaching personnel and Students' researchers.
 15. Prepare annual/semestral budget of the Research and Publication Office; and
 16. Prepare and submit an annual report of accomplishments to the President

3.1.3 Research Ethics Committee

The committee is composed of members, represented by scientist and non-scientist. The ethics committee will also accept and review papers from other

institutions for ethics approval of their studies.

Duties and Responsibilities

1. Participate in the REC meetings;
2. Review, discuss and consider the ethical aspects of research proposals submitted for evaluation by researchers;
3. Assess serious adverse event reports and recommend appropriate action/s;
4. Review the progress reports and monitor ongoing studies as appropriate;
5. Check progress and final reports;
6. Maintain confidentiality of the documents and deliberations of REC meetings;
7. Declare any conflict of interest; and
8. Participate in the knowledge impartation and education activities in research methodology and research ethics.

3.1.4 The Editorial Board

The Editorial Board is composed of, namely: Editor-in-Chief and Editorial Board members. Editor-in-Chief remains the chairperson of the board, hence allowed to take the final decision in any regard.

They are responsible for the annual

publication of the research journal of the college.

Duties and Responsibilities

1. Screen and review all research papers submitted for publication;
2. Facilitate the review of papers by referees; and
3. Control the distribution of the journal.

3.1.5 Research Council (RC)

The Research Council is composed of one (1) chair, and faculty from different department as Research Council members.

Duties and Responsibilities

1. Set, formulate, review and amend the provisions of the policy direction, purposes and objectives governing the Institutional Research Program;
2. Make proposal on research budget for its annual operation for research activities of the various research units of the institution; and
3. Act as an advisory recommendatory body in setting research priorities and needs mapping out the research agenda of the institution.

Term of Office:

Each member shall have a term of one (1) year, renewable annually.

3.1.6 Research Staff

The Research Staff is responsible for the smooth operation of the Research and Publication Office.

Duties and Responsibilities

1. Prepare and serve communication to different offices;
2. Sort and file official documents;
3. Post and disseminate important announcements;
4. Monitor schedule of activities of the research and publication center;
5. Maintain and keep custody of a complete, accurate and updated list of all research outputs and other relevant documents ready for reference at all times;
6. Maintain good housekeeping of the research and publication office; and
7. Perform other functions that may be assigned by the Research Director.

3.1.7 Research Ethics Staff

Duties and Responsibilities

1. Handles all administrative processes in behalf of the REC. The REC staff is responsible for all administrative processing of communications that goes through the REC officers.
2. Manage the document submission, send protocol documents to the primary reviewers and members, collect the reviewed protocol and accomplished evaluation forms on due date, refer the protocol to full board meeting for discussion and decision, invite the researcher to present during the full board meeting, send the copy of review results to the researcher, keep copies of the documents in the protocol files and update the protocol entry in the REC database.
3. The REC staff shall see to it that all meeting requirements are prepared. On the day of the meeting, the REC Staff usher in the REC members and PI or presenters and informs the Member-Secretary if there is a quorum already to signal start of the meeting.

SECTION 4. INSTITUTIONAL RESEARCH PRIORITIES AND AGENDA

4.1 Prioritization of Research

Research undertakings in the College are to be guided by the research agenda identified by the different departments and units. Such that the relevance of the research projects to the research agenda of the school should be given prime consideration. This is to ensure that research outputs would be beneficial for institutional planning, decision-making and policy formulation thereby putting the departments and units that endorse research projects on a better position of achieving its goals and targets.

Moreover, considering the limited source of funding, prioritizing research allows for more efficient use of institutional research resources. As a general guiding principle, only research proposals that are relevant to departments' thrusts and priorities shall be given preference for institutional funding.

The principles of multidisciplinary, policy-orientation, operationalization and participation and impact as identified by the CHED in the National Higher Education Research Agenda (NHERA 2) could be considered in prioritizing which of the researches proposals submitted shall be supported with institutional fund.

Multidisciplinary. Researches that delve into problems that cut across several disciplines,

thus, requiring multidisciplinary approaches and solutions shall be preferred over those that would involve only a single discipline. An exception could, however, be applied to basic natural science researches.

Policy-orientation. Researches that impact institutional policy formulation and consequently effect curricular and other operational improvements shall be given priority over those with no potential implications to policies pertinent to the various academic and nonacademic departments of the institution.

Operationalization. Studies that seek to find answers regarding the relationship of certain constructs and variables within the classroom and work environment, for example, shall be preferred over those researches that simply describe certain phenomena or variables.

Impact. Institutional researches are expected to have impact on the various stakeholders within the College and the community.

Institutional support shall be accorded based on the extent to which the research results would impact the greatest number of groups or individuals.

4.2 Research Agenda

The research agenda of an organization are supposed to be context-based and dynamic. Research priorities that are presently seen important may not be given the same consideration within the next few years. On the

other hand, priorities in the past may later emerge and get the attention of researchers and scientists. It is therefore imperative to observe due care in ensuring that the research agenda are adaptive and relevant to the dynamic nature of the organization or discipline for which it is being crafted.

To direct the formulation of the research agenda of the College the following guidelines are to be observed:

1. The Research Council shall take responsibility and observe foresight in the formulation, review and/or revision of the research agenda of the College. As a general principle, the agenda should respond to the needs of the institution and the community taking into consideration institutional thrusts and regional and national development directions.
2. The research agenda shall be periodically reviewed for possible updates and revisions. The reviews shall be conducted every three (3) years from the time the agenda is adopted. In cases where updates or revisions are deemed necessary prior to the scheduled periodic review, the Council may opt to conduct a review even before to the third year after its adoption.
3. The preferred schedule of the review will be from October to April of the school year preceding the third year since its

last adoption. This is to allow for proper dissemination and orientation among the stakeholders of the College before the new school year starts in the month of June.

4. There shall be no model for revising or changing the research agenda. The Council may change only a portion of the agenda or may decide to entirely put aside the existing agenda and craft a new one. The decision should, however, be based on institutional thrusts during the period of review.
5. Upon finalization of the agenda after a thorough review, the Council shall recommend to the Top Management the adoption of the agenda.

The following are the research priorities of Academic and Non-Academic Units within and across departments:

1. Curriculum development or improvement
2. Teaching-learning process
3. Student and faculty performance and evaluation
4. Student population or enrollment.
5. Peace and Development
6. Business Management and Marketing
7. Gender issues and other sociological researches
8. Environmental promotion and conservation
9. Policy-oriented researches

DOCTOR OF PHILOSOPHY IN EDUCATION MAJOR IN EDUCATIONAL ADMINISTRATION

Specific Priority Areas:

1. Investigate effective leadership styles and strategies for educational administrators to foster positive school cultures, improve student outcomes, and manage organizational change.
2. Examine the impact of educational policies on school administration, curriculum development, resource allocation, and student achievement. Focus on analyzing policy implementation processes and identifying areas for improvement.
3. Explore issues related to educational equity, including access to quality education, socioeconomic disparities in academic achievement, and strategies for promoting inclusivity and diversity in educational leadership.
4. Research approaches to school improvement and accountability measures, such as performance evaluation systems, standardized testing, and data-driven decision-making, to enhance educational effectiveness and student success.
5. Investigate effective practices for financial management in educational institutions, including budgeting, resource allocation, fundraising, and cost-effective strategies for maximizing resources to support teaching and learning.

6. Examine curriculum development processes, instructional strategies, and assessment practices to enhance teaching and learning outcomes. Investigate the role of educational leaders in promoting innovative pedagogical approaches and supporting teacher professional development.
7. Explore cross-cultural perspectives on educational administration, policy, and practice, comparing different educational systems, governance models, and approaches to addressing common challenges in diverse socio-cultural contexts.

DOCTOR OF PHILOSOPHY IN EDUCATION MAJOR IN EDUCATIONAL LEADERSHIP

Specific Priority Areas:

1. Investigate the effectiveness of transformational leadership styles in driving positive change and innovation within educational institutions. Explore how leaders inspire and motivate stakeholders to achieve academic excellence and organizational goals.
2. Examine ethical dilemmas faced by educational leaders and explore strategies for promoting ethical decision-making, integrity, and accountability in school governance, administration, and decision-making processes.
3. Research distributed leadership models and their impact on school improvement efforts,

collaboration among stakeholders, and shared decision-making processes. Explore how distributed leadership enhances organizational capacity and fosters a culture of collective responsibility for student success.

4. Investigate the role of educational leaders in promoting social justice, equity, and inclusivity within schools and communities. Examine strategies for addressing systemic inequalities, reducing achievement gaps, and creating culturally responsive learning environments.
5. Explore how educational leaders can advocate for policies that support educational equity, access, and quality.
6. Investigate effective leadership practices for navigating complex challenges and driving sustainable improvements in teaching, learning, and student outcomes.
7. Explore strategies for identifying, nurturing, and empowering teacher leaders to enhance teaching effectiveness and student achievement.
8. Examine the role of educational leaders in promoting transparency, accountability, and participatory decision-making for effective school governance.
9. Investigate strategies for closing achievement gaps, increasing educational opportunities, and ensuring that all students have access to high-quality learning experiences.

10. Research leadership development programs, succession planning strategies, and talent management practices for cultivating the next generation of educational leaders. Explore effective approaches for identifying, recruiting, mentoring, and retaining aspiring leaders who can drive continuous improvement and sustainability in educational organizations.

MASTER OF ARTS IN EDUCATION MAJOR IN EDUCATIONAL ADMINISTRATION

Specific Priority Areas:

1. Research on students' learning outcomes, attributes of students, studies related to instructional techniques in the classroom, and gathering information related to academic and behavioral problems of the students.
2. Educational researches aimed at promoting literacy among indigenous people
3. Efficacy of educational processes (instructional, management, policy etc.) in the development of quality human capital
4. Social processes and dimensions of educational reforms
5. Management and supervision research
6. K12 studies

MASTER OF ARTS IN EDUCATION MAJOR IN EDUCATIONAL LEADERSHIP

Specific Priority Areas:

1. Investigate different leadership styles employed by educational leaders and their effectiveness in fostering positive change and promoting student success. Explore innovative leadership strategies tailored to address challenges in educational settings.
2. Examine approaches to empower and support teachers in their professional growth and development. Explore the impact of mentorship programs, professional learning communities, and other initiatives on teacher efficacy, job satisfaction, and instructional quality.
3. Investigate leadership practices and strategies for managing organizational change in educational institutions. Explore effective communication techniques, stakeholder engagement strategies, and implementation processes to facilitate successful organizational change initiatives.
4. Analyze educational policies at local, national, and international levels and their implications for educational leadership and practice. Explore avenues for educational leaders to advocate for policy changes that promote equity, access, and quality in education.
5. Examine the role of educational leaders in facilitating the effective integration of

technology in teaching and learning. Investigate strategies for leveraging technology to enhance educational outcomes, improve administrative efficiency, and foster digital literacy among students and staff.

6. Explore ethical dilemmas faced by educational leaders and examine strategies for ethical decision-making and leadership in diverse educational contexts. Investigate the role of educational leaders in promoting social justice, equity, and inclusivity within educational institutions.
7. Investigate strategies for fostering meaningful partnerships between schools, parents, and the broader community. Explore the impact of parent and community engagement initiatives on student achievement, school climate, and community well-being.
8. Examine the challenges and opportunities associated with educational leadership in multicultural and diverse settings. Investigate culturally responsive leadership practices, strategies for promoting cultural competence, and approaches to fostering inclusive learning environments.
9. Explore innovative approaches to educational assessment and accountability systems and their implications for educational leadership. Investigate strategies for using assessment data to inform decision-making, drive instructional improvement, and promote student achievement.

10. Investigate effective approaches to leadership development and professional learning for educational leaders. Explore leadership coaching, mentorship programs, action research, and other strategies for fostering continuous growth and improvement among educational leaders.

MASTER OF ARTS IN EDUCATION MAJOR IN ENGLISH

Specific Priority Areas:

1. Investigating effective methods and strategies for language acquisition among diverse learner populations, including second language learners and those with specific learning needs.
2. Exploring innovative approaches to designing and evaluating English language curricula that align with current educational standards and cater to the needs of diverse learners.
3. Examining strategies and interventions to promote literacy development across different age groups and proficiency levels, including reading comprehension, writing skills, and critical literacy.
4. Investigating the integration of technology tools and digital resources to enhance English language teaching and learning outcomes, including the use of online platforms, educational software, and multimedia resources.
5. Researching effective professional development programs and practices for

English language educators, focusing on pedagogical approaches, classroom management strategies, and ongoing teacher support.

6. Studying the design and implementation of language assessments to measure proficiency levels, evaluate language learning outcomes, and inform instructional decision-making in English language classrooms.
7. Exploring the role of sociocultural factors, such as identity, ethnicity, and social context, in English language education, and investigating how these factors influence language teaching and learning processes.
8. Examining the integration of literature into English language instruction, including the use of literary texts to develop language skills, foster critical thinking, and promote cultural awareness among learners.
9. Investigating the challenges and opportunities associated with teaching English in multilingual and multicultural contexts, and exploring strategies for promoting linguistic diversity and intercultural competence in language education.
10. Researching policy issues and educational reforms related to English language education at local, national, and international levels, and advocating for policies that support equitable access to quality language education for all learners.

MASTER OF ARTS IN EDUCATION MAJOR IN FILIPINO

Specific Priority Areas:

1. Investigating effective strategies for teaching Filipino as a second language, including language acquisition theories, literacy development approaches, and interventions for learners with diverse linguistic backgrounds.
2. Exploring curriculum frameworks, instructional materials, and assessment methods for Filipino language education, focusing on alignment with educational standards, cultural relevance, and learner-centered approaches.
3. Studying the role of bilingual education in promoting language proficiency and academic achievement, examining policies, practices, and challenges related to integrating Filipino and other languages in educational contexts.
4. Examining the significance of Filipino literature and cultural studies in language education, including the use of literary texts, cultural artifacts, and indigenous knowledge systems to enhance language learning and promote cultural awareness.
5. Investigating the use of technology tools and digital resources to support Filipino language instruction, including online platforms, multimedia resources, and interactive learning environments for diverse learner populations.

6. Researching professional development programs and practices for Filipino language educators, focusing on pedagogical strategies, classroom management techniques, and ongoing support mechanisms to enhance teaching effectiveness.
7. Exploring language policy issues and advocacy efforts related to Filipino language education, including language-in-education policies, language rights, and initiatives to promote the use of Filipino in formal and informal contexts.
8. Investigating sociolinguistic factors influencing the use of Filipino in different social, cultural, and educational settings, including language attitudes, language planning, and language maintenance efforts.
9. Examining efforts to revitalize and preserve indigenous Filipino languages, dialects, and language varieties, including community-based language revitalization programs, language documentation projects, and language preservation initiatives.
10. Exploring critical pedagogical approaches to Filipino language education, including critical literacy, culturally responsive teaching, and social justice perspectives that address issues of power, equity, and social inequality in language teaching and learning contexts.

MASTER OF ARTS IN EDUCATION MAJOR IN MATHEMATICS

Specific Priority Areas:

1. Investigating innovative teaching methods, instructional strategies, and approaches to engage students and enhance mathematical learning outcomes at various educational levels.
2. Examining the design, implementation, and evaluation of mathematics curricula, including alignment with educational standards, integration of technology, and differentiation to meet the diverse needs of learners.
3. Researching effective assessment practices, formative and summative assessment strategies, and feedback mechanisms to monitor student progress, diagnose learning needs, and promote mathematical proficiency.
4. Exploring approaches to develop students' problem-solving skills, mathematical reasoning abilities, and critical thinking competencies through authentic problem-solving tasks and inquiry-based learning experiences.
5. Investigating professional development programs, workshops, and communities of practice to support mathematics educators in enhancing their content knowledge, pedagogical skills, and classroom practices.

6. Studying factors influencing mathematics anxiety, attitudes, and motivation among students, including interventions to reduce anxiety levels, increase self-efficacy, and promote a positive disposition towards mathematics learning.
7. Examining the use of educational technology tools, digital resources, and interactive multimedia platforms to facilitate mathematics teaching and learning, including virtual manipulatives, simulations, and online learning environments.
8. Exploring the impact of cultural beliefs, social norms, and societal expectations on mathematics learning and achievement, including cross-cultural comparisons and culturally responsive pedagogical practices.
9. Investigating policy issues, educational reforms, and systemic challenges in mathematics education, including equity issues, access to quality mathematics instruction, and initiatives to promote STEM education.
10. Researching opportunities for mathematics teachers to assume leadership roles, collaborate with colleagues, and engage in professional learning communities to promote continuous improvement in mathematics education.

MASTER OF ARTS IN EDUCATION MAJOR IN SCIENCE

Specific Priority Areas:

1. Investigating the effectiveness of inquiry-based learning approaches, hands-on experiments, and scientific investigations to promote student engagement, curiosity, and conceptual understanding in science.
2. Examining curriculum frameworks, instructional materials, and pedagogical strategies for teaching science, including alignment with educational standards, integration of crosscutting concepts, and differentiation for diverse learners.
3. Researching assessment practices, formative and summative assessment strategies, and performance-based assessments to measure student learning outcomes, evaluate scientific inquiry skills, and provide feedback for improvement.
4. Exploring opportunities to integrate science with other STEM disciplines, including mathematics, technology, and engineering, through interdisciplinary projects, collaborative learning experiences, and real-world applications.
5. Investigating professional development programs, workshops, and mentoring initiatives to enhance science educators' content knowledge, pedagogical skills, and use of inquiry-based instructional strategies.

6. Studying approaches to develop students' science literacy, including their ability to critically evaluate scientific information, make informed decisions, and apply scientific concepts to everyday life situations.
7. Examining environmental science education initiatives, sustainability curriculum frameworks, and experiential learning opportunities to promote environmental awareness, conservation practices, and stewardship among students.
8. Researching strategies for effective science communication, public outreach, and community engagement initiatives to promote scientific literacy, address public misconceptions, and foster public support for science education.
9. Investigating issues of diversity, equity, and inclusion in science learning environments, including interventions to address disparities in access, participation, and achievement among underrepresented student populations.
10. Exploring ethical dilemmas, responsible conduct of research, and ethical decision-making processes in science education, including the integration of ethical reasoning skills into science curriculum and instruction.

MASTER OF ARTS IN EDUCATION MAJOR IN SOCIAL STUDIES

Specific Priority Areas:

1. Explore and evaluate new and effective teaching methods, technologies, and approaches specifically tailored to social studies education at the graduate level.
2. Investigate the integration of global perspectives, intercultural understanding, and civic engagement within the social studies curriculum to promote responsible citizenship in a globalized world.
3. Examine the application of critical pedagogy theories and practices to social studies instruction, emphasizing issues of social justice, equity, and diversity.
4. Investigate the role of digital technologies and media literacy skills in enhancing students' understanding of historical events, cultural perspectives, and societal issues.
5. Develop and assess innovative methods for evaluating students' learning outcomes in social studies, including performance-based assessments, project-based learning, and authentic assessments.
6. Explore strategies for designing, revising, and implementing social studies curricula that align with national standards, promote inquiry-based learning, and address contemporary issues.

7. Investigate effective approaches to professional development for social studies educators, focusing on content knowledge, pedagogical skills, and culturally responsive teaching practices.
8. Examine strategies for teaching students to conduct historical research, analyze primary sources, and critically evaluate historical evidence in social studies classrooms.
9. Explore the role of social studies education in fostering democratic values, civic participation, and informed decision-making among students.
10. Investigate how socio-cultural factors such as race, ethnicity, gender, and socioeconomic status influence students' experiences and learning outcomes in social studies classrooms.

MASTER OF ARTS IN EDUCATION MAJOR IN PHYSICAL EDUCATION

Specific Priority Areas:

1. Investigating strategies and interventions to promote physical literacy among students, including fundamental movement skills, physical fitness, and lifelong participation in physical activity.
2. Examining curriculum frameworks, teaching methodologies, and pedagogical approaches for delivering quality physical education instruction, including the integration of technology, differentiated instruction, and inclusive practices.

3. Researching assessment practices, formative and summative assessment strategies, and performance-based assessments to measure student learning outcomes, assess physical fitness levels, and provide feedback for improvement.
4. Studying health education initiatives, wellness programs, and health promotion interventions within physical education curriculum, including topics such as nutrition, mental health, substance abuse prevention, and healthy lifestyle choices.
5. Investigating strategies and adaptations to meet the diverse needs of students with disabilities, special needs, or medical conditions in physical education settings, including inclusive practices, individualized programs, and assistive technology.
6. Examining interventions to increase physical activity levels, reduce sedentary behavior, and promote active lifestyles among children, adolescents, and adults, including school-based programs, community interventions, and policy initiatives.
7. Researching coaching methodologies, sport-specific training techniques, and pedagogical approaches for teaching athletic skills, sportsmanship, and teamwork within physical education and interscholastic sports programs.
8. Investigating professional development programs, workshops, and mentoring

initiatives to enhance physical education teachers' content knowledge, pedagogical skills, and ability to address diverse learner needs.

9. Studying policy issues, educational reforms, and systemic challenges in physical education, including issues of equity, access to quality physical education, and advocacy efforts to promote physical activity and wellness.
10. Examining the long-term impact of physical education participation on lifelong health behaviors, including research on the association between physical activity, fitness levels, and chronic disease prevention across the lifespan.

MASTER OF ARTS IN EDUCATION MAJOR IN GUIDANCE COUNSELING

Specific Priority Areas:

1. Social and Emotional Learning (SEL) Programs. Investigating the effectiveness of social and emotional learning programs in promoting students' social-emotional skills, mental health, and overall well-being, including interventions for promoting self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
2. Researching career development theories, vocational assessment tools, and career counseling interventions to support students' career exploration, decision-making, and transition planning, including interventions for

diverse populations such as at-risk youth, individuals with disabilities, and non-traditional learners.

3. Examining crisis intervention protocols, trauma-informed counseling approaches, and post-traumatic support services to address students' mental health needs during crises, emergencies, or traumatic events, including strategies for building resilience and coping skills.
4. Studying multicultural counseling competencies, culturally responsive counseling practices, and interventions to support diverse student populations, including racial and ethnic minorities, immigrants, refugees, LGBTQ+ individuals, and students from marginalized or underrepresented backgrounds.
5. Investigating school-based mental health programs, collaborative partnerships with community mental health providers, and integrated models of care to improve students' access to mental health services, including prevention, early intervention, and referral processes.
6. Researching bullying prevention strategies, positive behavior support programs, and restorative justice practices to create safe, inclusive, and supportive school environments, including interventions to address bullying, harassment, discrimination, and conflict resolution.

7. Examining family counseling approaches, parent education programs, and family-school partnerships to support parents and families in addressing students' academic, social, and emotional needs, including strategies for enhancing communication, parenting skills, and family resilience.
8. Studying substance abuse prevention programs, early intervention strategies, and counseling approaches to address substance use disorders, addiction, and related risk behaviors among students, including collaboration with community resources and support networks.
9. Investigating ethical issues, professional standards, and legal considerations in school counseling practice, including confidentiality, informed consent, dual relationships, boundaries, and ethical decision-making processes.
10. Researching the use of data-driven approaches, outcome measures, and assessment tools to inform counseling practice, evaluate program effectiveness, and advocate for systemic changes in school counseling policies and procedures.

MASTER OF ARTS IN EDUCATION MAJOR IN TECHNICAL AND LIVELIHOOD EDUCATION

Specific Priority Areas

1. Investigating curriculum frameworks, competency-based education models, and instructional strategies for technical and

livelihood education programs, including the integration of industry-relevant skills, technology, and experiential learning opportunities.

2. Researching work-based learning initiatives, apprenticeship programs, and industry partnerships to provide students with authentic workplace experiences, hands-on training, and career exploration opportunities in technical and vocational fields.
3. Examining entrepreneurship education curricula, business incubation programs, and skills training initiatives to equip students with the knowledge, skills, and mindset to start and manage their own businesses or ventures.
4. Studying the use of technology tools, digital resources, and virtual simulations to enhance technical education instruction, including the integration of computer-aided design (CAD), robotics, 3D printing, and other emerging technologies.
5. Investigating assessment methods, performance-based assessments, and industry certification processes to evaluate students' technical competencies, skills mastery, and readiness for entry into the workforce or further education.
6. Researching mechanisms for aligning technical education curricula with industry standards, employer needs, and workforce demands, including industry advisory boards, curriculum mapping, and competency validation processes.

7. Examining professional development programs, workshops, and mentorship initiatives to support technical education teachers in enhancing their content knowledge, pedagogical skills, and industry connections.
8. Studying sustainability education initiatives, green technologies curriculum integration, and environmental stewardship practices within technical education programs, including renewable energy, green building, and sustainable agriculture.
9. Investigating gender disparities, equity issues, and strategies for promoting diversity and inclusion in technical education fields traditionally dominated by one gender, including interventions to attract and retain underrepresented groups.
10. Examining policy issues, funding initiatives, and systemic challenges in technical education, including advocacy efforts to support equitable access, quality assurance, and workforce development in technical and vocational training.

MASTER IN BUSINESS ADMINISTRATION

Specific Priority Areas:

1. Investigate strategies for integrating sustainability principles into business operations, including environmental conservation, social responsibility, and economic viability, to promote long-term

organizational success and contribute to sustainable development goals.

2. Research factors influencing entrepreneurship and small business success in the Philippine context, including access to financing, regulatory environment, market dynamics, and entrepreneurial mindset. Explore strategies for fostering entrepreneurship, supporting small business growth, and promoting innovation and job creation.
3. Examine financial management practices, investment decision-making processes, and risk management strategies relevant to businesses operation. Explore issues such as capital budgeting, financial planning, asset allocation, and investment valuation in the context of local market conditions and regulatory frameworks.
4. Investigate market trends, consumer preferences, and competitive dynamics in the Philippine market across different industries and sectors. Analyze consumer behavior, market segmentation, branding strategies, and marketing tactics to develop effective market entry and expansion strategies for businesses.
5. Research supply chain management practices, logistics systems, and transportation infrastructure to optimize efficiency, reduce costs, and improve competitiveness. Explore challenges such as transportation bottlenecks, inventory management, and supplier relations.

6. Investigate the role of information technology (IT) and digital innovation in driving business transformation and competitiveness in the Philippines. Explore topics such as digital marketing, e-commerce platforms, cloud computing, cybersecurity, and data analytics to leverage technology for business growth and resilience.
7. Examine human resource management practices, talent acquisition, employee engagement, and organizational culture in businesses. Explore strategies for attracting and retaining talent, fostering employee development, and promoting organizational effectiveness and resilience.

MASTER OF SCIENCE IN CRIMINAL JUSTICE

Specific Priority Areas:

1. Investigate effective crime prevention and reduction strategies, including community policing, crime analysis, situational crime prevention, and crime prevention through environmental design (CPTED). Explore interventions targeted at reducing specific types of crime, such as violent crime, property crime, and cybercrime.
2. Research police practices, procedures, and policies aimed at enhancing public safety, maintaining order, and upholding the rule of law. Explore topics such as police-community relations, use of force, police discretion, procedural justice, and accountability mechanisms in law enforcement agencies.

3. Examine the development, implementation, and impact of criminal justice policies and reforms in addressing crime, inequality, and systemic issues within the criminal justice system. Investigate topics such as sentencing reform, bail reform, diversion programs, and alternatives to incarceration.
4. Investigate the experiences and needs of crime victims, including victims of violent crime, domestic violence, sexual assault, and human trafficking. Explore victim-centered approaches to criminal justice, victim assistance programs, victim advocacy, and restorative justice practices.
5. Examine management and leadership principles as they apply to criminal justice agencies, including police departments, corrections facilities, courts, and probation/parole services. Explore topics such as organizational behavior, strategic planning, budgeting, and personnel management in criminal justice settings.
6. Research the psychological factors underlying criminal behavior, including theories of crime causation, offender typologies, criminal profiling, and risk assessment. Explore topics such as criminal mindset, antisocial behavior, psychopathy, and the intersection of mental health and the criminal justice system.
7. Investigate correctional practices and programs aimed at rehabilitating offenders, reducing recidivism, and promoting successful reentry into society. Explore topics such as rehabilitation programs, reentry services,

substance abuse treatment, and mental health interventions for justice-involved individuals.

8. Examine quantitative and qualitative research methods used in criminal justice research, including survey research, experimental design, qualitative interviews, and data analysis techniques. Explore topics such as crime mapping, statistical analysis of crime trends, and evaluation of criminal justice interventions.
9. Compare criminal justice systems, policies, and practices across different countries or jurisdictions to identify common challenges, best practices, and lessons learned. Explore topics such as legal systems, law enforcement models, court procedures, and correctional philosophies in diverse cultural contexts.
10. Investigate emerging issues and trends shaping the field of criminal justice, such as technology and crime, cybercrimes, transnational crime networks, terrorism, hate crimes, and the impact of globalization on crime and justice systems.

ARTS AND SCIENCES

The faculty under this department may conduct research base in his/her area of interest.

Specific Priority Areas:

1. Studying social processes and problems of groups, organizations, and the development and evaluation of progress for social change

and social policy based on psychological understanding.

2. Study with the human aspects of the workplace to improve the people's efficiency, and organizational effectiveness.
3. Comprise the study of conscious processes, perception, memory and thinking, including behavior and introspective techniques of an individual.
4. Focusing on individual behavior and finding ways to understand and describe an individual's behavior and to predict an individual's future behavior.
5. Socio-cultural research, such as those focused on peace and development issues.
6. Breakthrough and basic researches in the field of natural science.
7. Research related to climate change, biodiversity, pollution control, and solid waste management.
8. Performance Assessment

CRIMINOLOGY

Specific Priority Areas:

1. Peace process and conflict resolution as applied to governance, policies and direction setting
2. Juvenile correction and rehabilitation policy

3. Crime causation, victims, and offenses to include deviant behavior
4. Punishment, incarceration, and rehabilitation of offenders
5. Research on vulnerable and resilient populations
6. Computational and numerical modelling and simulations for social processes
7. Indigenous knowledge systems and practices on DRR and CCA
8. Gender in nation-building and in DRR/CCA
9. Sovereignty issues
10. Human security (community, political, health, economic, environmental, personal)

BUSINESS ADMINISTRATION, ACCOUNTING

Specific Priority Areas:

1. Feasibility studies and development of business plans for new programs or products, the College intends to offer
2. Marketing research
3. Determinants of financing decisions
4. Research related to entrepreneurship and business management strategies

INFORMATION TECHNOLOGY

Specific Priority Areas:

1. Researches on the integration of ICT to teaching and learning
2. Software Development Researches
3. Researches leading to the maximization of the usage and improvement of existing computer software being used in the College
4. Impact study of ICT-driven curriculum and learning modalities for student learning and academic performance

ENGINEERING

Specific Priority Areas:

1. Natural Hazards Impact Mitigation & Infrastructure Security
2. Qualifications-Based Selection for Engineering Services
3. Clean Water, Drinking Water and Wastewater issues
4. Utilization of data analytics in the development of urban systems
5. Alternative energy (NIBRA)
 - Identification and characterization of alternative sources for energy (wind, solar, biofuels, hydro)

BASIC EDUCATION

The Basic Education Faculty refers to those faculty teaching in the Elementary Level, Pre-School, and Science High School. They can conduct research based on their field of interest with particular application in their specific departments.

Specific Priority Areas:

1. Implementation of enrichment measures to improve fundamental skills in reading, writing, mathematics, and other subjects
2. Studies leading to policies that would curb truancy among students
3. Curriculum or instructional evaluation studies.

SECTION 5. RESEARCH PROGRAM

Since research is one of the three prongs of the College, the Research and Publication Office is created to promote and facilitate the conduct of research in every arena of educational undertaking and policy making. With its utmost desire to create a research culture in this institution, the office has come up with the following departmental objectives:

1. To regularly update the research capability of the faculty and staff for greater participation and productivity;
2. To facilitate the conduct of researches relevant to the improvement of instruction, delivery of extension services and strengthening institutional policies;
3. To provide a venue where institutional research outputs could be shared and disseminated.
4. To establish linkages through collaborative researches, participation and attendance in research fora, conferences and conventions, both national and international.

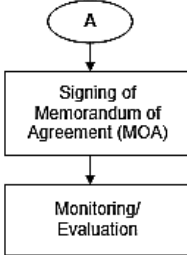
The research program has five components, namely; 1. Institutional Research Coordination (IRC); 2. Collaborative Research Coordination (CRC); 3. Research Publication and Dissemination (RPD); 4. Research Capability Enhancement (RCE); and 5. Research Funding. These program components are construed vital in achieving institutional research goals.

5.1 INSTITUTIONAL RESEARCH COORDINATION (IRC)

The IRC component covers institutional support mechanisms for faculty and staff doing research works in their respective disciplines. Part of this component is the screening, coordinating of funds, monitoring and evaluating research works.

Process Flow for Internally Funded Research

| Process Flow | Responsible Person | Details |
|--|--|---|
| <pre> graph TD Start([Start]) --> Proposal[Proposal Call for Research] Proposal --> Submission[Submission of Research Proposal and other requirements.] Submission --> Screening{Initial screening of requirements} Screening -- NO --> Submission Screening -- YES --> Deliberation{Deliberation of Research Proposal} Deliberation -- NO --> Refinement1[Refinement] Refinement1 --> Deliberation Deliberation -- YES --> Review[Review of Research Proposal] Review -- NO --> Refinement2[Refinement] Refinement2 --> Review Review -- YES --> Approval{Approval} Approval -- NO --> Refinement3[Refinement] Refinement3 --> Approval Approval -- YES --> A([A]) </pre> | <p>Research Development and Publication Office</p> <p>Researcher/s</p> <p>Research Staff</p> <p>Research Council</p> <p>Technical Review Panel</p> <p>Researcher/s</p> <p>Technical Review</p> | <p>Dissemination of information on the call for research proposal.</p> <p>Submit all the necessary requirements upon submission of research proposal for Research Council deliberation. The requirements are: Researcher's Information Sheet (F-RDPO-19-01), Endorsement Form (F-RDPO-19-02), Budget Specification (F-RDPO-19-03), Work Plan (F-RDPO-19-04), Capsule Research Proposal (F-RDPO-19-05) and Research Proposal Manuscript.</p> <p>Initial examination of application documents to check conformance to institutional format.</p> <p>1. Review the research proposal. 2. Assign 3 members of the Technical Review Panel (TRP). Results of the deliberation shall be documented in the minutes of the meeting.</p> <p>Fine tune methodological and technical details following the rigors of research. The review shall be documented through minutes of the review.</p> <p>Submit to Research Development and Publication Office (RDPO) the Institutional Research Approval (F-RDPO-19-07) and the revised proposal incorporating all the suggestions / recommendations of the TRP.</p> <p>Submit to RDPO the accomplished Institutional Research Evaluation Tool (F-RDPO-19-06) after review of revised research proposal.</p> |

| Process Flow | Responsible Person | Details |
|--|--------------------|---------|
|  <pre> graph TD A([A]) --> B[Signing of Memorandum of Agreement (MOA)] B --> C[Monitoring/ Evaluation] </pre> | | |

5.2 COLLABORATIVE RESEARCH COORDINATION (CRC)

Research collaboration is forged when organizations such as government and non-government organizations, professional and scientific organizations, business firms and foundations support research project proposals.

The term "collaboration" in academic research is usually thought to mean an equal partnership between two or more academic faculty members who are pursuing mutually interesting and beneficial research. Although researchers in their own capacity are encouraged to establish linkages and look for research funding opportunities, proper coordination of such undertakings with the RPO must be observed.

It should be noted also that the primary role of the faculty is instruction, hence, he/she may only be allowed to conduct research during school days upon approval and discretion of his/her immediate supervisor, in such a case an application for a leave of absence is deemed necessary. It should further be understood that field works in connection with

the collaborative research undertaking within or outside the campus shall not hamper nor prejudice any responsibility relating to instruction.

Hence the following is the process flow:

| Process Flow | Responsible Person | Details |
|---|--|---|
| <pre> graph TD START([START]) --> Endorsement[Endorsement] Endorsement --> Submission[Submission of Concept Paper] Submission --> Approved1{Approved?} Approved1 -- NO --> Refinement1[Refinement] Refinement1 --> Submission Approved1 -- YES --> Submission2[Submission of Concept Paper to Funding Agency] Submission2 --> Approved2{Approved?} Approved2 -- NO --> Refinement2[Refinement] Refinement2 --> Submission2 Approved2 -- YES --> A((A)) </pre> | <p>Researcher/s</p> <p>Researcher/s</p> <p>Research Council</p> <p>Research Development and Publication Office</p> <p>Funding Agency</p> | <p>The researcher/s who will conduct collaborative research shall write a letter addressed to his/her immediate supervisor for endorsement.</p> <p>The researcher/s shall submit the endorsed paper to Research Development and Publication Office.</p> <p>Research Council shall approve the paper and endorsed to the President for approval.</p> <p>The President thru Research Development and Publication Office shall submit the concept paper to the funding agency.</p> <p>Funding Agency shall approve or refute the project proposal.</p> |

| Process Flow | Responsible Person | Details |
|--|---|--|
| <pre> graph TD A((A)) --> Notification[Notification] Notification --> Refinement[Refinement] Refinement --> MOA[Signing of Memorandum of Agreement] MOA --> Implementation[Implementation] Implementation --> Submission[Submission of Collaborative Research Output] Submission --> END((END)) </pre> | <p>Research Development and Publication Office</p> <p>Researcher/s</p> <p>President, Research Director, Funding Agency and Researcher/s</p> <p>Researcher/s</p> <p>Researcher/s</p> | <p>Research Development and Publication Office shall notify the researcher/s for the approval/refutation of the paper.</p> <p>The researcher/s shall work on the paper for refinement.</p> <p>Research Director shall look into the stipulations in the Memorandum of Agreement (MOA) before endorsing to the President for signature.</p> <p>The researcher/s shall implement the said research.</p> <p>The researcher/s should file a leave of absence to HRMD if the funding agency provides allowance for researchers.</p> <p>If agreed that manpower shall be the colleges' counterpart, the researcher/s shall file an official leave to HRMD.</p> <p>Researcher/s shall submit collaborative research output to Research and Publication Office</p> |

5.3 RESEARCH PUBLICATION AND DISSEMINATION (RPD)

Research outputs are expected to be disseminated to the widest audience possible. Research dissemination can be in a form of publication in a research journal and oral or poster presentations in a research fora or conventions. With this, the knowledge generated from a certain

research would not only be contained in the shelves, but would rather be utilized at large.

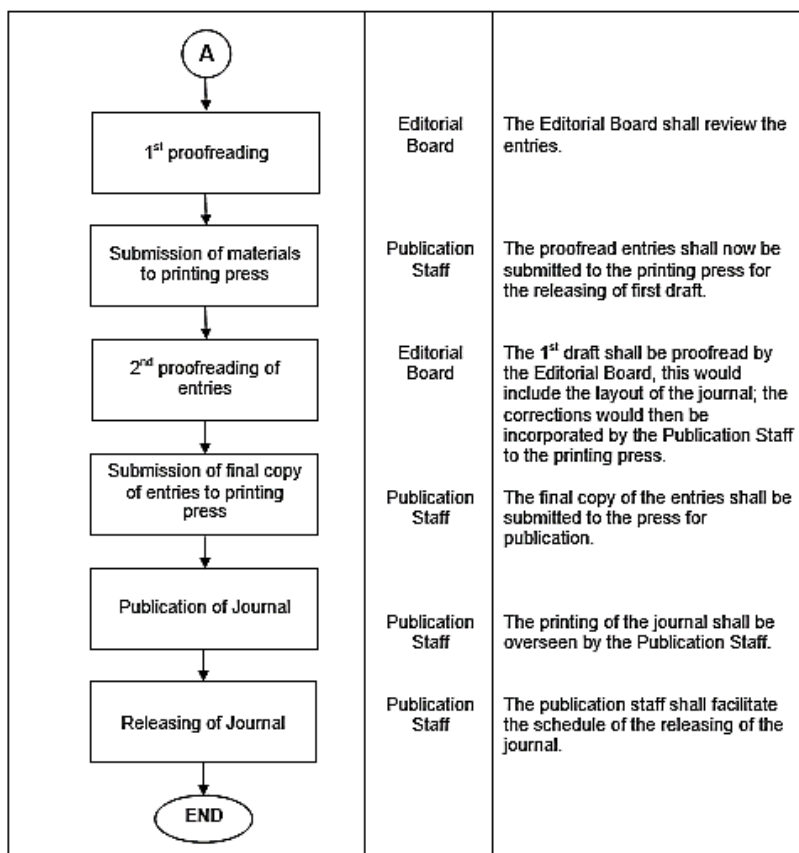
This program component deals with the institutional support mechanisms and incentives in order to promote a facilitative environment for faculty and other researchers to publish research manuscripts in appropriate venue and to disseminate research works in scientific or professional gatherings in the local, national and international level.

PUBLICATION PROCESS FLOW

The Editorial Board (EB) of the Research and Publication Office shall deal with matters pertaining to publication for institutional researches and other faculty researches. Institutional researches must undergo a refereeing process before it will be included for publication.

Publication Process Flow

| Process Flow | Responsible Person | Details |
|---|---|---|
| <pre> graph TD START([START]) --> Call[Call for Papers for Research Journal] Call --> Submission[Submission of entries for Research Journal] Submission --> Gathering[Gathering of entries] Gathering --> Checking[Checking of entries] Checking --> Review[Review of entries] Review --> A((A)) </pre> <p>The flowchart illustrates the publication process flow. It begins with a 'START' oval, followed by a sequence of rectangular process boxes: 'Call for Papers for Research Journal', 'Submission of entries for Research Journal', 'Gathering of entries', 'Checking of entries', and 'Review of entries'. Each box is connected to the next by a downward-pointing arrow. The process concludes with a circular connector labeled 'A'.</p> | <p>Research Director, Publication Staff</p> <p>Researcher/s, Publication Staff</p> <p>Publication Staff</p> <p>Editorial Board</p> <p>Editorial Board</p> | <p>Dissemination of information on the call for papers for Research Journal.</p> <p>The researcher/s shall submit their entry to RDPO conforming to the institutional publication format.</p> <p>The publication staff shall gather the entries submitted by the author/s.</p> <p>The editorial Board shall check and arrange the sequence of the entries.</p> <p>The Editorial Board shall assign the papers for review to the editorial staff; the paper's conformance to the institutional publication format shall be checked by the editorial staff.</p> |



5.4 RESEARCH CAPABILITY ENHANCEMENT (RCE)

This Research Capability Enhancement (RCE) component deals with the development and enhancement of the research capability of the faculty and staff. This refers to trainings and seminar-workshops conducted within and outside the campus organized by the Research and Publication Office or other organizing institutions. Potential and deserving researchers are given the opportunity to

participate in local, national or international research seminars or conferences.

Paper Presentation Process Flow

| Process Flow | Responsible Person | Details |
|--|--------------------|---|
| <pre> graph TD Start([Start]) --> Invitation[Invitation] Invitation --> Approval[Approval] Approval --> Yes[Yes] Approval --> No[No] Yes --> Application[Application for training] No --> Application Application --> End([End]) </pre> | Research Director | 1. The RDPO shall disseminate to the respective departments the invitation for research capability trainings or seminar-workshops. |
| | Research Director | 2. A letter of request from faculty to attend shall be forwarded to the respective department head for approval. |
| | Participants | 3. The faculty/ staff who would like to avail of the capability training or seminar-workshop duly approved by their direct supervisor shall file a training application at the HRMD Office. |

5.5 RESEARCH FUNDING

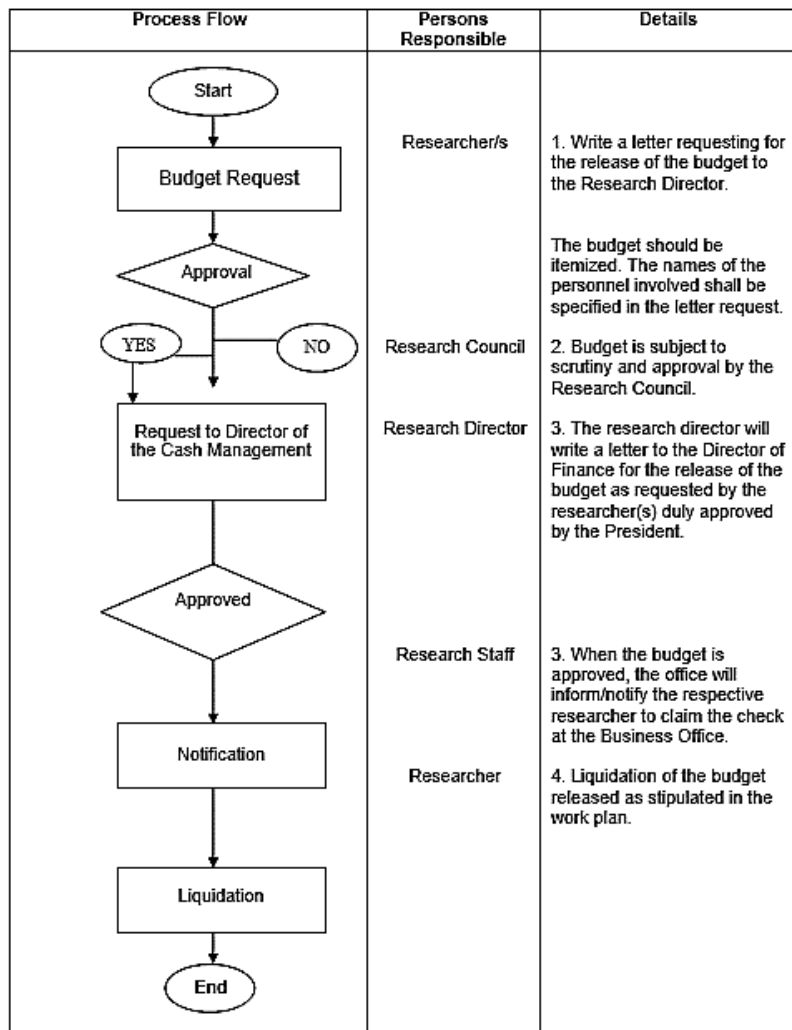
The college provides research grants to individual researchers and those working with research collaboration. The research grant shall be taken from the approved annual institutional research budget. The researcher shall accomplish the budget allocation form and shall submit to the Research Office together with the other duly accomplished forms. The budget for research funding shall be subjected to the scrutiny and approval of the Research Council. The budget allocation shall be itemized. All supplies and

materials shall be coursed through the office. It is the policy of the college that the names of the personnel involved in the research shall be specified in the letter request for the budget.

Funding is also available to researchers who seek to disseminate research outputs in research fora and conferences. Funding for research dissemination shall cover the registration of the presenter or participants, board, lodging and fare. This coverage, however, would depend on the availability of funds. The researcher(s), on the other hand will also receive a monetary incentive. Upon request by the researcher(s), the first half of the incentives shall be given upon the completion of the final manuscript and the second and final half shall be upon submission of the revised refereed manuscript for publication.

The release of the budget shall be done in four phases depending on the work plan of the researcher(s). It shall be noted that at every other request, liquidation of the previously requested amount shall be secured first before another release shall be granted.

The following is the process flow for the release of the research funding.



SECTION 6.

RESEARCH POLICIES AND GUIDELINES

The following research policies and guidelines are crafted to ensure alignment of research projects to the institutional research agenda, to avoid possible conflict of interests that may arise in any research undertaking and to raise the quality of the research outputs. These would also assure external funding agencies that institutional safeguard infrastructures are put in place to ensure quality of research outputs.

6.1 CALL FOR RESEARCH PROPOSALS

6.1.1 Institutional Research Grant

- 6.1.1.1 Implementation of the IRG shall usually start with an institution wide call for research proposals which shall be published by RPO. The call shall usually be done within the first quarter of every semester of the school year.
- 6.1.1.2 A memorandum coming from the RPO shall be circulated to the different departments for this purpose. Announcements shall also be posted in conspicuous places within the College. The call shall include, among others institutional research priorities and mechanics in submitting research proposals.

6.1.2 External Research Grant Coordination

The ERGC component shall usually commence with a call for research proposals on priorities or research areas identified by funding agencies. The RPO would facilitate an institution-wide call for research proposals after a potential research project for external funding shall have been identified. A separate call for proposals shall likely be made for external funding in accordance with the timetable set by the requesting or funding agency.

6.2 ADMINISTRATION OF INSTITUTIONAL RESEARCH GRANT

The administration of the IRG shall be guided by the following set of protocols covering the application, screening, approval, implementation, and monitoring and evaluation processes. This is to ensure quality of the research that will be funded while promoting institution-wide research productivity. Deviations from the protocol could result to disapproval of the proposal or discontinuity of the research grant. Faculty and other campus researchers are encouraged to observe the protocol specified in the administration of IRG as follows:

- 6.2.1 The proponents shall comply with the application requirements outlined in the preceding section, i.e., F-RPO-19-01, F-RPO-19-02, F-RPO-19-03, F-RPO-19-04, F-RPO-19-08 and Detailed Research Proposal. It should be noted the item pertaining to the research incentive in F-RPO-19-03 should not be filled up by the

proponents in preparing the budget.

- 6.2.2 The proponents shall submit the application requirements to the RPO for verification within the specified period of application stated in the call for research proposals. Application requirements submitted beyond the specified application period shall be considered for the next round of applications.
- 6.2.3 An acknowledgment receipt prepared by the proponents shall accompany the application requirements to document the turnover of the application requirements.
- 6.2.4 The RPO shall conduct an initial examination of the application documents to check conformance to institutional format. However, if discrepancies such as non-conformance to institutional format or missing information would be encountered during the initial examination, the application documents shall be returned to the proponents for refinement.
- 6.2.5 If the application documents upon initial review of the RPO conform to the specifications, the Research Director shall convene the RC to deliberate the proposal. The purpose of the deliberation is to ensure that the proposal is in pursuit of institutional thrusts. F-RPO-19-08 together with the necessary attachments shall be utilized during the deliberation.
- 6.2.6 Upon passing the deliberation, the RPO

shall recommend the proposal for Proposal Technical Review (PTR), identify a three-member Technical Review Panel (TRP) and appoint the chair of the TRP. The TRP shall be composed of experts from the College with one coming from the RC. In cases, however, where the nature and scope of the research necessitate external expertise, experts from other organizations shall be tapped to join the TRP.

- 6.2.7 PTR shall then be conducted to fine tune methodological and technical details to ensure that the proposal would generate results following the rigors of research.
- 6.2.8 The proponents shall revise the proposal integrating the suggestions of the TRP as recorded in the minutes of the PTR. A revised F-RPO-19-03 shall also be submitted adding the information regarding the research incentive as determined by the RC.
- 6.2.9 Upon a collective decision favoring the approval of the revised proposal, the TRP shall submit to the RPO the accomplished Institutional Research Evaluation Tool (IRET) (*Refer to Annex F for the IRET*). The proponents, on the other hand, shall submit to the RPO the revised version of the manuscript approved by the TRP together with the Institutional Research Approval (IRA). (*Refer to Annex G for the IRA*)
- 6.2.10 The RC, through the Research Director, shall recommend to the President the

approval of the proposed research.

- 6.2.11 If the President shall approve the proposed research, the proponents and the College through the President, shall enter into a Memorandum of Agreement (MOA) in order to formalize the specified deliverables of each party. *(Refer to Annex H for the MOA)*
- 6.2.12 The proponents shall implement the research based on the approved work plan. The implementation of the research, usually commences within a week after the first release of the corresponding funds for personal services, operating expenses and capital outlay. Absence of a valid written justification of a delay in the implementation could be a ground for grant termination.
- 6.2.13 The proponent or the lead researcher in the case of team research shall provide the RPO with progress reports using the Institutional Research Update (IRU) F-RPO-19-08. *(Refer to Annex I for F-RPO-19-08 template)*

Note: A separate section is devoted for the guidelines regarding submission of progress reports.

- 6.2.14 The RPO shall monitor the implementation of the research to ensure that the goals of the study have duly complied with and the provisions in the MOA and TOR are followed. The submission of IRU shall form part of the research monitoring

mechanism.

- 6.2.15 In case the proponents, under certain circumstances deemed justifiable find it material to modify the research objective(s) or work plan, a written request should be addressed to the Research Director articulating the reasons for modification. The potential implications of the intended modifications on the research should also be stated in the letter. The Research Director shall then bring the request to the RC. It is only when the RC finds the reasons meritorious that the request shall be granted.
- 6.2.16 The Research Director shall schedule the final review based on the approved work plan. The TRP composition during the proposal stage shall be the same during the final review.
- 6.2.17 The proponents shall revise the final manuscript integrating the suggestions of the TRP based on the minutes during the final review.
- 6.2.18 The proponents shall secure IRA for the final manuscript duly signed by the TRP. The proponent/s shall submit to the Research Council two hardbound copies and one electronic copy of the revised final report.

6.3 COORDINATION OF COLLABORATIVE RESEARCHES

Part of the thrusts of the RPO is to source out possible external research grants. In cases

where members of the faculty and staff are able to tap external funding for research projects, proper consultation and coordination with the College should be observed. Transactions with external funding agencies should be properly channeled in order to safeguard institutional interests and priorities. In any case, proponents who intend to submit research project proposals for funding shall observe the following:

- 6.3.1 The proponents shall submit to the RPO the application requirements outlined by the funding agency such as, but not limited to, Identifying Information, Proposal Manuscript, Work Plan and Budget Specification.
- 6.3.2 An acknowledgment receipt prepared by the proponents shall accompany the application requirements to document the submission.
- 6.3.3 The RC shall convene to discuss the possibility of the College to engage in such project.
- 6.3.4 If the RC finds a positive resolution, it shall assign a three- member TRP and shall schedule the PTR. The TRP shall be composed of experts from the College. In cases, however, where the nature and scope of the research necessitate external expertise, experts from other organizations shall be tapped to join the TRP.
- 6.3.5 PTR shall then be conducted to ensure methodological and technical soundness.

- 6.3.6 The proponents shall revise the proposal integrating the suggestions of the TRP based in the minutes during the PTR.
- 6.3.7 By the time the necessary revisions are accomplished and the proponents have already secured an IRA, the proposal shall be submitted by the RPO to the funding or sponsoring agency.
- 6.3.8 Upon the approval of the proposal by the funding or sponsoring agency, the legal counsel of the College shall be consulted of the provisions of the MOA for the research undertaking prior to execution. This is to ensure that the duties and responsibilities of the researchers are fairly articulated and their rights protected.
- 6.3.9 The Central Mindanao Colleges, through the President or a duly appointed representative, shall enter into a MOA with the funding agency.

6.4 ELIGIBILITY OF RESEARCHERS

6.4.1 Institutional Research Grant

In order to properly address the research thrusts of the school and efficiently allocate research funds, certain eligibility guidelines are put in place of researches to be covered under the IRG component. The following eligibility specifications are to be observed:

- 6.4.1.1 IRG shall be awarded giving priority to researchers who are in full-time tenured employment

with Central Mindanao Colleges

- 6.4.1.2 Single authors and principal authors should satisfy the full-time tenured employment status requirement and should have graduate degree relevant to the subject of the research.
- 6.4.1.3 A proponent in probationary status with a relevant graduate degree could be a single author or principal author provided that he/she has a good research track record. In such case, however, the duration of the research shall be within the proponent's appointment period.
- 6.4.1.4 A proponent who is in full time status, but is yet to complete a Master's degree could qualify as co-author in a group research.
- 6.4.1.5 A part-time faculty with a relevant graduate degree and a good research track record could qualify as co-author provided he/she has served the College for at least two consecutive semesters prior to the grant. The duration of the research shall not go beyond his/her period of appointment.
- 6.4.1.6 In cases where external expertise is deemed necessary to pursue a

research project, external experts, henceforth referred to as research fellows, could be sought. This shall be done after internal expertise shall have been exhausted. It is preferred that research fellows serve as principal authors in a group researches with co-author (s) from the College than as single authors.

6.4.2 External Research Grant Coordination

The eligibility guidelines in IRG pertaining to the educational qualification and tenure shall also be observed in ERGC component. However, the funding agency usually has the discretion in screening the eligibility of the researchers and in approving the research proposals that seek funding.

6.5 PROGRESS REPORTS

- 6.5.1 To create a mechanism for monitoring IRG–covered researches, the tasks usually undertaken in a research, particularly after the research proposal has been approved, are clustered in the following manner:

- | | |
|-----------|---|
| Cluster 1 | <ul style="list-style-type: none"> + Finalization of research protocols and instruments + Initial site visitation or community inspection + Submission of letters or communications asking for permission to conduct the study |
|-----------|---|

| | |
|-----------|--|
| Cluster 2 | + Identification and training of research assistants and enumerators. + Collection of data |
| Cluster 3 | + Data processing + Data analysis and interpretation |
| Cluster 4 | + Preparation of the final manuscript + Presentation of the manuscript to the TRP + Submission of the final manuscript |

Note: Researchers might have a different manner of naming the tasks.

6.5.2 The author or the principal author, in the case of team research, shall submit a progress report after completion of each cluster of tasks under Cluster 1, Cluster 2 and Cluster 3, using F-RPO-19-08 based on the agreed work plan. In effect, three progress reports shall be submitted to the RPO. The proponent(s) shall not anymore submit a progress report after the submission of the final report.

6.5.3 There is no defined interval of periods, i.e., no specific number weeks or months, for proponents, submit progress reports. Progress reports shall be submitted immediately after accomplishing the tasks identified in each cluster as reflected in the work plan.

6.5.4 It should be noted that the names of tasks as clustered above are generic so that researchers might have a different way of naming them. There might also be unique tasks in a certain research not mentioned subsection which the researchers might include. Nevertheless, the principle of

clustering tasks and submitting progress reports after completion of the tasks under Cluster 1, Cluster 2 and Cluster 3 shall be observed.

6.5.5 In cases, however, where there are certain tasks unique for a certain research, the TRP shall help load tasks to a particular cluster during the PTR. Final clusters of tasks and the target period of progress report submitted shall be reflected in the revised work plan.

6.5.6 For research projects under the ERGC component, the researchers shall furnish the RPO of the reports submitted to the funding agency.

6.6 FINANCIAL PROTOCOLS

6.6.1 Budget Preparation

Research proposals for IRG coverage should always be accompanied by a budget specification following the institutional format. F-RPO-19-03 shall be used for this purpose. The research budget generally consists of allocations for personal services, operating expenses, capital outlay and contingency.

In preparing F-RPO-19-03, the proponent(s) should itemize the expenses for personal services, operating expenses, and capital outlay. Moreover, the estimates should be carefully made so as not to unduly inflate the budget.

6.6.2 Personal Services

- 6.6.2.1 Personal services could include items such as honorarium, salary of research personnel or the consultant's fee.
- 6.6.2.2 *Research incentive* is a form of institutional recognition for the conduct of scholarly research under IRG. The amount of the research incentive shall be determined by the RC based on the *Institutional Research Incentive Guidelines* which comes as a separate document. The amount of the incentive shall form part of the MOA.
- 6.6.2.3 *Salary of research personnel* shall be determined by the Human Resource Management and Development (HRMD) based on prevailing and allowable rates set by the College or other regulating agencies. The HRMD usually drafts an employment contract for this purpose. Although the proponents would identify the need of hiring research personnel, it should be noted that the hiring of contractual research personnel shall undergo the hiring process which will be specified by the HRMD.
- 6.6.2.4 *The consultant's fee* would be based on the qualification, track

record, and current salary (if employed) of the prospective consultant. The proponents shall specify the amount in F-RPO-19-03 which shall then be deliberated by the RC. Moreover, the research funds available for a particular research or project should also be considered in determining the said fee. In any case, a TOR would be drafted for this purpose.

6.6.3 Operating Expenses

- 6.6.3.1 Operating expenses refer to expenses for supplies and materials (e.g., bond papers, printer ink, flash or floppy disks, etc.), travel, communication, photocopying, repair or maintenance of equipment and other such services identified by the proponent(s).
- 6.6.3.2 The costs of supplies and materials shall be based on prevailing costs based on the records of Material Management Office. Travel and communication cost estimates shall be based on prevailing costs.
- 6.6.3.3 If applicable, costs in relation to the use of institutional resources such as, but not limited to, electricity, classrooms, vehicles should be properly indicated.

6.6.4 Capital Outlay

- 6.6.4.1 Capital outlay refers to expenses for purchase of equipment (e.g., reagents, computer software, measuring devices, etc.) and construction of infrastructures (e.g., experimental setups, buildings, etc.) that would be used for the undertaking.*
- 6.6.4.2 The costing of equipment to be purchased and construction of infrastructures shall be channeled through the Office of the Procurement and Material Management and General Services Department, respectively.*
- 6.6.4.3 All requests for purchase of equipment shall follow institutional protocols for requisition, purchase and withdrawal.*
- 6.6.4.4 Equipment acquired from the research projects shall be the property of the College.*

6.6.5 Contingency budget

- 6.6.5.1 A contingency budget, which shall not exceed 5% of the overall project cost, shall be allowed.
- 6.6.5.2 The use of the contingency fund shall be subject to prior approval either by the RC or the President.

6.6.6 Releasing of Funds

The Business Office shall handle the releasing of approved research funds. Funds shall be made available upon request of the proponents in compliance with established protocols.*

- 6.6.6.1 Upon execution of the MOA, the initial research incentive shall be released. The final research incentive, on the other hand, shall be released after securing IRA for the final manuscript and after submitting the two hard copies and one electronic copy of the final research report.
- 6.6.6.2 The initial research incentive and the final research incentive shall follow the computations prescribed in the *Research Incentive Guidelines*.
- 6.6.6.3 Salaries of research personnel shall be released based on institutional policies. Salaries shall not in any way be paid in advance to any research personnel.*
- 6.6.6.4 Requests for release of funds should be formally made through writing by the author or principal author.*
- 6.6.6.5 Releasing of operating expenses shall usually be done in a staggered mode. That is, operating expenses shall be released per major activity

based on the work plan. Requests should be made in a reasonable period prior to the actual conduct activity based on the work plan. Premature requests of fund and equipment shall not be entertained until due time. For example, the budget for the reproduction of the final report would be released if requested for a reasonable period prior to the actual timetable for final report reproduction as indicated in the work plan. It shall not be released if requested during the outset of data gathering.*

6.6.6.6 The principle in releasing of operating expenses shall be applied for releasing of capital outlay. In addition, the Purchasing Officer of the College shall take charge of purchasing the equipment needed in a research. The role of the researchers is to withdraw the purchased equipment following institutional protocols.*

6.6.6.7 All of the requests for release of funds shall be noted by the Research Director. Requests without proper notification shall be considered invalid and shall not be accommodated.*

6.6.6.8 A request for release of funds more than PHP 20,000.00 should have

prior approval of the President.*

6.6.6.9 All fund releases shall be subject to standing institutional accounting and auditing rules and regulations. Moreover, succeeding fund releases shall be subject to the submission of liquidation reports of preceding release (s).*

6.6.6.10 Unexpended funds, including those of terminated IRG- assisted research would be reverted to the institutional research budget.

Note:

A provision under the Financial Protocol section labeled with an asterisk () shall be applied to research projects under ERGC component.*

6.7 RESEARCH PUBLICATION PROTOCOL

6.7.1 The RPO shall publish an announcement calling for publication of research papers or articles in the Research Journal of CMC. The call would include, among others, the period of submission, content of the papers and other technical requirements or specifications.

6.7.2 Copy manuscripts shall be required for publication. Final manuscripts of research reports shall not be entertained.

6.7.3 The copy manuscripts shall be submitted to the RPO in print and electronic form. The

electronic form could be saved in hard disks and submitted directly to the RPO. It could also be sent as an e- mail attachment to an email address assigned by the RPO.

- 6.7.4 The Editorial Board of the research journal shall review submitted articles for methodological and technical sufficiency. The board shall then decide which of the submitted articles shall be published in a certain volume of the research journal.
- 6.7.5 Copy manuscripts that satisfy publication requirements, but cannot anymore be accommodated in a certain volume shall be considered in the next volume(s) of the journal. The same would apply to those manuscripts submitted beyond the period specified in the call for publication.
- 6.7.6 The Editorial Board shall then recommend to the RC referees who will examine selected articles for publication. Three referees, at most, shall be assigned to examine each article.
- 6.7.7 The author(s) shall be responsible in addressing the comments of the referees. Revisions based on the comments of the panel shall be submitted for a specified period. It is only when the articles shall be accorded the go signal by the referees that it shall be forwarded to the press for publication.
- 6.7.8 The provisions suggested in the *Guidelines in Preparing Final and Copy Manuscripts*, which comes as a separate document,

shall be observed in evaluating copy manuscripts for publication. It should be noted that technical writing skills could not cover up for methodological lapses in the conduct of the research, which could render a manuscript unworthy for publication. Researchers should be familiar with the *Guidelines in Preparing Final and Copy Manuscripts*.

SECTION 7.

RESEARCH INCENTIVE GUIDELINES

The institution has been supportive of the research activities and initiatives of its researchers, most especially with its endeavor to publish research outputs in regional, national or international journals accredited by RPO and / or SCOPUS or ISI indexed. This does not only provide opportunity for professional advancement and personal development for researchers, but also contributes significantly to the institution's profile.

These Research Incentive Guidelines stipulate the assistance to be given to its researchers for research outputs/presentations/publications. In the observance thereof, a rigid review process must be undertaken to ensure the quality of researches to be presented in conferences or to be published in different journals, and to effectively manage the limited resources of the institution.

These guidelines are applicable to research papers authored and co-authored by the institution's faculty or personnel researchers. All full-time faculty members and personnel of the institution are eligible to receive financial support and incentives for research outputs/ presentations/publications.

OBJECTIVES

1. To encourage and nurture the development of faculty/personnel researchers and enhance the culture of research in the institution.
2. To provide support and incentives to researchers whose research work was published in refereed journals.
3. To provide equal opportunities among faculty/personnel researchers to disseminate their

research findings and contribute to regional, national or international pool of expertise and knowledge.

4. To effectively manage the resources of the institution in providing incentives for research outputs/ presentation/ publications.

7.1 Cash Incentive Award

7.1.1 Research Incentive

A cash incentive of P20, 000 shall be awarded to the qualified researchers who have finished an institutional research output submitted in IMRAD format.

The researcher shall receive an amount based on the following:

- P10,000 – will be given after the Proposal Defense
- P10,000 – will be given after the submission of the research output (IMRAD format)

7.1.2 Paper Presentation

A cash incentive will be awarded to the qualified researchers who have presented their papers in regional, national or international conferences.

The researchers shall receive an amount based on the following:

- P 2,000 - Regional
- P 3,000 - National
- P 5,000 – International

Application requirements for the award are the following:

1. Letter of application for the award and photocopies of the letters of invitation and acceptance;
2. Photocopy of the program of the conference;
3. Copy of the researcher's full paper;
4. Special Order for the applicant's participation in the regional/national/international conference;
5. Report of undertaking;
6. Certificate of attendance

7.1.3 Publication Incentive

An employee whose research output is published in a Peer-Reviewed Journal accredited by RPO or in an ISI indexed/ SCOPUS shall be awarded subject to the availability of funds; Provided that the name of the school is also indicated in the article.

The researchers shall receive an amount based on the following:

- P 5,000 - Published in Peer-Reviewed Journal accredited by RPO
- P 20,000 - Published on ISI indexed or SCOPUS

Application requirements for the award are the following:

1. All faculty researchers requesting for research publication incentive shall

submit an Application Form for Research Publication Incentive (see Annex J). This form (F-RPO-19-09) can be secured from the Office of the Research and Publication.

2. Pertinent documents shall be submitted/ attached to the Application Form:
 - a. A hard copy of the research journal (for print journals) / printed copy of the research journal (for online journals)
 - b. Photocopy of the Table of Contents bearing the title of the research paper published and the name of the author(s)
 - c. Photocopy of the pages where the actual paper was printed. The name of the author(s) and Central Mindanao Colleges must appear on the journal article.
 - d. Certificate of Acceptance for Publication or similar documents
 - e. Proof that a peer-review process took place prior to publication, which must include the proceedings of the process and the comments/suggestions of the reviewers.

If the applicant is also seeking for publication support (refereeing fee and entry fee), the official receipt(s) or notice of payment should also be attached to the application form.

TERMS AND CONDITIONS

1. Authors should take collective responsibility for the integrity of the submitted and published work.
2. There is a limit on the number of research output/publication for any faculty / personnel researcher in each program (A maximum of two (2) research output/publication every year).
3. A faculty / personnel researcher may request for research incentive on the **same paper** only once, regardless of the level of publication.
4. For a published research paper whose author(s) used to be part of the CMC, but are no longer a faculty/employee of the institution at the time of publication, the publication support/ incentive cannot be claimed.
5. Only Institutional Research officially funded are entitled for incentives.

SECTION 8.

TERMINATION OF GRANT

Researchers are expected to prudently plan for a particular research undertaking so that all the necessary documents, including budget and other details are integrated in the proposal. This is to ensure that the elements vital to the success of the research are properly accounted. This is to also ensure that the provisions in the MOA are adhered. Unjustifiable deviations from MOA could result in termination of the grant. The following guidelines shall be observed in handling matters related to grant termination.

- 8.1 The College reserves the right to terminate the grant based on unjustifiable deviations from the MOA. Long overdue research, unreasonable request of additional budget or personnel, non-submission of progress reports and detachment of the proponent(s) from the College are some of the possible grounds for termination of research grants.
- 8.2 In instances wherein the Research Council would rule for the termination of a research grant, the following shall be observed:
 - 8.2.1 A formal letter suggesting the action of the Research Council to terminate the research grant shall be given by the Research Director to the proponent(s) 45 days prior to the termination date. Such period of time would be enough for the proponent(s) to inform the research personnel at least 30 days prior to the termination date. The President, Vice President for Academic Affairs and Business Office shall be furnished with a copy of the letter.

- 8.2.2 For terminated projects, the proponent(s) shall reimburse the College of the sum of funds incurred for the project based on existing records particularly from the Business Office. Among such that shall be reimbursed are funds released for personal services, operational expenses and capital outlay. Only unconsumed materials and usable equipment could be deducted from the total reimbursable amount. Payments could be done through salary deduction, cash or check through the Business Office.
- 8.2.3 The proponent(s) shall complete the payment within a maximum period of three months upon receipt of the letter of termination or as agreed upon by the proponent(s) and the institution.
- 8.3 Terminated researches or projects could be taken over by interested researchers. In such case, the following shall be observed:
 - 8.3.1 A letter of recommendation from the direct supervisor, i.e., Dean, Principal or Unit Head, should be sought and submitted to the Research Office.
 - 8.3.2 The recommendation shall then be submitted to the Research Council for deliberation. If the council favors the continuation of the project, the provisions of the original MOA and the proposal pertaining to funds shall be observed.
 - 8.3.3 The work plan could be adjusted, but the period allocated for the completion of the remaining activities (e.g., number of days or

months) indicated in the original proposal should be adhered.

SECTION 9.

COPYRIGHT AND OWNERSHIP

The following guidelines shall be observed with regards to copyright and ownership of the institutional research manuscripts and other outputs resulting from IRG-assisted and externally funded research projects:

- 9.1 Research manuscripts and other such outputs that may result from IRG-assisted projects shall be governed by the provisions of R.A. 8293 better known as the Intellectual Property Code of the Philippines (1997).
- 9.2 Copyright of research manuscripts and other such outputs that may result from IRG-assisted projects, including those of terminated research projects, shall belong to the College unless there shall be an agreement to the contrary. The researcher(s) who completed the project shall maintain the authorship of the research manuscript or output. The previous proponent(s) of terminated projects should, however, be properly acknowledged in the final manuscript or report.
- 9.3 Application of patent for product(s) resulting from IRG-assisted research or project shall be consulted and coordinated with the College. The patent resulting thereof shall be assigned to the College unless there is an agreement to the contrary.
- 9.4 Authors should seek permission from the College prior to publishing research outputs, in part or in whole, in journals, magazines or other such media other than the publications of the College or presenting such outputs in local, regional or national conferences or trainings other than that

facilitated by the College. Moreover, the College should be acknowledged as the funding institution in an appropriate page of the publication or portion of the presentation.

- 9.5 Acknowledgement of the College as the funding institution should be made in an appropriate portion of a book, publication and other material resulting from IRG-assisted projects.
- 9.6 Custody of raw data and results of IRG-assisted projects shall be given to the author(s). Confidentiality in handling the data and results should be exercised. If needed, however, data and results should be made available upon request of the College.
- 9.7 For externally funded research, provisions in the MOA pertaining to copyright and authorship shall be observed.

Annex A

RESEARCHER'S INFORMATION SHEET
(F-RPO-19-01)

Research Title: _____

Direction: Kindly provide all the applicable information asked of you by filling out the space provided or by checking the appropriate box. Just write NA in the spaces in which the information asked is not applicable to you.

Annex B

ENDORSEMENT FORM

(F-RPO-19-02)

Research Title: _____

Research Duration: _____



| Research Proponent(s) | |
|-----------------------|-----------------------------|
| Name | Designation in the research |
| | |
| | |
| | |

Remarks on the Proposed Research

☐ The proposed research is relevant to the goals and objectives of the department/unit.

Other remarks

Action(s) Taken

☐ The department endorses the research.

☐ The department endorses the research given that the following conditions are accomplished:

Endorsed by:

 Department/Unit Head
 (Signature Over Printed Name)

 Date

Annex C

BUDGET SPECIFICATION FORM (F-RPO-19-03)

Research Title: _____

Research Duration: _____

A. OVERALL BUDGET REQUEST

| ITEM | Total | Remarks |
|---|-------|---------|
| Personal Services | | |
| a. Salaries | | |
| b. Honoraria | | |
| Subtotal | | |
| Maintenance and Other Operating Expenses | | |
| a. Travel | | |
| b. Supplies and Materials | | |
| c. Communication | | |
| d. Materials Reproduction | | |
| e. Others | | |
| Subtotal | | |
| Equipment/Capital Outlay | | |
| Subtotal | | |
| GRAND TOTAL | | |

Note: Entries should be itemized (e.g., Supplies and Materials should itemize to Bond papers, Ink, etc.).

B. BUDGET RELEASING SCHEDULE

| ITEMS | AMOUNT | | | | | | | |
|---|----------------------------|------|----------------------------|------|----------------------------|------|----------------------------|------|
| | 1 st Release | Date | 2 nd Release | Date | 3 rd Release | Date | 4 th Release | Date |
| Personal Services | | | | | | | | |
| a. Salaries | | | | | | | | |
| b. Honoraria | | | | | | | | |
| Subtotal | | | | | | | | |
| Maintenance and Other Operating Expenses | | | | | | | | |
| a. Travel | | | | | | | | |
| b. Supplies and Materials | | | | | | | | |
| c. Communication | | | | | | | | |
| d. Materials Reproduction | | | | | | | | |
| e. Others | | | | | | | | |
| Subtotal | | | | | | | | |
| Equipment/Capital Outlay | | | | | | | | |
| Subtotal | | | | | | | | |
| Grand Total | | | | | | | | |

Prepared by:

Signature over printed name

Annex D

WORK PLAN

(F-RPO-19-04)

Research Title: _____

Proponent(s): _____

Research Duration: _____

| TASKS TO BE PERFORMED | Month 1 | | | | Month 2 | | | | Month 3 | | | | Month <i>n</i> | | | |
|--|---------|---|---|---|---------|---|---|---|---------|---|---|---|----------------|---|---|---|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| <i>1st release of funds</i> | | | | | | | | | | | | | | | | |
| CLUSTER 1 | | | | | | | | | | | | | | | | |
| a. Finalization of method (e.g., respondents, instruments) | | | | | | | | | | | | | | | | |
| b. Initial on-site visit or community inspection | | | | | | | | | | | | | | | | |
| <i>Submission of Progress Report on Cluster 1</i> | | | | | | | | | | | | | | | | |
| <i>2nd release of funds</i> | | | | | | | | | | | | | | | | |
| CLUSTER 2 | | | | | | | | | | | | | | | | |
| a. Identification & training of research assistants and enumerator | | | | | | | | | | | | | | | | |
| b. Collection of data | | | | | | | | | | | | | | | | |
| <i>Submission of Progress Report on Cluster</i> | | | | | | | | | | | | | | | | |
| CLUSTER 3 | | | | | | | | | | | | | | | | |
| a. Data processing | | | | | | | | | | | | | | | | |
| b. Data analysis & interpretation | | | | | | | | | | | | | | | | |
| <i>Submission of Progress Report on Cluster 3</i> | | | | | | | | | | | | | | | | |
| CLUSTER 4 | | | | | | | | | | | | | | | | |
| a. Preparation of the final report | | | | | | | | | | | | | | | | |
| b. Submission of the final report | | | | | | | | | | | | | | | | |

Prepared by: _____

Signature over printed name _____

Annex E

CAPSULE RESEARCH PROPOSAL (F-RPO-19-05)

| | | |
|-------------------------------------|-----------|-------------|
| PART 1. BASIC INFORMATION | | |
| 1. Research Title | | |
| 2. Proponent/s | | |
| Name | Signature | Designation |
| | | |
| | | |
| 3. Research Duration | | |
| 4. Research Location | | |
| 5. Budget Requested (In PHP units) | | |
| PART 2. RESEARCH DESCRIPTION | | |
| 1. Background ¹ | | |
| | | |
| 2. Research Questions or Objectives | | |
| | | |
| 3. Significance ² | | |
| | | |
| 4. Research Design | | |
| | | |
| 5. Respondents | | |
| | | |
| 6. Measures | | |
| | | |
| 7. Data Analysis | | |
| | | |

¹ Brief discussion of the reason why the study should be conducted² Indicate the expected output and the beneficiaries

Annex F

INSTITUTIONAL RESEARCH EVALUATION TOOL (IRET)

(F-RPO-19-06)

Research Title: _____
Proponents: _____

Date of Defense: _____

Name of Reviewer: _____
Designation: _____

Directions: Use the following rubrics in evaluating the research manuscript presented. Indicate the score for each evaluation element under the Score Column. The Results and Discussion, Recommendations and Institutional Significance are to be evaluated during the final review only – should be left blank during the proposal review. Add up the scores and write the sum at the Total Score row at the bottom. A percentage equivalent of 85 shall be the minimum requirement for approval.

| Evaluation Element | Exemplary 5 | Good 3 | Poor 1 | Score |
|-----------------------------|---|---|---|--------------|
| Background/ Introduction | <p>The discussion is logical and is clearly linked to the research purpose or problem.</p> <p>The prevailing research situation and the justification(s) of the pursuance of the study are comprehensive and clearly discussed.</p> | <p>The discussion establishes a logical linked to the research purpose and problem, but the prevailing research situation and the justification(s) of the pursuance of the study need additional information.</p> | <p>The discussion provided is not clearly linked to the research problem.</p> | |

| | | | | |
|---|---|---|---|--|
| Statement of the Problem; Hypothesis | <p>The general purpose of the study is clearly stated.</p> <p>All of the questions are relevant to the problem and to the framework although some might need improvements to clearly reflect the variables and the relationship of the variables to be investigated.</p> <p>All the hypotheses are consistent with the questions.</p> | <p>The purpose of the study needs minimal revision.</p> <p>Some of the research questions are not relevant to the problem and need revisions to clearly reflect the variables and relationship of the variables to be investigated.</p> <p>Majority, if not all, of the hypotheses are consistent with the questions.</p> | <p>The purpose of the study needs major revisions .</p> <p>Many research questions are not relevant to the problem.</p> <p>The hypotheses are not consistent with the research questions.</p> | |
| Framework ¹ | <p>The discussion of the framework provides substantial theoretical support for the conceptualization of the study.</p> <p>The diagram fully illustrates the theoretical/conceptual relationship of</p> | <p>The discussion is relevant but there are portions that do not support the conceptualization of the study.</p> <p>The diagram partially reflects the theoretical/conceptual relationship of the variables.</p> | <p>The discussion renders little support for the conceptualization of the study.</p> | |

| | | | | |
|----------------------|---|--|--|--|
| | the variables. | | | |
| Definition of terms | All the variables and other relevant terms have proper operational definition. | The operational definition of some of the variables is not appropriate. | A lot of variables and key terms are not properly defined. | |
| Review of Literature | The literature review is relevant to phenomenon or variables being investigated. | Some literature is not relevant to the phenomenon or variables being investigated. | A lot of literature cited is not at all relevant to the investigation. | |
| Research Design | The appropriateness of the design and methodology to research problem is clearly discussed. | The design and methodology might be appropriate to the research problem but are not clearly discussed. | The design and methodology do not appropriately address the research problem. | |
| Respondents | The respondents are appropriate to the research problem in terms of the number, manner of selection and the nature of the needed research data. | The respondents may be appropriate to the research problem but some information are not presented. | The respondents are not appropriate in terms of the number, manner of selection, and nature of the needed research data. | |

| | | | | |
|------------------------|---|--|---|--|
| Measures or Instrument | The measures, instruments or materials are appropriate for gathering the reliable and valid data - high to very high reliability and validity properties. | The measures, instruments or materials are appropriate for gathering the reliable and valid data - moderate reliability and validity properties. | The measures, instruments or materials are not appropriate for gathering the reliable and valid data. | |
| Procedures | All the procedures pertinent to the conduct of the study are clearly articulated. | Some information about how the study is conducted and how the data are analyzed are not evident or are not clearly articulated. | A lot of pertinent procedures critical to understanding the implementation of the study and data gathering are missing. | |
| Data Analysis | The statistical tools are appropriate given the nature of the research questions and the characteristics of the data. The discussion of how the statistical tools are used in the study is very clear. | The statistical tools are appropriate given the nature of the research questions and the characteristics of the data but the discussion of its use is not clear. | The statistical tools are not appropriate given the nature of the research questions and the characteristics of the data. | |
| Results and Discussion | The results are consistent with the research questions/objectives and the interpretations are accurate and elaborate. | The results are consistent with the research questions/objectives. However some interpretations either lack | The results are not relevant to the research questions/objectives. | |

| | | | | |
|---|--|---|--|--|
| | | accuracy and richness. | | |
| Recommendations | All of the recommendations clearly articulate to the beneficiaries actions or policies that could be taken up based on the results/conclusions of the study. Directions for future research are also identified. | Some of the recommendations do not clearly articulate to the beneficiaries the actions or policies that could be taken up based on the results/conclusions of the study. Directions for future research are not laid down. | Many of the recommendations are not clearly articulated and are not empirically based. | |
| Institutional Significance | The results/outputs and the recommendations of the study are very important for the improvement of institutional or departmental policies and delivery of services. | The results/outputs and recommendations of the study add to the understanding of the relationship of important psychosocial variables but may not necessarily impact institutional/departmental policies and delivery of services | The results of the study do not significantly add to the understanding of relationship of important psychosocial variables or improvement of institutional/departmental policies and delivery of services. | |
| Conformance to institutional guidelines | The manuscript is written in total conformance with | Only few portions of the manuscript deviate from institutional and | A lot of portions of manuscript are not written in | |

| | | | | |
|-------------------------|---|--|---|--|
| | institutional and general technical writing guidelines. | general technical writing guidelines. | conformance with institutional and general technical writing guidelines. | |
| Clarity of the contents | The contents of the manuscript are written such that the message of each section or part in the research paper is clearly conveyed. | There some sections or parts of the manuscript do not clearly convey the message due to minor lapses in organization or grammar. | Lapses in grammar and organization are evident in many sections or parts of the research paper. | |
| Citation | All of the literature or research findings quoted in the manuscript have proper in-text citations and are properly cited in the References. | Only few literature and research findings do not have proper in-text citations or are not cited in the References. | Substantial number of literature and research findings does not have proper in-text citations or are not cited in the References. | |
| Attachments | All the necessary documents are attached and presented in an orderly manner. | There are some documents not attached or some are not properly presented. | A lot of pertinent documents are not attached. | |
| Management of Research | The human, financial, other logistical specifications allow for smooth implementation and completion of the | Some aspects in the human, financial, other logistical specifications have to be revised for smooth implementation and | A lot of concerns regarding human and financial resources and scheduling hinder smooth | |

| | | | | |
|--|-----------|--------------------------------|--|--|
| | research. | completion of the research. | implementati on of the research. | |
| | | | Total Score | |

1 May not be applicable to research that makes use of qualitative approach.

Other remarks

Signature of the reviewer

Annex G

INSTITUTIONAL RESEARCH APPROVAL (IRA)
(F-RPO-19-07)

This is to certify that the institutional research entitled " _____ " by _____ and (*in case of team research*) has been successfully presented to the Technical Review Panel on _____.

This is to certify further that proposal/final manuscript of the said research has been reviewed and approved.

Chairperson, Technical Review Panel

Member, Technical Review Panel

Member, Technical Review Panel

Date of Submission

Annex H

MEMORANDUM OF AGREEMENT

KNOW ALL MEN BY THESE PRESENTS:

This Memorandum of Agreement executed this _____, at Davao City, Philippines, by and between:

**CENTRAL MINDANAO
COLLEGES** _____

_____, hereinafter referred to as the **COLLEGE**;

—and —

_____, of legal age,
Filipino, and a resident of _____, _____ City,
hereinafter referred to as the **GRANTEE**;

WITNESSETH: That —

WHEREAS, the COLLEGE, pursuant to the attainment of vision, mission and goal, is implementing a significant and visible research program.

WHEREAS, the GRANTEE is presently employed as full time/ part time faculty member of the COLLEGE and has applied for an institutional grant to undertake research.

WHEREAS, the COLLEGE desires to have the GRANTEE undertake a research project in accordance with the scope of work described in *Exhibit A*,.

WHEREAS, the research program contemplated by this Agreement is of mutual interest and benefit to the COLLEGE and the GRANTEE, and will further the COLLEGE'S instructional and research objectives in a manner consistent

with its status as a non-stock, non-profit, educational institution.

NOW, THEREFORE, for and in consideration of the above premises the parties hereto have agreed to the following terms and conditions, to wit:

1. **STATEMENT OF WORK.** The GRANTEE agrees to use its reasonable efforts to perform the research project based on the approved work plan in Exhibit A ("_____"), which Exhibit is incorporated in this agreement;
2. **PERIOD OF COMMENCEMENT.** The implementation of the research should commence within a week after the first release of the research grant;
3. **COST / EXPENSES**
 - 3.1. The COLLEGE agrees to furnish a *research grant* to the GRANTEE for the conduct of the research project (Exhibit A) in the amount of _____;
 - 3.2. The research grant shall cover expenses for personal services, operational expenses and capital outlay;
 - 3.3. The GRANTEE shall liquidate all funds released for the research, and agrees that only those duly receipted expenses can be liquidated;
 - 3.4. The unexpended funds shall revert to the institutional research budget.
4. **PAYMENT / TERMS.** The COLLEGE shall award research incentive to the grantee, which amount shall be determined by using "Exhibit B", (Research Incentive Guidelines), which exhibit is incorporated in this agreement;

5. REPORT/S.

5.1 The GRANTEE shall provide the Research Office with progress report every _____;

5.2 The GRANTEE shall submit two hardcopies and one electronic copy of the final manuscript.

6. TERMINATION.

6.1 The COLLEGE reserves the right to terminate the research grant without need of prior notice, on the following grounds:

6.1.1. Violation by the GRANTEE of any of the provisions in this Agreement;

6.1.2. Whenever the GRANTEE is found to have violated any law, ordinance, rules or regulations and the likes;

6.2. In relation to the immediately preceding sub paragraph(6.1):

6.2.1. The GRANTEE shall reimburse the COLLEGE of all the sums paid or expended for the research based on existing records plus a % interest per annum;

6.2.2. The GRANTEE is allowed only to deduct unconsumed materials and usable equipment/s from the total reimbursable amount.

6.2.3. The GRANTEE shall pay the amount due within three (3) months from receipt of the letter of termination, unless another term is agreed in writing by the parties;

6.2.4. The GRANTEE may opt to pay his/her

obligation in the following modes:

- 6.2.4.1. Cash; or
- 6.2.4.2. Salary deduction

6.3 The COLLEGE reserves the right to terminate the research without reason after notice given to the GRANTEE. In which case, all expenses incurred shall be borne by the COLLEGE;

7. **PRE-TERMINATION.** In case of pre-termination by the GRANTEE, the provision in paragraph 6.2. shall apply, unless the pre-termination is caused by fortuitous event and continuance of the research is made impossible;

8. **OWNERSHIP / INTELLECTUAL PROPERTY.**

8.1. The COLLEGE shall be the sole owner of all product/s that may be produced from the research such as but not limited to the research manuscripts;

8.2. The GRANTEE, however, shall maintain the authorship of the research manuscript or such other output / product;

8.3. The GRANTEE shall be solely responsible for any violation of law (such as the Intellectual Property Code) in relation to his work in this agreement;

9. **OTHER GOVERNING LAW OR GUIDELINES.** The guidelines inscribed in Exhibit "C" (Research Manual) which are not inconsistent with this agreement shall apply suppletorily in the conduct and / or responsibilities of the parties in the research activities;

IN WITNESS WHEREOF, the parties have hereunto set their
hands
this _____, at Kidapawan City, Philippines.

FIRST PARTY:

SECOND PARTY:

CENTRAL MINDANAO COLLEGES.

Represented by:

School President

Grantee

Signed in the presence of:

ACKNOWLEDGMENT

REPUBLIC OF THE PHILIPPINES)
CITY OF KIDAPAWAN) S.S.

BEFORE ME, a Notary Public in and for the City of
Kidapawan, this _____, personally appeared:

| NAMES | IDENTIFICATION CARDS (2004 Notarial Law: Preferably: Driver's License, Passport, PRC, or the like) | EXPIRY DATE |
|-------|---|----------------|
| | | |
| | | |

known to me to be the same person who executed and voluntarily signed the foregoing MEMORANDUM OF AGREEMENT consisting of **6** pages, including this page on which this acknowledgment is written, and they acknowledged to me that the same is their free and voluntary act and deed and the free and voluntary act of the corporation(s) or institution(s) they represent.
WITNESS MY HAND AND SEAL.

Doc. No.
Page No.
Book No.
Series of 2024.

Annex I

INSTITUTIONAL RESEARCH UPDATE (IRU) (F-RPO-19-08)

Research Title: _____

Proponent(s): _____

Research Duration: _____

| Activities | Date Performed | Remarks ¹ |
|---|----------------|----------------------|
| CLUSTER 1 | | |
| a. Finalization of the methodology (e.g., respondents, instruments) | | |
| b. Initial on-site visit or community inspection | | |
| CLUSTER 2 | | |
| a. Identification & training of research assistants and enumerator | | |
| b. Collection of data | | |
| CLUSTER 3 | | |
| a. Data processing | | |
| b. Data analysis & interpretation | | |
| CLUSTER 4 | | |
| a. Preparation of the final report | | |
| b. Submission of the final report | | |

¹ Include problems encountered and mode of addressing them.

Other remarks

Submitted by: _____

Designation; Signature over printed name

Date submitted

Annex J

Application Form for Research Publication Incentive (F-RPO-19-09)

I. Personal Profile

Name of the Applicant: _____
 Academic Rank: _____ Employment Status: _____
 College: _____ No. of Years in the Institution: _____
 Field of Specialization: _____

II. Details of Research Publication (s) in Refereed Journals for the last Two Years

| Title of Research Paper | Title of Journal where the Paper was Published (include Vol./Issue/No.) | Publisher | Support given by the Institution (in PHP) |
|-------------------------|---|-----------|---|
| | | | |
| | | | |
| | | | |
| | | | |

III. Details of the Journal where the Paper was published:

Title of the Paper: _____

Co-authors (if any): _____
 Title of the Journal: _____

Vol./issue/ No.: _____ ISSN/ISBN: _____
 DOI (for e journal): _____

Publisher: _____

Editors: _____

Type of Publication (Check one) ☐ Regional ☐ National ☐ International(Check one) ☐ Print Journal ☐ Online Journal

Website: _____ Email address: _____

Note: The research journal must be published by a reputable organization (i.e. track record and publication), has a competitive peer-review process for paper selection, and is properly indexed by recognized indexing bodies.

Please submit/ attach the following documents:

- a. A Hard copy of the research journal (for print

- journals) / printed copy of the research journal (for online journals).
- b. Photocopy of the Table of Contents bearing the title of the research paper published and the name of the author(s).
 - c. Photocopy of the pages where the actual paper was printed.
 - i. The name of the author(s) and Central Mindanao Colleges must appear on the journal article.
 - d. Certificate of Acceptance for Publication or similar documents.
 - e. Proof that a peer-review process took place prior to publication, including the proceeding of the process and the comments/suggestions of the reviewers.
 - f. If seeking for publication support (refereeing fee and entry fee), the official receipt(s) or notice of payment should also be attached to this form.

I hereby declare that all the details on this application form are accurate. I have not hidden any relevant information as must be necessarily brought to the attention of the Institution. I will satisfy all the terms and conditions prescribed in the guidelines of the Institution for Research Paper Publication.

Signed:

Signature over Printed Name of the Applicant

Date

Noted:

Research Coordinator

Date

Annex K**FORMATING GUIDELINES FOR JOURNAL PUBLICATION**

The guidelines herein contain formatting specifications for copy manuscripts. *Copy manuscripts* are papers written by authors for publication in a research journal. Copy manuscripts are different from full-blown manuscripts of dissertations, thesis and other student papers which are referred to as *final manuscripts*. Final manuscripts are usually written by authors in fulfillment of scholastic requirements for conferral of academic degrees (APA Manual 5th Ed., 2002). Manuscripts for institutional research papers shall also refer to as final manuscripts. Final manuscripts are usually lengthier compared to copy manuscripts.

The guidelines articulated here shall apply in preparing copy manuscripts. Researchers who desire to publish research papers in the Faculty Research Journal are encouraged to adhere to the formatting guidelines to avoid delay in the publication process. Major deviations from the format could render the copy manuscript unworthy of publication.

1. PAPER SIZE, MARGINS, SPACING AND FONTS

1. Standard paper with dimensions 8.5 x 11 inches must be used.
2. The body of the manuscript must be typed single-spaced. For major headings and minor headings, refer to the Headings section of the guidelines.
3. One-inch margin on all sides must be observed.
4. Font style and font size must be Times New Roman size 12, respectively.

The aforementioned guidelines shall apply to all sections of the copy manuscript unless otherwise specified in certain sections.

2. PARTS OF THE COPY MANUSCRIPT

a. Title Page

The title page must include the title of the research, author's name and the institutional affiliation.

- *Title*
 - a. Written in font size 12
 - b. Only the first letter of the words should be in upper case except for conjunctions and connectors
 - c. Must be aligned *Center*
 - d. Normally formatted (*Bold*)
 - e. Single space (if the title would exceed one line)
- *Author's name and institution affiliation*
 - a. In font size 11
 - b. Should follow the title
 - c. For team research, should be typed on the same line, as much as possible

b. Abstract

- a. Should not be more than 120 words
- b. Font size 10
- c. Right and left indentation of 0.05 should be observed

c. Introduction

d. Method

- Participants or Subjects (for natural sciences)
- Measures or Apparatus (for natural sciences)
- Procedure

- e. Results**
- f. Discussion**
- g. References**

3. HEADINGS

The major headings (i.e., Abstract, Introduction, Method, Results, Discussion, References, etc.) should be typed centered on the page and capitalized, except for articles, short prepositions and coordinating conjunctions. Subheadings should be 1.5 double spaces (equivalent to 3 single spaces) before and after the first line of the following paragraph and the last line of the preceding paragraph, respectively.

Minor headings (e.g., Participants, Measures and Procedure subsections under Method) should be aligned left and typed in *italics*. Only the first letter of the minor heading should be capitalized. Subheadings should be 1.5 double spaces (equivalent to 3 single spaces) after the last line of the preceding paragraph and one double space (equivalent to 2 single spaces) before the first line of the following paragraph.

4. VISUALS

Visuals such as tables and figures (charts, graphs, drawings and photographs) must be as simple as possible. They are labeled in Arabic numerals followed by the title.

For tables, the label must be on top and aligned left while the source is put below, while labels are placed aligned left below figures. Texts in tables could be reduced to 10 to fit within the margins.

5. IN-TEXT CITATIONS

The author-date method of in-text citation is used when referring to another work in the text. This is the

author's last name and the year of publication written capitalized whether integrated into the text or placed in parenthesis after a signal phrase. This has a corresponding complete entry in the Reference list when referring to the entire work or when quoting directly from it. When referring only to an idea, it does not need to be included in the Reference list.

When placing the title of a work cited in the text, the following words must be capitalized: all words which have four letters or more, words with less than four letters, but are verbs, nouns, pronouns, adjectives and adverbs, both words in hyphenated compound words and words after a dash or colon. Titles of entire books, edited works, motion pictures, television series, documentaries or albums are italicized or underlined, while those of shorter works like journal articles, articles from edited collections, episodes from a television series or song titles are typed with quotation marks. In-text citation styles would differ as to source:

- a. Work by two authors – type last name of both authors, separated by “and” in the signal phrase or separated by “&” in parenthesis.
- b. Work by three to five authors – type last names of all authors in the signal phrase or in parenthesis when citing for the first time, after which only the first author's name is placed, followed by “et al.”.
- c. Work by six or more authors – type only the first author's name followed by “et al.” in either the signal phrase or in parenthesis.
- d. Unknown author – type the title of the work in the signal phrase or use parenthesis. Italicize or underline the titles of long works such as books while shorter works such as articles or chapters are typed with quotation marks.
- e. Organization as author – type capitalized

the name of the organization in the signal phrase or in the parenthesis.

- f. Authors with same last names – include the first initials of the authors' names.
- g. Two or more works – type authors' name and year in the same order as they are listed in the References section.
- h. Two or more works of same author in the same year – type the author's name followed by lower-case letters (a, b, c) assigned chronologically to each work, in the same order as in the Reference list.
- i. Unknown author and date – type the title in the signal phrase or the first word or two in parenthesis, followed by "n. d." to indicate no date.
- j. Personal communication (interviews, letter, electronic mail, etc.) - type name, indicate that it is a "personal communication," and the date. This is not to be entered in the Reference list.
- k. Indirect sources (taken from a source as cited in another work) – type author of original idea followed by "as cited in," and the author of the secondary source where the idea was taken.
- l. Electronic sources – cite just like any other document in the author-date method.

6. FOOT-NOTES AND END-NOTES

This is space for long explanatory notes, bibliographic comments and additional information that are preferred to be omitted in the main text. Instead, a superscript numeral is placed in the text with the corresponding information either on the bottom of the page (footnote) or at the end of the paper

(endnote).

7. REFERENCES

The Reference section is at the end of the paper containing complete information on how to access the sources you used in the writing of the paper. Each source then, must be entered into this list, except when not entire works are presented but only ideas are, in which case an in-text citation should suffice. Entries in this list must also likewise be cited in the text.

This list should start on a section separate from the body of the report, with the word "REFERENCES" typed centered on the page. This list would be typed double-space just like the rest of the paper. To enter a work cited, type the author or authors' last names first, followed by the initials of the first and middle names up to the sixth author, after which the rest of the authors will be signified with "et al." The list is in alphabetical order. Multiple works by the same author must be listed in chronological order, starting from the earliest, distinguished by assigned lower-case letters. Titles of longer works such as books and journals are italicized. For shorter works, such as journal articles and essays, the titles are not italicized, underlined are placed in quotation marks. All major words in journal titles are capitalized. For other types of sources, only the first word of a title or subtitle, the first word after a colon or a dash and proper nouns are capitalized while the second word in a hyphenated compound word is no longer capitalized.

The different styles in bibliographical entries are shown as examples below:

a. Books

1. Basic format for books – Author, A. A.
(year of publication), *Title of work*:

Subtitle. Location: Publisher.

2. Edited book, no author - Editor, A. A. (Ed.). (Year of publication).

Title of work. Location: Publisher.

3. Edited book, with author – Author, A. A. (year of publication). *Title of work.* (Editor, A. A., Ed.). Location: Publisher.
4. A translation - Author, A. A. (year of publication). *Title of work.* (Translator, A. A., Trans.). Location: Publisher. (Original work published year)
5. Edition other than first – Author, A. A. (year of publication). *Title of work.* (Number of edition.). Location: Publisher.
6. Article or chapter in an edited book – Author, A. A. (year of publication). Title of chapter. Author, A. A. (Ed.), *Title of book.* (pages of chapter). Location: Publisher.
7. Multi-volume work – Author, A. A. (year of publication), *Title of work* (Vols. Number of volumes). Location: Publisher.

b. Periodicals

1. Basic Format for Periodicals – Author, A. A. (year of publication). Title of article. *Title of Periodical, volume number* (issue number), pages.
2. Article in journal paginated by volume - Author, A. A. (year of publication). Title of article. *Title of Periodical, volume number, pages.*

3. Article in journal paginated by issue- Author, A. A. (year of publication). Title of article. *Title of Periodical, volume number* (issue number), pages.
4. Article in a magazine - Author, A. A. (year of publication, month day of publication). Title of article. *Title of Magazine, volume number, pages.*
5. Article in newspaper - Author, A. A. (year of publication, month day of publication). Title of article. *Title of Magazine, pp. pages.*
6. Letter to the editor – Author, A. A. (year of publication, month day of publication). Title of article [Letter to the Editor]. *Title of Magazine, volume number* (issue number), pages.
7. Review - Author, A. A. (year of publication). Title of article [Review of the book: *Title of book*]. *Title of Periodical, volume number* (issue number), pages.

c. Other print sources

1. Entry in an encyclopedia – Author, A. A. (year of publication). Entry in encyclopedia. *Title of Encyclopedia.* (Vol. Number, pp. page number). Location: Publisher.
2. Work discussed in a secondary source – Author, A. A. (year of publication). Title of article. *Title of Magazine. volume number, pp. page number.*

3. Dissertation Abstract - Author, A. A. (year of publication). Title of Dissertation (Doctoral Dissertation, Name of Institution, year of publication). *Title of Dissertation Source*, volume number, issue number.
4. Government document – Agency. (Year of publication). *Title of article*. (Publication number). Location: Publisher.
5. Report from a private organization – Name of organization. (Year of publication). *Title of article*. (Number of edition.). Location: Author.
6. Conference Proceedings - Editors, A. A. (Eds.). (Year of publication).

Title of Proceedings. Location: Publisher.

d. Electronic sources

1. Articles from an online periodical – Author, A. A. (date of publication). Title of article. *Title of Online Periodical*, volume number (issue number if available). Retrieved month day, year, from web address.
2. Online scholarly journal article – Author, A. A. (date of publication). Title of article. *Title of Journal*, volume number. Retrieved month day, year, from web address.
3. Online version of an article in print – Author, A. A. (year of publication). Title of article [Electronic version]. *Title of Journal*,

volume number, page number.

4. Article from a database - Author, A. A. (year of publication). *Title of Journal, volume number* (issue number). Retrieved month day, year, from name of database.
5. Non-periodical web document, web page, or report - Author, A. A. (date of publication). *Title of document*. Retrieved month day, year, from web address.
6. Chapter or section of a web document – Author, A. A. (date of publication). Title of book or larger document (chapter or section number). Retrieved month day, year, from web address.
7. Online forum or discussion board posting - Author, A. A. (year, month day of publication). Title of message [Msg message number]. Message posted to web address.
8. Computer Software - Author, A. A. (year of publication). Title of software [computer software]. Location: Publisher.

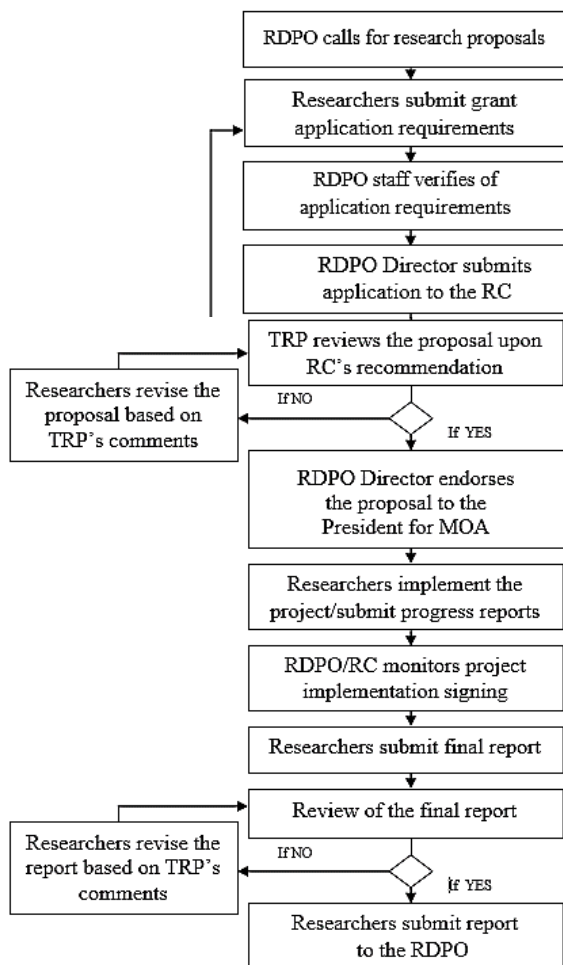
e. Other non-print sources (motion pictures, music recordings)

1. Motion picture or video tape with international or national availability- Producer, A. A. (Producer), & Director, D. D. (Director). (Date of publication). *Title of Motion Picture* [motion picture]. Country of origin: Studio or distributor.

2. Motion picture or video tape with limited availability - Producer, A. A. (Producer), & Director, D. D. (Director). (Date of publication). *Title of Motion Picture*. (Available from Name of Studio or distributor, address.)
3. Television Broadcast or series episode - Producer, A. A. (Producer), (date of broadcast or copyright). *Title of Broadcast*. [Television broadcast or series]. Country of origin: Studio or distributor.
4. Television series – Producer, A. A. (Producer). (Date of publication). *Title of television series* [Television series]. Country of origin: Studio or distributor.
5. Single episode of a television series – Writer, A. A. (Writer), & Director, D. D. (Director). (Date of publication). *Title of episode* [Television series episode] P. Producer (Producer), *Series title*. Country of origin: Studio or distributor.
6. Music Recording - Songwriter, A. A. (date of copyright). *Title of song* [Recorded by name of artist if different from songwriter]. *On Title of Album* [Medium of recording]. Location: Label (Recording date if different from copyright date).

Annex L

Flowchart for the Institutional Research Coordination





**Central
Mindanao
Colleges**



CMC
Central Mindanao Colleges
Nurturing a Culture of Excellence