



PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education

UNIVERSITY RESEARCH MANUAL



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FOREWORD

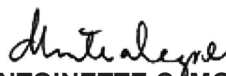
Research is one of the most important activities through which a university fulfills its other functions. In terms of knowledge creation, research allows us to formulate new theories, come up with innovative ideas, gain new understanding of experiences, and develop new ways of doing things. As for knowledge dissemination, research provides us with information to pass on to the next generation of learners—knowledge that is responsive to the current needs and useful for the betterment of the society.

As the National Center for Teacher Education, the Philippine Normal University (PNU) is mandated to lead in teacher education research in order to improve the scholarship of teaching and contribute to the development of effective educational policies aimed at improving the quality of education in the country. Through the Research Center for Teacher Quality (RCTQ), the Educational Policy Research and Development Center (EPRDC), and the research efforts of the faculty members in various disciplines and areas of education, PNU has been doing its part in contributing timely and relevant research in the areas of curriculum, pedagogy, assessment, teacher training, and educational leadership, among others.

As PNU continues to improve its research efforts, this research manual serves as a guide for the vision and direction PNU is determined to take. Through this research manual, it is hoped that education leaders, researchers, and practitioners will be more inspired to conduct relevant and useful research as well as continue enhancing their research capabilities.

We are proud to say that the university is nurturing a culture of research. The members of the PNU community have contributed to improving the research process and produced a significant number of research outputs through research collaborations, research presentations, and research publications. By working together, we are able to realize our shared vision of excellence.

In the years to come, we aim to be a research university. With the availability of infrastructure and support mechanisms, combined with our strong sense of direction and passion for excellence, PNU is sure to have a distinct place in educational research scholarship.



DR. MA. ANTOINETTE C. MONTEALEGRE

Officer-in-Charge
Office of the President

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1. BRIEF HISTORY OF THE PHILIPPINE NORMAL UNIVERSITY

The Philippine Normal University (PNU), henceforth referred to as the University, initially created as the Philippine Normal School and later renamed as Philippine Normal College, is the first institution of higher learning in the country established under the American regime. Created by Act No. 74 of the Philippine Commission to give Filipinos training in the science of teaching, it formally opened on September 1, 1901. During this period, professionally trained American teachers known as the “Thomasites” governed the school.

The conversion of the Philippine Normal School to Philippine Normal College concretized upon the signing of the institution’s Charter. Republic Act No. 416 authorized the College to grant undergraduate and graduate degree programs in Elementary Education on July 18, 1949. Subsequently, Republic Act No. 6515 in the 1970’s amended the Charter and authorized the College to grant advanced degrees like Ph.D., Ed.D., and other academic programs relevant to the training of teachers, school supervisors, administrators, researchers, and other education leaders.

In 1957 Dr. Macario Naval was installed as the first Filipino president of the institution. Dr. Emiliano C. Ramirez succeeded in 1958, then Dr. Gregorio C. Borlaza 1971, followed by Dr. Bonifacio P. Sibayan in 1972, and Dr. Edilberto P. Dagot in 1981. Dr. Fe T. Otañes served as Office-in-charge in 1990-1991 before the first woman president of the College, Dr. Gloria G. Salandanan took over the helm. On December 26, 1991, the Philippine Normal College was granted full-fledged University status through the Republic Act 7168. After six years, another lady, Atty. Lilia S. Garcia, became president of the University. She was succeeded by Dr. Nilo L. Rosas (2002-2006), then by Atty. Lutgardo B. Barbo (2006-2010) and Dr. Ester B. Ogena (2011-2017). In 2018, Dr. Ma. Antoinette C. Montealegre was designated as the Office-in-Charge of the Office of the President.

During Dr. Ogena’s administration, she initiated the development of a new Teacher Education Curriculum; convened the National Network of Normal Schools (3NS), where the University has been designated by the Commission on Higher Education (CHED) as lead shepherd of 3NS and the Center for Teaching Excellence; led the University to achieve the AACUP Level III Accreditation; developed the PNU’s National Center for Teacher Education (NCTE) Master Plan and initiated a university-wide systems review; launched the new PNU slogan, Nurturing Innovative Teachers; cultivated a rich culture of research in the University; and reformed the University’s organizational structure to strengthen its functions and fulfill its mandate as NCTE.

2. THE PHILIPPINE NORMAL UNIVERSITY VISION, MISSION, AND STRATEGIC DIRECTIONS

VISION

PNU shall become an internationally recognized and nationally responsive teacher education university. As the established producer of knowledge workers in the field of education, it shall be the primary source of high-quality teachers and education managers who can directly inspire and shape the quality of Filipino students and graduates in the country and the world.

MISSION

PNU is dedicated to nurturing innovative teachers and education leaders.

PNU STRATEGIC DIRECTIONS

SHARED VISION OF EXCELLENCE

Solidify internal stakeholders' support in pursuit of excellence through innovation, influence, and impact.

QUALITY ASSURANCE

Institutionalize quality assurance mechanisms that ensure compliance with national and international standards of excellence and implement the University's distinctive competence in all the products and service.

SYSTEM-BASED SOLUTIONS

Employ proven management technologies and systems as solutions to providing quality, reliable, and efficient academic and administrative support services to sustain the University's competitiveness.

BRANDING

Promote a distinct and widely recognized PNU brand as being the source of responsive innovations in teacher education

INTERNATIONALIZATION

Transform PNU as internationally recognized leader in teacher education.

COLLABORATION AND PARTNERSHIP

Optimize collaboration and partnership with public and private institutions and organizations to support effective and efficient delivery of University functions.

PRODUCT AND SERVICE DEVELOPMENT

Develop well-planned products and services that are of value to stakeholders.

RESPONSIVENESS TO STAKEHOLDERS

Respond effectively and innovatively to the needs, demands, and requirements of the different stakeholders to actualize/demonstrate the University's relevance and leadership.

SUSTAINABILITY

Embed in the University system the value of environmental sustainability, continuing growth, and forward thinking.

HUMAN CAPITAL MANAGEMENT

Ensure an enriching, fair, and healthy work environment which promote professional growth and career advancement for faculty and staff and guarantee a steady supply of highly competent human resource.

3. THE PHILIPPINE NORMAL UNIVERSITY ORGANIZATIONAL STRUCTURE

In July 2011, the University embarked on a year-long all-campus and multi-stakeholder strategic planning, which culminated into a strategic plan approved by the Board of Regents in August 2012. The Ten Year Strategic Development Plan (SDP 2012-2022) describes the University's chosen path to transform itself as an **internationally recognized and nationally responsive teacher education university**. The SDP consequently makes imperative a thoughtful conversation within the PNU community to put in place **the structure which will best deliver the SDP**.

In July 2012, the PNU President constituted a small working group to synthesize themes that have emerged from the strategic planning sessions to guide the University in the restructuring process. The group was explicitly tasked to ensure the restructuring process to involve **participation** of key stakeholders, is faithful to the **requirements of University processes**, and is based on an **objective** framework informed by **data** and **benchmarked** with leading institutions.

The restructuring process sought to distil diverse ideas from stakeholders into an organizational structure that will transform the University as an **innovative and entrepreneurial University**. Much has changed in the context with which the University is operating and it is imperative that the University critically vet its current paradigm and patterns to give rise to **a new PNU**, proud of its traditions, yet prepared to blaze new trails.

The PNU Board of Regents approved during its special meeting on April 3, 2013 the new PNU Organizational Structure. The new structure is an attempt to respond to the forces shaping today's "knowledge factories." The globalizing process gave birth to an economy propelled by knowledge production and consumption which has greater and more diverse effects to emerging economies like the Philippines. One key factor which emerged from this globalizing process is the fact that knowledge production is no longer an exclusive domain of universities and other academic institutions. Information and communication technologies are exponentially growing which translates to diverse knowledge providers aggressively performing roles initially intended for universities. The so called "**knowledge economy**" poses both a threat and opportunity to the academe's place in society, hence the need for innovation that could translate knowledge into goods and services that people can use to better their lives. The academe's **agility and ability** as well as its entrepreneurial spirit - the ability to create new things that command value - will sustain the University's relevance in today's increasingly competitive world.

As the country's NCTE, it is in the best position to leverage its distinctive feature to be a major knowledge provider in the new economy. Not only is the University a knowledge creator, it predominantly supplies society with the needed knowledge producers and workers—the teacher-

researchers. As a state university, it is especially tasked to be responsive to national and regional concerns facilitating the country's strategic positioning for global competitiveness.

The new structure is an attempt by the University as the NCTE to contribute to improving the teacher education sector. Approximately, there are 562,074 public school teachers and 424,433 private school teachers. It is estimated that there is an annual demand for new teachers numbering 42,250. There are over 600 teacher education institutions (TEI) catering to 374,717 students. TEIs graduate approximately 69,498 annually and of which only 34 per cent pass the licensure examination for teachers. Quality, reach, efficiency, and sustainability are the main concerns that the University as NCTE must have an impact on. The new structure is thought of to precisely re-channel the energies and resources of the University to adequately address these concerns.

PNU ORGANIZATIONAL STRUCTURE OBJECTIVES

The new PNU organizational structure aims to:

1. Transform the University into a research-oriented teacher education university.

The 21st century world demands a more rigorous approach to teaching. More than ever, the true measure of a university is its contribution to knowledge creation and subsequently, its translation to the clientele. The demand for the university to do research is on its ultimate high. Intentionally, in fact, research separates the grain from the chaff, hence the new structure is designed to put research at the heart of the PNU system.

2. Highlight PNU's distinctive feature and competence.

Teacher education is PNU's DNA. The new structure organizes the University's major functions to further advance teacher education in both local and international arena. Further, the new structure articulates succinctly how the University is mobilizing and focusing resources around advancement of teacher education particularly in teacher preparation and continuing teacher development through traditional and flexible learning modalities. It allows the University enough room to address the current demands while anticipating and imagining future trends.

3. Promote cross-disciplinary dialogue, explorations, and collaboration among faculty members.

The structure provides spaces for new disciplines to emerge in order to enrich teacher education. The clustering of disciplines and housing them in units that will allow them to advance knowledge beyond the confines of traditional fields are a fundamental departure from single discipline-based structuring. The boundaries of disciplines are being pushed beyond the assumed lines to allow the faculty to cross discipline and explore knowledge gaps using multi-disciplinary lenses.

4. Streamline operation for optimum and accountable use of resources.

The restructuring process provided opportunity to review the current terms of reference of units vis-à-vis the new direction of the University. Functions were re-grouped to optimize use of resources, paving the way for a rationalized delivery of results by focusing accountability on a specified unit.

5. Transform campuses to be more responsive to regional development.

The new structure seeks to transform the different PNU campuses into hubs for specific disciplines to make each campus relevant to the regional development thrusts and contexts of their respective region. PNU Agusan, is hub for multicultural education. This is in recognition of the multicultural setting of Mindanao. The Agusan Campus will develop programs relevant to the needs of indigenous people and ethnic communities of the region. PNU Isabela is hub for Indigenous people's education. The Isabela campus is envisioned to be a campus that is sought after for its innovative programs for indigenous people. PNU Cadiz is hub for green technology and environment education. It is expected to produce teachers who will educate generations of Filipinos who are competent in rebuilding a society in harmony with nature. PNU Lopez is hub for technology and livelihood education. It is the campus that supplies teachers who will help make the Philippines an entrepreneurial country capable of producing innovative technology and help prepare generations of competent and committed Filipino workers and employers.

PNU ORGANIZATIONAL STRUCTURE FRAMEWORK

Key Result Areas

The PNU Ten Year Strategic Development Plan sets forth ten strategic directions (see SDP 2012-2022) which can be grouped into four key result areas:

1. **Academic excellence** – refers to achievement of highest quality of scholarship as demonstrated by rigorous instruction, cutting edge, and relevant curriculum, and appropriate student services. **The Vice President for Academics (VPA)** is the key focal person to ensure that academic excellence is achieved as demonstrated by the graduates' competence as teachers and teacher-leaders, employers' high satisfaction rating, and overall positive recognition that the University's academic programs have met quality standard in both local and international academic communities.
2. **Operational excellence** – refers to ensuring financial and administrative systems and processes of the University promote learning and working environment that supports the University's vision, ensures quality performance, delivers result, and optimizes resources. Integral to this key result area is the continuous systems improvement for satisfying service to both internal and external stakeholders. **The Vice President for Finance and Administration (VPFA)** is the focal person to deliver this desired result.
3. **Knowledge creation and competitiveness** – refers to the ability of the University to create knowledge that will not only advance the frontiers of teacher education

but also generate knowledge that can be translated into goods and services that command value. This key result area also includes transforming the PNU system into internationally benchmarked University using leading quality assurance systems. The **Vice President for Research, Planning, and Quality Assurance (VPRPQA)** is responsible for the smooth operation of the University as a “research factory,” with internationally recognized outputs for their quality and impact.

4. **Growth, sustainability, and regional responsiveness** – refers to the ability of the University to sustain an increasing and expanding operation through innovation and entrepreneurship; invest in the University’s future through strategic public-private partnership; position the PNU brand along with the best in the field; foster the University’s presence both at the local, regional, national, and global stage; and create an impact in the region by transforming the campuses into hubs responsive to regional needs. The internationalization of PNU is key to its growth and sustainability and the regional hubs carve its relevant role in regional development. The **Vice President for University Relations and Advancement (VPURA)** is the main focal person to achieve this goal.

Vital to the achievement of the key result areas is **institutional leadership and competent management** which is expected of the **President** to deliver. The President is expected to provide vision and direction; generate resources for the University; cultivate the spirit of innovation, rigor, and relevance; strategically position the University in a variety of publics; and serve as the fulcrum for the coordinated operation within the University structure. As such, the President is responsible for the overall performance of the University.

OFFICE OF THE VICE PRESIDENT FOR RESEARCH, PLANNING, AND QUALITY ASSURANCE

The Office of the Vice President for Research, Planning and Quality Assurance (OVPRPQA) is primarily responsible for ensuring that the University performs the following:

Research (Knowledge Creation). This refers to the function of the University as the source of novel ideas and their applications that could shape education, particularly teacher education, in the country and beyond its borders. Through OVPRPQA, the University aims to:

- Conduct high impact research that will improve the quality of the educational system, particularly teacher education, in the country and the world;
- Develop innovative ideas for international distinction;
- Share expertise and competence in educational research to the community of learners and/or scholars;
- Provide research data to the Department of Education (DepEd) and the Commission on Higher Education (CHED) as inputs in designing curricular programs in basic education and teacher education;

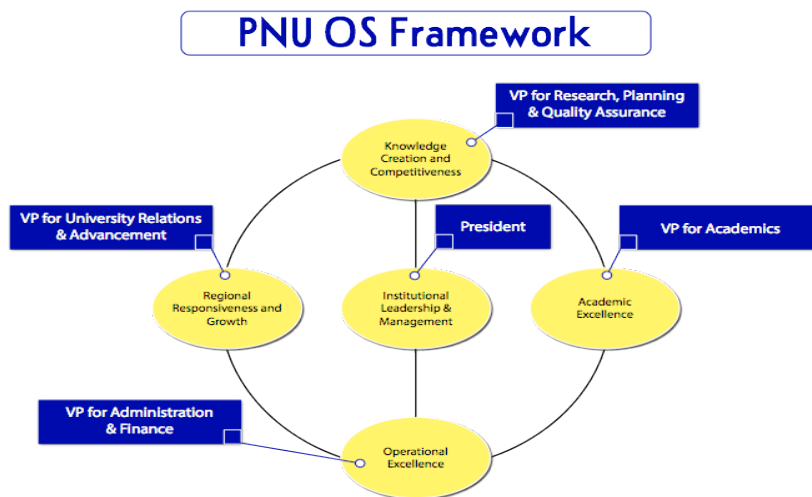


Figure 1. The PNU OS Framework

- Take the leadership role in the development of unifying teacher education research agenda among TEI;
- Provide policymakers with empirical research data to serve as bases for their formulation of the country's education legislative agenda;
- Disseminate timely research outputs, systematically in all modalities (print or non-print) to all its stakeholders; and
- Establish and maintain database of international and national educational policies and other significant data related to education in the Philippines, the Asia Pacific region and beyond.

The OVPRPQA is committed to: a) enhancing the University's research productivity, b) ensuring increasing competitiveness of the system through deliberate pursuit of defined results based on highest possible standard of quality, and c) advancing and promoting the scholarship, research and practice of teacher education and organizational learning in the Philippines and abroad. It is responsible for research administration including the establishment and implementation of research policies and procedures, facilitation, and stimulation of research productivity.

It endeavors to establish partnerships with other research/educational institutions to promote collaborative or commissioned researches. It is responsible for the promotion of research culture and the generation of competitive research outputs.

The OVPRPQA seeks to create and share knowledge, and generate scholarship aimed at furthering a critical understanding of education and its role in society. It is responsible for the policy development in research. It also forecasts cutting-edge research to ensure competitive research outputs.

The OVPRPQA also oversees quality systems in the University, including the setting of quality goals, managing and improving all aspects of quality system; analyzes current policies and procedures, updating them as necessary and introducing new ones; and establishes control systems.

The key result area to be delivered by offices under the OVPRPQA is knowledge creation and competitiveness. The components of which include:

- **Research advancement and promotion** – refers to managing all areas related to research development, research grants and contracts, research compliance, technology transfer, and liaison with government and industry and other partners in support of the University's research production.
- **Innovative education research** – refers to cutting-edge research in teacher education that will define its anatomy, push frontiers of knowledge, and translate knowledge into policies shaping teacher education in the Philippines and beyond.
- **Institutional competitiveness through quality assurance and data-based planning** – refers to conscious and deliberate integration of quality assurance in all facets of the University's system to achieve unquestionable leadership in teacher education in the Philippines and beyond.

The figure below shows the sub-components of the assigned key result areas to be delivered by the OVPRPQA:

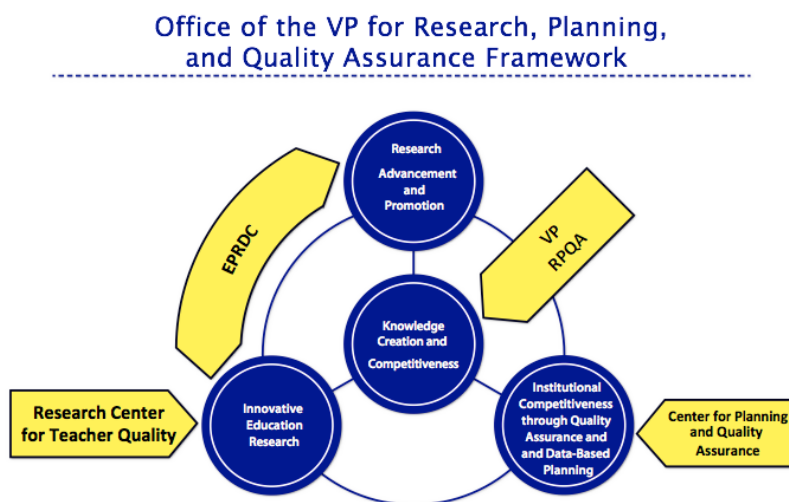


Figure 2. The OVPRPQA Framework

The OVPRPQA consists of the Research Center for Teacher Quality, the Educational Policy Research and Development Center, and the Center for Planning and Quality Assurance.

RESEARCH CENTER FOR TEACHER QUALITY

The Research Center for Teacher Quality (RCTQ) is a specialized research center in the University. It is created to advance understanding of teacher quality as major research area in the field of teacher education. It is envisioned to provide evidence-based policy advice for strengthening teacher quality through the conduct of high-impact applied research directed at strengthening teacher quality.

VISION

To provide evidence-based policy advice for strengthening teacher quality

MISSION

To conduct high-impact applied research directed at strengthening teacher quality

OBJECTIVES

To assist in the implementation of the K to 12 Reform by providing nationally consistent policy advice focused on:

- Pre-Service Teacher Growth and Development
- In-service Teacher Professional Growth and Development
- Teacher and Teacher Educator Subject and Academic Renewal

STRATEGIES

1. Engage collaboratively with government education agencies notably the DepEd, the CHED, and the Professional Regulation Commission (PRC)
2. Establish links and networks with the education profession, business, and other key stakeholders
3. Conduct applied research on teacher quality at an internationally recognized level
4. Disseminate research findings and related policy recommendations by:
 - conducting international and national summits and conferences
 - publishing technical reports, position papers and research articles
 - managing a website dedicated to strengthening teacher quality
5. Support a culture in the education profession for applied policy-relevant research

STRATEGIC DIRECTIONS

Theme 1. PRE-SERVICE TEACHER GROWTH AND DEVELOPMENT

Providing research-based policy advice to CHED, TEIs, PRC, and DepEd to prepare pre-service teachers for the K to 12 Reform

Theme 2. IN-SERVICE TEACHER PROFESSIONAL GROWTH AND DEVELOPMENT

Providing research-based policy advice to DepEd to prepare in-service teachers for implementing the K to 12 Reform in the classroom in alignment with professional teaching standards

Theme 3. TEACHER AND TEACHER EDUCATOR ACADEMIC RENEWAL

Providing research-based policy advice to DepEd and to CHED and TEIs on the enhancement of professional and content knowledge and academic renewal practices to address the K to 12 Reform

EDUCATIONAL POLICY RESEARCH AND DEVELOPMENT CENTER

The Educational Policy Research and Development Center (EPRDC) is a specialized research center in the University focused on policy research and studies on teacher education. It is established to provide research-based policy recommendation to policy makers. It also serves as clearing house for all data relevant to teacher education in the Philippines and beyond.

Through the EPRDC, the University, as the NCTE, shall:

- a. Provide systematic dissemination of research output on teacher education to make them readily available to end users such as teachers and academic supervisors;
- b. Share research expertise and competence in education research with other TEI throughout the country;
- c. Advise the country's policy-makers and decision-makers in planning, implementing and evaluating reforms in teacher education including the licensing of professional teachers;
- d. Assist in the assessment of government programs on education. As such, the University may be required by any government agency to comment and/or make recommendations regarding the different policies and programs on education; and
- e. Conduct periodic studies in aid of crafting responsive policies and programs on education.

The EPRDC has the following research management and development services functions as well:

- Develops the University Research Agenda/Priorities in cooperation with the OVPRPQA and Research and Extension Services Coordinating Committee (RESCC)
- Plan, organize and supervise the research capability program for faculty and staff
- Coordinates and monitors the research activities in the different colleges, hubs, and units of the University

- Farms out grants for research and monitors the utilization of funds
- Supports research production and dissemination of research reports and technical papers and provides support to faculty members in the presentation and publication of their research.
- Provides support services to faculty such as but not limited to the following:
 - » Advice on funding opportunities
 - » Guidance on developing relationships with potential sponsors
 - » Assistance on developing proposals
 - » Help on the terms and grants
 - » Aid in monitoring compliance with the terms of grants
 - » Support in monitoring expenditure against budgets
 - » Advice on processing of research grants, incentives, and awards

VISION

PNU as the innovation hub of teacher education research and educational policy studies

MISSION

Building a culture of excellence in teacher education research and educational policy studies

VALUES

SYNERGY (Working collaboratively as a team)

EFFICIENCY (Delivering research services promptly)

EXCELLENCE (Achieving high quality research outputs)

PRODUCTIVITY (Increasing research outputs of the University)

STRATEGIES

1. Establishment of baseline data on Teacher Education Research and Educational Policies
2. Conduct of Policy Studies and Externally Funded Researches
3. Development and Dissemination of University Research Agenda (PNU-URA)
4. Organization and Management of Research Capability Building Program (RCBP)
5. Monitoring and Evaluation of University's Research Production
6. Provision of supports services in terms of research proposal development; monitoring for compliance with the terms of grants; and processing of grants, incentives, and awards

Duties and Responsibilities of Full Time Faculty Researchers at the Educational Policy Research and Development Center (BOR Resolution No. U-2677, July 13, 2017)

Rationale:

With the creation of the Educational Policy Research and Development Center pursuant to the mandates of the NCTE Law, the new organizational structure of the University, and the implementation of the trimester scheme, there is a pressing need for crucial modifications of the duties and responsibilities of the full time research faculty assigned at the center.

Qualifications of Full-time Faculty Researchers

1. At least a Master's degree
2. With previous or current experience/ involvement in research projects (as researcher, writer, or field researcher)
3. With strong inclination in Research

Number of Non-Teaching Loads

2 and 1/3 NT (Research)
1 Teaching Load
(Trimester Scheme)

2 and 1/3 NT = 28 hours
1T = 7.5 hrs;
Total = 35.5 hours / week

Duties and Responsibilities

A. Educational Policy Research Development

1. Spearheads the conduct of one (1) policy research with the faculty in the colleges, centers and offices in the University (e.g., periodic studies in aid of crafting responsive policies and programs on education);
2. Assists the Director in planning, developing and administering the research program of the university;
3. Develops research proposals aligned with the mandate of R.A. 9647 (NCTE Law) and

with the University Research Agenda

4. Participates in research projects in collaboration with or funded/commissioned by other government agencies (e.g., CHED, NRCP);
5. Submits periodic progress reports of assigned research projects;
6. Consolidates policy recommendations and come up with articles for the Center's Policy Brief Series

B. Research Management Services

Takes charge of one of the following DESKS of the Center:

1. **Proposal Development Desk** (initiating the preparation of proposals for external funding, evaluation of proposals submitted for funding e.g., PBRG, proposals for NT load e.g., full professors' compliance; assists faculty in preparing proposals; processing of MOAs and initial release of fund for internally-funded research projects; conducts orientation for project leaders)
2. **Research Production Monitoring and Evaluation Desk** (monitoring of all research projects - funded, compliance research, self-initiated; evaluation of outputs prior to publication; and updating of database on on-going and completed research projects).
3. **Research Capability Building Program for PNU faculty and Staff** (preparation, implementation, and evaluation of the program; facilitates the sharing of research expertise and competence also to other TEIs); development and updating of University Research Agenda (including monitoring of utilization of topics)
4. **Research Ethics Desk** (Secretariat of the Research Ethics Committee (REC); managing the ethics review process for all research projects and student researches as academic requirement)
5. **Management of the University Research Portal** (Updating and maintenance of the database on teacher education policies, research production of faculty and graduate students); report generation on completed research, on-going research, publication and paper presentations; uploading of forms, policy brief series, news briefs, new research policies in the portal.
6. **Research and Extension Desk** (provision of inputs on the research component of extension programs/projects of the university; provision of technical assistance to the proponents of extension projects on the conduct of the research component)

C. Other Research-related Responsibilities

1. Assists faculty and administrative staff in research designs, methodology, statistical analysis and other services related to research;
2. Presents one completed research in a national or international academic forum once

in a fiscal year;

3. Publishes at least one research article in a reputable, refereed (national or international) journal within a fiscal year.
4. Performs other research-related functions, as assigned by the Vice President for Research, Planning and Quality Assurance and the EPRDC Director.

CENTER FOR PLANNING AND QUALITY ASSURANCE

The Center for Planning and Quality Assurance (CPQA) is the University's focal office in ensuring that the standards of quality are met and the system has internal mechanism to continuously improve itself. The planning component of the center promotes and assists in the development, coordination, monitoring, and assessment of the strategic planning process in all Hubs, Colleges, Centers, Offices, and Units of the University. It manages the conduct of institutional research for purposes of decision making. The center provides management with institutional data needed to diagnose the University's organizational health. It facilitates the review of plans and provides the necessary information, data as inputs to management in the crafting of the strategic development plan. The CPQA is also responsible for institutional quality assurance mechanisms and compliance with the national and international standards of excellence. It shall implement the University's distinctive competence in all the products and services. The CPQA exists to guide the University in upgrading the level of academic and research performance, efficiency, and competitiveness ability by applying accreditation criteria, as well as local and global quality assurance requirements (e.g., AACUP, ISO certification, QS ranking, etc.) in order to turn the University into a distinguished university known locally and globally.

The diagram below shows the structure of OVPRPQA:



Figure 3. The OVPRPQA Structure

4. VISION AND MISSION FOR THE UNIVERSITY RESEARCH

Vision and Mission for University Research

The University is currently restructuring its organization. The PNU vision states that by 2022, the University will be internationally recognized Teacher Education University that continues to be responsive to national teacher education needs and trends. Part of the realization of this vision in the area of knowledge creation (Research) is to **Transition the University as a research-oriented teacher education university.**

The 21st century demands a more rigorous approach to teaching. More than ever, the true measure of a university is its contribution to knowledge creation and subsequently, its translation to the clientele. The demand for the university to do research is on its ultimate high. Intentionally, in fact, research separates the grain from the chaff; hence, the new structure is designed to put research at the heart of the University system.

Objectives, Key Result Areas and Performance Measures

Knowledge creation (Research) as a function of the University is the source of information on a new theory or its application that could shape education, particularly teacher education, in the country and beyond its borders. PNU aims to:

- Conduct high impact researches that will improve the quality of the educational system particularly teacher education in the country and the world.
- Develop innovative ideas in education that will give PNU an international distinction.
- Share expertise and competence in educational research to the community of learners and/or scholars.
- Provide data to DepEd and CHED as input in designing curricular programs in basic education and teacher education.
- Take the leadership role in the development of unifying teacher education research agenda among TEI.
- Provide policy makers with empirical research data to serve as bases of formulation of the country's education legislative agenda.
- Disseminate all timely research inputs systematically in all modalities (print, non-print) to all its stakeholders.
- Establish and maintain a database of international and national educational policies and other significant data related to education in the Philippines, the Asia Pacific region and beyond.

The key result areas in research to be delivered by two Research Centers (EPRDC and RCTQ) under the OVPRPQA are **knowledge creation and competitiveness**. This refers to the ability of the University to create knowledge that will not only advance the frontiers of teacher education but also generate knowledge that can be translated into good and services that command value. This key result area also includes transforming the PNU system into internationally benchmarked University using leading quality assurance systems. The VPRPQA is responsible for the smooth operation of the University as a “research factory” with their internationally recognized outputs for their quality and impact. The components of knowledge creation and competitiveness include:

- **Research advancement and promotion** which refers to the management of all areas related to research development, research grants and contracts, research compliance, technology transfer, and liaison with government and industry and other partners in support of the University’s research production.
- **Innovative education research** which refers to cutting-edge research in teacher education that will define its anatomy, push the frontiers of knowledge, and translate knowledge into policies shaping teacher education in the Philippines and beyond.

These key result areas will be measured by performance indicators as stipulated in the Strategic Development Plan of the University for research to realize the strategic direction of having a shared vision of building a culture of excellence by strengthening the culture of research among faculty, staff, students, and other key players of the university through:

1. Institutionalizing a research development program which will include university research agenda, policies for faculty research; capability building, research infrastructure, etc.
2. Implementing a system for planning, implementing, monitoring, dissemination, publication, utilization, and reporting of faculty research
3. Raising research performance of faculty in Institute for Scientific Information (ISI) and other refereed journals
4. Providing centrally coordinated, research facilities, and adequate research services and infrastructures
5. Increasing the number of funded and commissioned researches
6. Strengthening faculty and student research partnership to inculcate the value of research in knowledge creation
7. Optimizing the organization of research data for improving management and administrative services

These strategic directions for research of the University can be achieved by the performance targets set for 2015 until 2022, as shown in Table 1.

Table 1. The University Performance Target for 2015-2022

Strategic Actions		Performance Targets 2015	Performance Targets 2022
Institutionalizing a research development program which will include PNU research agenda, policies for faculty research; capacity building, research infrastructure	By 2015, a research development program shall have been developed which will include PNU research agenda, policies for faculty research; capacity building, research infrastructure, and a research management system	100% implementation of the research development plan	
Implementing a system for planning, implementing, monitoring, dissemination, publication and utilization and reporting of faculty research		Research policy and mechanism in place and implemented	Research policy and mechanism in place and implemented
Raising research performance of faculty in Institute for Scientific Information (ISI) and other refereed journals	Has at least 3 research outputs used for policy development and program implementation Increasing the number of research outputs and publications and incentives	Has a number of products/inventions utilized commercially/patented Has a number of research products/recognitions conferred by national and international bodies	
Providing centrally coordinated research facilities and adequate research services and infrastructures	Data center fully operational	Most extensive data center in teacher education and related fields	
Increasing the number of funded and commissioned researches	At least 25% of researches are externally funded/commissioned Increased amount of research grants received	At least 50% of researches are externally funded/commissioned	

Strategic Actions		Performance Targets 2015	Performance Targets 2022
Strengthening faculty and student research partnership to inculcate the value of research in knowledge creation	At least 50% of faculty with undergraduate and graduate student research collaborators	100% faculty with student research collaborators; PNU research partnership hub in ASEAN	
Optimizing the organization of research data for improving management and administrative services	50% of administrative offices are able to provide research-based information System of monitoring of research projects in placed	100% of administrative offices are able to provide data for information and research purposes Data base of education policies and teacher education research functional	

5. THE PNU RESEARCH AGENDA

Introduction

Universities are expected to generate new knowledge. In the new knowledge economy, this task, while traditionally and essentially is a function of institutions of higher learning, is increasingly more emphasized because new knowledge providers are emerging and challenging universities' role in creating, producing, and translating knowledge. It becomes imperative then for the University to transition itself as a research-oriented teacher education university, and to strategically position the University in functioning as the NCTE. Vital to the University's role as NCTE is the mapping out of puzzle areas in teacher education and translating these into research agenda which will underlie the University's research initiatives.

The first PNU Research Agenda (first known as University Research Agenda or URA) was developed in 2004. The URA was crafted through a series of processes which started with a stakeholders' forum with the theme: "Networking: The Continuing Search for Useful Knowledge." The participants to this forum were the PNU stakeholders including officials from government agencies and public and private educational institutions. The output was a list of research topics which were classified, reviewed, and put together to constitute the first URA. The classification of the topics was based on the five dimensions of teacher education: context, input, process, effect, and impact.

To ensure the direction and relevance of the University research, the URA was reviewed and revised in 2008. The revision included the addition of *Policy Research* topics on Teacher Education and Higher Education; Development Research; and the inclusion of a brief description of each research area for clarity. The revised URA was disseminated to the University academic community for comments and suggestions. Comments were taken into consideration and the suggested topics were incorporated. The final copy of the URA for 2008-2010 was published and disseminated to the University stakeholders through the Revised Research Manual released in June 2009.

The designation of the University as the NCTE in 2009 by virtue of Republic Act No. 9647 otherwise known as the "Philippine Normal University Modernization Act of 2009" necessitated the University to revisit the URA and make it more responsive in fulfilling its mandate as NCTE, specifically in conducting research, case studies and other appropriate methodologies to enhance curriculum and training designs for teacher training, teacher education, and continuing professional education of teachers and academic supervisors. Thus in September 2012, another multi-stakeholders' forum was conducted and the PNU Research Agenda 2013-2016 was the

outcome. The wealth of ideas generated during the forum led to the identification of eight crucial research themes in which the PNU research should be anchored. These research themes were all directed toward, as mandated by law, the University being an innovation hub in the teacher education research of the country.

The PNU as NCTE is mandated by law to create an Education Policy Research and Development Office which shall: a) establish and maintain a database of education policies and significant issues facing the country's education system, as well as the education systems of other countries, especially in the Asia Pacific Region; b) create and test different models of teacher education, address key factors in successful teacher education programs, and determine which model would best achieve the country's education goals; c) provide a systematic dissemination of research outputs on teacher education to make them readily available to end users such as teachers and academic supervisors; d) share research expertise and competence in education research with other TEI throughout the country, provided that the research funding of other state universities and colleges shall in no way be affected by the provisions of the Republic Act No. 9647; e) advise the country's policy makers and decision makers in planning, implementing and evaluating reforms in teacher education including the licensing of professional teachers; f) assist in the assessment of government programs on education. As such, PNU may be required by any agency to comment on/or make recommendations regarding the different policies and programs on education; and g) conduct periodic studies in aid of crafting responsive policies and programs on education.

Notably, the provisions also suggest that the PNU is not the sole beneficiary of its research efforts. All other TEIs should also be the beneficiaries of new information on teacher education policies, significant issues which confront the country's education system, and various models in teacher education to guide them in achieving relevant teacher education programs in their own institutions. Through extension efforts, other TEIs would also benefit from the research expertise PNU in teacher education research.

The PNU-RA 2016-2018 is a blueprint for tangible and sustainable research initiatives the PNU will take in the next two years to advance the teacher education in the Philippines and in the ASEAN.

With the Higher Education Road Map 2 of the CHED, the research and development thrusts of a HEI must be on compelling solutions to the local and national problems, on pioneering efforts and initiatives, and on products with commercial value.

The past three years saw the utilization of the topics in University research agenda 2013-2015. Table 2 presents the number of topics utilized in various PNU research projects per theme. Specific research projects completed under each theme are presented in Appendix E.

Table 2. Extent of Utilization of Research Topics in the PNU-RA 2013-2015

URA Theme	f	%
Policy Studies	57	18.5
Multidisciplinary/Pure Research	87	28.2
Local Responsiveness	52	16.9
Translational Research	87	28.2
Internationalization	11	3.6
Product Development	11	3.6
Sustainability	2	0.6
New and Emerging Areas in Teacher Education	1	0.3
TOTAL	308	100.0

Notably, as shown in Table 2, the PNU research efforts in the past three years were focused on multidisciplinary or pure research, translational research, policy studies and local responsiveness but were rarely focused on internationalization, product development, sustainability and emerging areas in teacher education. These review results were a major consideration in the revision of the research agenda.

Goal and Objectives

The designation of PNU as NCTE necessitates urgent reforms and transformation within the University for the PNU to fulfill its mandate and to respond to challenges and demands of varying scales and complexities. Holistic reforms within the University are imperative to upgrade the quality of competitiveness of teacher education in the country as implied in the NCTE law (Ogena, 2012). One of the University's goals is to strengthen the culture of research among faculty, staff, students and other key players of the University. Thus, the PNU's Strategic Development Plan 2012-2022 details the specific research objectives in which the development of the PNU-RA is anchored. The research objectives are as follows:

1. Conduct high impact researches that will improve the quality of the educational system particularly teacher education in the country and the world;
2. Develop innovative ideas in education that will give PNU an international distinction;
3. Share expertise and competence in educational research to the community of learners and/or scholars;
4. Provide data to DepEd and CHED as input in designing curricular programs in basic education and teacher education;
5. Take the leadership role in the development of unifying teacher education research

- agenda among TEI;
6. Provide policy makers with empirical research data to serve as bases of formulation of the country's education legislative agenda;
 7. Disseminate all timely research inputs systematically in all modalities (print, non-print) to all its stakeholders;
 8. Establish and maintain a database of international and national educational policies and other significant data related to education in the Philippines, the Asia Pacific region and beyond;
 9. Set the research directions of all levels across different disciplines in the University system;
 10. Provide appropriate allocation of fund and other related resources to ensure efficient and timely implementation of research projects anchored on the PNU-RA specifically the University-based researches (project-based researches); and
 11. Provide research incentives to faculty whose outstanding research skills and exemplary research outputs provide significant contribution to teacher education and merit to the University.

Updating Process of the PNU Research Agenda

The updating of the PNU-URA 2013-2015 mainly comprised the crafting of the new research agenda framework.

To make the research function of the University more relevant, the alignment of the University research agenda with the mandate of PNU as NCTE was the prime consideration. Thus the revision of the research agenda framework ensured the responsiveness of the research efforts in harmony with the instruction and extension functions of the University towards the fulfilment of its mandate as NCTE. The updated research agenda provide a clearer direction, that is, the goals and objectives are well defined and relevant.

The updating of the research topics called for inputs informed by the changes and developments that take place in local and global community which necessitate a TEI such as the PNU to redefine its role and assert its relevance. Thus considering their social awareness and expertise in their respective disciplines, the University tapped some selected administrative staff and faculty to compose the participants of a focus group discussion (FGD) to identify new research topics as inputs to the revision of the research agenda.

In the first quarter of 2016, round table discussion (RTD) was held in the University. The RTD was aimed at eliciting from the participants relevant research topics for inclusion in the new University research agenda. To elicit the desired ideas, the participants were provided with four guide questions in which they would anchor their responses. These guide questions were

aligned with the goals and objectives of the Philippine Development Plan (PDP), Millennium Development Goals (MDGs), Higher Education Research Agenda 2, National Higher Education Research Agenda (NHERA) 2, and the PNU's Strategic Development Plan (2012-2022). In particular, these goals and objectives pertained to the finding of workable solutions to local and national problems, introduction of pioneering efforts and initiatives, and generation of products with commercial value.

The first guide question focused on the identification of the compelling problems or issues that the participants observed in the basic and higher education and on ways by which PNU as NCTE could help solve the problems or clarify the issues.

The second question guided the participants to identify what technology/products the University could produce out of its research for utilization of the community, aid in instruction, and commercialization.

Identification of transformational research or research that could bring about fundamental change or reform to the community and to the nation in general was the target of the third question. These reforms may be in forms of poverty alleviation, gender equality in education, environmental sustainability, and strong and extensive global partnership for development.

The final and concluding question led the participants to identify research for which PNU as NCTE should be distinguished or known nationally and globally. Overall, the guide questions engaged the participants in a dynamic discussion which resulted in generation of extensive and relevant information needed for the URA revision.

The PNU Research Agenda Framework

The Research Agenda Framework of the University is represented by a moving wheel with PNU as the NCTE and as ASEAN Teacher Education Research Hub serving as its core, as shown in Figure 4. Its expanded mandate as NCTE and its current niche as chair of the Association of Southeast Asian Teacher Education (AsTEN) are the PNU's drivers for action. Inspired by its vision to be a nationally responsive and an internationally recognized Teacher Education University, PNU ensures that its directions are aligned with the national programs and policies for building national competitiveness and supportive of the goals of the ASEAN Socio-Cultural Community and policy declarations of the United Nations. The PNU-Research Agenda reflects the University's unwavering commitment to service and excellence with research as one of its delivery platforms.

The eight spokes in action represent the major research themes from which research endeavors may be drawn. Each of the identified themes offers a wealth of opportunities for

knowledge creation and for broadening the current knowledge base in the field to shape up and direct basic and higher education policies and practices. The moving spokes suggest that collaboration is at the heart of any research endeavor in the University. Cross-disciplinary collaborations among the PNU faculty are encouraged as well as with other TEI or higher education institutions (HEIs) within the country, its ASEAN neighbors, or with other strategic partner institutions. Forging links and networks with other agencies and organizations for research purposes is also a vital strategy in undertaking high-impact research that will require huge appropriation and highly-specialized skills.

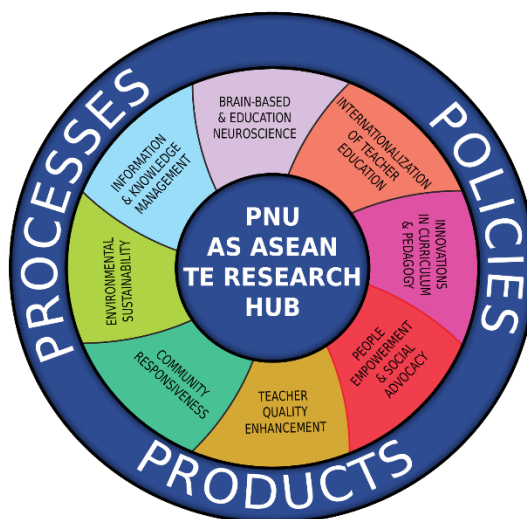


Figure 4. PNU-RA Framework for 2016-2018

Equally important is the rim that holds all the spokes together and keeps them in coordinated fashion. Research undertakings in all areas are expected to provide beneficial applications to society. From this perspective, research-based policies, processes and products are anticipated to move onto accelerating growth trajectories by complementing and enriching the current knowledge base and opening up new and interesting avenues for research pursuits.

The PNU Research Agenda framework represents the dynamism of the 21st century and the readiness of the University to transform itself into a strong research-based teacher education university that will not only set new benchmarks for research in education but will also propel HEIs to move beyond their current instructional space and utilize research for knowledge discovery and accelerating innovations.

PNU-RA 2016-2018 Research Areas

Table 3 shows the PNU-RA eight areas of research and their corresponding descriptions.

Table 3. PNU-RA 2016-2018 Eight Areas of Research

RESEARCH AREA	DESCRIPTION
Internationalization of Teacher Education	<p>Research on international rankings and global benchmarking</p> <p>It includes research on quality assurance systems, qualification standards, and on products that attract international stakeholders and widen and strengthen international linkages.</p>
Innovations in Curriculum and Pedagogy	<p>Research on the innovations or emerging trends in the development, design, implementation, evaluation of teacher education, basic and higher education curricula in the Philippines and abroad.</p> <p>It is also a research on innovative and effective pedagogical practices on all levels and in various kind of education in the Philippines and its global counterparts.</p>
People Empowerment and Social Advocacy	<p>Research on policies, practices and programs that benefit or empower the people of different ages, gender, economic status, educational attainment, creed, and ethnicity</p> <p>Overall, this is a research that improves the lives and strengthens the agencies of people especially those that are underprivileged and marginalized.</p>
Teacher Quality Enhancement	<p>Research on preparation and training of both pre-service and in-service teachers</p> <p>In ensuring teacher quality, key factors which affect the teachers' preparation and performance are looked into.</p>
Community Responsiveness	<p>Research on identification of problems and needs of different communities and creation of programs and generation of products (material and human) and services that are crucial for their subsistence and survival.</p>
Environmental Sustainability	<p>Research on Filipinos' environmental awareness and responsiveness</p> <p>The goal of this research is to provide the people with environmental literacy for them to take part actively and responsibly in the environmental preservation and sustainability efforts.</p>
Information and Knowledge Management	<p>Research on the acquisition, organization, custodianship, and distribution of information</p>

	Also, on the approaches in identifying, capturing, evaluating, retrieving, and sharing information in teacher education among the TEIs in the country and in the ASEAN.
Brain-Based and Educational Neuroscience	A specialized research area in the PNU-RA, which involves basic and applied research in educational neuroscience which are expected to generate new interdisciplinary information on teaching and learning and in education in general.

The PNU-RA offers a strategic spectrum of research areas that scholars, practitioners, and graduate and undergraduate students of the University to fulfill its mission of being the NCTE and to be internationally recognized teacher Education University in Asia as envisioned by 2022. The following objectives will be pursued:

1. Improve the product of pre-service and in-service teacher education;
2. Advance teacher education in the country for international competitiveness;
3. Generate new knowledge in teacher education to meet the current and future demands of the knowledge economy for national development and international acceptance; and
4. Increase University's research productivity to transform the university into a research-oriented teacher education university.

The continuous implementation of the University's research agenda hopefully will contribute in defining, broadening, and deepening the anatomy of teacher education as a scientific field of inquiry.

PNU-RA 2016-2018 Research Areas and Topics

Table 4 shows the areas of research with corresponding research topics that depict the PNU-RA for 2016-2018.

Table 4. PNU RESEARCH AGENDA 2016-2018

RESEARCH AREA	TOPICS FOR RESEARCH
INTERNATIONALIZATION OF TEACHER EDUCATION	<i>Quality Assurance System</i> <ul style="list-style-type: none"> • Benchmarking/Comparative studies • ASEAN qualification standards in TEIs • Performance appraisal system of administrators in TEIs
	<i>International Initiatives</i> <ul style="list-style-type: none"> • Collaborative research projects

	<p><i>International Standards and Ranking</i></p> <ul style="list-style-type: none"> • Certification standards and international ranking system • Teacher education accreditation standards in the country and in ASEAN • Harmonizing the standards of the K-12 curriculum across ASEAN countries <p><i>Research Capability</i></p> <ul style="list-style-type: none"> • Research capabilities of TEIs in the country and in ASEAN
<p>INNOVATIONS IN CURRICULUM AND PEDAGOGY</p>	<p><i>Curriculum Development, Assessment and Evaluation</i></p> <ul style="list-style-type: none"> • Assessment of the status of graduate teacher education program in the country • Assessment of the OBTEC as a curriculum for teacher education • Evaluation of graduate education programs in HEIs based on international standards • Curriculum articulation and transition • Education neuroscience curriculum • Curriculum for multi-grade classes • Backwash effect of LET results on teacher education curriculum • Analysis of the teacher education curriculum to be responsive to the needs of future teachers • Readiness of the teacher education curriculum in implementing Mother Tongue-Based Multilingual Education (MTB MLE) • Curriculum localization <p><i>Innovation in Teaching Approaches, Methods, Strategies and Assessment</i></p> <ul style="list-style-type: none"> • Alternative learning styles/local ways of doing • Innovative teaching approaches/methods/strategies in teaching the discipline • Multicultural curriculum-based teaching • Practices in teaching to children using MTB-MLE • Traditional and authentic non-traditional assessment tools and rating systems <p><i>Curriculum Standardization and Harmonization</i></p> <ul style="list-style-type: none"> • Harmonization of curriculum from basic to tertiary education

	<ul style="list-style-type: none"> • Developing standards in teacher education curriculum <p><i>ALS Creation, Implementation and Evaluation</i></p> <ul style="list-style-type: none"> • Effectiveness of ALS programs • Home study program <p><i>Emerging Pedagogies</i></p> <ul style="list-style-type: none"> • Home pedagogies for parents • Pedagogies for flexible learning • New ecologies of learning • East-Asian pedagogies • Cross-cultural community-based learning • Education-related variables needed for business and industry • Ethnography of K-12 classrooms in the country <p><i>Technology Integration in Instruction</i></p> <ul style="list-style-type: none"> • Simulation technology for Mathematics and Science • Technology-assisted learning games • Online instructional materials • Gamified instructional Materials • Online tutorials • Contextualized lesson exemplars applications for mobile learning <p><i>Instructional Materials Development and Evaluation</i></p> <ul style="list-style-type: none"> • Effectiveness of DepEd and teacher-made instructional materials • Learning resource package development • Modules in teaching indigenous knowledge and skills • Localized and instructional and assessment materials • Indigenized instructional and assessment materials • Educational technology invention • Development of tutorial courseware on selected topics in mathematics, science and language • Instructional resource of pedagogical innovations in professional education (PIPE) • Development and validation of instructional materials for teaching MTB-MLE
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	<ul style="list-style-type: none"> • K to 12 instructional materials development • Modules development for student (example, in far-flung areas of the country and mother tongue-based multilingual education materials) <p><i>Policies in Curriculum</i></p> <ul style="list-style-type: none"> • National policies and curriculum for lifelong learning <p><i>Teacher Training/Preparation</i></p> <ul style="list-style-type: none"> • Teacher and student interaction with focus on effective ways of teaching the future teachers <p><i>Creation, Implementation and Evaluation of Distance Learning Programs</i></p> <ul style="list-style-type: none"> • Distance learning technologies • Distance learning program effectiveness <p><i>Development of Instructional Models</i></p> <ul style="list-style-type: none"> • Development of a model for senior high school (grades 11-12) teacher education track program • Exploring models for Erasmus Mundus in pre-service education • Developing indigenous-based instructional model for literacy programs
<p>PEOPLE EMPOWERMENT AND SOCIAL ADVOCACY</p>	<p><i>IP Empowerment</i></p> <ul style="list-style-type: none"> • Development of teacher education models for indigenous people • Inclusive education • Intersectionality of oppression <p><i>Gender</i></p> <ul style="list-style-type: none"> • Gender disparity in school achievement • Gender issues and students' performance • Gender-sensitive IMs • Policies in education integrating gender perspective <p><i>Promotion of Multiculturalism</i></p> <ul style="list-style-type: none"> • Development of models for multiculturalism in education • Study on local languages (e.g., in PNU hubs) • Arrangement of selected songs/literary arts of indigenous people

	<ul style="list-style-type: none"> • Status of indigenous peoples education as basis for designing multicultural education • Understanding local history • Cultural beliefs, rituals and values <p>Utilization of Local Resources</p> <ul style="list-style-type: none"> • Utilization of indigenous products and resources • Ethnobotanical study of indigenous plants used by local people <p>Women and Children Empowerment</p> <ul style="list-style-type: none"> • Improvement of women and their families <p>Advocacy for the Poor</p> <ul style="list-style-type: none"> • Pedagogy for the poor • Equitable distribution of services and opportunities
TEACHER QUALITY ENHANCEMENT	<p>Teacher Training/Preparation</p> <ul style="list-style-type: none"> • Teachers' readiness in teaching in senior high school • Teachers' skills in technology integration • Basic education teachers' research capability • Capability building - TPCK in various discipline (e.g., STEM) • Development of exit examination for future teachers • Development of scientific literacy • Development of socio-culturally sensitive/nationalistic teachers • Communication skills (language proficiency) of teachers as input to teacher qualification standards for hiring • Research aptitude of teachers • Moral intelligence of teachers • Comparison of student-teachers' cognition and practices before and after practice teaching) • Values orientation of pre-service teachers • Development of research competence <p>Continuing Professional Development</p> <ul style="list-style-type: none"> • Availability of diploma programs for teachers for continuing professional development • Research mentoring and continuing education of teachers • Professional life skills of teachers after training

	<p><i>Research on Pre- and In-Service Teachers</i></p> <ul style="list-style-type: none"> • Macro research on teacher profile and aspirations • Macro research on teacher migration and social responsibility <p><i>Teacher Leadership</i></p> <ul style="list-style-type: none"> • Qualities of teacher leaders • Teacher leadership competencies <p><i>Hiring, Promotion and Retention of Basic Education Teachers</i></p> <ul style="list-style-type: none"> • Hiring, promotion and retention of faculty (performance appraisal system) • Enhanced performance appraisal systems for teachers (E-PAST) • Commitment to teaching <p><i>Supply and Demands for Teachers</i></p> <ul style="list-style-type: none"> • Supply and demand for teachers <p><i>Policies on In-Service Teachers</i></p> <ul style="list-style-type: none"> • Appropriate and fair teaching assignments (faculty loading) • Amendments to RA 4670 (Magna Carta for Teachers) • Rewards and incentives systems • Strengthening teacher agency • Teachers' welfare and development <p><i>Teacher Education Admission Policies</i></p> <ul style="list-style-type: none"> • International scholarships and exchange programs • Admission policy on foreign students • Development of an aptitude test for teachers <p><i>Policies on Teacher Education</i></p> <ul style="list-style-type: none"> • Teacher educators typology • DepEd and CHED policies affecting Teacher Education <p><i>School-Based Management</i></p> <ul style="list-style-type: none"> • Professionalization of service in basic education • Educational leadership of school managers • Effectiveness of institutional management • Teacher administrator' competency profile
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<p>COMMUNITY RESPONSIVENESS</p>	<p><i>Disaster Risk Reduction Management</i></p> <ul style="list-style-type: none"> • Production of disaster-related low cost technologies • Development of risk reduction strategies and techniques • Strengthening capacities for risk reduction management <p><i>Livelihood Training</i></p> <ul style="list-style-type: none"> • Livelihood training materials (income generating) <p><i>Product Development, Utilization and Commercialization</i></p> <ul style="list-style-type: none"> • Ethno-botanical study of indigenous plants used by local people • Utilization of indigenous products and resources • Utilization and commercialization of research results • Translation of local knowledge to products <p><i>Extension/Community Service</i></p> <ul style="list-style-type: none"> • Development of coastal resource management materials • Innovation of cycle of extension projects in communities • School-community partnership processes • Impact of extension programs on the community • Leadership capability of faculty and student volunteers • Community-based industries related to education • Documentation of indigenous people knowledge and practices
<p>ENVIRONMENTAL SUSTAINABILITY</p>	<p><i>Climate Change Response</i></p> <ul style="list-style-type: none"> • Climate change response strategies • Alternative energy • Green technology practices (learning institutions, home, communities, industries) • Risk reduction management • Disaster management and mitigation <p><i>Environmental Preservation Efforts</i></p> <ul style="list-style-type: none"> • Sustainable use of biophysical land resources in a community • Transdisciplinary green innovation projects with the involvement of stakeholders <p><i>Environmental Literacy in Education</i></p> <ul style="list-style-type: none"> • Environmental awareness and response

	<ul style="list-style-type: none"> • Integration of environmental concepts in basic and higher education curricula • Environmental mind map of Filipinos <p><i>Environmental Studies</i></p> <ul style="list-style-type: none"> • Baseline data for the conservation of priority species of indigenous trees • Environmental and climate change studies with educational implication • Medicinal efficacy of Indigenous plants
INFORMATION AND KNOWLEDGE MANAGEMENT	<p><i>Acquisition/Generation of Information</i></p> <ul style="list-style-type: none"> • Tracer Study • ICT products as research outputs <p><i>IKM Infrastructure</i></p> <ul style="list-style-type: none"> • Tools and techniques in IKM <p><i>Information and Knowledge Utilization and Dissemination in Teacher Education</i></p> <ul style="list-style-type: none"> • Knowledge management as an enabling mechanism in the implementation of TEI programs • Utilization of research in the context of extension • Knowledge management system in TEIs • Systems software development for national database center for education • Use of ICT in teaching the discipline <p><i>IKM Best Practices</i></p> <ul style="list-style-type: none"> • Models in IKM • Best practices in information and knowledge management issues • Extent of ICT use in data/knowledge management system <p><i>Capability of Information and Knowledge Managers</i></p> <ul style="list-style-type: none"> • Capability of staff in TEIs to use ICT • IKM capability building
BRAIN-BASED RESEARCH AND EDUCATION NEUROSCIENCE	<p><i>Application of Neuroscience in the Classroom</i></p> <ul style="list-style-type: none"> • Meta-cognitive strategies • Effects of training on brain functions • Brain-based student-engagement strategies

	<ul style="list-style-type: none">• Brain-friendly assessment and practices• Social cognition in the classroom• Teacher’s critical understanding of the role of neuroscience in their practice• Special education neuroscience literacy among pre- and in-service teachers <p><i>How Brains Develop and Learn</i></p> <ul style="list-style-type: none">• Individual differences in brain functioning• Error in brain processing• Neural underpinnings• Deviant brain functions in children• Emergence of insight• Cognitive load• Brain basis of knowledge
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6. THE RESEARCH AND EXTENSION SERVICES COORDINATING COMMITTEE

The composition of the Research and Extension Services Coordinating Committee
(SY 2013-2014)

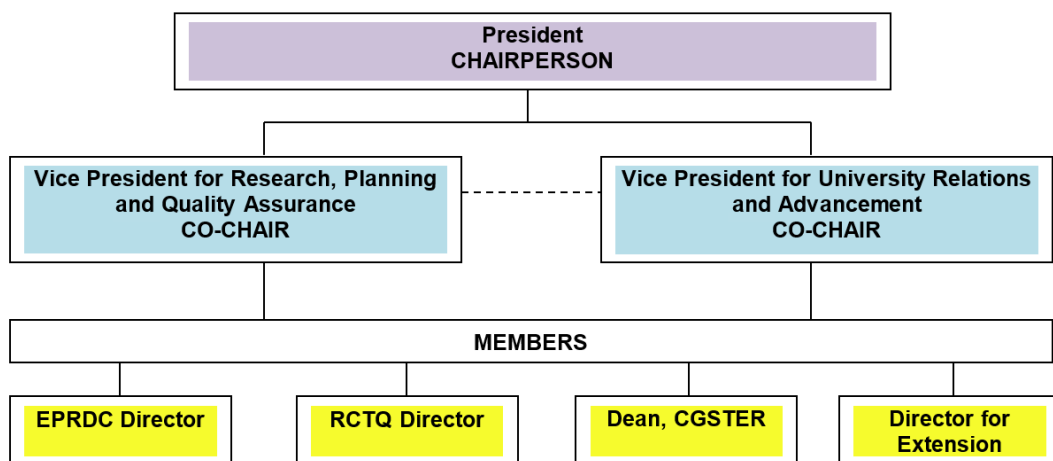


Figure 5. Composition of RESCC

7. CODE OF RESEARCH ETHICS AND GUIDELINES FOR REVIEW (Approved by the Board of Regents on June 11, 2015, amending BOR Resolution No. U-2091, s. 2014)

CODE OF RESEARCH ETHICS

Preamble

The Philippine Normal University, the National Center for Teacher Education, with its core values of truth, excellence and service, adheres to the principles of respect, beneficence and justice, in pursuit of research practice for the advancement of education science.

General Guiding Principles in Ethical Education Research

The Philippine Normal University maintains ethical research practice to promote scholarship of research.

Respect:

Research endeavors uphold respect for life, dignity and reputation of both researchers and participants/subjects, with special and appropriate protection for vulnerable groups.

Beneficence:

The best interest of the research participants/subjects is paramount.

Justice:

Research intentions and processes adhere to generally accepted scientific principles.

Framework

The outer circle of the framework (**Figure 6**) depicts the core values of excellence, truth and service as the foundation in the conduct of research in the university. Excellence shall be the primary goal of all PNU scholars. The PNU community shall strive to ensure and maintain high standards and quality in the conduct, data safekeeping and reporting of any research work. Truth refers to the promotion of honesty and fairness in the way human beings are treated or involved in the data gathering and dissemination of results. Service promotes accountability for the data collected and reported. In the inner part of the circle of **figure 6** shows the three internationally

and nationally recognized guiding principles in the conduct of research involving human subjects: Respect, Beneficence and Justice. Each of the general principles in this code has been translated into several ethical standards fitted in the conduct of research in a teacher education institution. These standards shall serve as the criteria for the research ethics review process in the university.

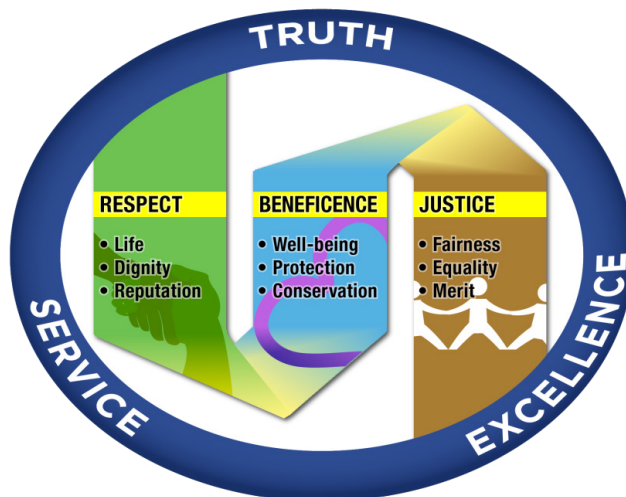


Figure 6: The PNU Code of Ethics Framework

Basic Ethical Standards in Research

Guided by the principles of respect, beneficence and justice, the basic standards for the ethical conduct of research in all its various aspects are described in this section.

General Principles	Basic Ethical Standards
Respect	<ol style="list-style-type: none"> 1. Research endeavors ensure the physical and psychological safety, and protection of researchers and participants/subjects. 2. Participation in research is voluntary with informed consent. 3. All information from the participants is handled with utmost confidentiality and with agreement to grant anonymity.
Beneficence	<ol style="list-style-type: none"> 1. Optimize benefits and minimize possible harm in the conduct of research. 2. Direct and indirect benefits resulting from the research are shared to the participants and communities. 3. Research contributes to improve human condition.

Justice	<ol style="list-style-type: none"> 1. Inclusion and exclusion criteria in the selection of research participants/subjects, data collection tools, and methodology are free from any biases (e.g., gender, class, ethnic, cultural biases). 2. Conflict of interest principle applies in all research activities. 3. Research is conducted by individuals with appropriate ethics, scientific education, training and qualification.
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THE PNU RESEARCH ETHICS COMMITTEE

Functions

The PNU Research Ethics Committee (PNU-REC) ensures conduct of research in accordance with the university's Research Code of Ethics. Specifically, the REC reviews, approves or recommends improvements to research proposals to meet ethics requirements. The REC issues **clearance to proceed** before the conduct of research and **certificate of compliance** upon completion of the study.

Composition and Terms of Reference

The PNU Research Ethics Committee is an independent and multidisciplinary committee attached to the Office of the VPRPQA. The committee is composed of five (5) regular members and additional experts in the discipline may be invited as needed.

Designation	Composition	Responsibilities
Chair	Full Professor recommended by the VP for Research, Planning and Quality Assurance	<ul style="list-style-type: none"> • Reports directly to the PNU Vice President for Research, Planning and Quality • Convenes the REC to review, approve or recommend improvements to research proposals to meet ethics requirements. • Determines and recommends composition of REC experts' pool for the review of specific research proposals/completed research projects. • Serves as the chair for a research panel.

Co-Chair	Full Professor recommended by the VP for Research, Planning and Quality Assurance	<ul style="list-style-type: none"> Assists the REC Chair in all tasks related to the REC functions; and Serves as the chair for a research panel
Regular Members	Research Directors or their authorized representative <ul style="list-style-type: none"> EPRDC RCTQ GResO 	<ul style="list-style-type: none"> Review research proposals/completed research projects to ensure alignment to the University Research Code of Ethics
Experts from the discipline as needed	Faculty members from the Colleges/Faculties as designated by the OVPRPQA	<ul style="list-style-type: none"> Attends REC meetings by invitation Reviews proposals/completed research projects in accordance with ethical guidelines and standards acceptable in their specific fields or disciplines.

The REC is assisted by a Secretariat composed of a Faculty-in-charge of the EPRDC Desk on Research Ethics and two (2) support staff (from the EPRDC and CGSTER) who takes care of the receiving applications and releasing of review results, documentation and archiving.

The Committee is divided into two research panels which simultaneously perform the review processes (proposals/completed research output). The composition of the review panels:

Research Panel 1	Research Panel 2
REC Chair	REC Vice Chair
2 Members (1 Research Director and 1 expert)	2 Members (1 Research Director and 1 expert)

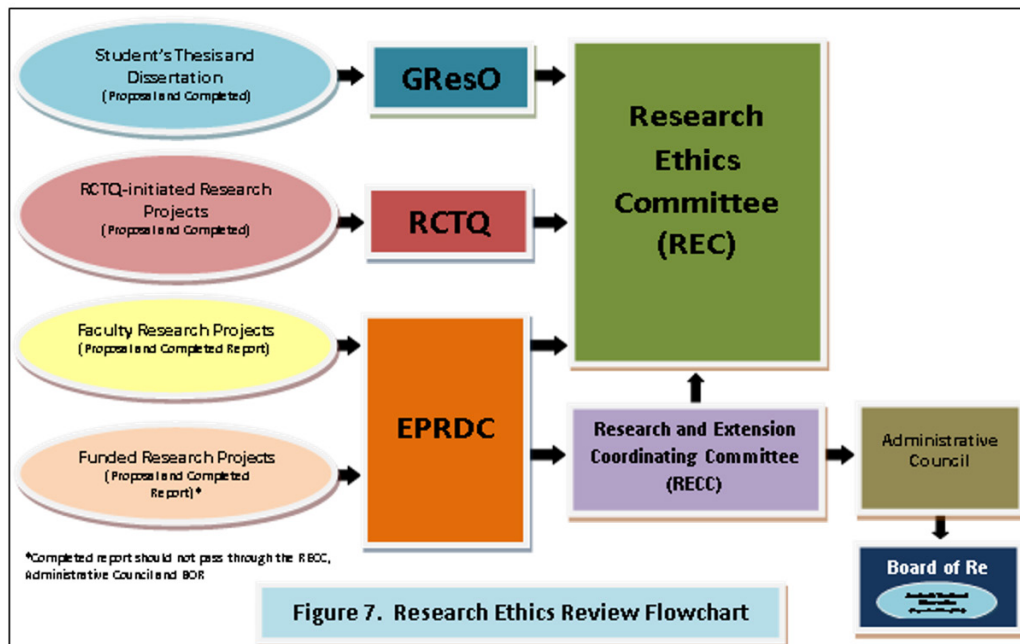
Schedule of Meetings

The two research panels of the Research Ethics Committee are expected to deliberate on submitted research proposals or research report **every second Wednesday** of the month. A **full board meeting** of the committee shall only be held when the need arises (e.g., proposals/completed reports which were found to have a high level of potential harm on the research participants as recommended by any of the research panels or there is a need to deliberate on issues and procedures arising on the review processes and ethical standards).

RESEARCH ETHICS REVIEW GUIDELINES

General Flow of the Review Process

- All research proposals and completed research projects/theses/dissertations follow the flowchart in **Figure 7**.
- Graduate student research proposals and completed theses and dissertation are submitted to the Graduate Research Office (GResO) for endorsement to REC. For PNU Hubs (North Luzon, South Luzon, Visayas, and Mindanao) the equivalent office of the GResO of the Main Campus shall be in-charge of endorsing their respective graduate students' theses and dissertations to the REC.
- RCTQ-initiated research protocols and completed research output are reviewed and endorsed by RCTQ to REC.
- Faculty/administrative staff research proposals/completed research outputs without funding are submitted to EPRDC for endorsement to REC. Funded research projects (e.g., Project-based Research Grant or Commissioned Research) are endorsed by the EPRDC for review of the RECC and for final approval of the Board of Regents through the Administrative Council. Nevertheless, once approved by the RECC, endorsement to REC will be undertaken by the EPRDC simultaneously.



Guidelines for Submitting Research Proposals/Reports to REC

- The applicant (researcher/research team) should accomplish the **Proposal Review Form** with the research proposal, including all the tools for data collection and the consent form/s, in three (3) sets/copies and submit to the REC Secretariat.
- For completed research reports, the applicant (researcher/research team) should accomplish the **Research Report Review Form** with a copy of the completed research project / research article, in three (3) sets/copies and submit to REC Secretariat.
- All applications should be received by the REC Secretariat at least **five (5) working days before** the scheduled monthly meeting (**every second Wednesday of the month**) to ensure inclusion in the agenda.
- Schedule of the meetings shall be available at the PNU website. The schedule of meetings for one academic year shall also be posted in the CGSTER and EPRDC Bulletin Boards.

Guidelines for the Review of Research Proposals/Reports by the REC

The REC Chair through its secretariat is responsible in receiving applications and distributing the copies to the designated research panel for the ethical review.

The designated review panel carefully reviews the proposals/reports based on the ethical principles set in the PNU code of research ethics.

The **Clearance to Proceed** is issued to qualified research proposals before the conduct of research. In case of major changes in the proposal, appropriate recommendations are given for further compliance. For qualified completed research, the **Certificate of Compliance** will be issued by the REC.

The **Clearance to Proceed** and the **Certificate of Compliance** shall be released by the REC Secretariat at least **seven (7) working days** after the scheduled meeting of the review panel.

Research proposals from non-PNU who would like to involve PNU internal stakeholders should also secure the approval of the REC only if endorsed by the EPRDC Director. They also have to be subjected to the same review needed to PNU research proposals. However, if research proposal has already been certified ethical by any Research Ethics Board/Committee by other universities, then the conduct of research need not undergo review again by the PNU-REC.

8. RESEARCH AWARDS (BOR Resolution No. 1635, s. 2011)

PROFESSOR-SCIENTIST AWARD

Purpose

The Professor-Scientist Award is given in recognition to full-time faculty members who have shown scholarship in terms of research productivity and whose research excellence has been shared liberally through educational efforts among their students and the academic community.

Criteria for Eligibility

- The faculty must be full-time in the University.
- The faculty should have completed at least five (5) research studies, with or without a non-teaching load, commissioned or not, done either individually or as a team leader of a collaborative research with other researchers from the University or from other institutions or agencies in the Philippines or abroad.
- The faculty should have published all the five (5) research studies in any refereed international research journal, in electronic or print form, and should have presented the research studies in an appropriate forum. An appropriate forum is any conference local or international held for sharing or presenting research findings.
- The faculty should have been cited by at least ten (10) practitioners for any of his/her research paper.

Mechanics/Procedure for Nomination

- A letter of nomination addressed to the President through channels should be made by any full-time faculty for the potential awardee.
- The nominee should show acceptance to the nomination by submitting the following documents:
 - » Original and photocopied copies of the journals where the research reports were published;
 - » Letter of invitation and documents certifying that the research reports were presented in a forum (e.g., copy of program, certificate/plaque of appreciation, etc.); and
 - » Documents showing that the work of the faculty has been cited by at least ten (10) practitioners in the field of education.

Awards

A plaque of recognition with the title of Professor-Scientist and a cash incentive of Php100,000.00 will be awarded to the faculty in an appropriate ceremony.

Special Provision/Exclusion

- This award is given to a faculty only once.
- The researches completed should be in the field of education.

INNOVATORS/INVENTORS AWARD

Purpose

The Innovators/Inventors Award is given in recognition to full-time faculty members who have distinguished themselves and are acknowledged for their innovative work or invention which has impact or far-reaching influence in their profession or discipline.

Criteria for Eligibility

- The faculty must be full-time in the University.
- The faculty should have been recognized for her/his innovative work or invention done individually or as member of collaborative research with other faculty members or practitioners from the University or other institutions or agencies.

Mechanics/Procedure for Nomination

- A letter of nomination addressed to the University President through channels should be made by any full-time faculty for the potential awardee.
- The nominee should show acceptance to the nomination by submitting the following documents:
 - » A written endorsement for the award from the research agencies/individuals who adopted or used the nominee's innovative work or invention. The endorsement should address the contributions of the nominee's work to the endorser's discipline or profession;
 - » A copy of the section of the research reports where the nominee's innovative work or invention was cited or adopted; and
 - » A copy of the bibliography of the research reports of the practitioners who adopted or cited the nominee's innovative work or invention.

Awards

The faculty/team of researchers will be honored in an appropriate ceremony and awarded a cash incentive of Php100,000.00. She/He/They may be asked to lecture on her/his/their innovative work or invention. In case of joint researches, each member receives a plaque of appreciation, but the cash incentive is shared equally among them.

Special Provision/Exclusion

- This award is given to a faculty only once.
- The innovative work or invention should be in the field of education.

REVISED GUIDELINES FOR THE SELECTION OF OUTSTANDING THESIS AND DISSERTATION (BOR Resolution No. U-2804, s. 2018)

Purpose

The Outstanding Thesis and Outstanding Dissertation Awards aim to

- Recognize outstanding graduate students for their exceptional research achievements;
- Promote excellence in graduate research; and
- Inspire graduate students in the conceptualization and conduct of high quality research.

Revised Guidelines and Procedure

1. PNU graduate students who complete a master's degree with thesis or a doctorate degree with dissertation in any specialization are qualified for the award.
2. Only submitted (hardbound) theses and dissertations from Term 1 and Term 2 of the current school year and Term 3 and Summer Term of the immediately preceding school year will be considered for the award which shall be given during the commencement exercises for the graduate level in March or April.
3. The award shall be in the form of a plaque of recognition and a cash prize of Php25,000.00 for outstanding thesis and Php35,000.00 for the outstanding dissertation. The adviser of the winning thesis or dissertation shall receive a certificate of recognition.
4. All other finalists (maximum of two each for both the outstanding thesis and

outstanding dissertation) in the selection of the outstanding thesis and dissertation award shall be given certificate of recognition and a cash prize of Php5,000.00 (for thesis) and Php10,000.00 (for dissertation).

5. Awarding of the cash prize for the winners and finalists of the outstanding thesis and dissertation award shall be subject to the availability of Student Development Fund from which the incentives shall be sourced.
6. The Director of the Graduate Research Office (GRESO) shall review completed thesis and dissertations and submit a shortlist to the CGSTER Dean on or before the last Saturday of January. The shortlist contains a maximum of six nominees for each award category.
7. The College Dean shall create the College Evaluation Committee for the Outstanding Thesis and Dissertation which shall be composed of three (3) external specialists as members. Token and honorarium may be given to the evaluators subject to the availability of funds from the Student Development Fund.
8. The evaluators shall review and rate the nominated theses and dissertations using a specified set of criteria. A minimum average rating of 1.50 earned during the evaluation is required for consideration as finalist. This process should be completed on or before the last Saturday of February.
9. The results of the evaluation shall be submitted to the CGSTER Dean who shall endorse it to the Office of the Vice President for Academics (OVPA). Only theses or dissertations that met the minimum average rating shall be endorse (Top 3 finalists only). A letter of information shall be forwarded to the OVPA in case no thesis or dissertation passed the evaluation stage.
10. The Vice President for Academics, acting as the Chairperson, convenes the University Selection Committee to review, deliberate, and decide on the final selection of awardees. The selection committee shall be composed of all the Vice Presidents in the University. This process should be completed before the scheduled regular Academic Council Meeting in March.
11. The winning thesis and dissertation shall be presented to the Academic Council by the Chair of the University Selection Committee or his/her authorized representative.
12. The University Selection Committee reserves the right not to give the award for outstanding thesis or dissertation if no thesis or dissertation qualifies for the award based on the review of the selection committee.
13. A faculty, staff, or administrative official who happens to be an adviser of a nominated thesis or dissertation shall inhibit him/herself from participating in the process of the selection of the outstanding thesis and dissertation.
14. The Graduate Research Office in coordination with the University Publication Office shall ensure that the selected researchers are published in reputable international journals.

Criteria for Evaluation

The College Evaluation Committee and the University Selection Committee shall review and evaluate the nominated theses and dissertations using an outcomes-based evaluation tool with the same criteria for evaluation. Specific criteria and indicators can be developed or modified as the need arises, but the following are the core areas to be evaluated:

(a) Content and Substance	-	50%
(b) Organization and Writing	-	20%
(c) Relevance	-	30%

DISTINGUISHED RESEARCHER AWARD (Resolution No. U-2089, s. 2014)

Rationale and Scope

The *Distinguished Researcher Award* will be given annually to one (1) faculty member who has shown excellence in the area of research as evidenced by the following: publication in ISI Journals, plenary talks or paper presentations in national or international conference, national or international research-related award, leadership or significant role in externally-funded research projects, and scientific invention or creative work with strong and practical impact to the society.

The award will cover research outputs and accomplishments for the last three years.

Criteria for Eligibility

- All faculty members and administrative officials, with exclusions of the President, Vice Presidents, and Research Directors with permanent status (tenured), are eligible for nomination for the award.
- During the evaluation period, the faculty should have a research paper published in a refereed journal with national or international circulation.
- During the evaluation period, the faculty should have at least one of the following:
 - » Plenary talk or research paper presentation in a national or international conference
 - » Research-related award given by a national or international organization
 - » Involvement in an externally-funded research project as Project Head/Director,

Lead Researcher/Principal Investigator, and Co-Researcher/Co-Investigator

- » Scientific invention or creative work with societal impact and recognition by the community.

Nomination

- Faculty and staff may nominate a faculty member for the award.
- Only faculty members who have permanent status (tenured) are eligible for nomination for the award.
- Administrative officials from the President, Vice Presidents and Research Directors are not allowed to nominate or be nominated for the award.
- A faculty member who has won the award is no longer eligible for nomination.
- The nominated faculty must accept the nomination.
- Nomination must adhere to the approved guidelines and schedules of the nomination process.

Selection

- All nominations must be submitted to the EPRDC.
- The EPRDC is tasked to conduct preliminary screening and evaluation of the nominations.
- Nominations that did not meet the minimum requirements and/or minimum criteria, or did not adhere to the prescribed guidelines and schedules of the nomination process may be removed from the list of nominees that will be submitted to the University Committee on Research Awards.
- The University Committee on Research Awards shall be composed of the following:

Chair:	Vice President for Research, Planning, and Quality Assurance
Members:	Vice President for Academics
	Vice President for University Relations and Advancement
	Director, EPRDC
	Director, RCTQ
	One Full Professor (non-applicant)
	One External Evaluator

- All nominations recommended for evaluation by the EPRDC shall be evaluated by the University Committee on Research Awards based on quantitative and qualitative appreciation of research outputs and accomplishments.
- A quantitative scoring sheet to be decided by the University Committee on Research Awards will be used to rate the nominees in terms of the following criteria and components per criteria:

Research Publication

- » Publication in ISI Journals
- » Publication in Scopus Journals
- » Publication in Other International Refereed Journals
- » Publication in Edited Books with International Circulation (Non-Textbook)
- » Publication in CHED-Accredited Philippine Refereed Journals
- » Publication in Other Philippine Refereed Journals
- » Publication in Edited Books with National Circulation (Non-Textbook)

Editorial and Reviewer in Publication

- » Editor, Associate Editor, Guest Editor, or Reviewer in ISI Journals
- » Editor, Associate Editor, Guest Editor, or Reviewer in Scopus Journals
- » Editor, Associate Editor, Guest Editor, or Reviewer of Other International Refereed Journals
- » Editor of Edited Books with International Circulation (Non-Textbook)
- » Editor, Associate Editor, Guest Editor, or Reviewer in CHED-Accredited Refereed Journals
- » Editor, Associate Editor, Guest Editor, or Reviewer in Other Philippine-Refereed Journals
- » Editor of Edited Books with National Circulation (Non-Textbook)

Research Presentation

- » Plenary Talk in International Conference
- » Plenary Talk in National Conference
- » Invited Lecture in International Meeting
- » Invited Lecture in National Meeting
- » Paper Presentation in International Conference/Meeting
- » Paper Presentation in National Conference/Meeting

Research Award

- » Award given by an International Organization
- » Award given by a (Non-Filipino) National Organization
- » Award given by a Philippine Organization
- » Research Fellowships awarded by an International Organization or by an HEI outside of the Philippines
- » Research Scholarships awarded by an International Organization or by an HEI outside of the Philippines

Involvement in an Externally-Funded Research Project

- » As Project Director/Project Head/Project Coordinator
- » As Lead Researcher or Co-Researcher
- » As Research Assistant, Data Analyst, or Statistician
- » As Field Researcher and other Significant Support Role
- » As Research Consultant

Invention and Creative Work

- » Invention developed and/or patented (with evidence of acceptance or recognition from the government or scientific community)
 - » Creative work developed and/or patented (with evidence of acceptance or recognition from the government or community where the work belongs)
- The University Committee on Research Awards may conduct a panel interview of one or all of the nominees, if needed.
 - The University Committee on Research Awards shall select one awardee for the *Distinguished Researcher Award* and shall submit their recommendation to the President for approval.

Awarding and Incentives

- The *Distinguished Researcher Award* shall be awarded during the University Week celebration (January).
- The awardee will receive a plaque, a certificate of recognition, and a cash prize of fifty-thousand pesos (PhP 50,000.00).
- The awardee is required to deliver a plenary talk or paper presentation on one of the following: (a) current or recently completed research project, invention, or creative work; or (b) most recent research publication.

ANNUAL OUTSTANDING RESEARCH AWARD (BOR Resolution No. U-2087, s. 2014)

Purpose

The Outstanding Research Award is given to recognize innovative research with substantial contribution in the advancement of discipline in education and has visible potential application to educational policy development.

Guidelines

- All regular faculty members, administrative staff, and University officials with academic rank and non-academic rank from any of the five PNU campuses are qualified for the award.
- The research must be in any/or a combination of the topics in the *PNU Research Agenda (2013-2015)*.
- The study should be completed within the last two years by the time of the call for nomination/application, and must have been presented in any forum, symposium or conference prior to the granting of the award.
- The award will be given yearly; the ceremony of which will be in January to coincide with the University Week.
- The award will be in the form of cash amounting to PhP 50,000.00 and a plaque of recognition.
- The winner/awardee should garner the total points between 90 to 100 points. Ranking will be done to determine the finalists. No award will be given if no entry meets this rating.
- Important dates:

Activity	Deadlines
Paper submission, both abstract and full paper (in APA format)	Third Tuesday of October
Short-listing by internal reviewers	First Tuesday of November
Judging of short-listed entries by external judges	Second Tuesday of November to First Tuesday of December
Final review of the ratings made by the external judges by the RESCC	Second Tuesday of December
Awarding Ceremony	University Week Celebration, January of the subsequent year

- Exclusions:
 - » Theses, Dissertations, or papers done in fulfillment of course requirements
 - » Book reviews and review of literature
- Research conducted could be by individual or team. In the case of team research, the cash award will be divided proportionately among the researchers. Whatever the case, only one entry is accepted from the contenders.
- Faculty and officials submitting entries will not be part of the internal reviewers. Members of the RESCC who wished to submit an entry should not be part of the RESCC for the final deliberation.
- The committee for the final evaluation will include judges from other institutions.
- The awardee shall present the paper during the awarding ceremony.

Criteria

Overall quality of the research (20%)

- The problems were addressed appropriately;
- The conceptual framework is suitable to anchor the study (optional);
- The research design, data gathering tools, techniques and data analysis are appropriate for the given research problems; and
- Conclusions and recommendations were aligned with the research problems.

Relevance (20%)

- The findings of the research have visible potential usefulness and application; it has potential use for policy development; and
- The research addresses current issues and concerns in teacher education or in education in general.

Organization and Coherence (40%)

- The research exhibits the logical and systematic arrangement of information and ideas, choice of words, the use of correct grammar, good English or Filipino, and clarity of the presentation; and
- Findings are credible as a result of rigors in research design, instrumentation, and analysis of data.

Originality (20%)

- The research has a substantial contribution to the advancement of the body of knowledge in education specifically in teacher education.
- This also includes originality, uniqueness and innovativeness of the research.

RESEARCH CITATION AWARD (BOR Resolution No. U-2090, s. 2014)

Purpose

The Research Citation Award is granted to give recognition and provide incentive to faculty members who have distinguished themselves and are acknowledged or cited for their scholarly work and contributions to the body of knowledge in their profession or discipline.

Rationale and Scope

With the new university research structures and the performance-based incentive system of the government beginning to be firmly institutionalized, faculty research production and publication in national and international peer-reviewed journals are gaining momentum. The revival of the incentive aims to inspire the faculty more by providing them an incentive recognizing their contribution to research production and impact. The incentive will be henceforth known as *Research Citation Award*.

The award will cover every research cited in the current year of application.

Criteria for Eligibility

- The applicant must be a full-time faculty member or administrative official who has a permanent status and with a length of service of at least three years.
- At least five of any of his/her research papers completed, or a single measurement or evaluation paradigm/model/theory developed within the last ten years, with or without a non-teaching load, commissioned or not, done either individually or as a team leader of a collaborative research with other researchers from the University or from other institutions or agencies in the Philippines or abroad, have been used or cited by at least ten (10) research scholars or educational practitioners.

Application Procedure

- The applicant should write a letter of application addressed to the President through channels and must be submitted to the EPRDC.
- The letter of application should be accompanied by documents showing proof that the research findings/model/theory of the faculty have been cited or utilized by at least ten (10) research scholars or practitioners. These documents may be a copy of the section of the research reports where the applicant's paradigm/model/theory or research findings were cited or adopted and copy of the references of the research reports that used or cited the applicant's research results/model/theory.
- The EPRDC is tasked to conduct preliminary screening and evaluation of the application.
- The application will be endorsed to the Vice President for Research Planning and Quality Assurance to be deliberated by the University Committee on Research Awards.
- The University Committee on Research Awards shall have the following composition:

Chair: Vice President for Research Planning and Quality Assurance
Members: Vice President for Academics
Vice President for University Relations and Advancement
Director, EPRDC

Director, RCTQ
One Full Professor (with research citation)
One External expert in the discipline

Awards

A plaque of recognition and a cash incentive of Php 50,000.00 will be awarded to the faculty during the University week celebration.

Special Provision/Exclusion

- The researches completed should be in the field of education and other education related fields.
- Citation of one's own work is not included.

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9. RESEARCH INCENTIVES AND GRANTS

FACULTY AND STAFF INCENTIVES FOR PARTICIPATION IN INTERNATIONAL ACADEMIC AND RESEARCH EVENTS AS PAPER/POSTER PRESENTER (BOR Resolution No. U-1894, s. 2013)

Purpose

To prescribe guidelines on the availment and grant of faculty and staff incentives for participation in international academic and research events as paper or poster presenter.

Rationale/Background

The University management has allocated the amount of 4.5 million pesos as financial incentives for faculty members and administrative staff to encourage them to participate in international academic and research events.

This program aims to:

- Provide an avenue for the faculty and staff to disseminate the results of their research studies to international audience
- Give the faculty and staff excellent opportunity to learn from and contribute to the world's pool of expertise and knowledge on teacher education and related fields
- Encourage and nurture the development of PNU scholars and researchers
- Represent the University and initiate linkages with other international higher education institutions thus establishing the PNU's presence in the global academic arena.

Definition of Terms

International Academic Events– conferences, forums, seminars, trainings, and conventions which are international in scope that may be held in the Philippines or abroad

Participation – faculty and staff involvement in international academic events as paper presenter or poster presenter

Scholarly paper– includes research articles, advocacy paper and policy paper currently or recently completed by faculty members and administrative staff

Scope and Coverage

The grant is open to all full-time PNU faculty and permanent administrative staff in the main campus in Manila and the four branches in Agusan del Sur, Cadiz City, Isabela, and Quezon Province whose paper has been accepted for oral presentation in an international conference, forum, seminar, training or convention.

Guidelines

The grant shall cover registration fee, roundtrip economy airfare to foreign country where academic and research event will be held, registration fee, accommodation for three (3) days and three (3) nights, and other incidentals, subject to existing accounting and auditing rules.

The grant shall not exceed Forty Thousand Pesos (Php 40,000) for ASEAN conferences, Seventy Thousand Pesos (Php 70,000) for conferences held in Asian countries, and One Hundred Thousand Pesos (Php 100,000) for conferences held in the United States or Europe.

Eligibility for the Grant

- Full-time and permanent faculty and staff with at least two (2) years of continuous service to the University who have displayed exemplary accomplishment/s in teacher education and/or their specific discipline or line of work.
- Full-time faculty and staff on temporary/contractual status with at least two (2) years of continuous service to the University who have displayed exemplary accomplishment/s in teacher education and/or their specific discipline or line of work.

Application Procedure

- Application shall be submitted to the University President through proper channels at least one (1) month before the date of the conference.
- Three (3) sets of the following documents must be submitted with the application:
 - » Abstract of the paper to be presented at the conference (Full text may be requested for submission)
 - » Applicant's bio-data
 - » Photocopy of the Letter of Invitation and Acceptance Letter from the organizer
 - » Photocopy of information material about the conference
 - » Endorsement of the head, the college dean and the VPA
 - » Details of financial assistance to include amount, coverage and proposed utilization
 - » Details of financial assistance requested from sources other than PNU.

Conditions

- The grant/incentive can be availed of once in a fiscal year only.
- An applicant who has been granted travel subsidy and accommodation by the organizer can only be given a travel allowance of not more than 250USD for those participating in international academic and research event abroad.
- Only qualified faculty members and administrative staff who are invited as paper presenters and poster presenters are entitled to be given the full grant.
- The grant/incentives do not apply to faculty and staff who are invited as trainers, lecturers, participant, or resource persons.
- It will be the applicant's responsibility to make his/her travel arrangements.
- Within one month upon return from the international academic and research event, the grantee shall submit:
 - » Certification or proof from the organizer that the beneficiary presented the approved paper during the conference
 - » Travel report for airfare, transportation expenses, registration fee, hotel accommodation, boarding passes, and other similar documents.
- Within a year after the conference, the grantee shall present the paper in a local/university forum.

FACULTY AND STAFF INCENTIVE FOR RESEARCH PUBLICATION (BOR Resolution No. U-2088, s. 2014)

Rationale and Scope

Cognizant of the importance of research and publication in HEIs, there is a need to give due recognition to faculty and staff of the University who are able to publish research papers in high quality and high impact journals. The University world ranking system demands publication of research to ISI and Scopus listed journals.

The Faculty and Staff Incentive for Research Publication shall be given to faculty and staff of the University who were able to publish research papers in ISI-listed, Scopus-listed, CHED-Accredited, and other International Refereed Journals.

A faculty member will be awarded with the incentive for every published research paper within the last three years.

Minimum Requirements for Eligibility

- All administrative officials, faculty and staff are eligible for the incentive.
- Only full-time faculty and staff who have permanent status (tenured) are eligible for the incentive.
- There is no limit for the number of published papers to which an incentive is given.
- In cases of double or multiple authorships, the incentive to be given will be divided with the number of authors. Co-authors from other institutions are not eligible for the incentive.
- All papers published within the last three years from the date of the application are eligible for the incentive.

Application Procedure

- Faculty and staff who have published their research papers in a refereed journal shall secure the Research Publication Incentive Form available from the Educational Policy for Research and Development Center (EPRDC).
- The applicant(s) for the incentive shall submit the completed form with the required supporting documents to the EPRDC. EPRDC shall provide checklist of required documents.
- The EPRDC evaluates the completeness and accuracy of the completed form and supporting documents and recommend qualified applications to the Office of the Vice President for Research, Planning, and Quality Assurance.
- The Office of the Vice President for Research, Planning, and Quality Assurance shall evaluate and recommend applications to the Office of the President who shall approve the awarding of incentives.

Criteria

- Only papers published when the faculty is already in the University as a full-time faculty or staff shall be recognized.
- Only papers published where the Philippine Normal University is acknowledged as the sole affiliation of the faculty or staff (the faculty or staff as an author or co-author of the publication is not representing a university or organization other than the Philippine Normal University) shall be recognized.
- Only research papers published in ISI journals, SCOPUS journals, other international refereed journals, or CHED-accredited Philippine refereed journals shall be eligible for the incentive.
- The following publications are not eligible for the awards:
 - » Papers published in national or international conference proceedings
 - » Papers published in non-refereed journals
 - » Papers that are not empirical research (e.g., literature review, critique, concept paper)

- » Papers published in in-house or PNU journals (except if the journal is ISI)

Awards and Incentives

- The *Faculty and Staff Incentive for Research Publication* shall be awarded in January during the University Week celebration.
- The awardee will receive a plaque of recognition and a cash incentive commensurate to the type of publication.
- The awardee may be required to deliver a paper presentation of the published research to which the incentive is awarded.
- The cash incentive for the published paper shall be as follows:

» ISI-listed	50, 000.00 pesos
» Non-ISI Scopus-listed Journals	30, 000.00 pesos
» Other International Refereed Journals	25, 000.00 pesos
» CHED-Accredited Philippine Refereed Journals	20, 000.00 pesos

INCENTIVE SYSTEM FOR STUDENT-FACULTY COLLABORATION IN PUBLICATION (BOR Resolution No.U-2709, s. 2017)

Rationale and Scope

This student incentive for research publication is a supplemental to BOR Resolution No. U-2088, s. 2014 on Faculty and Staff Incentive for Research Publication. Particularly, this proposal complements item 3.4 of the BOR resolution which states that in cases of double or multiple authorships, the incentive to be given will be divided with the number of authors. Co-authors from other from other institutions are not eligible for the incentive. The proposed incentive, however, will cater to graduate student-co-author of the faculty applying for faculty and staff incentive for research publication. As its rationale, co-authorship will be considered equal division or apportioning of incentive to all faculty authors and student co-authors.

The Student Incentive for Research Publication shall be given to graduate students of the University who are able to publish with a PNU faculty in ISI/Thomson Reuters/Web of Science (WoS)-indexed, Scopus-indexed, Journal Challenge (JC) CHED-recognized journals and Journal Incubation (JI) CHED-recognized journals.

Minimum Requirements for Eligibility

- All graduate students including Certificate in Teaching Program (CTP) students currently enrolled in any program are eligible for the incentive.
- There is no limit for the number of published papers to which an incentive is given.
- Since the University does have a separate policy for Faculty Incentive for Research Publication (BOR U-2088, s. 2014), the student grantee will receive the full amount regardless of the number of faculty co-authors.
- In case of multiple graduate student authors, the incentive to be given will be divided among the student authors.
- Only those student authors who indicated the University as their school affiliation in the publication are eligible.
- All papers published within the period of study in PNU in collaboration with a faculty are eligible for the incentive.
- Theses and dissertations published in collaboration with the faculty and under the name of PNU within three years from defense are eligible for the incentive.

Criteria

- Only papers published by graduate students with PNU faculty within the duration of their graduate studies shall be recognized.
- Only papers published where the Philippine Normal University is acknowledged as the sole affiliation of the graduate students shall be recognized.
- Only research papers published in the following shall be eligible for incentive
 - » ISI/Thomson Reuters/Web of Science (WoS)-indexed
 - » Journal Challenge (JC) CHED-recognized journals (also clustered as ISI/Thomson Reuters/Web of Science (WoS)-indexed)
 - » Scopus-indexed
 - » Journal Incubation (JI) CHED-recognized journals
- The following publications are not eligible for the awards:
 - » Papers published in national or international conference proceedings
 - » Papers published in non-refereed journals
 - » Papers published in predatory-listed journals
 - » Papers published in in-house or PNU journals (except if the journal is JI or JC)

Awards and Incentives

- The incentive for co-authorship will be considered as equal division among faculty authors and student co-authors. For example, an article published in an ISI-indexed journal would qualify a faculty sole author for the Php50,000.00-incentive;

Php25,000.00 each for two faculty authors all sourced from faculty research incentive fund of the university. For a co-authorship with student, the following configuration will be implemented:

Publication Indexing	Number of Faculty Author	Number of Student Co-author	Faculty Incentive (Php)	Student Incentive (Php)
ISI-indexed/JC (Php50,000)	1	1	25,000	25,000
ISI-indexed/JC (Php50,000)	1	2	16,666.66	16,666.66 per student
ISI-indexed/JC (Php50,000)	2	2	12,500 per faculty author	12,500 per student
Scopus-indexed (Php30,000.00)	1	1	15,000	15,000
Scopus-indexed (Php30,000.00)	1	2	10,000	10,000 per student
Scopus-indexed (Php30,000.00)	2	2	7,500 per faculty author	7,500 per student
CHED-JI (Php20,000.00)	1	1	10,000	10,000
CHED-JI (Php20,000.00)	1	2	6,666.66	6,666.66 per student
CHED-JI (Php20,000.00)	2	2	5,000 per faculty author	5,000 per student

- The Student Incentive for Research Publication shall be awarded during the University Day celebration.
- The awardee will receive a certificate of recognition and a cash incentive commensurate to the type of publication
- The awardee will be required to deliver a paper presentation of the published research to which the incentive is awarded in the Graduate Student Research Forum.
- The funding for this program may be sourced from the Graduate Student Development Fund (computed based on Graduate Student tuition).

Miscellaneous Provisions

- This part of the Graduate Student Development Program is a progressive program for incentivizing graduate student publications in collaboration with the University faculty. The University reserves the right to raise the standards for incentivizing faculty-student publication collaboration when deemed necessary.
- The University shall also reserve the right to resolve any conflict between faculty guidelines on publication incentive and student guidelines for faculty-student publication collaboration in favor of the latter.

- Undergraduate students may qualify to this program and appropriate incentive may be awarded subject to approval by the University officials and provided that funds for the incentive of undergraduate students should be sourced from undergraduate Student Development Fund.

PROJECT-BASED RESEARCH GRANT (BOR Resolution No. U-1635, s. 2011)

Purpose

The *Project-Based Research Grant* provides incentive to faculty members, administrators, and staff who wish to conduct research project without any claim for non-teaching loads or over and above their regular and extra loads.

Criteria for Eligibility

The applicant must be a full-time regular faculty member, administrator, or regular employee of the University with a master degree or its equivalent.

Full-time researchers of the University may apply for the same incentive for research outputs outside their regular assignment at EPRDC. The research qualified for the incentive shall be certified by the Director of the EPRDC.

Mechanics/Procedure for Application

- The faculty who wants to apply for funding has to submit a proposal following the standards for quality research.
- The application letter should have the following attachments:
 - » A copy of the research proposal
 - » A timetable for the completion of the research
 - » A line-item budget
- The letter of application should be addressed to the University President through channels.
- All research proposals received by the VPRPQA shall be forwarded to the Director of EPRDC for review and evaluation.

- The Director of EPRDC reviews and recommends all research proposals for final review of the VPRPQA. The VPRPQA may convene the Research Council when needed.
- The VPRPQA endorses the application to the University President for approval.
- A Memorandum of Agreement shall be executed for the project approved with the project proponent and the University President as the signatories.
- In case the project could not be completed, the proponent should return the partial payment after the program schedule for completion has lapsed.

Grants

The individual faculty/team of researchers will be given the grant per research project the amount of which may vary depending on the level of research as follows:

- individual research
- department-based/unit based research
- college-wide/inter-departmental research
- university-wide/center-based/inter-college research
- regional/inter-university/inter-institutional research
- international research/inter-country research

Special Provision/Exclusion

- The amount covers expenses for the conduct of research. Excess expenses will not be shouldered by the University. The cash incentive could be used for this purpose.
- The amount will be given in three installments, 50% upon the approval of the research proposal, 30% upon the completion of the research, and the remaining 20% upon the publication of the research in the journal of the University.
- A liquidation report is required for the release of the last installment.
- In case of a team research, the project leader determines the line-item budget for the research project, and s/he is accountable for its completion.
- Grants are provided subject to availability of funds.
- The researcher/s may avail himself/herself/themselves of the incentive only once a year.
- In case the applicant/s failed to complete the project within the proposed timeframe, s/he/they shall return all incentives provided within the period of one year.
- The research proponent(s) should deliver an oral presentation of the research work in an appropriate forum.

R AND D ON MEGA ISSUES IN TEACHER EDUCATION (BOR Resolution No. U-1805, s. 2012)

Purpose

The **R & D on Mega Issues in Teacher Education** aims for the College Deans to:

- initiate collaborative research on topics in one's discipline that have national and international scope;
- conduct research that are pioneering and produce outputs that have significance to teacher education; and
- lead in providing innovative and relevant information to educators in their discipline.

Mechanics for Implementation

The **R & D on Mega Issues in Teacher Education** will be coordinated by the Deans as convenors of the activities concerning their project. They could involve all the faculty in the entire PNU System.

- The project could include conduct of round table discussions, workshops, fora, and other ways to gather data needed in their research project.
- Each Dean is offered one million pesos (PhP 1,000,000.00) fund for the conduct of research project on a mega issue in their discipline. The topics include but not limited to the following:
 - » Inclusive Development
 - » Gender Education
 - » Climate Change
 - » Sustainable Development
 - » Developing Competitiveness
 - » Learning and Technology
- The project leader could tap research fellows from the University or from other known institutions in the Philippines or abroad. Each research fellow is entitled to an outright grant of thirty thousand pesos (PhP 30,000.00) for the conduct of a sub-component of the project. The research fellow should be at least a master degree holder.
- The research should be completed in one school year and should end with an output that could be published in international refereed journals.
- The research output should be presented in a forum organized by the University and in national or international conferences.

R AND D STARTER FUNDS FOR FACULTY WITH NEW Ph.D. DEGREE (BOR Resolution No.U-1804, s. 2012)

Purpose

The **R & D starter fund** aims to provide financial support to faculty members who have just finished their doctorate degree to:

- sustain their interest in conducting research;
- conduct research whose results are for national or international dissemination; and
- increase their productivity in research.

Mechanics for Implementation

- The “starter fund” is offered to full-time faculty who finished their doctoral degree in the last two years.
- The research could be done individually or collaboratively with the recipient’s colleagues within or outside the campus.
- The faculty will be given a “starter fund” which is an outright grant amounting to fifty thousand pesos (PhP50,000.00) for conducting a research in line with the priority R & D topics of the university. Supplies needed in the conduct of the study will be taken from the fund.
- The grant is to be given in two tranches. PhP 30,000.00 upon the approval of the research proposal by the Research Council and PhP 20,000.00 upon the publication of the scholarly output in international publication.
- The research should be completed in one semester and should be published in the next semester in an international journal.
- The researcher is still entitled to the incentive for publication in international journal if the paper is published internationally.
- The research output should be presented in a forum organized by the University and in national or international conferences.
- For the application of this grant, the faculty could submit proposal to their Dean, who will endorse the proposal to the VPA, who then examines the proposal whether it is aligned with the priority R & D topics. The proposal is then endorsed to the VPRPQA who will forward the proposal to the EPRDC for initial evaluation and then by the VPRPQA for the final evaluation. The VPRPQA then recommends to the Research Council the researches for funding for their final approval. Figure 8 shows this process for submission and approval of the proposal for starter fund.

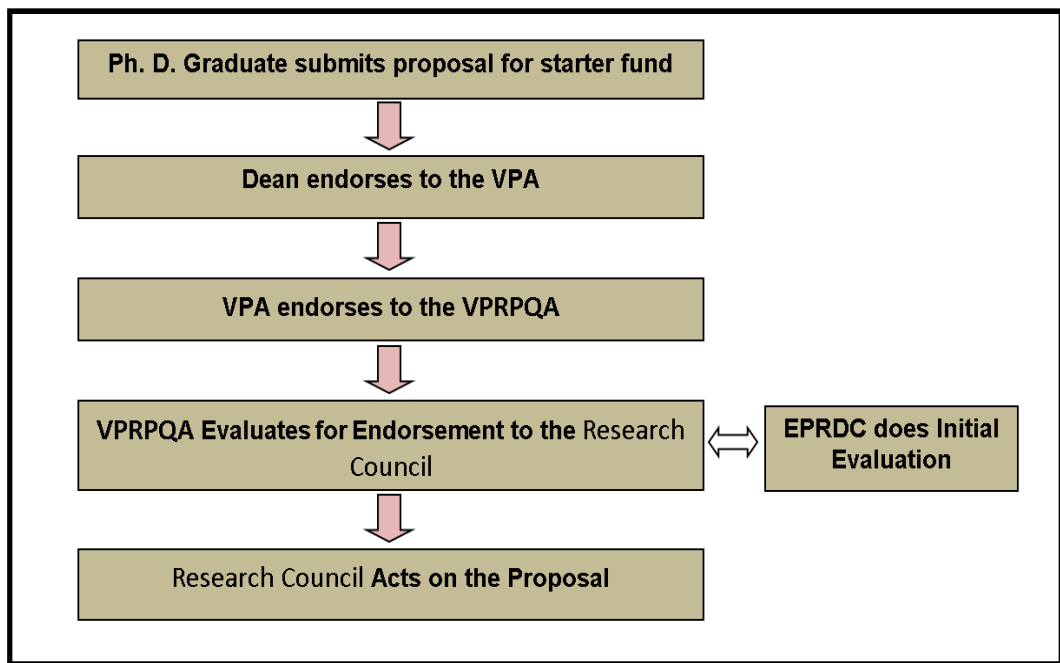


Figure 8. Process in Evaluating Research Proposals for Starter Funds

R AND D SUPPORT FOR FACULTY AND STAFF RESEARCH ON STUDENTS' GRANTS-IN-AID PROGRAM FOR POVERTY ALLEVIATION (SGP-PA) DEGREE (BOR Resolution No.U-1803, s. 2012)

Purpose

This project aims to support the overall effort of the national government in carrying out its reform agenda related to poverty alleviation. As the NCTE, it is the mandate of the University to share research-generated knowledge that could serve as inputs in the implementation and evaluation of the educational programs intended for the poor and the underprivileged.

More specifically the project has the following objectives:

- Increase the awareness of the University community on poverty incidence in the country and deepen the faculty and staff's sense of commitment to poverty alleviation through research.

- Strengthen research support to faculty/staff more particularly in the conduct of researches on poverty alleviation.
- Enhance the conduct of multi-disciplinary research through investigation on cross-cutting issues related to education and poverty.
- Demonstrate support on the national social reform agenda on poverty alleviation.

Project Description

The project involves submission of research proposal related to education and poverty. The proposal can be a scientific investigation or an innovative intervention strategy that could provide solutions to learning problems of the poor, particularly the beneficiaries of SGP-PA PROJECT, a partnership program between CHED and PNU.

The project allows a wide range of research to be funded. Generic research challenges that may be addressed include but not limited to:

- Understanding the socio-economic conditions that are necessary to facilitate learning of the poor
- New theoretical and conceptual thinking about the nature of development among the poor
- New theoretical and conceptual thinking about the conditions for learning
- Challenges posed in teaching the poor in relation to following factors: social, emotional, cognitive, etc.
- Other themes and cross-cutting issues that could be explored, such as:
 - » Students' Profile, Demographics
 - » Personality Traits, Attitudes
 - » Adaptations, Coping Mechanisms
 - » Values, Beliefs, Social Practices
 - » Self-Concept, Self-Confidence
 - » Fears, Anxiety on Academic Work
 - » Vulnerability
 - » Traditional knowledge, life skills, communication, creative expressions and language
 - » Thinking Culture

Implementing Mechanism

- All faculty and staff who are interested to conduct research on poverty issues are qualified to apply for the grant.

- The submission and approval of the proposal will follow the same process as applied to other research projects for university funding.
- An outright grant of PhP 20,000.00 is given to qualified applicant in two tranches: PhP 10,000.00 upon the approval of the proposal and PhP 10,000.00 upon the publication of the research output.
- The research and its publication should be completed within one semester and should be presented in a forum scheduled for this purpose.

10. GUIDELINES

RESEARCH REQUIREMENT FOR FACULTY MEMBERS WITH ACADEMIC RANKS OF FULL PROFESSORS, COLLEGE PROFESSORS AND UNIVERSITY PROFESSORS (BOR Resolution No. U-2498, S. 2016; Amendments to BOR Resolution No. U-1976, S. 2013 and BOR Resolution No. U -1181, S. 2006)

All Full Professors including College and University Professors are required to submit at least one completed individual or collaborative research or published article every calendar year (January - December) as a compliance with the requirement of academic ranks. Topics for research, with the exception of externally funded researches, must be based on the PNU Research Agenda and/or CHED-NHERA or aligned with disciplinary content.

Full Professors on full-time teaching (no administrative positions) have the following options:

- For individual research, a full professor on full time teaching will be granted two (2) regular research loads (one load per term) within one calendar year. One research load is equivalent to one non-teaching load with twelve (12) hours of work every week. The publication of this individual research may serve as the compliance of the concerned full professor during the succeeding calendar year.
- For collaborative research, a full professor may opt to submit a research article written out of a thesis or dissertation in which he/she is the corresponding author, as research compliance. This article should have been published in a reputable international journal or in a CHED accredited journal with publication date of not more than two years on the term the article is being considered as research compliance. In this case, no research load shall be given to the full professor.
- For collaborative research, a full professor on full time teaching may also opt to submit a research article published in a reputable international journal or in a CHED accredited journal which he/she co-authored with PNU faculty member/s who are not Full Professor/s or with counterpart collaborator/s from other university (local or international). The focus of the research article must be congruent with the topics of the PNU Research Agenda or CHED NHERA or aligned with one's disciplinary content. The publication date of this article shall not be more than two years on the term the article is being considered as research compliance. In this case, no research load shall be given to the full professor.
- For collaborative research, a full professor may opt to submit as his/her research compliance his/her "current" involvement in a funded research (e.g., Project-Based Research Grants (PBRG), CHED, NRCP etc.) in which he/she is the Project Leader. In this case, no research load shall be given to the full professor.
- No two full professors on full time teaching could claim compliance for one collaborative research.

Full professors may still opt to get the maximum of two (2) extra teaching loads per term, provided they maintain a very satisfactory teaching performance during the last two consecutive terms. However, a research load is a prerequisite to getting extra teaching loads.

Full Professors on full time teaching who enjoy two (2) terms with research load for the conduct of individual research within one calendar year, may still engage in university project-based grants or externally funded research projects to encourage more research involvement and production.

A Full Professor occupying administrative position may engage in a University project-based grant, commissioned or externally funded research as project leader, researcher or writer, as his/her research compliance. He/She may also opt to submit a research article written out of a thesis or dissertation or out of a team research without funding, in which he/she is the corresponding author, as research compliance. This article should have been published in a reputable international journal or in a CHED accredited journal. The publication date of this article shall not be more than two years on the term the article is being considered as research compliance.

Full Professors with administrative position may also opt to propose a research as special project, subject to availability of funds, which entitles him/her to an amount computed as follows:

$$\text{Compensation} = \frac{\text{rate}}{\text{hr}} \times 54 \text{ hours}$$

A service agreement between the full professor on fulltime teaching (with research or NT load) and the University shall be signed once the research proposal for individual research was approved by the VPRPQA. The professor will be provided a notarized copy of the service agreement.

If one year has lapsed, as specified in the service agreement of those with NT load for two terms, and no research report was submitted, the full professor shall be given a grace period of one term (or three months) to submit the completed research. If no submission was made after the grace period, the EPRDC through the OVPRPQA shall report this to the Office of the Vice President for Finance and Administration (OVPPFA) for the implementation of the repayment scheme of the equivalent money value for the NT load/s enjoyed by the concerned faculty.

Proposals for the conduct of individual research among full professors on full time teaching (with NT Load) shall be submitted to the EPRDC for external review and ethical review within the months of October and November.

All Report on Load (ROL) of the full professors must be signed by the VPRPQA upon issuance of a certification by the EPRDC that the Full Professor has submitted any of the following

as applicable: approved proposal for individual research with NT load; a published article out of a thesis or dissertation; a published article with junior faculty member/s or collaborator/s outside of PNU; the published article of the individual research conducted on the previous year. For full professors with administrative positions who are engaged in funded research projects, a certification from the project leader of his/her role in the funded project, must be submitted to EPRDC.

For monitoring purposes, a quarterly progress report (March, June and October) is required for submission to the EPRDC.

RESEARCH REQUIREMENT FOR FACULTY MEMBERS BELOW THE ACADEMIC RANK OF FULL PROFESSORS AND WHO ARE MAPPED IN THE CGSTER (BOR Resolution No. U-2198, series of 2014)

Rationale

The demand for advance higher education is to do and publish faculty and student researches in professional journals. Faculty members design their courses so that graduate students will be able to do research and ultimately write their theses/dissertations. This major responsibility is assigned to the CGSTER which in turn needs to synergize the culture of research in the University. One strategy to enhance research is to encourage faculty members below the academic rank of Full Professor to do and publish researches.

Guidelines on Research Load

- All faculty members of the CGSTER whose academic rank is below the Full Professor rank are **required to submit at least one individual or collaborative research report every year**. In collaborative research, members of the research team must come from other colleges or other universities/institutions. Topics for research, with the exception of externally funded researches, must be **based on the PNU Research Agenda**.
- Faculty members of CGSTER on full time teaching may be given one (1) research load to be included in the regular loads. One research load is equivalent to one non-teaching load with eight (8) hours of work week.
- Faculty members of CGSTER may still opt to get the maximum three (3) extra-teaching loads, provided that they maintain a “very satisfactory” efficiency rating during the last two consecutive semesters. However, research load is a prerequisite to getting extra teaching loads.

- Faculty members of CGSTER on full time teaching may enjoy two (2) semesters of research load or non-teaching load (NT) for individual research within a one-year period. However, they are still entitled to apply for university project-based grants for other researches.
- A service agreement between the faculty and the University shall be signed once the research proposal is approved.
- The research output is a requirement for a faculty to receive the proportional vacation pay (PVP).
- The professor concerned will not earn any credit on completed research for promotion purposes under NBC 461. However, publication of completed research in refereed journals and paper presentation in national/international conferences will earn credit for promotion purposes (i.e. NBC 461, PBB).
- The process of submission of research proposal to the EPRDC for full professor will also be followed.
- Submission of research proposal to EPRDC for external review shall not be later than two (2) months before the start of the semester. (*Please refer to the protocol of research proposal review upon submission to EPRDC.*)

APPROVAL OF INTERNALLY-FUNDED RESEARCH PROPOSALS (BOR Resolution No. U-2131(4), s. 2014)

Specific Guidelines

- All research proposals intended to be submitted to EPRDC for review shall follow the prescribed format. (See Appendix C. Research Proposal Format)
- A cover letter stating that the research proposal is submitted to PBRG addressed to the President (thru channels) should be submitted to the Associate Dean of the Faculty where the faculty proponent is part of, together with the following attachments:
 - » research proposal
 - » timetable for the completion of the research
 - » line item budget
- Research proposals shall be submitted in two formats (*hard copy for endorsement purposes and soft copy for proposal blind review*).
- The soft copy in word format shall be emailed to eprdc@pnu.edu.ph.
- The hard copy of the research proposal will be endorsed by the Associate Dean, then, the Dean of the corresponding College to the VPRPQA through the EPRDC.
- For research proposals that come from the Center/Campuses, the proponent submits the proposal to the Head of the Department/Unit, then to the Executive Director/Director of Campus Development/VP-URA.

- Once the endorsement is received by EPRDC, the research proposal shall undergo an in-house review focused on the following: (See Appendix E)

Significance

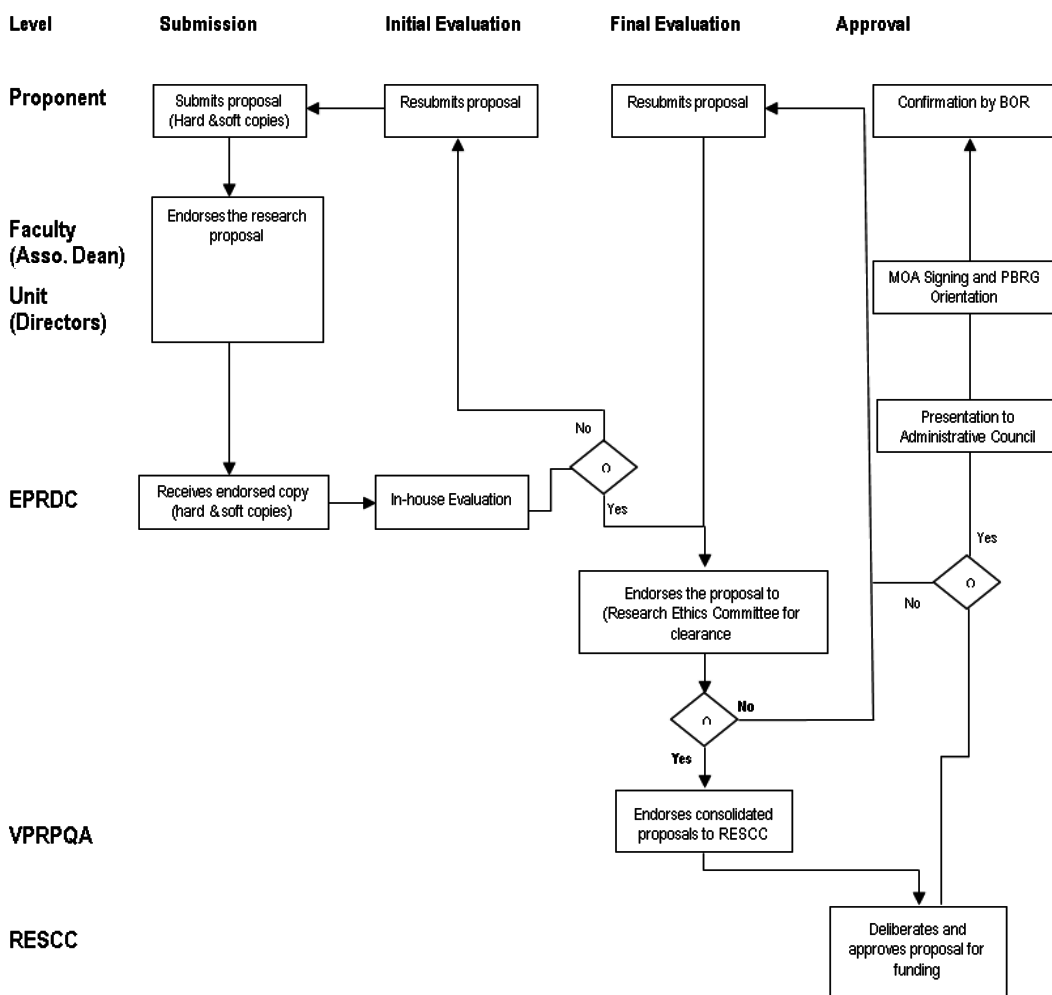
- » Contribution to existing knowledge in the discipline
- » Originality/innovativeness of ideas
- » Relevance to the institution/country/world
- » Alignment with the University Research agenda (URA)
- » Product development policy/program/model

Technical soundness

- » Clear purpose/problem/objectives
- » Problem statements justified by related literature or studies
- » Clear conceptual/theoretical framework (if applicable)
- » Appropriate method and procedure (design/method, sampling, instrument, statistical treatment)
- » No major error in language, grammar, spelling, punctuations
- » Followed the research manuscript format used by the Center
- The faculty proponent will be informed of the review results consolidated by the Proposal Development and Review Desk of the EPRDC.
- The faculty will be requested to make the necessary changes and revisions as stipulated in the review results and submit the revised proposal in two (2) weeks.
- Upon submission, the revised proposal is forwarded to the REC for clearance.
- If REC disallows clearance for the revised proposal submitted by the proponent, the proponent will be requested for 2nd revision of the proposal to incorporate the results of Ethics review.
- The revised proposal shall be re-submitted to REC for clearance purposes.
- Once clearance is secured, the revised proposal is forwarded to the office of the VPRPQA for consolidation and endorsement to RESCC.
- Once the revised proposal is accepted and cleared, EPRDC will present the proposal to the RESCC for deliberation and recommendation for approval by the President.
- All approved proposals will be presented to the Administrative Council for confirmation.
- A Memorandum of Agreement shall be executed for the project approved with the project proponent and the University President as the signatories. The signing of the MOA will be witnessed by the EPRDC Director, Dean, and the VPs concerned. All approved proposals with the corresponding MOA will be confirmed by The Board of Regents.
- Orientation regarding research monitoring and evaluation will be done after the signing of the MOA.

- Funds for research grants will be released after the signing of the MOA.
- Progress Reports shall be submitted monthly to EPRDC through the Monitoring and Evaluation Desk (M&E Desk) of the center.
- In the event the proponent fails to complete the project within the approved timeframe as a result of circumstances beyond his/her control, an extension not exceeding sixty (60) days may be allowed, but the remaining 20% of the budget will no longer be released. If the proponent still fails to complete the project after the extension period, he/she should return all incentives provided within the period of one year.

Flowchart Showing the Process of Approving Internally-Funded Research Proposals



MONITORING AND EVALUATION OF INTERNALLY-FUNDED RESEARCHES (BOR Resolution No. U-2136, s. 2014)

Objectives

- Ensure that the approved research proposals are of quality
- Ensure that project implementation is progressing in terms of research objectives, activities, and schedules with reference to the approved proposal; and provide timely action to solve problems/deficiencies detected
- Provide clearance, certification, and publication opportunity for completed researches

Pre-Monitoring

- Approved research proposals needing no revision shall be endorsed to the Office of the Vice President for Academics (OVPA) in the case of full professors complying with the academic rank requirement, or for signing of a Memorandum of Agreement (MOA) in the case of project-based research grantees.
- The proponents of approved proposals needing minor revision/s shall make the necessary changes as suggested by the RESCC on the research plan and submit the revised proposal to the EPRDC on or before the date set by EPRDC.
- Once the revised paper is accepted, the proposal will go through the process as indicated in *item 3.1* that is, for endorsement to the OVPA in the case of full professors complying with the academic rank requirement, or for signing of a MOA in the case of project-based research grantees.
- The project implementation of approved proposals under the PBRG will commence once the MOA is executed and funds are released. Faculty with the ranks of full professor, college professor, and university professor can proceed conducting their study once their ROL is approved.

Formative Monitoring

- The EPRDC will call for a meeting of all the research grantees to orient them about their obligations in terms of monitoring and evaluation of the projects. The grantees will be provided with the templates of the monitoring tools and other forms necessary in the conduct of their researches.
- A monthly Progress Report using EPRDC Form 3 shall be submitted to the EPRDC.
- The progress reports will be reviewed and the findings will be submitted to the EPRDC Director. The review report aims to assess whether or not the projects are proceeding efficiently and effectively in terms of objectives, use of resources, schedules, and methodology as indicated in the approved proposal.
- If the report is in order, the grantee will be advised to continue with the project

implementation as planned. On the other hand, projects experiencing problems and/or needing major revisions from the approved plan will be assisted by the EPRDC's Monitoring and Evaluation Desk (M&E Desk). In situations where management decisions are needed, the M&E Desk shall endorse the matter to the RESCC for appropriate action.

Compliance Monitoring

- The EPRDC shall send the project implementers a reminder that the time for the project completion is nearing or at its end of duration as indicated in the approved proposal.
- For a PBR grantee: In the event he/she fails to complete the project within the approved timeframe as a result of circumstances beyond his/her control, he/she should make a written request for an extension. An extension of not exceeding sixty (60) days may be allowed; however, the remaining 20% of the budget will no longer be released. If the proponent fails to complete the project after the approved extension period, he/she should return all the incentives provided within the period of one (1) year.
- For full-, college-, and university professors: If no research output has been completed within one (1) year, the *repayment of the equivalent* monetary value of the non-teaching (NT) load/s enjoyed by the concerned faculty shall be imposed.
- Upon completion of the research, the project implementers shall submit to the EPRDC the following:
 1. Soft and hard copies of the research report in publishable format as prescribed by the UPO;
 2. Liquidation report; and
 3. Request for payment or Special Order (SO) of personnel services.

NOTE: Items 1., 2., and 3. are all required of PBR grantees; Full-, College-, and University Professors are required to submit only Item 1.

- The project implementers are encouraged to publish their studies in *The Normal Lights*, the University's peer-reviewed journal. If they opt to publish elsewhere, the intent of doing so should be made clear in the cover letter accompanying the completion report.
- If the completion report is found in order, the EPRDC shall issue a project clearance certification (EPRDC Clearance Form) and endorse the documents to concerned offices (*i.e., PBR Grantees and Full professors' research reports in publishable format to the Publications Office, and PBR Grantees' liquidation report and SO to the Accounting Office*). If the report is found lacking, the project implementer is requested to make necessary revision to the completion report before resubmitting it to EPRDC.

MONITORING OF COMMISSIONED AND EXTERNALLY-FUNDED RESEARCHES (BOR Resolution No. U-2137, s. 2014)

Rationale

For tracking and record purposes, commissioned and externally-funded researches are monitored by the EPRDC. The monitoring, however, is not as rigid as the process for internally-funded researches to avoid duplicating the monitoring and evaluation being conducted by the funding agency itself or by other external body the agency authorizes to objectively look into the project's progress and impact.

The "internal" monitoring of these projects is more of ensuring that the University is able to deliver efficiently, the end goal of which is to sustain the University's credibility in the research market in so far as commissioned research is concerned. Thus, the University holds the project directors of commissioned or externally-funded researches accountable for the achievement of this goal. The EPRDC is the arm of the University which ensures that commissioned/externally-funded researches are progressing towards completion according to the approved project schedule.

Guidelines

- The Office of the University President provides the EPRDC a copy of the signed Memorandum of Agreement (MOA) on commissioned or externally-funded researches.
- The EPRDC shall inform in writing the project director/s of the commissioned or externally-funded research regarding their obligations in relation to the internal monitoring process, as follows:
 - » Furnish the EPRDC with a copy of the progress reports submitted to the funding agency.
 - » Whenever applicable, the project directors must provide the EPRDC with a copy of their written request to the funding agency for extension of project duration and the approval of such request.
 - » When submitting the technical report of the completed project to the funding agency, the project directors should provide the EPRDC with a copy of the completed report with the transmittal letter marked as "received" by the funding agency.
- Referring to the MOA, the EPRDC shall follow-up project directors whose progress reports are not received by the center.
- The EPRDC shall send the project directors a reminder that the time for the project completion is nearing or at its completion due date.

**APPLICATION TO TRAVEL TO PARTICIPATE IN AN INTERNATIONAL ACADEMIC
AND RESEARCH EVENT, AND THE SUBMISSION OF TRAVEL LIQUIDATION
REPORT
(BOR Resolution No. U-2138, s. 2014)**

Guidelines for Travel Application

- University faculty and staff who intend to present their academic papers abroad and are eligible for travel grants, subject to availability of funds, shall accomplish the *Application Form* (under BOR Resolution No. U-1894, s. 2013)
- A cover letter addressed to the President thru proper channels shall explain the relevance of the participation in the specified academic or research event to one's professional field to be allowed to travel with financial assistance.
- The cover letter shall include the following attachments in triplicate copies:
 - » Endorsement of the Associate Dean, the College Dean and the Vice President for Academics or one's immediate superior as the case may be.
 - » Abstract of the paper
 - » Applicant's curriculum vitae (3-4 pages)
 - » Photocopy of the letter of invitation or the acceptance letter
 - » Photocopy of informational materials about the conference
 - » Line item budget (to include amount, coverage and proposed utilization)
 - » Make-up classes form
 - » Details of financial assistance requested from sources other than PNU.
- The applicant submits the set of documents thru one's immediate superior: the head, associate dean, director respectively.
 - » The application for a travel grant shall be endorsed by the Associate Dean and the Dean of the College to the VPA who then recommends the application thru the VPRPQA.
 - » Application for a travel grant coming from any of the centers or campuses must be submitted thru the head or director to the VPURA for endorsement to the VPRPQA.
 - » Administrative staff who intends to participate in academic events abroad shall submit the application to the VPFA for endorsement to the VPRPQA.
- The VPRPQA then refers the application to the EPRDC for purposes of evaluation, recording and endorsement of the research presentation to an academic event.
- The VPRPQA recommends the approval of the application for a travel grant to the President.
- Once approved by the President, the application shall be forwarded to the VPFA for the processing of the necessary disbursement documents pertaining to the travel grant.

Guidelines for the Submission of Travel Liquidation Report

- The recipient of a travel grant, either faculty or administrative staff, shall accomplish the *Travel Report Form* following the EPRDC template for the Travel Narrative Report.
- A cover letter reporting the completion of one's purpose for the travel shall be addressed to the President thru channels.
- The cover letter and travel report form shall include the following attachments:
 - » A certification or proof from the organizer that the beneficiary presented the approved paper during the conference.
 - » The Travel Narrative Report using the EPRDC template, both in printed and soft copy, highlighting the proceedings, observations, insights and learning gained from the conference, including photos. The soft copy or digital form of the report must be emailed to eprdc@pnu.edu.ph.
 - » A liquidation report of the expenses for travel and conference participation.
- The liquidation report must include the following pertinent documents:
 - » Airline ticket/s including boarding passes
 - » All transportation tickets or receipts
 - » The official receipt for the conference registration
 - » The invoice or official receipt for hotel accommodation
 - » Receipts for other incidental expenses such as travel insurance, terminal fee, meals, etc.
- The grantee must submit the set of documents reporting one's conference or research participation and expenses to the immediate supervisor for endorsement to the EPRDC.
- The EPRDC endorses the travel and liquidation reports to the head of the accounting office for clearance.
- The VPRPQA then recommends to the President the approval of the travel report.

GRANT OF HONORARIA TO PERSONNEL INVOLVED IN PNU CONTINUING EDUCATION/TRAINING AND DEVELOPMENT PROGRAMS/PROJECTS (BOR Resolution No. U-1726, s. 2012)

Purpose

The University encourages and acknowledges the productivity, innovativeness, extraordinary performance of, and the effective and efficient delivery of services and output in the University by the PNU personnel, PNU-related personnel, and non-PNU personnel.

Definition of Terms

Honorarium – a form of remuneration for services rendered beyond the regular workload of the following personnel in recognition of gratuitous services rendered:

- Those whose broad and superior knowledge, expertise or professional standing in a specific field contributes significantly to teacher education and development. The regular workload of an individual consists of actual duties and responsibilities of the personnel as contained in their approved performance target/commitment;
- Those whose services in management, administration, or support capacities contribute to the effective operation or management of continuing education/training and development programs and projects;
- Those requested to organize, speak, lecture or act as resource persons and facilitators in seminars, workshops, conferences, symposia, fora, trainings and classroom sessions;
- Those requested to write, author, develop, or edit instructional modules and other related materials; and
- Those requested to render services on special assignment, including those in ad-hoc inter-agency task force, who are assigned to undertake a specific task within a specific period. For this purpose, a special assignment is an undertaking by an individual or a composite group of officials/employees.

Program - a group of interrelated projects requiring an interdisciplinary or multidisciplinary approach to meet established goals within a specific time frame.

Project - an undertaking by a composite group of officials/employees from one or more bureaus/offices of a department/agency or from one or more departments/agencies, which is not among their regular functions.

Project Component - a specific group undertaking within the scope of the entire project which

has a distinct set of outputs, accomplishment of which require independent internal planning and development.

Program Leader/Manager/Director - one who directly plans, organizes, supervises the overall activities, and is directly responsible for the conduct of one of the projects of said program.

Project Leader/Manager/Director - one who directly plans, organizes, supervises' and conducts the implementation of a specific project.

Program/Project Coordinator/Team Leader - a person who renders advisory, administrative, management, coordination and/or monitoring of a specific program/project component.

Project Staff - those whose basic function is to assist or participate in the day to day activities in the implementation of the project activity.

Special Activity - this consists of activities/meetings related to program/project development, conference, symposium, seminar, workshop, or similar activity.

- **Technical Panel** – refers to a group of experts called to provide direction, guidance, assistance, and advisory service in the overall planning, coordination and/or implementation of the program/project.
- **Conference/Symposium/Seminar/Workshop/Forum** – a higher education activity where participants coming from other agencies, local or foreign, are invited to provide assistance, guidance and expertise in the resolution or discussion of a given issue/problem/topic.
- **Training** – refers to activities meant to effect the systematic development of the attitudes, knowledge, behavior and technical skills of target clientele of PNU for the efficient performance of a given task.

Conference/Symposium/Seminar/Workshop/Forum Technical Secretariat - those who render technical services like report writing and report consolidation in the conduct of a conference, symposium, seminar, workshop or forum.

Conference/Symposium/Seminar/Workshop/Forum Support Staff - those who render administrative and management related services/assistance in the conduct of a conference, symposium seminar, workshop or forum. Support staff would include the following levels as defined by the Civil Service Commission.

Level 1 – clerical, trades, crafts, and custodial service positions which involve non-professional or sub-professional work in a non-supervisory capacity requiring less than four years of college studies

Level 2 – professional, technical, and scientific positions which involve professional technical, or scientific work in a non-supervisory or supervisory capacity requiring at least four years of collegiate work

Level 3 – supervisory positions with a salary grade not lower than 26

Program/Project Consultant – a person from outside the PNU engaged to provide special expertise, special assistance, and/or special advice to higher education and other related program/project/activity

Keynote/Guest Speaker – a person in authority who provides his/her expertise and other information that may pose/inspire the plenary with the directions/tone/challenge of the program/project

Resource Person – a person in authority who provides his/her expertise and other information relating to the subject matter in a plenary

Lecturer/Trainor/Demonstration Teacher – a person engaged to provide his/her experiences and other information relating to the subject matter

Facilitator – a person who assists in the conduct of small group/workshop sessions that lead to the accomplishment of tasks relating to a specific subject matter

Discussant/Reactor – one who provides comments/views on the paper presented

Moderator – one who manages the flow of discussion in a seminar, workshop, conference, symposium, or forum

Paper Writer/Author of Technical Report – one who writes/prepares/presents the document/material of the discussion

Rapporteur – one who takes notes and provides synthesis of the proceedings of the activity and prepares the required reports

Technical Working Group – an ad-hoc committee formed to fast track and activity or to complete a small project as recommended by concerned office/technical working group; the creation of which should be initiated by a designated authority and covered by a Special Order.

Board of Judges, Evaluation Panel for Awards – refers to a body that is required to assess/

evaluate accomplishments of candidates for awards, contests, exhibitions, and other similar undertakings.

Technical Advisory Committee/Steering Committee – a body composed of representatives from various administrative offices, government, private, and other institutions that provide advice to the head of agency as regards implementation of the programs/projects.

On-Site Monitoring Team – a body composed of representatives from each project component that visits the project site to provide assistance to multi-phase project participants in implementing the expected project tasks.

Coverage

These guidelines shall apply to:

- All PNU personnel who are designated to various positions in relation to the programs/projects as defined above on a part-time basis.
- All non-PNU personnel who are engaged/designated to various positions in the programs/projects as defined above on a part-time basis.

General Provisions

- PNU personnel and non-PNU personnel who are on part-time assignment to a program/project, which entails rendition of work in addition to or over and above their regular workload, may be entitled to honoraria.
- The amount of honoraria shall be based on the nature of their work assignments in a program/project, the level of difficulty of the duties and responsibilities thereat, the extent of their productivity and quality of performance measured in terms completed and accepted deliverables in accordance with the timeframes set per program/project component of a special plan after this proposal has been approved for effectivity.
- Honoraria must be provided in an approved work and financial plan. In cases where specific provisions for rates of honoraria are stipulated in the Memorandum of Agreement/understanding (MOA/MOU) for projects with foreign funding, the terms of the contract shall be followed but in no case shall the rates of the honoraria be lower than those indicated therein. If the MOA/MOU does not specify the rates, then those herein prescribed shall apply.
- The program/project plan shall be prepared in consultation with all personnel assigned to a project and endorsed/approved by the Department or Unit Head/College Dean/Center for Continuing Education and Educational Leadership/Office of the Vice President for Academics/PNU President. Such plan shall contain the following:
 - » Project Profile
 - » Project Proposal

- Title of the Project
 - Rationale
 - Objectives, including the benefits to be derived
 - Outputs or deliverables per project component
 - Project timetable
 - Skills and expertise required
 - Personnel assigned to the project, and the duties and responsibilities of each
 - Expected deliverables per personnel assigned to the project per project component at specified timeframes
 - Cost by project component, including estimated cost for honoraria for each personnel based on service hours to be spent in the project beyond the regular work hours; personnel efficiency should be a prime consideration in determining the service hours required
- Payment of the honorarium shall be made only upon completion and acceptance by the VP for Academics through the Center for Continuing Education and Educational Leadership of the deliverables per project component.
 - An accomplishment report must be submitted by the program/project leader as supporting document in claiming payments of honoraria.
 - Total honoraria accruing to the personnel for the duration of the project/activity shall be paid in full if target schedules for the whole duration are attained earlier for the project/assignment.
 - Payment of honoraria shall be to a maximum of two memberships in any committee/working group.
 - The total honoraria that may be received by each personnel per program/project shall not exceed 25% of his/her annual basic salary. Designation to more than one (1) program/project may be allowed to the extent feasible, provided that the total honoraria received from all programs/projects shall not exceed 50% of the annual basic salary
 - No overtime pay or other allowances shall be paid nor any Compensatory Time –Off be granted to the same personnel for the period that honoraria are granted.

Rates of Honoraria

PNU Initiated Programs/Projects

These are local, regional and/or national programs/projects that are created and implemented by the departments, units, colleges, and/or university-based centers of the University in response to needs-based demands in the field, and which forms part of the income-generating activities of the university. The fund to subsidize the honoraria for personal services of these activities is sourced from the registration fees of the participants and/or from the sponsorship by non-PNU agencies, government/non-government organizations, and/or relevant institutions.

PERSONNEL	Short Term (1 to 6 days)		Intensive (7 days or more)	
	With participants below 100	With more than 100 participants	With participants below 100	With more than 100 participants
MANAGEMENT TEAM				
Program Leader/Manager/Director				
<i>The number of programs handled should not exceed 2 programs/person.</i>				
At least 1-2 projects	PhP 5,000	PhP 6,000	PhP 6,000/month	PhP 5,000/month
3-4 projects	PhP 6,000	PhP 7,000	PhP 7,000/month	PhP 6,500/month
5 or more	PhP 7,000	PhP 8,000	PhP 8,000/month	PhP 8,000/month
Project Leader/Manager/Director				
<i>The number of programs handled should not exceed 2 programs/person.</i>				
	PhP 10,000/project	PhP 15,000/project	PhP 4,500/month or PhP 15,000/project	PhP 5,000/month or PhP 30,000/project
Program/Project Coordinator/Team Leader	PhP 8,000/project	PhP 10,000/project	PhP 2,000/month or PhP 10,000/project	PhP 6,500/month or PhP 20,000/project
Technical Panel/Technical Advisory Committee/Steering Committee				
Chairman	PhP 5,000	PhP 7,500	PhP 10,000	PhP 10,000
Member	PhP 3,000	PhP 4,000	PhP 5,000	PhP 5,000
Program/Project Consultant	PhP 5,000	PhP 7,500	PhP 10,000	PhP 10,000
PROJECT STAFF				
Keynote/Guest Speaker	PhP 5,000	PhP 5,000	PhP 5,000	PhP 5,000
Resource Person	PhP 2,000/hour	PhP 2,000/hour	PhP 2,000/hour	PhP 5,000/hour
Lecturer/Trainor/ Demonstration Teacher	PhP 1,500/hour	PhP 1,500/hour	PhP 1,500/hour	PhP 1,500/hour
Workshop Facilitator	PhP 1,000/hour	PhP 1,000/hour	PhP 1,000/hour	PhP 1,000/hour
Moderator/Presiding Officer/Officer of the Day/Site Coordinator	PhP 1,000/hour	PhP 1,000/hour	PhP 1,000/hour	PhP 1,000/hour
Rapporteur/Synthesizer	PhP 3,000/project	PhP 3,000/project	PhP 3,000/project	PhP 3,000/project
Board of Judges, Evaluation Panel for Awards	PhP 3,000/ assignment/ person	PhP 4,000/ assignment/ person	PhP 3,000/ assignment/ person	PhP 4,000/ assignment/ person
TECHNICAL SECRETARIAT				
Paper Writer/Author of Technical Report	PhP 3,000/project	PhP 3,000/project	PhP 4,000/project	PhP 5,000/project

Documentation Staff	PhP 2,000/ person/ assignment	PhP 2,000/ person/ assignment	PhP 3,000/ person/ assignment	PhP 1,000/ month
SUPPORT STAFF				
Encoders	PhP 1,000/project	PhP 1,500/project	PhP 1,500/project	PhP 2,500/project
Student Assistants	PhP 30/hour	PhP 30/hour	PhP 30/hour	PhP 30/hour
Utility Persons	PhP 50/hour	PhP 50/hour	PhP 50/hour	PhP 1,500/project
Technician	PhP 250/day	PhP 250/day	PhP 250/day	PhP 1,500/project

Commissioned/Funded Programs/Projects

These are programs/projects that are commissioned/funded by local and/or foreign non-PNU agencies, government/non-government organizations, and/or relevant institutions in consultation and agreement with the university officials.

PERSONNEL	COMMISSIONED/FUNDED	
	Human Resource Development	
	<i>For the first 100 trainee-participants</i>	
	Local	Foreign
MANAGEMENT TEAM		
Program Leader/Manager/Director	PhP 50,000/program w/ at least 2 projects	\$ 1,000
Project Leader/Manager/Director	PhP 30,000/project	\$ 750
Program/Project Coordinator	PhP 13,000/project component	\$ 500
Technical Panel/Technical Advisory Committee/Steering Committee	PhP 13,000	\$ 300
Program/Project Consultant	PhP 10,000/project	\$ 200
PROJECT STAFF		
Keynote Speaker/Guest Speaker	PhP 5,000	\$ 150/hour
Resource Person	PhP 2,000/hour	\$ 150/hour
Lecturer/Trainor/Demonstration Teacher	PhP 1,500/hour	\$ 100/hour
Workshop Facilitator	PhP 1,000/hour	\$ 50/hour
Moderator/Presiding Officer/Officer of the Day/Site Coordinator	PhP 1,000/hour	\$ 50/hour
Rapporteur/Synthesizer	PhP 5,000/project	\$ 100/project
Board of Judges, Evaluation Panel for Awards	PhP 4,000/assignment/ person	\$ 60/person/assignment
On-Site Monitor/Follow-Up for Project Phases	PhP 500/hour	
Researcher/Writer/Author		

Technical Consultant/Editor		
TECHNICAL SECRETARIAT		
Paper Writer/Author of Technical Report	PhP 5,000/project	\$ 500/project
Documentation Staff	PhP 1,000/month	\$ 500/project
SUPPORT STAFF		
Encoders	PhP 2,500/project	\$ 30/project
Student Assistants	PhP 30/hour	\$ 5/day
Utility Persons	PhP 1,500/project	\$ 10/day
Technician	PhP 1,500/project	\$ 15/day

REPORTING SELF-INITIATED RESEARCH (University Memorandum #20, Series of 2018)

All on-going ***self-initiated research projects*** must be reported to the EPRDC for recording and monitoring, using the prescribed form, and only upon the start of the project's undertaking. Each reported project is also expected to be published in a reputable research journal and presented in an academic forum or conference, local or international.

These guidelines are in response to the greater demands on research accomplishments from external directives like the CHED's SUC Leveling standards and CHED-DBM's Performance-Based Bonus requirements.

11. RESEARCH PROGRAM FOR FACULTY MEMBERS DURING THE K-12 TRANSITION PERIOD AND THE GRANT OF NON-TEACHING LOAD/S FOR RESEARCH-RELATED ASSIGNMENTS AT THE RESEARCH UNITS OF THE UNIVERSITY

Rationale

As the NCTE, the University is mandated to implement development programs for students and its faculty members. These programs are actualizations of the University's strategic directions of (1) responding effectively and innovatively to the needs, demands, and requirements of the different stakeholders to demonstrate the University's leadership and (2) develop well-planned products and services that are of value to stakeholders.

During the transition period, faculty members without teaching loads or those with reduced teaching loads will be provided with opportunities to avail research-related training from the research units under the VPRPQA. The EPRDC, PO, and GResO are providing non-teaching loads to interested faculty members with regard to the updating of the research manual and conducting research-related activities, managing research journals, and accomplishing research using graduate students' data.

In the pursuit of programs aimed to faculty development, involvement in research activities of the faculty members and to address the current need for human resource to undertake the increasing workload at EPRDC, PO and the GResO, a program for assigning non-teaching loads to faculty members who may be affected by the K12 transition period, in terms of the irregular faculty load, is hereby proposed.

Part-time Faculty Researcher at EPRDC (A)

- NT Load Equivalent per Semester: 1 NT
- Major Output: Updated Research Manual
- Preferred Qualifications
 - » Preferably from the Faculty of Arts and Languages
 - » Adept in perceptual speed and accuracy
 - » With experience in lay-outing/designing of manuals (an advantage)
- Terms of Reference
 - » Collects the recent university policies and guidelines on research

- » Reviews the existing content of the Research Manual
- » Compares the existing and the recently-approved research policies
- » Consolidates the policies and guidelines which are considered up-to-date/or in full implementation
- » Updates the content of the Research Manual 2014 Edition
- » Proofreads the content of the manual
- » Layouts the content of the updated Research Manual
- » Coordinates for the review of the manual by the members of the Research ManCom
- » Applies for the ISBN
- » Coordinates for the printing of the updated manual
- » Performs other tasks that may be assigned by the EPRDC Director

Part-time Faculty Researcher at EPRDC (B)

- NT Load Equivalent per Semester: 1 NT
- Major Output:
 - » Consolidated list of policy recommendations by domain (DepEd, CHED, Senate, Congress, etc.)
 - » Brief report in publishable format
- Preferred Qualifications
 - » Faculty from any college/institute/unit
 - » With experience in doing policy research
 - » With experience in publishing research articles
- Terms of Reference
 - » Reviews policy studies (internally-funded, self-initiated, or externally-funded) done in the University for the past 5 years
 - » Consolidates all policy recommendations across all the policy studies
 - » Prepares a brief report on these policy recommendations
 - » Performs other tasks that may be assigned by the EPRDC Director

Part-time Faculty Researcher at EPRDC (C)

- NT Load Equivalent per Semester: 1NT
- Major Output:
 - » Screened proposals to determining the level of ethics review
 - » Minutes of meetings
 - » Issued clearances to applicants for ethical review

- Preferred Qualifications
 - » Faculty from any college/institute/unit
 - » Willing to undergo training on research ethics review process
- Terms of Reference
 - » Serves as member of the secretariat of the Research Ethics Committee
 - » Screens applications for ethics review (proposals and completed research)
 - » Coordinates with the review panel members (REC Chair/Vice Chair and REC assigned members) for the assignment of applications for review
 - » Takes minutes of meetings of the REC and prepares the minutes
 - » Reviews revised proposals/completed research based on the recommended revisions by the review panel/s

Part-time Faculty Researcher at EPRDC (D)

- NT Load Equivalent per Semester: 1 NT
- Major Output:
 - » Completed research
 - » Article/s for publication
- Preferred Qualifications
 - » Faculty from any college/institute/unit
 - » With academic rank of Associate Professor and below
- Terms of Reference
 - » Conducts research study for 6-12 months based on the priority in the University Research Agenda with the following options:
 - (a) A study which is institutional in scope and requires only office supplies as its operating expenses; or
 - (b) A study with collaborator/s from other institution/s which is wider in scope in terms of samples, but requires only office supplies as its operating expenses; or
 - (c) A study which is the research component of an existing extension program of the university and requires only office supplies as its operating expenses
 - Writes publishable article/s out of the said research study

Editorial Desk-Managing Editor of Research Journals at the Publication Office

- NT Load Equivalent per Semester: 2 NT
- Major Output:
 - » Publication of one issue of APHERJ and ASTEN Journal

- » Maintained online system of the APHERJ and ASTEN Journal
- » Indexing to ACI, PCI, and ESCI
- Preferred Qualifications
 - » From Faculty of Arts and Languages
 - » With outstanding IT skills
- Terms of Reference
 - » Conducts initial technical review of all articles submitted for possible acceptance to APHERJ
 - » Assists the PO Director in enhancing the quality of APHERJ and ASTEN Journal in CHED accredited, ISI, or any internationally abstracted journals
 - » Sends regular invitations and subsequently collects research articles from other TEIs for publication in the APHERJ and ASTEN Journal
 - » Monitors article submission for publication
 - » Facilitates the bi-annual production of APHERJ and ASTEN Journal
 - » Proofreads the final drafts of the articles for publication
 - » Updates regularly the PNU-PO Director on the status of articles submitted for evaluation and publication
 - » Sends invitations and collects research articles from local and foreign experts in education and teacher education for possible publication in APHERJ and ASTEN Journal
 - » Updates and revitalizes the journals' editorial team and pool of reviewers by tapping and inviting probable members of the team
 - » Serves as curator of journal's policy and procedures documents and online submission system Maintains the archive of published papers, copy of review records, copy of formal correspondence, minutes of meetings, and list of contacts

Part-time Faculty at the Publication Office

- NT Load Equivalent per Semester: 1 NT
- Major Output:
 - Establish OMP System
- Preferred Qualifications
 - » Faculty from SIKM
 - » With outstanding IT skills
- Terms of Reference
 - » Designs and manages the e-Monograph System of the PNU-PO
 - » Designs templates for different publication types for the OMP
 - » Maintains and updates the e-based Monograph System of the PNU-OP

- » Assists in coordinating with other offices in the University to realize the deliverables of the PNU-PO
- » Performs other tasks that may be assigned by the PNU-PO Director

Part-time Faculty at the Graduate Research Office

- NT Load Equivalent per Semester: 1 NT
- Major Output:
 - » Graduate students' database
 - » Completed report on graduate students' data and tracer studies
- Preferred Qualifications
 - » Faculty from any college/institute/unit
 - » With experience in writing reports
- Terms of Reference
 - » Analyzes graduate students' data
 - » Designs a database of graduate students' data
 - » Conducts tracer studies of graduate students
 - » Assists in the formation of a support group for thesis and dissertation writers
 - » Coordinates with the GResO Director on research mentoring and other relevant research activities and processes
 - » Prepares a report of the tracer studies (undergraduate and graduate)

Monitoring of Deliverables

All daily time records of the faculty with NT load/s shall be signed by the concerned director. A monthly performance output report is also a pre-requisite in the signing of the DTRs. For those who will opt to conduct a research project at EPRDC, a service agreement shall be executed.

12. RESEARCH FELLOWSHIP (BOR Resolution No. U-2301, s. 2015)

Rationale

Research is central to the functions of a university so there is a need to strengthen our research culture through a program where young and promising research scholars from local and foreign institutions may work as research fellows in the University. The sharing of expertise and resources between PNU and research scholars from other institutions would enable our University to further contribute to nation building through research while becoming internationally known and locally respected in educational research.

Overview of the Program

The PNU Research Fellowship Program offers opportunity for research scholars from other academic or non-academic institutions to come to the University to participate in research projects and related academic activities. Research fellows will have the opportunity to work closely with top PNU faculty in funded research projects on specific research themes within the PNU Research Agenda. The research fellows will be housed in the EPRDC but may be assigned to specific academic or research units (e.g., Faculty, Center).

Objectives of the Program

The Research Fellowship Program aims to contribute on the University's research productivity by providing the environment and resources to research scholars from other institutions that would enable them to engage in the conduct of research and be involved in other research-related activities in the University.

Coverage

The Research Fellowship Program is open to Filipino and foreign research scholars whose expertise and research proposals fall under any of the research themes within the PNU Research Agenda or a priority research topic identified by the University.

Eligibility

- Local and foreign researchers from other institutions in the country and abroad
- With a PhD degree obtained in the last five (5) years
- Not older than 45 years old
- Fluent in spoken and written English
- Strong aptitude for research and teaching, with experience and achievement in these areas
- Has accomplishment or strong potential for research publication
- Good physical and mental health

General Terms and Conditions

- The research fellowship is on a per research project basis and shall cover a minimum of two terms up to a maximum of three terms (equivalent to one year). An individual can avail of the research fellowship only once.
- The research fellowship is terminated once the agreed period of fellowship has elapsed even if the research project extends beyond this period.
- The research fellow is accountable for the performance of his/her roles and responsibilities as stipulated in the memorandum of agreement and in the terms of reference of his/her role in the research project.
- The research fellow is expected to perform his/her roles and responsibilities to the best of his/her ability.
- In case the research fellow fails to complete the research fellowship program for whatever reason, he/she will need to repay the University for all the stipends and benefits he/she enjoyed as a research fellow.
- Towards the end of the fellowship, the research fellow is required to present his/her research outputs to PNU faculty and students in a research symposium or learning session that may be scheduled for this sole purpose.
- The University is entitled to make new guidelines or revise existing guidelines to the terms, conditions, and other provisions of the Research Fellowship Program as it deems fit.

Obligations of the Research Fellow

- Undertake research in a funded research project as lead researcher and works with one PNU faculty who also serves as lead researcher. The PNU faculty that would work with the research fellow shall be identified by the Management Committee of the Vice President for Research, Planning and Quality Assurance.
- May teach one graduate-level course, if assigned, in the CGSTER (MA or PhD level). The course should be relevant to the training, experience, or interest of the research fellow.

- May be tasked to serve as lecturer or resource person in learning sessions, seminars, or workshops for graduate faculty and/or students. The topics should be relevant to the training, experience, or interest of the research fellow.
- May present research outputs in university, national, or international forums/conferences.
- May be consulted in other research projects in the University.
- May be asked to serve as reviewer of research proposals and of manuscripts submitted for publication in PNU journals (e.g., Normal Lights).
- Work with PNU researchers in the publication of research outputs in national or international refereed journals.

Obligations of the University

- The University shall host the research fellow and provide appropriate working/office space and use of facilities and equipment necessary to his/her work.
- Provide specific entitlements to the research fellow.

Entitlement

- The research fellow is entitled to a monthly stipend of 30, 000.00 pesos (local) and 60, 000.00 pesos (foreign).
- Research grant corresponding to the requirements of the research project subject to existing policies and guidelines on PNU Project-Based Research.
- Financial assistance/travel grant for paper presentations in national or international conferences, on a per request basis and subject to the approval of the University President.
- For research fellows from other countries, a one-time travel grant (through refund) may be provided as follows:
 - » From Southeast Asian countries = 500.00 US Dollars or actual cost of travel, whichever is lower
 - » From other Asian countries = 1, 000.00 US Dollars or actual cost of travel, whichever is lower
 - » From Other countries = 2, 000.00 US Dollars or actual cost of travel, whichever is lower

Work Schedule

- The work schedule of a research fellow is on a full-time basis. He/she should prepare a work schedule (including a Gantt Chart) subject to the approval of the EPRDC Director.
- The research fellow reports directly to the EPRDC Director.

Application Procedures

- The University through the EPRDC announces the availability of research fellowship positions.
- Interested individuals who meet the eligibility requirement of the program may apply online or in person. All applications must be submitted with the required supporting documents on the PNU Research Fellowship Application Form.
- The application must include the following attachments:
 - » A duly completed PNU Research Fellowship Application Form (with 2 x 2 Pictures)
 - » Photocopies of diploma, transcript of records, and certificate of employment (if applicable).
 - » Two letters of recommendation from persons of authority (e.g., Dean, Director) in the institution of the applicant
 - » Sample of research articles published in refereed journals
 - » Research proposal
 - » Other supporting documents
- All applications will be processed and initially evaluated by the EPRDC. If an application merits consideration, the Management Committee of the OVRPQA shall convene to evaluate the application. If an application merits acceptance, the Vice President for Research, Planning and Quality Assurance recommends to the University President the application for approval.
- A memorandum of agreement shall be signed between the University represented by the University President as Grantor, and the research fellow as Grantee.

Number of Fellows

In its initial implementation, four (4) research fellow positions will be made available (two local; two foreign). Review of applications shall continue until all positions are filled. Once all positions are filled, succeeding calls for research fellows will be based on availability of funds.

Source of Funds

Funding for this program shall be sourced from the PhP25 Million Faculty and Research Development Allocation from the GAA Budget for FY 2015, or other appropriate funds of the University.

13. GRADUATE RESEARCH FELLOWSHIP (BOR Resolution No. U-2302, s. 2015)

Rationale

Research is the core of graduate education and the University aims to develop graduate students to become competent, competitive, and innovative research scholars who are capable of developing and implementing theoretically-driven and methodically-sound research in teacher education and discipline-based educational studies. One important learning experience that could facilitate a graduate student's journey toward research scholarship is through active and direct involvement in research projects as research fellows.

Hence, the College of Graduate Studies and Teacher Education Research (CGSTER) is proposing this Graduate Research Fellowship (GRF) Program to provide opportunity to interested and qualified graduate students to work in research projects including collaborative research studies with top PNU faculty. This research fellowship may also serve as training ground for research scholars who can be tapped as full-time faculty or researchers for the University in the future.

Overview of the Program

The PNU Graduate Research Fellowship Program offers opportunity for current and incoming graduate students from PNU and other universities to participate in research projects and related academic activities as research scholars. Graduate research fellows will have the opportunity to work closely with top PNU faculty in funded research projects on specific research themes within the PNU Research Agenda. The graduate research fellows will be housed in the CGSTER but may be assigned to specific academic or research units (e.g., Faculty, Center).

Objectives of the Program

The Graduate Research Fellowship Program aims to contribute on the University's research productivity by providing the environment and resources to graduate students that would enable them to engage in the conduct of research and be involved in other research related activities in the University.

Coverage

The Graduate Research Fellowship Program is open to Filipino and foreign PNU and non-PNU graduate students whose expertise and research proposals fall under any of the research themes within the PNU Research Agenda or a priority research topic identified by the University.

Eligibility

- Local and foreign Ph.D. students from the Philippines or abroad
- Must be enrolled or admitted in a regular Ph.D. program
- Fluent in spoken and written English
- Has aptitude for research and teaching, with experience and achievement in these areas
- Has strong potential for research publication
- Does not enjoy other scholarships during the period of fellowship
- Good physical and mental health

General Terms and Conditions

- The graduate research fellowship shall be for a minimum of one year which may be extended up to three years subject to satisfactory review of performance and outputs.
- The graduate research fellowship is terminated once the agreed period of fellowship has elapsed even if the fellow's research project's duration extend beyond this period. In such cases, an extension of the graduate research fellowship may be requested through channels for the approval of the University President.
- The graduate research fellow is accountable for the performance of his/her roles and responsibilities as stipulated in the memorandum of agreement and in the terms of reference of his/her role in the research project.
- The graduate research fellow is expected to perform his/her/ roles and responsibilities to the best of his/her ability
- In case the graduate student fails to complete the graduate research fellowship program for whatever reason, he/she will need to repay the University for the Monthly Stipend and other incentives that may have been awarded to him/her.
- At the end of the fellowship, the graduate research fellow is required to submit a technical report detailing his/her accomplishments and learning from the graduate research fellowship program. The report shall be submitted to the GResO Director, with the Dean of CGSTER and VPRQA copy furnished.

- The University is entitled to make new guidelines or revise existing guidelines to the terms, conditions, and other provisions of the Graduate Research Fellowship Program as it deems fit.

Obligation of the Research Fellow

- Undertake research in a funded research project as lead researcher or co-researcher and works with at least one PNU faculty who serves as lead researcher of the research project. The PNU faculty that would work with the graduate research fellow shall be identified by the head of the office or unit to which the graduate research fellow is assigned.
- Develop research proposals for external funding.
- Teach one MA-level course, if assigned, in the CGSTER. The course should be relevant to the doctorate program of the graduate research fellow.
- May be tasked to serve as lecturer or resource person in learning sessions, seminars, or workshops for graduate students. The topics should be relevant to the training, experience, or interest of the graduate research fellow.
- Present research outputs in university, national, or international forums/conferences.
- Work with the lead researcher or research team in the publication of research outputs in national or international refereed journals.

Obligation of the University

- The University shall host the graduate research fellow and provide appropriate working/office space and use of facilities and equipment necessary to his/her work.
- Provide specific entitlements to the graduate research fellow.

Entitlement

- Tuition fee grant amounting to PHP 30,000.00
- Monthly stipend of PHP 25,000.00
- Research grant corresponding to the requirements of the research project subject to existing policies and guidelines on PNU Project-Based Research
- Financial assistance/travel grant for paper presentations in national or international conferences, on a per request basis and subject to the approval of the University President.
- If the research is presented or published, the graduate research fellow is entitled to co-authorship of the paper.

Work Schedule

- The work schedule of a research fellow is on a full-time basis. The graduate research fellow should prepare work schedule (including a Gantt Chart) subject to the approval of the GResO Director and CGSTER Dean.

- The fellow report directly to the research faculty, research team or research center to which he/she is based. He/she reports to the GResO Director and CGSTER Dean whenever required.

Application Procedure

- The University through the CGSTER announces the availability of graduate research fellowship positions.
- Interested individuals who meet the eligibility requirement of the program may apply online or in person. All applications must be submitted with the required supporting documents on the PNU Graduate Research Fellowship Application Form.
- For applicants who have yet to be admitted as Ph.D. students in PNU or in other universities, they may apply for the fellowship as they apply for admission in their Ph.D. programs. Non-acceptance of their applications for admission disqualifies the applicants' application for the fellowship.
- The application must include the following attachments:
 - » A duly completed PNU Graduate Research Fellowship Application Form (with 2" x 2" ID pictures)
 - » Two letters of recommendation from a person of authority (e.g., Dean, Director, Principal) in the institution of the applicant
 - » Research Plan

14. THE GRADUATE RESEARCH LABORATORY

(Established in accordance with BOR Resolution No. U-2555 dated September 8, 2016)

Rationale

As the NCTE, the University is mandated to uphold quality teacher education through its strategic themes on innovation, influence and impact. As an integral arm of the University, the College of Graduate Studies and Teacher Education Research (CGSTER) promotes effective professional development among its graduate students through thesis and dissertation writing. To provide efficient process from conceptualization to final paper presentation and publication, the GResO has proposed the establishment of the Graduate Research Laboratory (GReLab).

The GReLab primarily aims to provide assistance to graduate students in the different stages of their thesis and dissertation writing with emphasis on encountered difficulties in going through the different research phases, technical support, advising and interpersonal-related matters. Assistance covers topic conceptualization, methodological clarification, mediation between adviser and advisee, and other programs that will provide facilitation and sustain motivation among thesis and dissertation students.

Objective

The GReLab is designed to provide thesis and dissertation writers with a pool of experts to assist them through writing their academic papers. Members of the pool are qualified faculty members selected by the GReLab organizing committee who will help in addressing problems the graduate students face. The organizing committee is composed of the CGSTER Dean, Graduate Teacher Education Faculty (GTEF) Associate Dean, GResO Director, and thePO Director. The committee is in charge of identifying, inviting, and endorsing faculty members to be part of the laboratory, subject to the approval of the VPA.

Faculty Assignment

- The GReLab acts a support group that will provide the writers with further advice on their studies' feasibility and possible contributions to the field. It is envisioned that members of the GReLab will provide services as part of their academic commitment to quality CGSTER outputs. The GReLab faculty will be invited according to expertise and will be given one (1) non-teaching load each trimestral term or equivalent to three (3) hours per week for a total of 36 hours per term.

- A faculty assigned at GReLab shall have the following deliverables:
 - » Report of activities conducted in terms of the assistance provided to the graduate students and students from other universities availing the services;
 - » Student output related to the provided assistance;
 - » A major lecture in the graduate lecture series (4 hours);
 - » Three (3) mini lectures on the assigned GReLab section (3 hours each);
 - » A GReLab assignment of three (3) terms or 108 hours requires a research output (publication) in collaboration with a graduate student.

Staff Responsibilities

A staff assigned to monitor and supervise the use of the laboratory shall also have the following responsibilities:

- Prepare a consolidated schedule of experts based on their reported time;
- Inform graduate students of lecture series, workshops, and experts' availability;
- Control the traffic of graduate students availing of the services;
- Monitor graduate students who would like to avail of two or more services;
- Prepare a monthly report of the activities held in GReLab;
- Check the data analysis software installed and monitor software usage;
- Ensure the cleanliness and orderliness of the laboratory;
- Remind faculty experts of their schedules.

Laboratory Support and Services

The scope of responsibilities covers students experiencing problems with their advisers and vice versa, needing advice on data analysis concerns, exploring topics in inclusive education and other areas, and clarifying methodological concerns. Students are expected to be accommodated by the committee and solutions will be sought to address the identified problems within two weeks upon the endorsement of the GResO Director and the approval of the CGSTER Dean. Services are free for PNU graduate students, except for those services with approved schedule of fees (e.g., Authenticity and Editing Services). Non-PNU graduate students will be charged with the corresponding fees.

The support and services provided by GReLab are as follows:

- **Research Development and Enhancement**

This service covers assistance in terms of topic, concept paper and proposal development. The main function is to assist students in exploring research topics that would contribute to the development of the field and the appropriate research

methods to realize the topic. (Components: literature review, breadth and depth of topics, support for K to 12 reforms, contribution to pedagogy and assessment, and contribution to the discipline.)

- **Research Counseling Services**

This service covers support extended to the graduate students with regard to work-life balance, wellness and well-being, and other life factors that may affect the completion of their manuscripts, and ultimately their degrees. (Components: Motivational counseling, support group)

- **Data Analysis**

The service promotes training in the use of quantitative and qualitative software and manual analysis. The service also functions as a data center for students who would like to be assisted in the use of software application in the computation of their research data. (Component: Qualitative analysis, e.g., using NVivo, thematic analysis)

- **Writing Support Services**

The service primarily focuses on providing assistance to effectively write research and design research for publication. (Components: Final paper, publication)

- **Editing Services**

The service provides students with experts who would assist them in the editing of their manuscripts. (Component: proposal to be developed with student fee)

- **Authenticity Testing Services**

The service is anchored on the BOR-approved guidelines for subjecting research papers to authenticity testing. Likewise, the service functions as a coordinating unit in enrolling, orienting, and capacitating advisers to use the authenticity software. (Components: Authenticity testing, grammar and language check)

- **Instrument and Module Evaluation Services**

The service focuses on providing assistance to students who are developing, implementing, and evaluating their instruments and modules. (Components: instrument development, instrument validation, module development, module evaluation)

Schedule of Fees for Non-PNU Students

Services Offered	Fees
Research Development and Enhancement	PhP 1,000.00 (for 2 sessions)
Research Counseling Services	PhP 500.00 (for 3 sessions)
Data Analysis (Quantitative and Qualitative)	PhP 1,500.00 (for 3 sessions)
Data Analysis (Actual Data Analysis using SPSS and NVivo)	PhP 1,000.00 per data (encoded in Excel)
Writing Support Services	PhP 1,500.00 (for 3 sessions)
Authenticity Testing Services	PhP 1,000.00 per run (benchmarked in international journals is \$50 per run)
Instrument and Module Evaluation Services	PhP 1,500.00

15. PUBLICATION PROCEDURES

THE NORMAL LIGHTS

At the University, research and publications are two of the four functions of faculty; the others are on instruction and extension. *The Normal Lights*, published through the PO, provides venue for the faculty, graduate and undergraduate students, and staff to publish their research articles, scholarly essays, and book reviews on education and teacher education.

The Normal Lights, formerly published annually, is a brain child of Dr. Nilo L. Rosas, former President of the University (2002-2006). Its maiden issue was released in 2004, replacing the journal *Siyasik* (a compound word for *siyasat* – investigation, and *saliksik* – research) to accommodate not only research papers, as *Siyasik* is limited to the publication of such, but also other scholarly essays on education and teacher education. As the substitute for *Siyasik*, *The Normal Lights* consequentially became required to be availed of by graduate students taking research subjects, with its cost automatically included in the matriculation fees of said students. The publication, thus, remains to be generating income for the University and to be self-sufficient when it comes to publication/production expenses. The journal is also oftentimes given as token to official visitors, foreign and local. It is likewise used in the journal exchange of the University with other academic institutions.

The Normal Lights became a local/national peer-reviewed journal in its third issue. It was in its 5th volume that referees from other countries got involved in the evaluation of the articles. Starting with Vol. 6 (2012), the e-Normal Lights were uploaded in the University website. Moreover, starting with Vol. 7, the journal is published bi-annually, with end of January and July as the release schedules for the hard copy and June and December for the e-copy. A volume is made up of seven (7) articles.

Recently, modifications to the publications procedures were put in place to raise the journal's quality towards being accredited by the CHED and listed in the ISI or in other similar databases of highly cited researches. Highlights of the changes include:

- Bi-annual publication (both online and print);
- Inclusion of international consultants in the Board of Consultants;
- Invitation of international reviewers;
- Addition of local external reviewers;
- Article review by two external reviewers; and
- Marketing strategies to spread the invitation for submission of articles and to widen readership.

OBJECTIVES

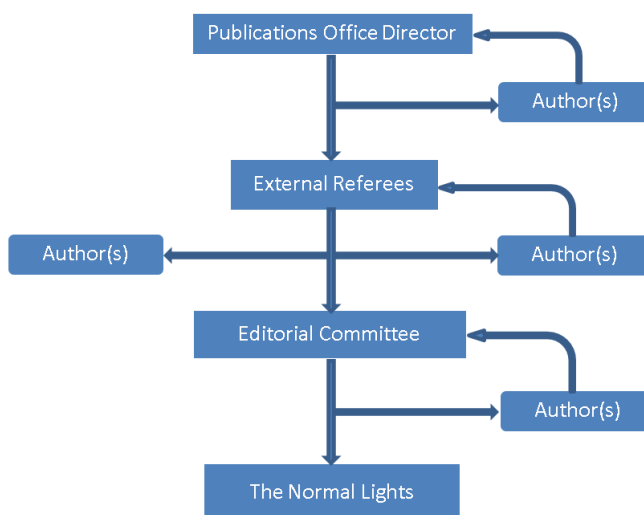
The Normal Lights is a peer-reviewed journal of the University published bi-annually through the PO that aims at theorizing on education and teacher education and bridging the gap between theory and practice in these fields.

It specifically intends to:

- Promote understanding of issues in education and teacher education through publication of scholarly essays and original quantitative and qualitative research papers that are methodologically or theoretically innovative;
- Provide an avenue for education researchers and practitioners to debate current problems and challenges in this field;
- Afford a national and regional perspective of education and teacher education in the Philippines and in the Southeast Asia; and.
- Contribute to the University's research culture enhancement and income-generation schemes.

PEER REVIEW PROCESS

All submissions will be reviewed anonymously by at least two independent reviewers. The Lead Editor (PO Director) will do a preliminary reading to assess the merits of the paper before forwarding it to the reviewers. This is done in order to avoid losing precious reviewing time for articles which have no merits at all. Non-compliance to the journal standards will require extensive revisions from the author(s) prior to external blind review. Submissions which complied with the journal focus are sent out to external referee/s deemed qualified to referee the paper. The referees will be given 21 calendar days to complete the review. A double blind review procedure will be adopted. Review criteria shall include contribution to existing body of knowledge, level of interest by the target readers, solidity of literature review, rigor, and writing style. Acceptance and rejection of the paper will be based on the collective valuation of the Editorial Team and the external referees' comments and suggestions. Once the team establishes the potential of the paper for publication, comments and suggestions resulting from the evaluation will be sent to the author/s for consideration and revision. The author/s will be given 14 calendar days to revise and resubmit the manuscript. Acceptance of the revised manuscript for publication will be determined by the Editorial Team composed of the Publications Director, the Editor-in-Chief, the Managing Editor and Associate Editors after verifying that the suggestions by the external referees have been incorporated. Once the manuscript is accepted for publication in the journal, author(s) will be requested to proof read their article and submit the corrected galley proof after a week before publication. It is assumed by the journal committee and editorial team that English language quality of the articles is the responsibility of the authors.



PUBLICATION PROCESS

1. The UPO sends out a call for papers to the academic community, including the 3NS member schools and other HEIs through a letter and poster in January and July of a fiscal year, in which details such as format of the article, where to send the articles and the like will be stated. Manuscripts should be submitted to the journal's e-mail account. If the submitted article is already published in an ISI journal, the article will not anymore pass through the Journal's publication procedures, i.e., initial evaluation and external review. However, a written approval of the editorial board of the concerned journal must be emailed as well for the same article to be published in the *The Normal Lights*.
2. Prior to refereeing, each received manuscript is subjected to an in-house review with the Editorial Board as the evaluators. This is to establish significance and technical soundness of the paper.
3. Based on the in-house review results, the manuscript is either immediately forwarded to the reviewer, that is, when it does not need revision, or given back to the author for improvement. In the latter case, the author is given **two (2) weeks** to revise the paper.
4. Once comments and suggestions given in the in-house review are incorporated by the author, the manuscript is sent to external reviewer/s, eight specialist/s, the Editorial Board deems fitting to review the paper. The reviewers are given three (3) weeks for the review. Double-blind refereeing is adopted.
5. Comments and suggestions resulting from the external review are then consolidated and sent to the author/s for consideration. Two weeks is given to the author/s to revise and resubmit the manuscript.
6. The revised manuscript is once again scrutinized by the Editorial Board. This is to check whether the external reviewers' suggestions are incorporated, on which the

acceptance for publication of the revised manuscript is contingent.

7. Accepted papers for publication are then subjected to two levels of language editing: first level is done by the associate editors, while the second level by the editor in chief.
8. When proofs are ready, they are sent to author/s for correction. Failure in sending feedback within **a week** implies acceptance of proofs without corrections.
9. Once the camera-ready copy of the volume is prepared, including the cover design, it will be forwarded to the University Press for reproduction.
10. As soon as printed copies of the volume are out from the press, complimentary copies will be distributed by EPRDC to the reviewers, authors, and the Publication Board. A letter of appreciation and check/information on how to collect the honorarium accompany the complimentary copy. Simultaneously done is the distribution of copies to the graduate research classes and to students who come to the Center to claim their copy. Presentation of the receipt of matriculation is required for this purpose.

Important Notes to the Contributors

Contributions from a variety of disciplinary perspectives on any level of education are welcome.

Upon publication, it is a condition that authors vest copyright of their articles, including abstracts, in *The Normal Lights* to enable the PNU Publications Office to ensure full copyright protection and to disseminate the articles and the journal. Authors may, of course, use their article elsewhere after publication provided that prior permission is obtained from the Publications Director.

Instruction to Authors

Files should be in MS Word format only. Figures and tables should be embedded and not supplied separately. Please make sure that you use as much as possible normal fonts in your documents. Special fonts, such as fonts used in the Far East (Japanese, Chinese, Korean, etc.) may cause problems during processing. To avoid unnecessary errors you are strongly advised to use the 'spellchecker' function of MS Word.

Article Submission

All intending authors must register at the Normal Lights' online platform: <http://po.pnuresearchportal.org/ejournal/index.php/normallights>. If you are already enrolled as an author, you may simply log in and begin the submission process.

Articles should be prepared in the following order:

Title. The title must be concise and informative. Titles are often used in information-retrieval systems. Avoid abbreviations and formulae where possible. The title is not more than 12 words and be written with 16 font size and centered.

The title page should include:

- The name(s) of the author(s)
- A concise and informative title
- The affiliation(s) and address(es) of the author(s)
- The email address of the corresponding author

Abstract. The abstract is a summarization or synopsis of the complete document, written in one paragraph, which should include these elements: Purpose, methods, results, conclusions and recommendations.

The abstract should be between 100-150 words. It must be in 10 point Times New Roman, italics, justified horizontal alignment and double spaced. The first line of the abstract must not be indented from the rest of the text. One double space, 10 point Times New Roman, separate the abstract and the author's email and the first section of the article.

Abstract Writing Style

- Use specific words, phrases, concepts, and keywords from your paper.
- Use precise, clear, descriptive language.
- The abstract should be written with correct English-language grammar and spelling.
- Write from an objective, rather than evaluative, point of view.
- Define unique terms and acronyms the first time used.
- Write one paragraph, from 100 to 150 words in length and be written with 10 font size.
- Use complete sentences.
- Use verbs in the active voice.

Keywords. Immediately after the abstract, provide a maximum of 5 keywords be written with 10 font size.

Key Elements of an Article

Introduction: The introduction is where the theoretical background, related research, the practical applications and the nature and purpose of the article are explained.

Methods: The methods section is where the participants (e.g., demographics, selection criteria, and group assignment), the materials (e.g., task[s], equipment, instruments, including a discussion of their validity and reliability, if appropriate), and the procedures employed in the study such as treatment(s) and data analysis are described.

Results (findings) and discussion: Results should be clear and concise. Discussion should explore the significance of the results of the work, not repeat them. A combined Results and Discussion section is often appropriate. Avoid extensive citations and discussion of published literature.

Conclusion and recommendations: The main conclusions of the study may be presented in a short Conclusions section, which may stand alone or form a subsection of a Discussion or Results and Discussion section. You may suggest for further researches and practical applications.

Authors may deviate from the aforecited key elements as subsections when doing/ writing a qualitative research. But in principle the four elements are still in this article.

Acknowledgements (when appropriate): Collate acknowledgements in a separate section at the end of the article before the references and do not, therefore, include them on the title page, as a footnote to the title or otherwise. List here those individuals who provided help during the research (e.g., providing language help, writing assistance or proof reading the article, etc.) and sponsors.

Article Format

Articles should be prepared in single column format suitable for direct printing onto A4 article (8.3in x11.7in/210mm x 297mm). Do not number pages in the article. Leave a line clear between paragraphs.

The Body of the Article (introduction, methods, results, discussions, conclusion and recommendations, acknowledgements and references) is written with Calibri style and 11 font sizes. The length of the article- including abstract, tables, and references must be between **5000 and 6000 or 3000-3500 words for action research**. The main language used is English and must be checked by experts to correct any errors. Each paragraph is longer than two sentences.

Section Headings

Level 1 heading should be bold, flush with the left side margin, and only first word

capitalized except for proper nouns. No indent for first paragraph after Level 1 heading. Second and all following paragraphs should be indented 0.4 centimeters.

Level 2 heading should be the same as first level headings except that it is not bold but italicized. No indent for first paragraph after Level 2 headings. Second and all following paragraphs should be indented 0.4 centimeters.

Level 3 heading Level three headings are indented 0.4 centimeters, begin with a capital and end with a period and the type font should be in italics.

Table and Figure Numbers and Labels

Figures and tables must be numbered in Arabic and typeset in 8 point Times New Roman. Only the first letter of labels must be capitalized. It must also end with a full stop. Tables must be centered, while figures may be aligned with the text. If the table contains notes to the entries within the body of the table, these notes must be formatted using alphabetic superscripts (i.e. ^a, ^b, ^c).

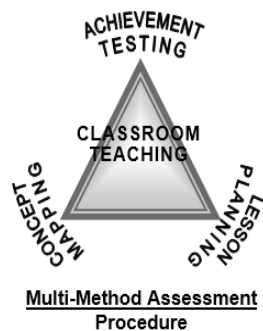


Figure 1. Assessment methodology of PCK.

Table 1. Average pre-test and post-test scores and mean differences.

Module	Pre-test	Post-test	Mean Difference
One	53.7%(16.1) ^a N = 6	85.6%(8.9) N = 8	31.9% ^b
Two	41.6%(17.3) N = 5	68.5%(23.8) N = 9	26.9% ^b
Three	46.6%(20.8) N = 4	70.6%(17.5) N = 5	24.0%
Average	47.8%(17.3)	72.2%(19.1)	24.4% ^b

^aStandard deviations are enclosed in parenthesis.

^bSignificant at 0.05 confidence level.

Basic Citation (APA 6th Ed.)

Types of Citation	First Citation in text	Subsequent citations in text	Parenthetical format, first citation in text	Parenthetical format, subsequent citations in text
One work by one author	Walker (2007)	Walker (2007)	(Walker, 2007)	(Walker, 2007)
One work by two authors	Walker and Allen (2004)	Walker and Allen (2004)	Walker & Allen, 2004)	Walker & Allen, 2004)
One work by three authors	Bradley, Ramirez, and Soo (1999)	Bradley et al. (1999)	(Bradley, Ramirez, & Soo, 1999)	(Bradley et al., 1999)
One work by four authors	Bradley, Ramirez, Soo, and Walsh (2006)	Bradley et al. (2006)	(Bradley, Ramirez, Soo, & Walsh, 2006)	(Bradley et al., 2006)
One work by five authors	Walker, Allen, Bradley, Ramirez, and Soo (2008)	Walker et al. (2008)	(Walker, Allen, Bradley, Ramirez, & Soo, 2008)	(Walker et al., 2008)
One work by six or more authors	Wasserstein et al. (2005)	Wasserstein et al. (2005)	(Wasserstein et al., 2005)	(Wasserstein et al., 2005)
Groups (readily identified through abbreviation) as authors	National Institute of Mental Health (NIMH, 2003)	NIMH (2003)	(National Institute of Mental Health [NIMH], 2003)	(NIMH, 2003)
Group (no abbreviation) as authors	University of Pittsburgh (2005)	University of Pittsburgh (2005)	(University of Pittsburgh, 2005)	(University of Pittsburgh, 2005)

Source: American Psychological Association (2016). Retrieved from <http://www.apastyle.org/>

References

The list of references must be comprehensive, as it includes all pertinent information about the sources of ideas and arguments. Author's name and initial must be followed by a comma and a full stop (period), respectively. Period separates entries like author's names, year of publication, title of article or books, journals and books must be italicized. Electronic sources must include dates of access and site addresses. (Please refer to the APA Publication Manual for way of citing references.) Examples are as follows:

APA 6th Edition Format for References

Examples by Type

Periodicals

Periodicals include items published on a regular basis such as journals, magazines, newspapers, and newsletters.

General reference form:

Author, A. A., Author, B.B., & Author, C.C. (year). Title of article. *Title of Periodical*, xx, pp-pp. doi:xx.xxxxxxxxxxxxxxx

Journal article with DOI

Herbst-Damm, K.L., & Kulik, J.A. (2005). Volunteer support, marital status, and the survival times of terminally ill patients. *Health Psychology*, 24, 225-229. Doi: 10.1037/0278-9133.24.2.225

Journal article with DOI, more than seven authors

Gilbert, D. G., McClernon, J. F., Rabinovich, N. E., Sugai, C., Plath, L. C., Asgaard, G.,...Botros, N. (2004). Effects of quitting smoking on EEG activation and attention last for more than 31 days and are more severe with stress, dependence, DRD2 A1 allele, and depressive traits. *Nicotine and Tobacco Research*, 6, 249-267. doi: 10.1080/14622200410001676305

Journal article without DOI (when DOI is not available)

Sillick, T. J., & Schutte, N. S. (2006). Emotional intelligence and self-esteem mediate between perceived early parental love and adult happiness. *E-Journal of Applied Psychology*, 2(2), 38-48. Retrieved from <http://ojs.lib.swin.edu.au/index.ph/ejap>

Magazine article

Chamberlin, J., Novotney, A., Packard, E., & Price, M. (2008, May). Enhancing worker well-being: Occupational health psychologists convene to share their research on work, stress, and health. *Monitor on Psychology*, 39(5), 26-29.

Online magazine article

Clay, R. (2008, June). Science vs. ideology. Psychologists fight back about the misuse of research. *Monitor on Psychology*, 39(6). Retrieved from <http://www.apa.org/monitor/>

Newsletter article, no author

Six sites meet for comprehensive anti-gang initiative conference. (2006, November/December). *OJJDP News @ a Glance*. Retrieved from http://www.ncjrs.gov/html/ojjdp/news_at_glance/216684/topstory.html

Newspaper article

Scwarz, J. (1993, September 30). Obesity affects economic, social status. *The Washington Post*, pp. A1, A4.

- Precede page numbers for newspaper articles with p. or pp.
- If an article appears on discontinuous pages, give all page numbers, and separate the numbers with comma (e.g., pp. B1, B3, B5-B7).

Online newspaper article

Brody, J. E., (2007, December 11). Mental reserves keep brain agile. *The New York Times*. Retrieved from <http://www.nytimes.com>.

Editorial without signature

Editorial: "What is a disaster" and why does this question matter? [Editorial]. (2006). *Journal of Contingencies and Crisis Management*, 14, 1-2.

Online-only supplemental material in a periodical

Marshall-Pescini, S., & Whitten, A. (2008). Social learning of nut-cracking behavior in East African sanctuary-living chimpanzees (*Pan troglodytes schweinfurthii*) [Supplemental material]. *Journal of Comparative Psychology*, 122, 186-194. Doi: 10.1037/0735-7036.122.2.186.supp.

When DOIs are assigned, use them as noted in the examples that follow.

For an entire book, use the following reference formats:

Author, A. A. (1967). *Title of work*. Location: Publisher.

Author, A. A. (1997). *Title of work*. Retrieved from <http://www.xxxxxxx>

Author, A. A. (2006). *Title of work*. Doi: xxxxx

Editor, A. A. (Ed.). (1986). *Title of work*. Location: Publisher

For a chapter in a book or entry in a reference book, use the following formats:

Author, A. A., & Author, B. B. (1995). Title of chapter or entry. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of the book* (pp. xxx-xxx). Location: Publisher.

Author, A. A., & Author, B. B. (1993). Title of chapter or entry. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of the book* (pp. xxx-xxx). Retrieved from <http://www.xxxxxxx>

Author, A. A., & Author, B. B. (1995). Title of chapter or entry. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of the book* (pp. xxx-xxx). doi: xxxxxxxxxxxxxxxx

THE ASIA PACIFIC HIGHER EDUCATION RESEARCH JOURNAL

Instructions to Authors (Please refer to TNL's Instruction to Authors)

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All intending authors must register at the APHERJ's online platform: <http://po.pnuresearchportal.org/ejournal/index.Php/apherj>. If you are already enrolled as an author, you may simply log in and begin the submission process.

Articles should be prepared in the following order: (Kindly refer to TNL's order under the same heading)

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Article Formatting

All manuscripts to be submitted for publication in the journal should be in letter-sized paper, with 1.0 paragraph spacing, use Cambria 10pt font, and observe side margins: top and bottom – 1"; left and right - 1.25". Maximum of 20 pages to include table of contents, graphs, tables, references and appendices.

Sample

Exploring students' visual conception of matter and its implications to teaching and learning chemistry (font size 13, Cambria, justified, bold face)

Allen A. Espinosa^{*}, Arlyne C. Marasigan¹, Janir T. Datukan¹ (font size 12, Cambria)

¹*Faculty of Science, Technology and Mathematics, College of Teacher Development, Philippine Normal University, 1000 Manila, Philippines* (font size 8, Cambria, italicized)

ARTICLE INFORMATION

Article History:

Received 01 June 2014

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ABSTRACT

The abstract should highlight the objectives of the study, summary of the methodology, results and discussion. Font size 10, italicized, Cambria and justified.

Keywords

Should give at least 3 to a maximum of 5 keywords.

Font size 10, Cambria.

*Corresponding author: espinosa.aa@pnu.edu.ph

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Introduction (Font size 10, Cambria, bold face)

The introduction should contain the *background of the study, the research questions, selected literature reviews, conceptual framework and research hypothesis*. (Font size 10, Cambria and justified. Headings for subtopics should be italicized, bold face.)

Follow APA 6 in citing references.

Methodology (Font size 10, Cambria, bold face)

Methodology section should contain the *participants, sampling and research design and apparatus and materials*. (Font size 10, Cambria and justified. Headings for subtopics should be italicized, bold face.)

Results (Font size 10, Cambria, bold face)

Figures should be numbered continuously, italicized, font size 8, Cambria.

Below is an example.

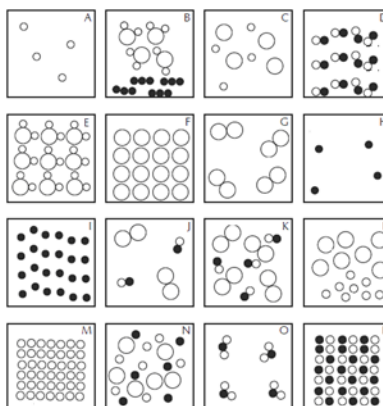


Figure 1. Visual conception mode

Tables should be numbered continuously. The heading “Table 1” should have a font size of 8, Cambria. Table title should be italicized with font size 8, Cambria font. Below is an example.

Table 3. *Independent Samples Mann-Whitney U Test on Interest in Chemistry Pretest*

	N	Mean Rank	Sum of Ranks	U	p
COPT	39	38.97	1520	703.0	0.847
TTA	37	38.00	1406		
Total	76				
*p<0.05					

Consult APA 6 for other statistical tables.

Use APA 6 in reporting statistical results. Below is an example for t-test.

Table 3 shows that there is no significant difference in the posttest mean scores in the WGCTA of COPT ($M=53.1$, $SD= 8.31$) and TTA ($M=52.4$, $SD=6.53$), $t(73) = 0.352$, $p = 0.363$. This result suggests that the critical thinking skills of students who were taught using COPT and those who were exposed to TTA were comparable even after intervention.

Consult APA 6 for other statistical tests.(Font size 10, Cambria and justified. Headings for subtopics should be italicized, bold face.)

Discussion (Font size 10, Cambria, bold face)

The discussion part should answer each research question based on the results. (Font size 10, Cambria and justified. Headings for subtopics should be italicized, bold face.)

Conclusion and Recommendations (Font size 10, Cambria, bold face)

Font size 10, Cambria and justified.

References (Font size 10, Cambria, bold face)

Follow APA 6 in reporting bibliography.

Appendices (if any)

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The Association of Southeast Asian Teacher Education Network Journal

Instructions to Authors (Please refer to TNL's Instruction to Authors)

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Formatting

The manuscript should have a title followed by an abstract consisting of 150-200 words that summarizes the purpose, methods and results of the study, with 3-4 key words. The maximum length of a submitted article is eight pages or about 4,000-6,000 words excluding the title, authors' information, list of references and abstract.

The text may be divided into four parts which are the following: 1. Introduction/ background of the study; 2. Methodology; 3. Results and Discussion; and 4. Conclusion and Recommendations.

Section heading should have a font size of 11, boldfaced, Calibri font while the main text should be typed using font size 9 Calibri, with justified horizontal alignment, double spaced and with 1.5 left and 1.0 right margins. The first line of all paragraphs does not need to be indented.

Figures and tables must be consequently numbered in Arabic and titles or labels typeset in 8 point Calibri. In-text citation and bibliography are presented using the APA Style. Please refer to the APA Publication Manual for detailed procedures and examples.

Use APA 6 in reporting statistical results. Below is an example for t-test. (Kindly refer to APHERJ's under the same heading up to APHERJ's section on Reference List.)

16. RESOURCE UTILIZATION AND FUNDING

As a state university, the Philippine Normal University generally sources the funding for its various research programs and projects from the University Budget Allocation for Research and Development. Research budget from the University's General Fund (Fund 101) and Special Trust Fund (Fund 164) are utilized as the primary source of funding for the research projects and other research-related activities (e.g., research capability programs, research conferences, research incentives) of the University. The OVPRPQA works hand-in-hand with the Office of the President (OP) and the Office of the Vice President for Finance and Administration (OVPPFA) in ascertaining that the University will have sufficient budget allocation for its research programs and services. The OVPRPQA is the main office responsible in ascertaining that the University's research budget are utilized effectively and efficiently, in accordance with the University's research agenda and priority projects. Priority is given to research projects that have direct and strong implications to educational and teacher education policies.

The University also seeks and applies for available research funding or research grants from prospective research donors/grantors. Hence, the University actively develops and submits research proposals to government agencies, non-government organizations, private companies, and other research granting-organizations, in both national and international levels. The OVPRPQA, EPRDC, and RCTQ are tasked to develop and submit research proposals to the aforementioned agencies for external funding or competitive grants. The University ascertains that it has a good number of externally-funded research projects annually. The OVPRPQA, through the EPRDC, is tasked to monitor the implementation and completion of such research projects.

The University also acknowledges the importance of mobilizing funds through strategies other than depending on budget allocation and grants. To this end, the University aims to design and implement a fund sourcing and mobilization plan, as shown in Table 6, where more sustainable funding for the research programs of the University is achieved.

Table 6. FUND SOURCING AND MOBILIZATION PLAN

FUND SOURCING AND MOBILIZATION PLAN		
Strategies	Involved Agencies	Date
1. <i>Efficient utilization of research budget from the University's general fund (Fund 101) and special trust fund (Fund 164)</i>	OP, University Research Council, OVPRPQA, OVPPFA,	Year-Round

FUND SOURCING AND MOBILIZATION PLAN		
Strategies	Involved Agencies	Date
2. Higher budget allocation for research	Congress, CHED, DBM, OP, OVPRPQA, OVPFA,	Year-Round
3. Continuous development and submission of research proposals for external funding	Government agencies, NGOs, Private companies, Foundations, OP, OVPRPQA, EPRDC, RCTQ	Year Round
4. Active expansion of donor/grantor base	Government agencies, NGOs, Private companies, Foundations, OP, OVPRPQA, EPRDC, RCTQ	Year Round
5. Regular consultations with current, previous, and prospective donors	Government agencies, NGOs, Private companies, Foundations, OP, OVPRPQA, EPRDC, RCTQ	Year Round
6. Income-generating projects of EPRDC (e.g., university journals, statistical services, training/workshops, conferences)	PNU and non-PNU Faculty, Staff, Students, Faculties/Institutes, and Other Institutions/Companies, OVPRPQA, EPRDC	Year Round
7. Exploration of alternative funding strategies	Government agencies, NGOs, Private companies, Foundations, Individual Donors, University Stakeholders, OVPRPQA, EPRDC, RCTQ	Annual
8. Advocacy campaigns	Government agencies, NGOs, Private companies, Foundations, Individual Donors, University Stakeholders, OVPRPQA, EPRDC, RCTQ	Year Round



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