



COLLEGE CODE

The naming of unit heads as directors is a common practice for SUCS as implied by several directives. Moreover, the adoption of this by MPSPC is part of the College's image building and impression management efforts. The current leadership faces the challenge of reinventing the image of the institution; hence the emphasis on this is important as the position lends prestige. The RATA of these directors will be subject to pertinent government rules.

Article 1 - Title, Coverage, and Interpretation

Section 1. This Code shall be known as "**Code of the Mountain Province State Polytechnic College**" also known as the "**MPSPC Code.**"

Section 2. The Code shall govern and apply to Mountain Province State Polytechnic State College.

Section 3. The Code shall be liberally construed in favor of the principles and policies of the Mountain Province State Polytechnic College.

Article 2 - Declaration of Principles

Section 1. The Mountain Province State Polytechnic College is a public education institution established by virtue of Republic Act No. 7182.

Section 2. The Mountain Province State Polytechnic College aims to "provide higher professional, technical and special instructions for special purposes and to promote research and extension services, advance studies and progressive leadership in agriculture, education, forestry, engineering, arts, sciences, humanities and other fields as may be relevant." To carry out its objectives, the Polytechnic shall offer graduate and undergraduate courses in the foregoing fields of areas of specialization as the Board of Trustees may deem necessary. It shall also offer ladderized curricular programs especially in the technological and industrial degree courses.

Section 3. The Mountain Province State Polytechnic College shall enjoy academic freedom.

Section 4. The powers of the College, in addition to those provided for in the Constitution of the Republic of the Philippines, shall be those provided for by the Charter, pertinent provisions of the Corporation Law and the Administrative Code, and such others as may hereafter be provided by law.

Article 3 - Seal and Colors (BOT Res. No. 07, s. 1993)

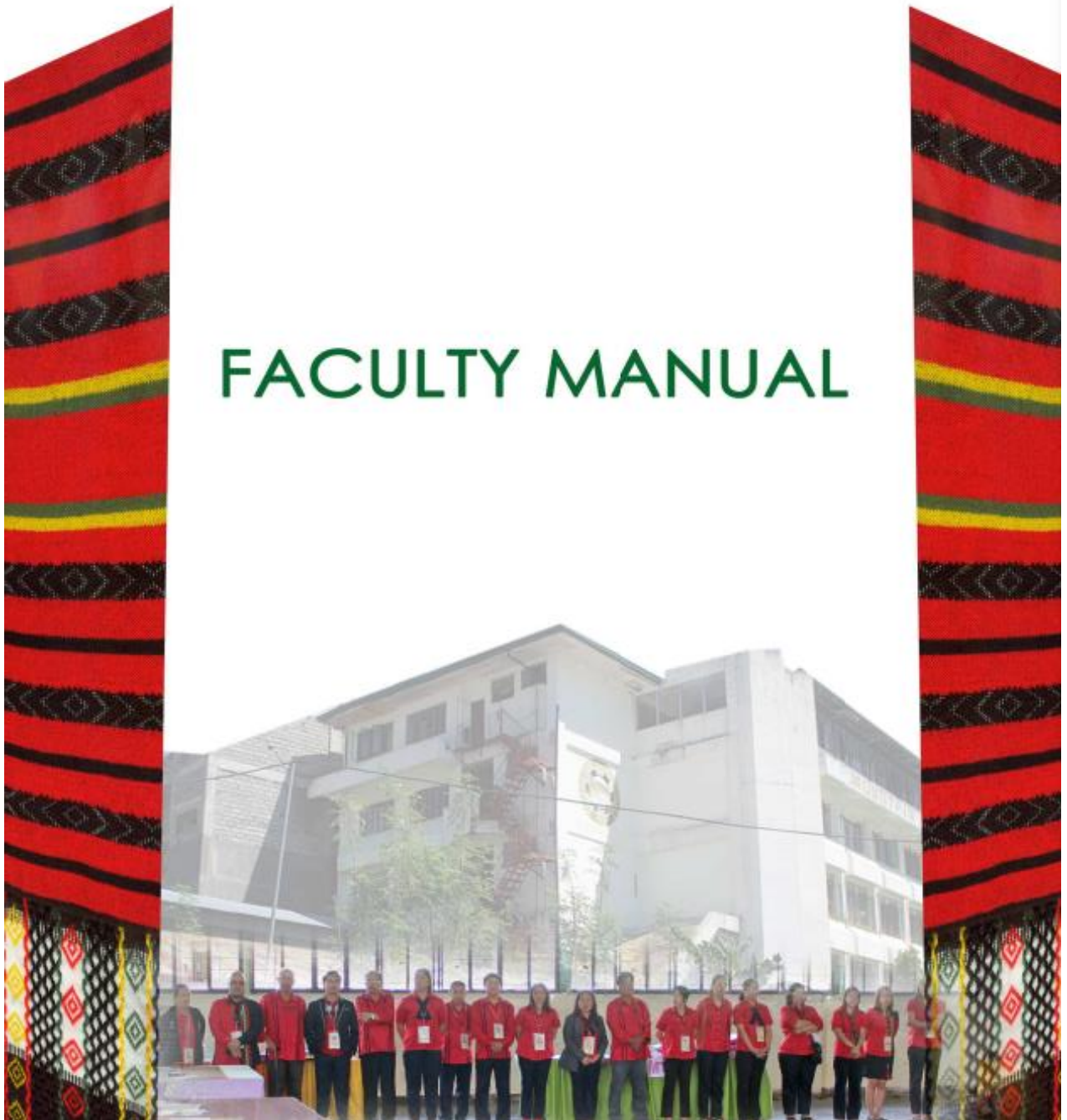
Section 1. The seal of the College consists of the circles, between the outer and middle circles is inscribed the name of the institution, "MOUNTAIN PROVINCE STATE POLYTECHNIC COLLEGE" and "1992", representing the year it became a state college. Between the middle and the inner circles is a gear representing science and technology with six teeth that stand for the five provinces and one city in the Cordillera. Inside the innermost circle is a mountain chain that stands for the ten municipalities of the Mountain Province that comprise the immediate service areas of the Polytechnic. The rice terraces represent the culture and characteristics of the people while the pine trees represent the five major tribes in the Mountain Province.

The fire represents the State College, fueled by the four pieces of wood that represent the four campuses of the College. The Chico River represents continuity of the services of the College while the rock represents the State



Republic of the Philippines
Mountain Province State Polytechnic College
Bontoc, Mountain Province

FACULTY MANUAL



LEGAL BASIS

The 1987 Philippine Constitution

The strongest and most direct legal basis for academic freedom in the Philippines can be found in Article XIV, Section 5 of the 1987 Constitution, which states:

“The State shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all. It shall also provide for the support of research and the teaching of science and technology. Academic freedom shall be enjoyed in all institutions of higher learning.”

Republic Act No. 8292, also known as the **Higher Education Modernization Act of 1997**, further strengthens the legal framework for academic freedom in the Philippines. Under this law, state universities and colleges (SUCs) are granted greater autonomy to set their own curriculum, define academic standards, and determine faculty appointments, dismissals, and promotions. This autonomy is directly tied to the preservation of **academic freedom** as it protects the right of SUCs to decide on academic matters without interference from the government or other external parties.

Republic Act No. 10533: Enhanced Basic Education Act of 2013 primarily focuses on the enhancement of basic education in the Philippines, it indirectly affirms the importance of academic freedom in higher education as a necessary foundation for a robust educational system. The law emphasizes the need for continuous research and development to enhance the curriculum and educational delivery. In this context, academic freedom allows higher education institutions, including those with senior and junior academics, to conduct research that informs the development of a dynamic, relevant, and globally competitive curriculum.

ACADEMIC FREEDOM POLICY

MPSPC recognizes and upholds the academic freedom of all faculty members, including freedom in research, teaching, and publishing within their areas of expertise.

- Faculty members have the right to design and conduct their courses based on best practices and the needs of their discipline.
- Faculty are free to pursue and publish research findings without interference, provided they adhere to ethical guidelines.

- Faculty are entitled to express views related to their expertise in public forums, as long as it does not conflict with institutional values or professional standards.

PROFESSIONAL DEVELOPMENT AND RESEARCH SUPPORT

MPSPC is committed to supporting faculty in continuous learning, research, and professional growth.

- Faculty members are eligible for research grants and sabbatical leaves to pursue academic and research advancements.
- Access to funding, resources, and mentorship opportunities is available for faculty pursuing further education, training, or certifications.
- A schedule for mandatory faculty training (e.g., teaching strategies, technology in education) and ongoing development workshops will be provided annually.

INTELLECTUAL PROPERTY RIGHTS

The institution respects the intellectual property rights of faculty, covering research, publications, and creative work.

- Faculty retain ownership of their research, publications, and teaching materials unless otherwise agreed upon by contract.
- Works created using substantial institutional resources may be subject to shared ownership agreements.
- Faculty are encouraged to inform the institution of any intellectual property created, as a record of their professional contributions.



Republic of the Philippines
Mountain Province State Polytechnic College
Bontoc, Mountain Province

MPSPC *Research Manual*

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RESEARCH CAPABILITY DEVELOPMENT PROGRAM

1. Individual Research Agenda

The College believes that the solid ground of research is based on the presence of experts and academic enthusiasts in a particular field of specialization or area of research. To enhance and align researchers in their field of specialization and area of interest, each researcher of the college can freely choose their areas of research interest and establish their own individual research agenda based on the R&D priorities of the College. The individual research agenda supports the horizontal learning and the development of researchers while focusing on their field of specialization, expertise and areas of interest.

2. Trainings

The Research and Development Unit is also tasked to provide researcher's capability trainings in order to make the researchers capable in producing quality research outputs. These research capability training program has a three category; the first category are trainings to enhance the capability of the researchers to conduct research and are intended for those with academic rank of Instructor to Assistant Professor and nonteaching personnel who has a research function; second category are managerial trainings related for research, patenting and research publication. These trainings are intended for faculty with academic rank of Associate Professor and non-teaching personnel involved in research activities; and lastly, these types of trainings are intended for full pledge professors, Director for Research and Development, Vice President for Research Development and Extension and non-teaching personnel that includes trainings on policy formulation, peer review, research editing and research ethics.

Table 5. Matrix of Research Training Program of the College

Category	Expected Participants	Title of Trainings
1	Instructor Assistant professor Non-teaching personnel researchers	Quantitative Experimental Designs Qualitative Experimental Designs Literature Research review Research Tool Preparation Training on Statistical Analysis Research proposal write-shop
2	Associate Professor Non-teaching personnel researchers	Research Management Training on Intellectual Property Rights Research Publication Strategic Planning on R&D
3	Professor Director for Research VPRDE Non-Teaching personnel researchers	Peer Review Research Editing Research Ethics

3. Research Training Call from Outside the Agency

The RDU will prepare researcher's profile on trainings attended by the researcher. Prioritization of trainees will be based on the needs of the researchers and relevance of the activity.

4. Research Mentoring

Creating opportunities for group learning and information sharing is essential to developing a motivated and inspired research culture at the college. Through an engaged relationship between senior and junior academic researchers, research mentoring is a strategy that fosters academic freedom and information exchange between senior and junior researchers. Senior and junior academic researchers are encouraged to work together, share ideas, and develop knowledge in their respective fields as a group at the College.

A. Senior Academic Researcher

The depth of experience and knowledge that senior academic researchers bring to the table is valued by the college. Senior researchers are encouraged to use their own judgment when choosing research topics for both their own projects and teaching initiatives, as they are leaders in their disciplines. This flexibility seeks to foster creativity and intellectual depth while leveraging their vast knowledge base harmonizing with the College's R&D ambitions. Senior Academic Researchers are also encouraged to act as mentors in teaching research in their own chosen field, to help younger researchers in the College to navigate their own research interests, inspire and teach research, development and innovation to students, and facilitate learning exchange to academics outside the institution, adding to a vibrant, diverse academic environment.

B. Junior Academic Researchers

Junior Academic Researchers are given the freedom to independently investigate and select their research topics because it is important to develop a sense of ownership and interest in emerging academic researchers. In order to improve their research agendas and academic paths, novice academic researchers are also urged to approach Senior Academic Researchers for advice and mentorship as they usually have the knowledge and experience to share. Likewise, Junior Academic Researchers are also encouraged to act as mentors in teaching research in their own chosen field, to help inspire students in research, development and innovation and help facilitate learning exchange to academics outside the institution whenever they can.