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I. TANGUB CITY:

Section 1.1 Vision

A God-centered city, learning center, vibrant business hub, and a premiere eco-tourism destination in Northwestern Mindanao with empowered stakeholders living in a peaceful, progressive, and happy environment spearheaded by committed and competent servant leaders.

Section 1.2 Mission

To integrate and ensure the delivery of quality basic services and promote eco-tourism investment through good governance in order to uplift the living standard of the people.

II. TANGUB CITY GLOBAL COLLEGE

Section 2.1 Vision

TCGC is the leading higher education institution in Northwestern Mindanao providing quality education and producing God-centered citizens committed to be the light of the world.

Section 2.2 Mission

To equip the faculty and staff through continuing professional development programs to produce globally competitive graduates by ensuring a holistic approach to education.

Section 1.3 Core Values

Integrity Compassion Excellence

Section 1.4 Quality Policy

Commits to nurture the academic excellence through quality instruction, establishes research and community extension programs that facilitate the transfer of knowledge and skills, foster leadership and promote self-reliance among the people

III. RESEARCH, EXTENSION, AND PUBLICATION OFFICE

Section 3.1 Vision

TCGC Research and Development Office envisions to produce quality research outputs towards the improvement and development of academes' curriculum and instruction as well as society's quality of life.

Section 3.2 Mission

The office serves as a strategic lever of TCGC, research arm of the local government unit and research provider of industries through institutionalizing a research-driven culture with collaborative partnership of qualified and competent researchers-faculty, staff, and students.

Section 3.3 Thrusts

The Research Office of Tangub City Global College motivates the faculty in embracing and loving research. It hopes to train competent researchers in their field of specialization and to produce quality research for publication. Further, it aids instruction and helps improve quality of life in the community.

Particularly the office aims to:

1. provide and implement research capability activities involving faculty, staff and students;
2. develop and implement Faculty Research Development Program;
3. evaluate and formulate development intervention, and enhancement programs based on quality research output;
4. serve as liaison office in the publication of faculty research both in local and refereed journals and in the presentation of researches in local, regional, national, and international conferences;
5. provide quality research out-puts to institution, LGU, industry and community.

IV. TCGC RESEARCH AND DEVELOPMENT ORGANIZATIONAL STRUCTURE

Research is one of the three- fold functions in higher educational institutions. In continuing quest for excellence, TCGC will make research a requirement for every full-time faculty. Each faculty will be obliged to submit research output every end of the school year. Such effort is directed not just for excellence of the institution but also towards helping build a better nation through a sound research culture.

This manual describes the operation system in the implementation of the College's function of research. It states the policies and guidelines pertaining to the allocation of research resources and details of researchers' responsibilities and benefits.

Section 4.1 Organizational Set-up and Functions

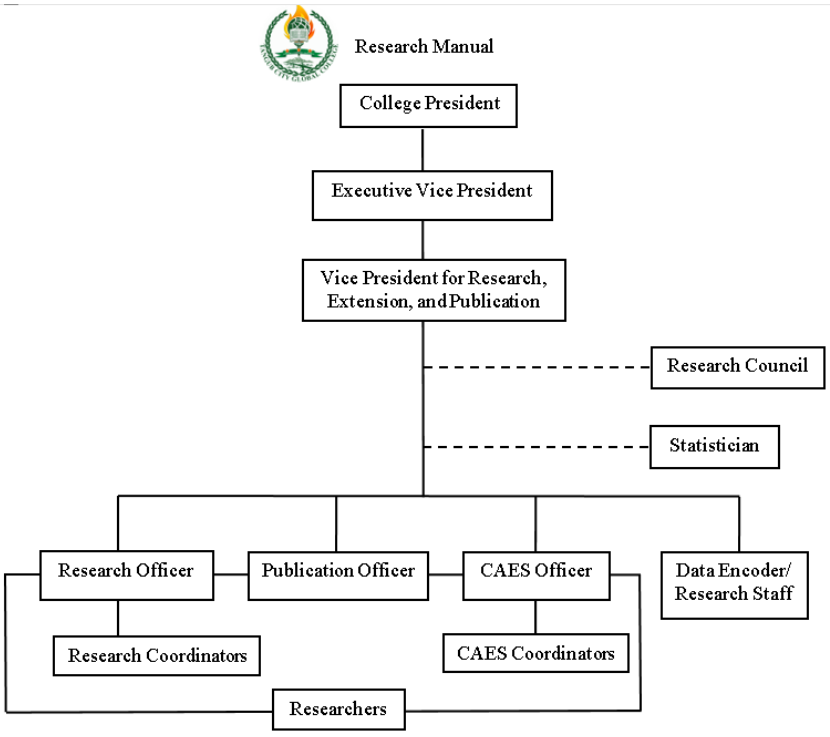

Figure 1. Organizational Structure

Figure 1 depicts the administrative and organizational components involving research operation projects, the relationships of various individuals in their different positions, and the persons responsible for various research functions.

Section 4.2 Responsibilities

4.2.1 College President

1. Appoints the VP for Academics and the Research Director;
2. Encourages and supervises all plans of the Research Office through the VP for Academics;

3. Approves budget and financial/material requisitions made by the Research Office.

4.2.2 Executive Vice President

1. Supervises the Research Director in the publication of the research outputs of the faculty;
2. Supports and oversees the physical and human resources management of the Research Office;
3. Supports the Research Director in creating a culture of research in the institution by getting involved in any research activity;
4. Collaborates closely with the research office on available local/international research grants;
5. Sits as a member of the College Research Council.

4.2.3 Vice President for Research, Extension, and Publication

1. Formulates the objectives and activities, guidelines, and policies of the research office through meetings with the Research Council;
2. Leads the direction of the research office towards development through linkages with local, national, and international entities;
3. Designs and implements seminars or service workshops for research skill enhancement of the faculty; in coordination with the VP for Academics and Deans;
4. Confers with the Deans as to their respective institutes' research activities;
5. Collates all research agenda of all institutes and all faculty research outputs;
6. Publishes research outputs by coming up with Lux Mundis Research Journal;
7. Facilitates research consultation and colloquia sessions, research publication and presentations in local, national, and international fora.
8. Monitors the implementation of the college research guidelines and policies.

4.2.4 College Research Council Members

Automatically membership to the CRC is given to the following by virtue of their administrative positions:

1. The President as the Executive Adviser;
2. Executive Vice President;
3. VP for Academic Affairs;
4. VP for Planning, Quality Management and External Affairs;
5. College Consultant/s;
6. The College Research Director as chair;

7. Institute Deans as members;
8. Representative of the Industry; and
9. Research External Examiner.

4.2.4.1 Duties:

1. Set a 3-year research agenda as part of the college's strategic decision;
2. Convene at least once every academic year to set and/or review policies that govern research related activities;
3. Recommend commissioned research and short list names of experts to undertake tasks;
4. Outline strategies in raising research development fund;
5. Meet every end of semester for progress/status on research projects of the faculty;
6. Approve faculty researches and determine the units of teaching equivalency for research allocation.

4.2.4.2. Honorarium

The college research council shall receive an honorarium per meeting, to wit:

Executive Adviser----------	5,000
Chairman---- ----------	3,000
Panel members----------	2,000

The council will meet 4 times a year during the proposal and final presentations of the paper with mentoring during data gathering.

4.2.5 College Research Officer

The college research officer is tasked to assist the College Research Director in the implementation of all the policies, programs, and services relative to research in the college. Involvement in any collaborative, multidisciplinary, interdisciplinary, and individual conduct of research is allowed with the recommendation of the Research Director and approval of the Research Council. The privileges of the faculty members can also be enjoyed by the college research officer.

4.2.6 College Publication Officer

The college Publication officer is tasked to assist the Research Director in the research publication process. The officer shall be responsible for undertakings relative to Lux Mundis Research Journal publication and research activities in institutional, local, national, and international. He/she coordinates all institutes, especially in implementing the college Editorial policy.

4.2.7 Data Encoder/ Research Staff

The Data Encoder or the research staff shall include but not be limited to encoding research data, assisting in the collation of data, and act as secretary in the research office.

V. PRIORITIES AND RELEVANCE

Section 5.1 Scope and Priority Areas of Research

The research priorities of Tangub City Global College are in line with its vision to sustain its operational mandate towards local and national integration and greater contribution to the local and national research area of priorities on particularly in Northwestern Mindanao.

The TCGC Research and Publication Office defines the scope of its Research Agenda based on the Local Government, National Higher Research Education research priorities, and the institutions' thrusts. Allocation of research resources is based on research priorities that may vary among academic units. The research activities of the specified institute's programs align with its Research Agenda. Thus, a set of criteria for determining priorities is indicated.

Section 5.2 Criteria for Determining Research Priorities

Subject to subsequent decisions demanded by changing conditions and college periodic reviews, TCGC adopts the following set of criteria for establishing research priorities:

1. College Vision, Mission, and Goals;
2. Local Government Unit research needs and priorities;
3. Industries and communities' research needs;
4. Local, national, and global issues and concerns;
5. Availability of funds and adequacy of facilities and other resources; and
6. Availability of experts/researchers.

Section 5.3 Research and Development Agenda

Addressing the demands of the institution, local government, community, industry and National Higher Educational Research priorities, the conduct of interdisciplinary, multidisciplinary, collaborative, or independent studies in the following research agenda of the college and the different institutes in:

5.3.1 College Research Agenda

5.3.1.1 Sustainable Eco-Tourism and Environmental Conservation

Sustainable Tourism Development (eco-tourism practices that align with environmental conservation); Biodiversity Conservation (studies on preserving local flora and fauna) and Renewable Energy Development (exploration of sustainable energy sources for tourism infrastructure)

5.3.1.2 Community Health and Well-being

Public Health and Epidemiology (research on local health challenges and disease prevention strategies); Universal Health Care (studies on improving access to health services in rural areas and Health Technology and Innovation (developing new health technologies to improve healthcare delivery)

5.3.1.3 Innovative Entrepreneurship and Local Economic Development

Industry Competitiveness and Innovation (research on fostering innovation in local businesses); MSMEs Support (studies on the growth and sustainability of micro, small, and medium enterprises) and Trade and Export Development (research on expanding local businesses' access to national and international markets)

5.3.1.4 Inclusive Education and Social Development

Access and Equity in Education (research on inclusive educational practices that ensure access for all); Social Protection and Poverty Alleviation (studies on improving social welfare programs); and Community Participation and Empowerment (research on empowering local communities through education and participation in governance)

5.3.1.5 Advancing Educational Practices and Lifelong Learning

Higher Education Development (research on enhancing teaching methods and curriculum); Innovation in TVET (studies on integrating new technologies in vocational education), and Lifelong Learning and Skills Upgrading (research on promoting continuous learning and professional development)

5.3.1.6 Good Governance and Public Policy in Local Government

Local Governance and Decentralization (research on enhancing local governance practices); Public Safety and Security (studies on improving public safety measures and law enforcement), and Governance and Institutions (research on strengthening local government institutions and policy-making)

5.3.1.7 Sustainable Infrastructure and Urban Planning

Transport Infrastructure Development (research on improving transportation networks and services); Sustainable and Resilient Infrastructure (studies on incorporating sustainability and resilience in

infrastructure projects), and Digital Infrastructure (research on enhancing ICT infrastructure to support smart city initiatives)

5.3.1.8 The Cultivation of Values Formation

Values Integration in Education **(**focuses on embedding moral and ethical values into academic curricula to foster character development and social responsibility among learners; (Faith, Spirituality, and Character Development (examines the role of faith and spirituality in shaping moral integrity, resilience, and holistic personal growth); Ethical Leadership and Servant Governance: Investigates leadership practices grounded in ethics, integrity, and service to promote transparent and accountable governance); Community and Cultural Values Preservation (Aims to sustain and promote indigenous, cultural, and communal values that strengthen social unity and cultural identity).

5.3.2 Institutes' Research Agenda

5.3.2.1 Criminal Justice Education

Strengthening Law Enforcement and Criminal Justice Practices

Local Governance and Decentralization (researching how local governance structures impact law enforcement and justice); Public Safety and Security (investigating strategies to improve public safety and security measures), and Governance and Institutions: studying the effectiveness of governance and institutional frameworks in criminal justice.

Institutional Development, Curriculum Innovation, and Policy Research

Curriculum Review and Instructional Innovation (research on curriculum relevance, program effectiveness, teaching strategies, and alignment to industry and community needs; Policy Analysis and Governance Improvement (research on institutional policies, academic governance, decision-making processes, and administrative systems that enhance organizational effectiveness); Quality Assurance, Accreditation, and Institutional Performance (studies focusing on QA mechanisms, monitoring and evaluation, accreditation readiness, and process optimization); Administrative Processes, Productivity, and Operational Efficiency (research on improving workflows, administrative systems, faculty development, and institutional capacity building); and Student Services, Support Systems, and Learning Environment (examines institutional programs and services that influence student engagement, retention, well-being, and overall learning outcomes).

5.3.2.1.1 Bachelor of Science in Criminology

Crime Prevention, Ethical Policing, and Community Safety. Community Policing Strategies (research on the effectiveness of community-based policing); Criminal Behavior and Rehabilitation (studies on understanding criminal behavior and rehabilitation methods); Forensic Science and Criminal Investigation (research on advancements in forensic science and their application in crime-solving); Ethics, Values, and Professional Conduct in Law

Enforcement (explores the moral and ethical dimensions of policing, focusing on professionalism, accountability, integrity, and values formation in law enforcement); and Criminal Justice Policy and Institutional Governanc (studies on governance, accountability, and policy reforms that strengthen transparency, justice administration, and institutional integrity).

5.3.2.1.2 Bachelor of Science in Industrial Security Management
Security Management, Risk Assessment, and Technological Innovations in Safety Operations. Corporate Security Practices (research on the implementation of corporate security protocols and best practices for maintaining organizational safety and integrity); Risk Management and Crisis Response (studies on identifying, evaluating, and responding to security risks, emergencies, and disasters in various industries); Security Technology and Innovation (research on the integration of modern technologies in surveillance, access control, and cybersecurity to improve safety and operational efficiency); Ethics and Professional Values in Security Practice (explores the role of ethical principles, professionalism, and values formation in maintaining trust, responsibility, and lawful conduct among security practitioners); and Occupational Safety, Health, and Environmental Risk (studies focusing on safety standards, occupational health policies, and environmental risk management in industrial settings).

5.3.2.2 Teacher Education

Enhancing Educational Practices and Teacher Effectiveness
Higher Education Development (studying effective teaching strategies and curriculum development to enhance teacher training programs); Innovation in TVET (exploring innovative methods for vocational and technical education to improve teaching practices); Lifelong Learning and Skills Upgrading (researching continuous professional development for educators to adapt to changing educational needs); and Teaching Profession (examines best practices, pedagogical approaches, and 21st-century competencies that define effective and compassionate teachers

Strengthening Student Learning, Commitment, and Engagement
Student Learning and Engagement (investigates factors influencing students' academic motivation, participation, and commitment to learning across various educational contexts); and Values-Based Education and Character Formation (explores how moral, spiritual, and ethical values can be integrated into classroom instruction to strengthen students' character, integrity, and sense of responsibility).

Institutional Development, Curriculum Innovation, and Policy Research
Curriculum Review and Instructional Innovation (research on curriculum relevance, program effectiveness, teaching strategies, and alignment to industry and community needs; Policy Analysis and Governance Improvement (research on institutional policies, academic governance, decision-making processes, and administrative systems that enhance organizational effectiveness); Quality Assurance, Accreditation, and

Institutional Performance (studies focusing on QA mechanisms, monitoring and evaluation, accreditation readiness, and process optimization); Administrative Processes, Productivity, and Operational Efficiency (research on improving workflows, administrative systems, faculty development, and institutional capacity building); and Student Services, Support Systems, and Learning Environment (examines institutional programs and services that influence student engagement, retention, well-being, and overall learning outcomes).

5.3.2.2.1 Bachelor of Elementary Education

Innovative Pedagogies in Elementary Education. Active Learning Strategies (research on the effectiveness of active learning in elementary education); Child-Centered Pedagogy (studies on child-centered approaches in the classroom); Inclusive Education Practices (research on the inclusion of students with special needs in elementary settings); Technology Integration (research focusing on the effective use of educational technologies to enhance teaching, learning, and assessment in elementary education); and Curriculum and Instructional Design (research examining the development, implementation, and evaluation of curriculum frameworks and instructional models that promote meaningful learning experiences in elementary education).

5.3.2.2.2 Bachelor of Secondary Education Major in English Language and Literature Instruction in Education. English Language Acquisition (research on methods to improve language acquisition among high school students); Literature and Critical Thinking (studies on using literature to enhance critical thinking skills) and Technology Integration in Language Learning (research on the use of digital tools in teaching English); and Curriculum and Instructional Design (research focusing on the design, implementation, and evaluation of innovative English language and literature curricula that enhance teaching effectiveness and student learning outcomes in secondary education).

5.3.2.2.3 Bachelor of Secondary Education Major in Filipino

Preservation and Promotion of Filipino Language, Literature, and Culture. Filipino Language Pedagogy (research on effective teaching methods for the Filipino language); Cultural Preservation in Education (studies on integrating cultural education into the Filipino language curriculum); Bilingual Education Strategies (research on the impact of bilingual education on student outcomes); Technology Integration (research focusing on the use of digital technologies and multimedia tools to enhance the teaching, learning, and appreciation of the Filipino language, literature, and culture); and Curriculum and Instructional Design (research focusing on developing, evaluating, and innovating Filipino language and literature curricula to ensure cultural relevance, linguistic proficiency, and effective pedagogy).

5.3.2.2.4 Bachelor of Secondary Education Major in Math

Advancements in Mathematics Education. Mathematical Problem-Solving Skills (research on strategies to enhance problem-solving abilities in students); Technology in Mathematics Education (studies on integrating technology into math instruction); Mathematics Curriculum Development (research on curriculum innovations in secondary mathematics education); and Mathematics Instructional Design (research focusing on the creation, evaluation, and implementation of innovative instructional designs and strategies to improve teaching effectiveness and student learning outcomes in mathematics education).

5.3.2.2.5 Bachelor of Secondary Education Major in Social Studies

Social Sciences and Civic Education. Civic Education and Governance (research focusing on how civic education and governance education promote active citizenship, democratic participation, and responsible leadership among students and communities); Cultural and Historical Studies (studies on the integration of local history and culture into social studies education); and Globalization and Social Issues (research on teaching global social issues in secondary education); Technology Integration (research focusing on the effective use of digital tools, online platforms, and interactive technologies to enhance the teaching and learning of Social Studies); and Curriculum and Instructional Design (research focusing on the development, implementation, and evaluation of Social Studies curricula and instructional models that promote critical thinking, cultural awareness, and active citizenship.

5.3.2.3 Health Sciences

Advancing Community Health and Innovative Healthcare Solutions

Public Health and Epidemiology (investigating prevalent health issues and diseases in the region, and developing strategies for disease prevention); Universal Health Care (researching methods to improve access to healthcare services, especially for marginalized communities) and Health Technology and Innovation (exploring new technologies and innovations in healthcare to enhance service delivery and patient outcomes)

Institutional Development, Curriculum Innovation, and Policy Research

Curriculum Review and Instructional Innovation (research on curriculum relevance, program effectiveness, teaching strategies, and alignment to industry and community needs; Policy Analysis and Governance Improvement (research on institutional policies, academic governance, decision-making processes, and administrative systems that enhance organizational effectiveness); Quality Assurance, Accreditation, and Institutional Performance (studies focusing on QA mechanisms, monitoring and evaluation, accreditation readiness, and process optimization); Administrative Processes, Productivity, and Operational Efficiency (research

on improving workflows, administrative systems, faculty development, and institutional capacity building); and Student Services, Support Systems, and Learning Environment (examines institutional programs and services that influence student engagement, retention, well-being, and overall learning outcomes).

5.3.2.3.1 Bachelor of Science in Midwifery

Maternal and Child Health. Maternal Health Care Practices (research on traditional and modern practices in maternal care); Infant Health and Nutrition (studies on the impact of nutritional practices on infant health); Reproductive Health Education(research on the effectiveness of reproductive health education programs); and Mental Health and Gender-Based Violence (research examining the prevalence, causes, and impacts of mental health issues and gender-based violence on women's reproductive and maternal health).

5.3.2.4 Business and Financial Services

Promoting Sustainable Business Practices and Economic Development

Industry Competitiveness and Innovation (researching ways to boost competitiveness and innovation within local businesses); MSMEs Support (studying strategies to support and grow MSMEs in Tangub City); Trade and Export Development (exploring opportunities for expanding local businesses into national and international markets); Organizational Development (focuses on enhancing institutional effectiveness, leadership capacity, and adaptive strategies to promote sustainable growth and managerial excellence); and Good Governance and Public Administration (examines governance practices and administrative systems that foster transparency, accountability, and ethical management in public and private institutions).

Institutional Development, Curriculum Innovation, and Policy Research

Curriculum Review and Instructional Innovation (research on curriculum relevance, program effectiveness, teaching strategies, and alignment to industry and community needs; Policy Analysis and Governance Improvement (research on institutional policies, academic governance, decision-making processes, and administrative systems that enhance organizational effectiveness); Quality Assurance, Accreditation, and Institutional Performance (studies focusing on QA mechanisms, monitoring and evaluation, accreditation readiness, and process optimization); Administrative Processes, Productivity, and Operational Efficiency (research on improving workflows, administrative systems, faculty development, and institutional capacity building); and Student Services, Support Systems, and Learning Environment (examines institutional programs and services that influence student engagement, retention, well-being, and overall learning outcomes).

5.3.2.4.1 Bachelor of Science Business Administration major in Human Resource Management

Human Capital Development and Organizational Effectiveness. Talent Management Strategies (research on best practices in talent acquisition and retention); Employee Training and Development (studies on the effectiveness of training programs in enhancing

employee performance); Organizational Culture and Change Management (research focusing on how organizational culture influences employee behavior, adaptability, and performance during periods of change and transformation); Performance Management and Appraisal (research focusing on the design, implementation, and evaluation of performance management systems to enhance employee productivity and organizational effectiveness); Risk Management in HR (research focusing on identifying, assessing, and mitigating human resource-related risks that affect organizational stability and compliance); and Employee Well-being and Mental Health (research focusing on workplace programs, policies, and practices that promote employees' mental health, job satisfaction, and overall well-being).

5.3.2.4.2 Bachelor of Science in Business Administration Major in Marketing Management

Marketing Strategies for Sustainable Business Growth. Sustainable Marketing Practices (research on integrating sustainability into marketing strategies); Consumer Behavior Analysis (studies on consumer trends and behavior in local markets); Digital Marketing Innovations (research on the impact of digital marketing tools on business growth); Technopreneurial Marketing and Start-up Strategies (research on the role of technology-driven marketing practices, digital entrepreneurship, and start-up entry strategies in promoting inclusive and sustainable enterprise development); and Agribusiness and Inclusive Marketing for Local Economic Growth (research exploring innovative and sustainable marketing approaches in agribusiness and SME sectors to support inclusive economic and community development).

5.3.2.4.3 Bachelor of Science in Office Administration

Efficiency and Innovation in Office Management. Office Automation and Technology (research on the impact of office automation tools on productivity); Administrative Practices and Efficiency (studies on best practices in office management); Workplace Culture and Employee Well-being (research on creating positive workplace environments); and Global Office Trends and Remote Work Innovations (research investigating emerging global practices in remote office support, outsourcing, virtual assistance, and technology-enabled collaboration that reshape modern office administration).

5.3.2.4.4 Bachelor of Science in Business Administration Major in Financial Management

Financial Innovation and Governance for Sustainable Economic Growth. Financial Sustainability and Investment Strategies (research examining effective investment and financial management strategies that promote long-term sustainability and profitability for individuals, businesses, and local enterprises); Financial Technology (FinTech) and Digital Finance (research focusing on the integration of digital financial tools, mobile banking, and technology-driven solutions in improving access, efficiency, and inclusivity in financial services); Risk Management and Corporate Governance (research exploring strategies for identifying, assessing, and mitigating financial and operational risks while strengthening governance systems and ethical

compliance in organizations); Public Finance, Policy, and Economic Development (studies examining the role of fiscal policy, public expenditure, and taxation in promoting inclusive growth and local economic sustainability); and Ethical Financial Practices and Corporate Social Responsibility (CSR) (research exploring ethical issues, transparency, and socially responsible financial practices that foster trust, accountability, and sustainable economic outcomes).

5.3.2.5 Computer Studies

Advancing Technology and Digital Solutions for Community Enhancement

Transport Infrastructure Development (researching digital solutions for improving transportation systems); Sustainable and Resilient Infrastructure (exploring technology-driven approaches to sustainable and resilient infrastructure) and Digital Infrastructure (investigating advancements in digital infrastructure to support community and urban development)

Institutional Development, Curriculum Innovation, and Policy Research

Curriculum Review and Instructional Innovation (research on curriculum relevance, program effectiveness, teaching strategies, and alignment to industry and community needs; Policy Analysis and Governance Improvement (research on institutional policies, academic governance, decision-making processes, and administrative systems that enhance organizational effectiveness); Quality Assurance, Accreditation, and Institutional Performance (studies focusing on QA mechanisms, monitoring and evaluation, accreditation readiness, and process optimization); Administrative Processes, Productivity, and Operational Efficiency (research on improving workflows, administrative systems, faculty development, and institutional capacity building); and Student Services, Support Systems, and Learning Environment (examines institutional programs and services that influence student engagement, retention, well-being, and overall learning outcomes).

5.3.2.5.1 Bachelor of Science in Computer Science

Technological Innovations and Applications in Community Development. Software Development for Social Good (research on developing software that addresses community needs); Cybersecurity and Data Protection (studies on protecting digital infrastructure in local organizations) and Artificial Intelligence and Machine Learning (research on the application of AI and ML in solving community challenges)

5.3.2.6 Arts and Sciences

Cultural and Scientific Insights for Community Development

Access and Equity in Education (researching educational practices that promote access and equity); Social Protection and Poverty Alleviation (investigating socio-cultural factors and community programs that address poverty and social protection) and Community Participation and Empowerment (studying ways to empower communities through cultural and scientific research)

Institutional Development, Curriculum Innovation, and Policy Research

Curriculum Review and Instructional Innovation (research on curriculum relevance, program effectiveness, teaching strategies, and alignment to industry and community needs; Policy Analysis and Governance Improvement (research on institutional policies, academic governance, decision-making processes, and administrative systems that enhance organizational effectiveness); Quality Assurance, Accreditation, and Institutional Performance (studies focusing on QA mechanisms, monitoring and evaluation, accreditation readiness, and process optimization); Administrative Processes, Productivity, and Operational Efficiency (research on improving workflows, administrative systems, faculty development, and institutional capacity building); and Student Services, Support Systems, and Learning Environment (examines institutional programs and services that influence student engagement, retention, well-being, and overall learning outcomes).

5.3.2.6.1 Bachelor of Arts in Political Science

Governance and Policy in Local Government. Local Governance Structures (analysis of governance systems at the regional level); Public Policy Implementation(research on the effectiveness of local public policies); and Political Participation and Civic Engagement (studies on increasing community involvement in governance)

5.3.2.6.2 Bachelor of Arts in English Language

Language, Culture, and Communication in a Globalized World. Language Education and Pedagogy (research on effective methods for teaching English); Cultural Identity and Language Use (studies on how language shapes cultural identity) and Media and Communication Practices (research on communication trends in the digital age); Inclusive Language Policies and Multilingualism (studies on how English policies, multilingual practices, and language planning shape professional communication and identity, including gender identity, in Philippine and international contexts); and Professional English Communication Practices (investigations of communication genres (business, law, journalism, media, technical/scientific writing) to identify norms, challenges, and innovations in professional English use).

5.3.2.6.3 Bachelor of Arts in Communication

Public Relations and Corporate Communication, Media, Society, and Information Dissemination. Media Literacy and Education (studies on enhancing media literacy among the public); Journalism Ethics and Practices (research on ethical practices in local journalism); Digital Communication Trends (exploration of emerging trends in digital media) and Public Relations and Corporate Communication (research focusing on the strategies, ethics, and

impacts of public relations and corporate communication in shaping organizational image and public trust).

VI. FUNDING, INSTITUTIONAL SUPPORT, AND OTHER RESOURCES

Section 6.1 Institutional Support

6.1.1 Research as Criterion in the Merit and Ranking

Every published research shall be given the following points:

5 - international;
3 - national;
2 - local

6.1.2 Promotion

Research output is a requirement for promotion. Any faculty shall be given a special promotion (one step higher) if the research output has been internationally presented, published, patented, and utilized by the beneficiaries and industries.

6.1.3 Teaching equivalency

A Faculty member shall be given six units for research in a semester. A research output shall be produced annually at the end of the second semester.

If the faculty member cannot produce an output within the specified timeframe, his/her IPCR will be rated accordingly, and his/her 6-unit research teaching equivalent will be terminated.

6.1.4 Compensatory time-off

Any faculty who shall be out of the office for any research activities shall be considered in Official Time.

6.1.6 Financial Aids

Any faculty conducting research shall be given financial assistance of 70% of the budgetary requirement in the Proposal stage, Data-gathering phase, and Full-blown stage.

Section 6.2 Research Faculty Development Program

The TCGC Research and Publication Office is designed in accordance with the college vision to make instructions research-based and to encourage faculty and

staff to research. Hence, the program should be considered relevant to the institution's research priorities and needs.

6.2.1 Project Titles:

6.2.1.1 Research Capability Building

This project includes training, seminars, and workshops, conducted both within and outside of the institution or invitational. It shall focus on quantitative, qualitative, and mixed approaches. It also trains research advisers, panel members, and editors and the conversion of papers into publishable ones.

6.2.1.2 Research Production and Review

This is the period when the faculty starts to conduct research that is aligned with and anchored by the topics from the research agenda set by the college or his/her institute. The outputs are then reviewed by blind/peer reviews.

6.2.1.3 Research Presentation, Publication, Dissemination and Utilization

This is the period where the faculty researcher presents research output at local, regional, national, or international level. After the output presentation, he/she ought to publish it in local, regional, national, or international journals or any CHED-accredited publications. It shall then be disseminated to the beneficiaries and or industries for its utilization through any means of extension services and or outreach programs and development programs.

6.2.1.4 Research Capability Enhancement

This refers to a continuing program such as but not limited to training, orientations, seminars, and workshops to be conducted once or twice a semester to upgrade and support the faculty's interest in research.

Section 6.3 Budget

The Research Office's operational budget constitutes 10% of the College's gross income. All research office expenditures are deducted from this.

Section 6.4 Accountability

The Institutional Research Office operational budget includes the following:

1. office supplies and consumables
2. honoraria (colloquia, resource speakers, journal proofreader/editor or language specialist statistician, and referees/external and internal evaluators)
3. colloquia and deliberation expenses
4. incentives for researchers
5. on-going research expenses
6. service training expenses
7. reproduction, binding, and printing of journals
8. Plag Scan plag points purchase

Section 6.5 Promotion Due to Research

This scheme allows faculty to be promoted one step higher from the current salary scale status based on research output.

6.5.1 Qualifications

1. Research outputs are on a single authorship or multiple authorship. The faculty applying for this scheme should be the lead proponent (if the portfolio includes studies with multiple authors).
2. Has at least four (4) researches submitted and published in a refereed journal within at least two (2) years.
3. At least associate professor for two (2) years.
4. Permanent faculty.
5. With very satisfactory teaching performance, and
6. Research outputs were done during his/her employment at TCGC.

6.5.2 Research Awards

The College Research Council awards deserving faculty members with awards such as Best Research and Outstanding Researcher at the end of the school year.

Section 6.6 Policy and Guidelines for Research Presentation Support at Conferences

6.6.1. Objective:

The institution aims to support and promote the dissemination of research conducted by its faculty members, researchers, and students at reputable local and international conferences. This support will enhance the institution's academic reputation, encourage professional development, and advance knowledge in respective fields.

6.6.2 Eligibility and Application Process:

a. Eligibility:

All full-time faculty members, researchers, and students engaged in research aligned with the College and Institute Research Agenda are eligible to apply for support.

Priority may be given to interdisciplinary research and those presenting original research.

b. Application Process:

Applicants must submit an abstract, acceptance letter, proposed budget, and a brief statement outlining the significance of their research to the institution's objectives.

Applications are to be submitted by a specified deadline to the designated committee responsible for review.

6.6.3. Types of Support:

a. Financial Support:

The institution may provide financial aid covering travel, accommodation, registration fees, and per diems.

Maximum funding for everyone or group will be determined based on the proposed budget and available institutional resources.

b. Non-Financial Support:

In addition to financial aid, non-financial support such as administrative assistance, promotional assistance, or access to institutional resources (e.g., printing services, equipment) may be offered.

6.6.4. Review and Selection Criteria:

Applications will be evaluated based on the significance of the research, its potential impact on the field, alignment with institutional goals, and potential for knowledge dissemination.

The review committee will assess and select proposals based on these criteria and available resources.

6.6.5. Obligations of Support Recipients:

Tangub City Global College recognizes the importance of promoting research excellence among its faculty members and supporting their professional development in scholarly endeavors. In exchange for receiving research benefits and grants, faculty members agree to fulfill specified obligations to the college. This includes the following:

- Acknowledge institutional support in presentations and resulting publications.
- Submit a post-conference report summarizing their experience and the outcomes of their presentation.
- Participate in knowledge-sharing sessions or workshops within the institution.
- Active participation in research activities, including conducting research, publishing scholarly articles, and presenting research findings at conferences.
- Collaborating with colleagues, students, and external partners to enhance the research culture and academic reputation of the college.

- Mentoring and advising students on research projects, thesis development, and scholarly writing.

6.6.7. Communication and Transparency:

The policy and application guidelines will be available on the institution's website and communicated to all potential applicants.

Information sessions will be held to explain the policy and application process to interested individuals

6.6.8. Ethics and Compliance:

Recipients must adhere to ethical standards and institutional regulations during research presentation and publication.

6.6.9. Review and Revision:

The policy will be reviewed annually to ensure its relevance and effectiveness.

VII. QUALITY OF RESEARCH OUTPUTS

To ensure the quality of research outputs, the college provides and implements institutional format, policies, guidelines, and procedures for every student's research undertaking.

Section 7.1 Guidelines for Student's Research Undertaking

7.1.1 Research

1. Students enrolled in the research writing course must form groups with at least 3 members. A maximum of 4 members per group is allowed if necessary.
2. Each group must prepare three research concepts/titles aligned to the research agenda in consultation with the research instructor before presenting it to the program head, Dean, and possible panel members aligned to the field.
3. After the approved final research concept, the Dean and the research instructors will choose the research advisers and panel members for all students' research.
4. The student will submit the nomination form for advisers, panel members, and other research forms to the research instructor. This form officially reports the student's research topic and the names of the advisers and panel members.
5. When the research proposal has been drafted, each group will confer with their respective advisers to check and approve the defense.

6. Before scheduling the oral presentation, the instructor must look for the certification of similarity checking from the Research Office and certification from the research adviser and editor as proof that the paper has complied with the standards and is already acceptable for scholarly work.

7.1.2 Research Flow



7.1.3 Oral Presentation of Research Proposal

1. The research proposal will be scheduled for oral presentation on a specified date arranged by the student in coordination with the course instructor, adviser, and panel members.
2. The schedule of the oral presentation of the proposal must be made public.
3. The student must submit the form for proposal oral examination to the course instructor, attesting to the adviser's approval of the proposal's oral presentation.
4. The student/ group must also pay the following proposal fees per research paper:

	Adviser's fee (per adviser)	Panel members fee (min.of 3 panels)	Editor	Research office Representative	Statistician
Undergraduate Research Proposal	500	300	300	200	200

The proposal oral examination fee will be subdivided for group of undergraduate students doing common research. The proposal oral examination fee will be used to pay the honoraria of advisers, panel members, editor, research office representative and statistician.

5. Upon submission of the form, the instructor will schedule the date of the oral presentation of the research in coordination with the adviser, the panel members, research office representative and statistician. The Institute Dean will be the Chair of the Committee from the panel members.
6. All students who will present the proposal orally must be enrolled. If a student is not enrolled in any course, he must enroll by paying the residency fee prior to the proposal oral examination.
7. One week before the oral presentation, the student should give a copy of the draft proposal to the instructor, adviser, panel members, research office representative, and statistician.
8. During the proposal oral presentation, the course instructor will represent the Institute and must ensure that all procedures are followed.
9. Panel members and the external examiner will use the form–to grade the research proposal work. The instructor will not grade the proposal oral presentation.
10. The instructor will submit the result to the research office no later than three days after the proposal oral presentation.
11. At the end of the term, the instructor shall encode the corresponding grade of the student/s.

7.1.4 Final Oral Presentation Research

1. When the student has completed the research, the adviser can recommend the work for the final Oral Presentation.
2. The student/group must also pay the following final oral examination fees per research paper.

	Adviser's fee (per adviser)	Panel Member's fee (min. of 3 panels)	Editor	Research Office Representative	Statistician
Undergraduate Research- Final	1,000	700	700	350	350

The final oral examination fee will be subdivided into groups of undergraduate students doing common research. The final oral

examination fee will be used to pay the honoraria of advisers, panel members, research office representatives, and statisticians.

3. Upon submission of the form, the instructor will schedule the date of the final oral presentation of the research in coordination with the adviser, the panel members, the research office representative, and the statistician. The chair of the proposal examination committee should also be the chair of the final oral examination committee. The panel members should also be the panel members during the final oral presentation. If a panel member is no longer available, the instructor will appoint another panel member in consultation with the dean.
4. One week before the final presentation, the student must:
    a. give a copy of the research work to the instructor, the adviser, all the panel members, the research office representative and the statistician;
    b. in the case of quantitative data, the student must submit a copy of the certification of the results of the paper approved by the statistician; and
    c. submit a poster of the work to the course instructor for posting.
5. Panel members and the research office representative will use the form to grade the final research. The course instructor will not grade the final oral presentation.
6. The schedule of the final oral presentation of the research will be made public.
7. All students taking the final oral presentation must be enrolled. If a student is not enrolled in any course, he must enroll by paying the residency fee before the final oral presentation.
8. During the final oral presentation, the instructor will act as the representative of the Institute. The instructor must ensure that all procedures are followed in the conduct of the final oral presentation.
9. The instructor will complete the form and submit the result to the research office for approval no later than three days after the final oral presentation.
10. At the end of the term, the course instructor shall encode the students' corresponding grades.

7.1.5 Final Submission of Research

1. When the research has been revised based on the committee's recommendations, the student must seek final approval from all the examination committee members using the Approval Form of Final Manuscript.
2. Prior to binding, the student must submit his work to the editor for final editing.

3. After editing, the student will submit one hardbound copy of the final form to the research office and the Institute, and one hardbound copy and one CD copy of the work will be given to the library. It is only at this point that the course adviser can give the student the final grade.

Section 7.2 Assignment of Research Instructors

1. All research courses will be assigned to faculty members with considerable research experience.
2. The faculty members assigned to these courses will act as the research instructors.
3. The assigned research instructor will be compensated for the course load assignment.
4. The instructor cannot be the research adviser nor sit as one of the panel members of his student.

7.2.1 Responsibility of the Research Instructor

The research instructor is primarily responsible for guiding and monitoring the research activities of the students. As such, the research instructor:

1. Prepares OBTLP or course outline.
2. Ensures that students enrolled in the course are formed into groups with at least 3 members in each group and a maximum of 4 members if necessary.
3. Submit the list of groups by section and the titles of research proposals to the Institute chairs.
4. Conducts lectures on research and sets a schedule for submissions of the different parts of the manuscript.
5. Suggests, guides, and assists students in problem conceptualization and preparation of proposed research.
6. Collaborating with fellow faculty members who could become research advisers, evaluate and approve proposed research topics.
7. Conduct regular consultations with students.
8. Submit the schedule of consultation to the Institute chair.
9. Based on the approved research topic, he/she and the Dean recommend research advisers and panel members for each group.
10. Submits grades of students based on the approved grading system.

7.2.2 Other Duties of Research Instructor

7.2.2.1 Before Oral Defense:

1. In collaboration with the adviser, helps and guides students in formulating items in questionnaires as well as in interview

schedules. The Research instructor presents lessons on formulating questionnaire items.
2. Monitors the progress of the research paper being undertaken by the students.
3. Suggests names for possible inclusion in the oral defense panel.
4. Collect all approved research forms and certifications from each group of researchers before scheduling.
5. Set the schedule for the conduct of the proposal and final defense either face-to-face or online.

7.2.2.2 During the Oral Defense:

1. Ensures that everything is in order: room reservation, strict schedule enforcement, the presence of all three panelists, etc.
2. Can be called upon to clarify issues during the defense.

7.2.2.3 After the Oral Defense:

1. Sees to it that the students do the required revisions.
2. Ensures that the entire manuscript, and the ideas embodied in it, flow in a logical, coherent, and straightforward fashion
3. Sees to it that the students attend to all requirements.
4. Ensures that the final manuscript undergoes editing.

Section 7.3 Research Adviser

1. The student shall choose the research adviser from the roster of the college's full-time and part-time faculty members. The choice must be based primarily on the faculty member's research specialization and availability.
2. All advisers' highest educational attainment must be equal to the degree to be awarded to the student. The panel members must have the highest educational attainment with a master's degree.
3. Honoraria for research advisers will be given after the successful oral presentation of the proposal and after the student submits the final hardbound copy of the research.
4. Administrators and non-teaching employees of the college who do advisership shall also be given the corresponding honorarium, like the faculty rate.

7.3.1 Responsibility of the Research Adviser

1. Submit the consultation schedule to the research instructor and conduct regular meetings with the students based on the submitted schedule.
2. Assists and guides the students on matters pertaining to the conduct of research particularly in the formulation of questionnaires, in the analysis and evaluation of gathered data, and in collaboration with the statistician, in the interpretation of data.

3. Makes the necessary correction to whatever output that will be submitted by the students and to return these corrections not later than two weeks from the time of submission.
4. Discusses and resolves conflict with the research instructor on both substantive and methodological aspects of the paper. In no case should the adviser declare in the presence of the students that the research instructor has committed errors-both factual and interpretative. The same is also expected of the research instructor. Likewise, the adviser is expected to discuss with the students in the presence of the research instructor, any substantive disagreement on the advice given by the research instructor. The students, together with the research instructor and adviser should resolve disagreements with the aim of providing the best workable solution.
5. Provides not only quantity time but quality advice to students.
6. Be present during the final oral presentation of the group.

7.3.2 Other Duties of the Research adviser

7.3.2.1 Before Oral Defense:

1. Suggests, guides, and assists students in finalizing the research paper.
2. Conducts regular consultations.
3. Accepts outputs submitted by the students and makes the necessary corrections.
4. Suggest relevant books, journals, and other published studies to students.
5. Prepares the students for oral defense.
6. Approve the paper by signing a certification that the output has passed the standards for scholarly work

7.3.2.2 During the Oral Defense:

1. Makes himself/herself available throughout the proceedings.
2. Can be called up to clarify, if necessary, certain points being raised by the panel to help the students figure out the answers.

7.3.2.2 After the Oral Defense:

1. Sees to it that the students do the required revisions.
2. Continue to supervise the revision of the paper.

Section 7.4 Panel Members

1. The institute Dean and the research instructor shall choose research panel members from the roster of the college's full-time and part-time faculty members. The choice must be based primarily on the faculty member's research specialization and availability.

2. The Dean will finalize the nomination of research advisers and panel members for each student's research.
3. The minimum number of panel members to be chosen is three (3).
4. The highest educational attainment of the panel members must be with a master's degree. In case of unavailability of faculty with master's degrees, the panel member must be equal to the degree to be awarded to the student.
5. All panel members must approved the minutes of the research defense before giving the final verdict.
6. Honoraria for research panel members will be given after the successful oral presentation of the proposal and final.
7. Administrators and non-teaching employees of the college who sit as panel members shall be given the corresponding honorarium.

7.4.1 Duties and Responsibilities of the Panel Chair

7.4.1.1 Before defense:

1. The chair presides during the title hearing and will have the final verdict on the approved research concept

7.4.1.2 During defense:

1. The chair presides over the defense and the deliberation on the researchers' performance.
2. After the proposal defense, the chair clearly summarizes the panel's specific recommendations, comments, and corrections based on the adviser's notes.
3. She /he ensures that the ritual of defense is followed.

7.4.1.3 After defense:

1. After the final defense, the research instructor notes the revisions and editing requirements of the paper.
2. The research instructor reminds the candidate of the prescribed period within which to finish the revision.

7.4.2 Duties of Panelist and Research Office Representative

7.4.2.1 During the Oral Defense:

1. Scrutinize each aspect of the final report, but mainly on areas for which he/she has the competence and expertise. Panel members and research office representatives must read the entire paper before sitting on a defense panel.
2. Check the writing style and research format of the paper following the institutional guidelines.
3. Suggest all possible improvements in the final report.

4. If a panel member or research office representative finds fundamental defects in the final paper, she/he may request the Institute chair, at least five (5) days before the schedule defense, to convene the defense panel chair who will then confer with the adviser.

Note: This can only be done if paper submission deadlines are observed. The concerned Institute determines paper submission deadlines.

7.4.2.2 After the Oral Defense:

1. Make sure that his/her comments and revisions are incorporated into the final paper.
2. After his/her signature, only when the required improvements have been made, part of the final report.

Section 7.5 Qualifications of Editor

1. Preferably an MA degree in English or language teaching or excellent training/experience in editing.
2. Has excellent knowledge of English grammar and rudiments of technical writing.
3. Strong recommendation from the Institute Dean, where the editor teaches.
4. Attends orientation to be provided by the Research Office.

7.5.1 Duties and Responsibilities

a. Indicates spelling and grammatical errors
b. Review the layout and format of the written material based on the prescribed standard.
c. Indicates correct labeling and referencing of tables and figures.
d. Ensures correct page sequencing.
e. Approves the paper by signing a certification that the output has passed the standards for scholarly work.

Section 7.6 Qualifications of the Statistician

1. Preferably has an MA in Mathematics or Statistics or has excellent training in Math or Statistics.
2. Has a strong mathematical aptitude
3. Possesses a strong gasp of mathematical and statistical knowledge

7.6.1 Duties and Responsibilities

a. Choose the appropriate statistical analysis for the study design and data.
b. Provides written interpretation of statistical analysis
c. Assists in writing statistical methods and results sections of the paper
d. Involvement in questionnaire development and data collection from the beginning to ensure the validity and usefulness of the data.
e. Determine the type and size of the sample group.
f. Approve the paper by signing a certification of validity that the results and data have not been fabricated.

Section 7.7 Qualifications of the Tool Validators

1. Preferably has a master's degree in the field of specialization.
2. Students' research must have at least three (3) validators, an expert in the field of study, a grammarian, and a research expert.

7.7.1 Duties and Responsibilities

a. Guide the students in preparing their survey instrument and/or interview protocol together with the research adviser.

b. Ensure content validity of the survey instrument and/or interview protocol.

c. Check the alignment of the content of the survey instrument and/or interview protocol with the objective/s of the study.

Section 7.8 Conduct, Decorum, and Ritual of Oral Defense

7.8.1 Conduct of Defense

Decorum: The oral defense is a formal academic activity. As such, proper decorum should be maintained during and after the proceedings.

7.8.2 Ritual of Research Defense

1. The research instructor introduces the researcher dressed in business attire.
2. The candidate leads the opening prayer
3. The instructor introduces the panel members.
4. The researcher presents the highlights (for the final defense) of the study's extended abstract.
5. After the researcher's presentation, the panel chair opens and moderates the panel discussion/oral defense.

6. The panel chair formally ends the defense, and the panel then evaluates, in private, the performance of the researcher's responses to the panelists' questions.
7. After the panel deliberation, the chair calls back the candidate to announce the result of the defense.

Section 7.9 System of Grading

1. Research courses will have numerical grades based on the grading system of the college.
2. All student researchers will be graded by the instructor based on their outputs.
3. All students enrolled in research courses must take a midterm examination while the final oral presentation will serve as the final examination.
4. During the proposal and final oral presentation, the research instructor will not grade the students, instead, their scores will be based on the assessment of the panel members through a research rubric.
5. If the research needs to be re-presented with the same or new topic within the semester, students are not required to pay the honorarium to the panel involved in the paper.
6. In case the research has not been approved given with the same topic or new topic at the end of the semester, students need to re-enroll in the course in the following semester, and they will be given a "C" grade or "continuing" status. Hence, they need to pay another honorarium for the set of panel members. This is applicable for the succeeding semester.
7. If the research is not finished in three (3) consecutive semesters, the students will automatically have corresponding failing grades equivalent to 5.00. Hence, the student must re-enroll in the course in the following semester.

Section 7.10 Residency

If the only course left to complete the program is a research course, the student must pay the residency fee for every team until he completes the pending course. This requirement can only be waived if the student officially files for a leave of absence (LOA). The residency fee is equal to the prevailing registration fee. The fee covers the use of all college libraries.

Section 7.11 Multiple Degrees

If the student is completing more than one undergraduate degree that requires research, he can satisfy the requirements by submitting one acceptable study or research.

Section 7.12 Change of Adviser and Editor

Suppose a student may need to change adviser or editor. In that case, a student can request and justify the change of adviser or editor by submitting the change of adviser or editor form with the letter of justification to the Dean. The Dean may act on the request himself or may constitute a committee, as in the case.

VIII. GUIDELINES FOR FACULTY RESEARCH

The operations in conducting faculty research include the following steps:

1. Submission of Research Proposals shall be addressed to the Research Office, recommended by the Dean;
2. Call for proposals shall be announced.
3. Deadline for submission of research/project proposals to the Research Office shall be announced by the Research and Publication Office.

Section 8.1 Proposal Deliberation

The Research Council will convene to review, evaluate, and give recommendations on the proposal based on the institutional research rubrics. Deliberations are scheduled for every semester. Hard and soft copies of the paper are required for evaluation purposes. The anti-plagiarism software will check submitted research projects. The official template for PowerPoint presentations shall be courteously observed. The standard format for presentation can be found in one of the appendices herein.

Section 8.2 Research Timeline

The timetable below shall guide the researchers.

Dates to Remember	Tasks
15th of March	Deadline for the submission of the proposal
15th of April	Deadline for submission of application for research grants
April-May	Deliberation on Research Proposals
June	Implementation
October	Submission of 1st progress report
December	Submission of 2nd progress report
January	Submission of completed research
February-March	Studies Evaluation

Section 8.3 Research Criteria

Generally, the researchers are guided by the Research agenda set forth by the college and the institutes. The research outputs shall impact the institution, curriculum and instruction, local government unit, industry and provide greater contribution to community. The following are the criteria for the different institutes' paper evaluation:

For IAS, IBFS, ICJE, ITE, IHSS

Relevance and Significance of Study	30%
Novelty and Timeliness	25%
Quality of Research Design	25%
Clarity of Presentation	20%
TOTAL	**100%**

For ICS	
Relevance and Significance of Study	30%
Software Functionality	25%
Quality of Research Design	30%
Clarity of Presentation	15%
TOTAL	**100%**

Section 8.4 Project Implementation

The Research Director sends the proponent an approval letter and a copy of the recommendation in the form of minutes to be incorporated into the study. The research/project duration is June to January of the current school year.

Section 8.5 Submission of the Final Paper

Completed research projects will be submitted to the Research Office in January. The anti-plagiarism scanner will recheck the submitted completed studies to ensure the credibility of the research output.

Section 8.6 Evaluation

Submitted papers will be evaluated and edited primarily by the members of the Research Council through an institutional research rubric. Papers will be returned to the researcher for structural format and grammatical corrections. Revised research outputs will be subject to Technical Editing, where In-house Editors and External Experts will polish the study.

Section 8.7 Methods, Procedures, and Materials/Instruments Used

1. The study should be carried out in sufficient detail to be replicated to access the same subjects and materials.
2. Should use appropriate research design for answering the research questions.
3. Should discuss how subjects were assigned to experimental and control groups (for experiment/quasi-experiment studies only).
4. The study should be designed to eliminate the effects of possible confounded variables (for experimental studies and experiments).
5. The study should not be conducted without undergoing the validity and reliability of the tests and measuring instruments.
6. Results shall use appropriate statistical techniques to analyze the data

Section 8.8 Rules Governing the Presentation during the Research Proposal.

1. The presenter will be given at least 10 minutes to present the study.
2. The council members will be given at least 10 minutes for Q&A.

3. The council shall ratify, decide, and finalize within 10 minutes after the Q&A portion.
4. Minutes shall be disclosed after the ratification and before calling another presenter.
5. Rating sheets shall be collected from the Council Members after the presentation.
6. Unified decisions of the Research Council Members shall be announced after the presentation of all studies.

Section 8.9 Protection of Intellectual Property Rights.

The college protects the intellectual property rights of the researcher or inventor. The following are scenarios on how the college protects the IPR.

8.9.1 Scenario 1: The College owns the Intellectual property

When the college owns the intellectual property, sponsors may wish to acquire license rights to the intellectual property, including the right to use and the right to make derivative works. These rights may be in the form of an option in which the sponsor can elect a future license or in the form of a grant of a specific license as part of the research agreement, although these are not mutually exclusive. In general, the college also owns software generated during the performance of a sponsored research project if a college scientist or other employee has created the material. "*College Intellectual Property" means individually and collectively all inventions, improvements, or discoveries and all works of authorship, excluding articles, dissertations, theses, and books, which are generated solely by one or more employees of the College in performance of the research agreement during the Contract Period. All rights and titles to College Intellectual Property developed under the research agreement belong to the College and are subject to the terms and conditions of this Agreement.*

8.9.2 The sponsor owns the intellectual property.

Companies from some industrial sectors assume that the sponsor has a right to own the intellectual property since it has paid for the research. Under this scenario, the sponsor owns the intellectual property through a contract or assignment by the college or the investigators. This scenario may apply, for example, when the sponsor has made a substantial investment in the development of the technology that is the subject of the college's research, when the sponsor is likely to be the only practical user of the resulting inventions, or if the sponsor has provided proprietary information, technology, or material which is the basis of the research.

In cases when the sponsor acquires ownership of a copyright or invention, the college retains a royalty-free right to use the intellectual property for any internal research and teaching purposes, and may retain the right to sublicense to investigators for research and teaching purposes.—*The college shall assign to Sponsor, upon request, all right, title, and interest in College Intellectual*

Property. No sooner than three months following the termination of this Agreement, or any extension thereof, the College shall have the right to request that the Sponsor make a final decision regarding such assignment. Sponsor shall then decide no later than sixty (60) days after the College's request.

8.9.3 The college and sponsor jointly own the intellectual property.

For intellectual property jointly made by employees of a college and an industrial sponsor, the parties have joint ownership and the independent right to exploit the intellectual property unless otherwise agreed. If one party wants exclusive rights to jointly owned intellectual property, that party needs to obtain the other party's rights by licensing or assignment. *"Joint Intellectual Property" means individually and collectively all inventions, improvements, or discoveries and all works of authorship, excluding articles, dissertations, theses, and books, which are generated by one or more employees of the college and one or more employees of Sponsor in performance of the research under the Agreement. All rights and title to Joint Intellectual Property belong jointly to the College and Sponsor and are subject to the terms and conditions of this Agreement.*

Section 8.10 College Policy on Patentability of Research Output

1. TCGC recognizes that in law, patent rights to any invention made by a faculty, staff, or student inventor during college-on-college time belong to the inventor unless there is a written contract to the contrary between the inventor and the college and/or a sponsoring agency assigning such patent rights to the college or the agency.
2. Before pursuing a course of action on patenting any discovery arising out of his/her college research, a faculty or staff inventor is required, as college policy, to report his/her intentions to the Institute chair or adviser. This policy is in no way intended to place any restriction by the college on the inventor regarding the possible pursuit of a patent. Rather it is required because of possible college obligations regarding contract research and patents, because of the college's legitimate interest in being informed of the college activities of its faculty, staff, and students in this area, and because of its desire to communicate the existence of its services regarding patenting to the inventor.
3. If it is determined that no college or other obligations exist regarding the patents of a discovery that a faculty or staff member brings forth, and once the college services to aid in patenting have been made clear to the faculty or staff inventor, he/she shall be free to decide whether to proceed on his/her own or to ask the college for aid in patenting. The college services in patenting, beyond the scope of advice, will only be provided if the college decides the patent is worth pursuing and on the conditions that the inventor assigns the patent rights to the college. Its services will involve pursuing the patenting by the college either on its own or through arrangements with a patent service.
4. The college must approve all contract research in the college. It is college policy, therefore, that in cases of contract research, in addition to the signature of the researcher(s), the college must sign the contract agreement regardless of

whether such signature is required by the sponsoring agency in relation to college policies and obligations to provide facilities and services in support of the contract research. (Such signature does not make the college a party to possible patent or publication obligations). In cases of contract research where it is not possible to have the patent right vest with the researcher or the college, the college will take all essential steps to protect the researcher and the college and to avoid any legal misunderstandings should a patentable discovery arise from the research. Also, in such cases of contract research, where the patent rights do not vest with the researcher(s) (i.e. vest either with the college or the sponsoring agency), any persons assisting the principal researcher in that contract research will be required to sign a waiver on all possible patent rights.

5. In the case of contract research where the patent rights do not vest with the sponsoring agency or with the college, and in cases of non-contract research, researchers should know to maintain sole patent rights on inventions arising out of their research they should obtain a waiver on patent rights from anyone assisting them in that research.
6. Any funds accruing to the college from royalties, license fees, etc. over and above costs involved in obtaining and promoting a patent arising out of college research shall be disbursed for research in the college.

Section 8.11 College Policy on Research Ethics

Tangub City Global College is committed to ensuring the highest level of ethical conduct for research involving human participants. College researchers enjoy special freedoms and privileges, including freedom of inquiry and the right to disseminate the results, freedom to challenge conventional thoughts, freedom from institutional censorship, and the privilege of researching human participants with the trust and support of the public, often with public funding. With these freedoms come responsibilities to ensure that research involving human subjects meets high scholarly and ethical standards, is honest and thoughtful inquiry, involves rigorous analysis, and complies with professional and disciplinary standards for the protection of privacy and methodological approaches. A review of research proposals by a Research Council considers these freedoms and responsibilities and provides accountability and quality assurance to colleagues and society.

8.11.1 Proportionate Approach to Ethics Review

A proportionate approach to research ethics review shall be adopted such that, as a preliminary step, the level of review is determined by the level of risk presented by the research: the lower the level of risk, the lower the level of scrutiny (delegated review); the higher the level of risk, the higher the level of scrutiny (full council review). A proportionate approach to assessing the ethical acceptability of the research, at either level of review, involves consideration of the foreseeable risks, the potential benefits, and the ethical implications of the research.

8.11.2 Risk Analysis

1. As research is a step into the unknown, its undertaking can involve harm to participants and others. Harm is anything that hurts participants' welfare, and the harm's nature may be social, behavioral, psychological, physical, or economic.

   Risk is a function of the magnitude or seriousness of the harm and the probability that it will occur, whether to participants or third parties.
   A proper ethical research analysis should consider both the foreseeable risk and the available methods of eliminating or mitigating the risk.

2. Researchers should assess all reasonably foreseeable risks involved in, and benefits expected to arise from, research projects. Researchers involved in greater-than-minimal risk projects should be prepared to fully document their proposed research's reasonably foreseeable risks and benefits.

3. Researchers should employ methods that avoid or reduce possible risks and maximize benefits in keeping with disciplinary and epistemological norms and standards.

4. To facilitate risk assessment and mitigation, researchers must complete the analysis-of-risk checklist in their online application.

5. Researchers should consider not only the likelihood of a given risk but also variables such as its duration and the likely reversibility of its impact should it materialize.

6. Benefits include specific advantages to participants, third parties, society or a segment thereof, and any general increase in human knowledge. Benefits may arise from advantages or increases in knowledge that are actively sought by the researcher or as by-products of the research (e.g., serendipitous events).

7. In the conduct of their approved research, should unanticipated issues arise that may increase the level of risk or have other ethical implications, researchers shall report them to the Office of Research in a timely manner. Researchers shall also submit requests for changes to their approved research to the Office of Research in a timely manner.

8. The CRC must always be conscious of the importance of academic freedom for researchers, particularly where risks are the subject of informed consent or will devolve upon the researchers personally.

8.11.3 Risks to Researchers

Risks in research are not limited to participants. In their conduct of research, researchers themselves may be exposed to risks that may take many forms (e.g. injury, incarceration). Risks to researchers may become a safety concern,

especially for student researchers who are at a learning stage regarding the conduct of research. While it is not a formal part of its responsibilities, the CRC may raise concerns about the safety of student researchers as part of its communication to the student researchers and to their supervisors.

8.11.4 Obtaining Informed Consent

1. Individuals who participate in research should do so voluntarily, understanding the purpose of the research and its risks and potential benefits as fully as reasonably possible.
2. Under no circumstances may researchers proceed to conduct research with anyone who has refused to participate.
3. Those who lack the capacity to decide for themselves should nevertheless participate in research that may be of benefit to themselves or others. Authorized third parties acting on behalf of these individuals may decide whether participation would be appropriate. For the purposes of this Policy, the term “authorized third party” (also known as “authorized third party decision-makers”) refers to any person with the necessary legal authority to make decisions on behalf of an individual who lacks the capacity to consent to participate or to continue to participate in a particular research project.
4. The principal investigator in a research team is responsible for ensuring that the consent process is followed and for the actions of any research team member involved in the consent process.
5. With respect to consent:
    a. Consent shall be given voluntarily.
    b. Consent can be withdrawn at any time.
    c. If a participant withdraws consent, the participant can also request the withdrawal of their data. Withdrawal of data does not apply when the data were collected anonymously and there is no way of re-linking the data to a participant's identity.
6. Researchers shall fully disclose all information necessary for prospective participants or authorized third parties to make an informed decision to participate in a research project.
7. Consent shall be maintained throughout the research project. Researchers are obligated to provide participants with all information relevant to their ongoing consent to participate in the research.
8. Researchers have an obligation to disclose to the participant any material incidental findings discovered during research.
   “Incidental findings” is a term that describes unanticipated discoveries made during research but that are outside the scope of the research. Material incidental findings are findings that have been interpreted as having important welfare implications for the participant, whether health-related, psychological, or social.
9. Research shall begin only after the participants, or their authorized third parties, have provided their consent.
10. Permission is not required from an organization to conduct research on that organization. If a researcher engages the participation of members of an organization without the organization’s permission, the researcher shall

inform participants of any foreseeable risk that may be posed by their participation.

11. For research involving individuals who lack the capacity, either permanently or temporarily, to decide for themselves whether to participate, the CRC shall ensure that, as a minimum, the following conditions are met:
    a. the researcher involves participants who lack the capacity to consent on their own behalf to the greatest extent possible in the decision-making process;
    b. the researcher seeks and maintains consent from authorized third parties in accordance with the best interests of the persons concerned;
    c. the authorized third party is not the researcher or any other member of the research team;
    d. the researcher demonstrates that the research is being carried out for the participant's direct benefit or for the benefit of other persons in the same category. If the research does not have the potential for direct benefit to the participant but only for the benefit of the other persons in the same category, the researcher shall demonstrate that the research will expose the participant to only minimal risk and minimal burden and demonstrate how the participant's welfare will be protected throughout the participation in research; and
    e. When an authorized third party grants authorization for participation and a participant acquires or regains capacity during the research, the researcher shall promptly seek the participant's consent as a condition of continuing participation.

12. Evidence of consent shall be contained either in a signed consent form or in documentation by the researcher of another appropriate means of consent. In certain types of research and for participants or groups of participants, written consent may be inappropriate: in these cases, there are other means of obtaining consent that are ethically acceptable (e.g. oral consent, a verbal agreement, or a handshake). In the case of gathering oral evidence, informed consent is distinct from providing the researcher with consent to publish and archive the data.

    Where consent is not documented in a signed consent form, researchers may use a range of consent procedures, including oral consent, field notes, and other strategies, to document the consent process. Consent may also be demonstrated solely by the participant's actions (e.g., through the return of a completed questionnaire). Where there are valid reasons for not recording consent in writing, the procedures used to seek consent must be documented.

13. The age of majority in the country is 18 years and parental consent is required for subjects younger than 18. Written consent from parents or legal guardians (as well as authorization from appropriate school authorities) is normally required for research in the public schools. An opportunity must be given to the individual to refuse to participate or withdraw at any time. A copy of what is written or said to the individual must be included for review by the CRC. Parent or legal guardian consent

will generally only be required if the research study is deemed greater-than-minimal risk or represents an invasion of the family's right to privacy. In either case, justification must be provided in the application for ethics review. The CRC may make an exception to these requirements on a case-by-case basis, but the investigator must provide adequate justification in the application for ethics review (e.g. the child no longer lives with parent or guardian, there is no invasion of privacy or sensitive issue involved, etc.).

8.11.5 Privacy and Confidentiality

1. Individuals have privacy interests in relation to their bodies, personal information, expressed thoughts and opinions, personal communications with others, and spaces they occupy. Research affects these various privacy domains in different ways, depending on its objectives and methods. An important aspect of privacy is the right to control information about oneself. The concept of consent is related to the right to privacy. Privacy is respected if an individual can exercise control over personal information by consenting to or withholding consent for, the collection, use, and/or disclosure of information.
   The ethical duty of confidentiality refers to the obligation of an individual or organization to safeguard entrusted information. The ethical duty of confidentiality includes obligations to protect information from unauthorized access, use, disclosure, modification, loss, or theft. Fulfilling the ethical duty of confidentiality is essential to the trust relationship between researcher and participant, and to the integrity of the research project.
2. Researchers shall safeguard information entrusted to them and not misuse or wrongfully disclose it.
3. Researchers shall describe measures for meeting confidentiality obligations and explain any reasonably foreseeable disclosure.

8.11.6 Scope of Requirement for Ethics Review

1. Research involving living human participants occurs when data are derived from:
   a. information that is collected through intervention or interaction with a living individual (e.g. interviews, questionnaires, observations taken that are noticeable by the individual);
   b. secondary sources/no n-public sources (e.g. interviews about a living individual, company personnel records, student records collected by an educational institution); or
   c. identifiable private information about a living individual.

2. Research that relies exclusively on publicly available information does not require ethics review when:

   a. the information is legally accessible to the public and appropriately protected by law; or

b. the information is publicly accessible and there is no reasonable expectation of privacy.

3. Ethics review is not required for research involving the observation of people in public places where:
   a. it does not involve any intervention staged by the researcher, or direct interaction with the individuals or groups;
   b. individuals or groups targeted for observation have no reasonable expectation of privacy; and
   c. any dissemination of research results does not allow identification of specific individuals.
4. Quality assurance and quality improvement studies, program evaluation activities, performance reviews, or testing within normal educational requirements, when used exclusively for assessment, management, or improvement purposes, do not constitute research for the purposes of this Policy. These studies involve assessments of the performance of an organization or its employees or students within the organization's mandate or according to the terms and conditions of employment or training.
5. All course-based research assignments involving living human participants, including commissioned studies, require ethics review.
6. Certain classes of research involving human participants are excluded from the requirement of ethics review:
   a. research conducted by a member of the academic staff or by other employees or students, if the research data are not collected by asserting connection or affiliation with TCGC, and the results are not disseminated in the public domain indicating association with TCGC, and the research is not conducted at TCGC or using TCGC resources;
   b. research undertaken by students outside the auspices of TCGC and/or its academic programs (e.g. students on co-op or work terms outside the college) that does not TCGC not directly supervised by TCGC faculty;
   c. research undertaken by Adjunct Faculty outside the auspices of TCGC and/or its academic programs that does not require TCGC resources;
   d. CRC review is not required for research that relies exclusively on the secondary use of anonymous information, so long as the process of data linkage or recording or dissemination of results does not generate identifiable information.

      Secondary use refers to the use in research of information originally collected for a purpose other than the current research purpose. Anonymous information distinct from those that have been coded, and from those that have been anonymized.

7. Research on public policy issues, public institutions, and other matters that in a free and democratic society can properly be considered as part of the public domain is not required to undergo ethics review, even when interviews with individuals occupying positions connected to such matters are involved, provided there is no reasonable expectation of privacy. Public policy is defined as follows:

a. Research protocols that require contact with human participants as part of the study and whose regular occupational duties involve communicating with the public on behalf of their organizations (such as public relations officers, official spokespersons, diplomatic officials, freedom of information officers, archivists, etc., or the Chief Executive of an organization) do not require ethics review, to the degree that answering questions posed by the public is within the ordinary duties of the participant and are within the acceptable limits of disclosure defined by the participants' employers;
b. Research protocols in which inquiries are referred to other members of an organization by a public-relations officer, official spokesperson, etc., of the organization, do not require ethics review, to the degree that their inquiries are in keeping with the initial protocol and the substance of the interviews are attributable.

8. The CRC's opinion should be sought whenever there is doubt about whether a particular research project requires an ethics review.

8.11.7 Researchers' Responsibilities in Relation Ethics Review

1. Researchers must obtain ethical approval as described in this policy before commencing research on any project, funded or not, involving human participants.
2. Researchers are responsible for ensuring that there is adequate lead time available for ethical review in relation to other deadlines.
3. The college will not release project funds to the project principals until ethics approval for the project has been obtained, and a copy of the approval is on file in the Office of Research.

Section 8.12 Plagiarism/Similarity Index

8.12.1 General Overview

1. The institution abides by the principles of academic integrity and respecting other people's intellectual property. Plagiarism is copying someone's work and pronouncing/declaring them as his/her own. In the conduct of study, it is unethical to claim others' ideas as one's own. This includes but is not limited to:

a. copying and pasting text from sources without quotation marks or citations;
b. paraphrasing or summarizing another person's ideas without giving appropriate credit;
c. using images, graphs, or data without permission or proper citation; and
d. submitting someone else's work, in whole or in part, as one's own.

2. It is the institution's policy to uphold academic integrity and reputation, and enhance originality and skills in academic writing, hence, TCGC subscribed to a plagiarism detection tool, Turnitin.

3. Turnitin is a widely used plagiarism detection and prevention software tool designed primarily for educational institutions. The software ensures the originality of written work by comparing submitted documents against a vast database of sources to identify potential instances of plagiarism or improper citation.

8.12.2 Guidelines

1. All researchers, both students and faculty, should undergo similarity index scanning after the submission for ethics review, passing of the final proposal, and final defense.

2. The acceptable similarity index for TCGC across all programs is<20%. Similarity index reports should be submitted along with the manuscripts.

3. All student researchers must pay the similarity checking fee to the accounting office. The guidelines are as follows:

a. For the first check, each research group must pay a Php. 274.00.

b. In case the paper has not passed during the first checking, during the second checking, Php. 25.00 will be deducted from the fee of the prior payment. This will apply similarly to the succeeding similarity checking.

4. All faculty research outputs that will be proposed in the research council are free from plagiarism fee available at the Research, Extension, and Publication Office (REPO).

5. Anyone who is not affiliated with the school and wants to avail of the college's similarity checking must pay an additional Php. 411.00, which is half of the cost of the first check.

6. Students and faculty researchers must maintain academic integrity by representing their work honestly and appropriately.

8.12.3 Citation

1. Recognizing the citation styles of journals where students and teachers may submit their papers for publication, the program may choose any of the two commonly used styles in citing references as prescribed depending on the journal's standard. This includes the following:

a. American Psychological Association (7th Edition); and
b. Vancouver Style Format.

Section 8.13 Responsibilities of the College and the Researchers

8.13.1 Responsibilities of the College

To attain the thrusts of the research office, making TCGC organizational members embrace their research duty, and making them skilled in the field of research, the college shall:

1. assures the researchers that approved studies are adequately supported.
2. assist the researchers in securing funds from external sources.
3. aids the timely procurement of necessary supplies and materials for the conduct of research
4. encourage sharing research amenities, competencies, and other reading resources.
5. design incentives to facilitate faculty research excellence in various fields.
6. gives the necessary support in terms of capability building to the faculty.
7. adheres to the best research practice.

8.13.2 Responsibilities of the Researchers

1. Observe ethical standards of sound research
2. Conscious, punctual, and adhere to the research timetable
3. Prepare a budget proposal subject to approval and follow the usual liquidation procedures.
4. Consult credible persons, inside and outside the college, who can critique their work
5. Submit themselves for critiquing of the general audience (research council, peers, and students) in the form of colloquia and consider the comments that will be raised.

IX. RESEARCH SCHEMES AND INCENTIVES

This is a program of the whole institution managed by the office of the Research Director. It is a mechanism employed by the College in developing and sustaining the culture of research. It consists of several schemes with corresponding requirements and benefits. All research papers conducted and submitted may fall under the following research schemes.

Section 9.1 Schemes A (Required/ Commissioned Research)

These are the required papers that the faculty are obliged to do as part of their research function in the College. Research is manifested as part of yearly faculty evaluation. Those who are obliged include those employees in the college with faculty status.

9.1.1 Research/s' Eligibility

9.1.1.1 Individual Full-time Faculty
However, the College does not deter staff and part-timers to do research. In case a part-timer or a staff wishes to write, he/she shall enjoy the same incentives as that of a full-time faculty under this scheme.

9.1.1.2 Collaborative and interdisciplinary or multidisciplinary research or Team/group shall be participated by three (3) full-time faculty members.

9.1.2 Proponent

A principal proponent is an experienced researcher with a track record who is considered component by the group. He is also one who conceptualizes the study.

9.1.3 Required Proposal Submission

Faculty who failed to submit proposal shall be given a zero rating even if he/she is able to submit a complete research paper at the end of the school year.

9.1.4 Research Rating

A completed research paper submitted by the faculty will be evaluated by the research officer, statistician, and CRC members who gathered it during the paper's deliberation.

The criteria set by the respective Institutes will be used as the standard in evaluating the average scores, which will become the basis for the Research Rating incorporated into the yearly faculty performance evaluation.

Suppose a faculty researcher has more than one project in a year. In that case, the one with the highest rating will be considered the basis for his rating incorporated in the yearly faculty performance evaluation.

9.1.5 Approval Procedure

The grantee is informed of the proposal approval in writing.
The grantee signs a contract, and the Chair of the Research Council clearly states the project's completion date, the submission date of the final report, and other terms/conditions.

9.1.6 Timeframe

The researcher/research team must complete the project on the schedule set by the funding agency commissioning the study, which will be stipulated in the contract.

9.1.7 Incentive

The grantee shall receive 80% of the commission given by the funding agency, 15% of which will be allotted for administrative costs and 5% for the college research budget.

Upon completing and submitting the final paper, the researcher is entitled to a 100 % rating under the research dimension of the faculty evaluation. The study will be published in the Journal to recognize the project.

9.1.8 Payment Schedule of Commissioned Research

- 20 % upon approval of the project and signing of the contract
- 20 % upon project completion/submission of report
- 30 % upon results presentation/colloquium
- 30 % upon publication

Section 9.2 Scheme B. (Internally Funded Studies)

These are studies conducted by any bonafide faculty or group of faculties appointed by the administration for a specific project for and on behalf of the College. This is over and above the required research of the faculty. In case the researcher/ research team commissioned to do the internally funded study fails to comply with the required research as detailed in Research Scheme A, his/her/their output under Research Scheme B.2 will automatically become their required research, thereby forfeiting any benefits that they should have enjoyed under this scheme.

9.2.1 Procedure

1. The proponent submits a project proposal and a budget in a standard format to the college Research Office with the college's endorsement.
2. Members of the College Research Council deliberate on the proposal

9.2.2 Criteria for Evaluation

The research project should be in accordance with the College's vision and mission and the Research Agenda or related to the field of specialization.

9.2.3 Proponent

1. Should have the capability to undertake and complete the research project.
2. Should have established a track record in doing research.

9.2.4 Approval Procedure

The grantee is informed of the proposal approved in writing.
A contract is signed by the grantee and the Chair of the Research Council, clearly stating the date of completion of the project, the date of submission of the final report, and other terms/conditions.

9.2.5 Incentive

The grantee may be given a teaching equivalency or given a fixed amount equivalent to the granted units for teaching equivalency which will be determined by Dean and approved by the College Research Council. The units to be given shall be dependent on the scope of the study and based on the deliberation of the College Research Council. It should be determined before the start of the semester. In case where the research is commissioned by the College at the middle of the semester, the amount equivalent to the granted teaching equivalency will be given to the researcher/research team instead.

9.2.6 Timeframe

The researcher/research team may be given one semester or two semesters to complete the project depending on the scope of the study.

9.2.7 Grantee's Responsibility

The grantee is expected to submit a completed research project at the end of the semester. Failure of the grantee to submit an output at a specified deadline of submission will compel him to pay the school the amount equivalent to the deloaded units granted to him/her/them.

Section 9.3 Scheme C (Research Grant)

Under this scheme, faculty members and staff conduct additional research studies beyond what is obliged to them and submit them to the research office.

9.3.1 Qualifications

9.3.1.1. Individual Full-time Faculty/Staff

The proponent/s must be a full-time faculty/staff of the College who is/are willing to produce a research output and must be recommended by the Dean/Head.

9.3.1.2. Collaborative, interdisciplinary, or multidisciplinary research or team/group research shall be participated by three (3) full-time faculty members/staff only.

9.3.2 Procedures

9.3.2.1. Any interested faculty/staff must formally apply/request by submitting a duly filled-up application for a research proposal with budget and research schedule (GANNT chart) to the College Research Director. They must apply two (2) weeks before the proposal presentation schedule.

9.3.2.2. The applicant/s will present a research proposal to the CRC during the proposal paper presentation.

9.3.2.3. The CRC will convene to discuss on the approval of the submitted research proposals and determine whether the paper is plausible. They will deliberate on the request to grant or not to grant the faculty/staff's request. If granted, contract signing will follow.

9.3.2.4. All faculty/staff whose research proposals will be approved should present their final research output to the Research Committee composed of the CRC members on the semester it is expected to be completed.

9.3.2.5. Once the paper is presented and approved by the CRC, revisions must be made according to the CRC's suggestions. After revision, a copy of the final paper and the approved compliance report must be submitted to the Research Office. After ensuring that all the CRC's suggestions are incorporated into the paper, the Research Office will process the researchers' compensation.

9.3.3. Research Compensation

9.3.3.1. Individual Research Work

Every faculty/staff may enjoy a compensation equivalent to **Php22,000.00** for every one research output approved by the CRC at the end of the period.

9.3.3.2. Collaborative Research Work

For collaborative, interdisciplinary, or multidisciplinary research or team/group research, each faculty member/staff member may enjoy compensation according to its participation or as determined by the Research Council. The compensation amounting to **P22,000.00 will be divided** by the members accordingly.

Section 9.4 General Incentive

Any full-time faculty member or group of faculty members who seek to conduct an inquiry in a particular area or area of specialization shall receive P22,000 after the final presentation and revision of the final paper. The researchers will also receive incentives for publishing the manuscript in any national publication and for international journals or publications.

The faculty shall also receive 60% of the financial assistance based on the budgetary requirements stipulated for the conduct of the research.

Section 9.5 Student Research Grant Guidelines

Section 9.5.1 Application Procedures

The operations in availing the Student Research Grant include the following steps:

1. Submission of the complete grant application to the Research and Publication Office, endorsed by the adviser, program head and dean.

2. The Research and Publication Office shall periodically announce calls for proposals,
3. Deadline for submission of research/project proposals shall be communicated through official channels.

Section 9.5.1 Types of Student Research Grants

Two (2) types of student research grants are available under this program, each designed to support different stages of the research process: (1) the Conduct of Research Grant and (2) the Research Presentation Grant.

9.5.1.1 Conduct of Research Grant

This grant is intended to financially assist undergraduate students in carrying out their approved research projects. It covers necessary costs related to the actual conduct of research, particularly during the data collection and implementation phases. The grant is worth ₱10,000 per research project. Grantees under this category are no longer eligible to apply for the Presentation Grant.

9.5.1.1 Research Presentation Grant

This grant supports student-researchers whose completed studies have been accepted for presentation at recognized national or international conferences. It aims to encourage the dissemination of student research to broader academic audiences. The grant is worth ₱10,000 per research project. Each paper may only be presented once and is ineligible for both grant types simultaneously.

Section 9.5.2 Qualifications

This section outlines the eligibility criteria for individual and group applicants seeking a Student Research Grant. These requirements ensure that proponents are academically qualified and appropriately endorsed.

9.3.1 Individual Student Researcher

To qualify for the student research grant as an individual researcher, the applicant must meet the following criteria:

1. Must be a currently enrolled undergraduate student;
2. Must be enrolled in a thesis or research course; and
3. Must be endorsed by the research adviser, program head and dean.

9.3.2 Group Research

Research may also be conducted collaboratively. The group must satisfy the following requirements:

1. Up to three (3) student researchers per group;
2. All members must be enrolled in a thesis or research course; and
3. Must be endorsed by the research adviser, program head and dean?

Section 9.5.3 Proposal Deliberation

All submitted student research proposals will undergo a formal review and deliberation process to ensure their quality, relevance, and feasibility. The Research Council shall evaluate each proposal based on the following standards:

1. Institutional rubric evaluation;
2. Anti-plagiarism screening; and
3. Budget justification review.

Proponents whose proposals are approved will be notified officially. Proposal deliberation follows a fixed schedule every semester.

Section 9.5.4 Research Timeline

To guide student researchers through each phase of the project, the following timetable outlines the expected activities and deadlines associated with the grant implementation:

Dates to Remember	Tasks
1 month prior	Deadline for grant application
As scheduled	Start of data collection or conference participation
2 months after Approval	Progress Report
Upon Completion	Final Research Report
Institutional Event	Research presentation during student colloquium

Section 9.5.5 Implementation and Monitoring

The implementation of the approved research must adhere to the timeline and scope defined in the proposal. Researchers are expected to ensure the proper conduct and monitoring of their work.

1. Any proposed changes must be coordinated with the Research and Publication Office
2. Required final outputs include:
   2.1 Completed manuscript;
   2.2 Terminal report;

Participation in institutional exhibits or colloquia is mandatory for all grantees.

Section 9.5.6 Disbursement and Incentives

This section describes the disbursement procedure and the incentives granted to student researchers who successfully complete their studies and contribute to scholarly publishing.

9.7.1 Grant Release

Grants shall be released in two (2) tranches:

- 50% upon approval
- *50% after submission of final documents and liquidation.*

9.7.2 Completion Incentive

Students who successfully complete their research and comply with documentation requirements may receive a ₱3,000 incentive, subject to institutional fund availability and Research Council approval.

9.7.3 Publication Incentive

To promote scholarly publication, the following incentives are available for published research:

Publication Type	Incentive Amount
National journal	₱5,000
International journal	₱10,000

Proper declaration of co-authorship with faculty advisers is required. Moreover, proof of publication must be submitted to receive the incentive.

Section 9.5.7 Research Presentation Guidelines

This section outlines the presentation procedures during internal or external colloquia and conferences. These guidelines standardize the evaluation and feedback process:

- Presentation Duration: 10 minutes
- Panel Q&A: 10 minutes
- Council Deliberation: 10 minutes
- Feedback and minutes will be disclosed after each session
- Rating sheets will be collected after each presentation
- Unified decisions will be announced after all studies have been presented

Section 9.5.8 Evaluation Criteria

Submitted proposals and presentations will be evaluated according to specific criteria to ensure they meet the institutional research standards.

9.9.1 For Conduct of Research Grant

Criteria	Weight
Relevance and Significance	30%
Feasibility and Methodology	25%
Budget Justification	20%
Student Capability and Readiness	15%
Clarity and Format	10%
Total	**100%**

9.9.2 For Presentation Grant

Criteria	Weight
Quality of Research	40%
Academic Contribution Potential	30%
Clarity of Presentation	15%
Justification of Expenses	15%
Total	**100%**

X. PUBLICATION, DISSEMINATION AND UTILIZATION OF OUTPUTS

The research paper shall be presented to any of the institutional, local, national, and international fora to be recognized and evaluated before its submission for publication. Likewise, the research outputs or findings shall be disseminated to the beneficiaries to be utilized. In this way, the college could contribute to the improvement of its stakeholders.

Section 10.1 Editorial Policy

The Lux Mundis' Research Journal is an institutional research publication of the students, faculty, and staff researches of the Tangub City Global College. The submitted research underwent in-house review by competent research evaluators. Further, the Editorial Board invites editors and peer reviewers from any colleges and universities.

The Lux Mundis' Research Journal is viewed as a premier journal of the College that publishes peer-reviewed higher education research. The journal primarily has as its audience, academicians, and other individuals interested in pushing the frontiers of research. The primary criterion for publication in the Lux Mundis' Research Journal is the significant contribution an article makes to the body of knowledge. The efficiency and effectiveness of the editorial review process are critically dependent upon the actions of both the research authors and the reviewers. The responsibility includes subjecting the manuscript to evaluation by peers and revising it prior to submission. The review process is not to be used as a means of obtaining feedback at the early stages of developing the research paper and is not an assurance of acceptance for publication. Reviewers and editors are responsible for providing a constructive and prompt evaluation of submitted research papers based on the significance of their contribution and the rigors of analysis and presentation.

Section 10.2 Copyright Policy

The Lux Mundis' Research Journal is an open-access journal which means that all content is freely available without charge to the user or his/her institution. Users are allowed to read, copy, and distribute to the full texts of the articles in this journal without asking prior permission from the publisher or the author. Presentation of contributions to the journal is made possible by copyright transfer of the authors to Lux Mundis' Research Journal . All other elements of the journal including its name, structure, and organization are also protected by copyright and are the property of Tangub City Global College.

Section 10.3 The Reviewing System

The **In-house Review System** evaluates research submitted by students, faculty, and staff of the institution. Research manuscripts are reviewed by experts in varied fields of specialization who adhere to the standards set by the Editorial Board. Likewise,

they should provide constructive ideas for improving the research. The manuscript is endorsed for advance review by peer reviewers.

The **Peer Review** refers to the impartial review of the work done while screening submitted manuscripts. It encourages authors to meet the accepted standards of their discipline and prevents the dissemination of unwarranted claims, unacceptable interpretations, and personal views. It also increases the probability that weaknesses will be identified and, with advice and encouragement, fixed.

Section 10.4 Recruiting Referees

The editorial board is responsible for choosing reviewers. When several manuscripts arrive, an editor solicits scholarly or expert reviews to referee the paper.

10.4.1 Manuscript

The authors, in some cases, may suggest the referee's names subject to the Editorial Board's approval. The referees must have an excellent track record as researchers in the field as evidenced by researches published is refereed journals, research-related awards, and an experience in peer review. Referees are not selected from among the author's close colleagues, students, or friends. Referees are to inform the editor of any conflict of interest that may arise. The Editorial Board often invites the research authors to name people whom they consider qualified to referee their work. The author's input in selecting referees is solicited because academic writing typically is very specialized. The identities of the referees selected by the Editorial Board are kept unknown to research authors. However, the reviewer's identity can be disclosed under some special circumstances.

Section 10.5 Peer Review Process

The manuscripts are to be reviewed first by the members of the Editorial Board, when necessary, require the revision to be complied with before submitting the paper to the external referees. They send advance copies of an author's work to experts in the field (known as "referees" or "reviewers") through e-mail. There are one or two referees for a given article. One is an expert on the research topic, and the other is an expert in research and statistics who shall review the technical components of the manuscript. These referees return to the board the evaluation of the work that indicates the observed weaknesses or problems, along with suggestions for improvement. The board then evaluates the referees' comments and notes opinions of the manuscript before passing the decision with the referees' comments back to the author(s).

Section 10.6 Criteria for Acceptance and Rejection

A manuscript is accepted after passing the In-house and peer reviewers' evaluation and substantially complying with the reviewers' instructions; otherwise, it is rejected. The referees' evaluations explicitly recommend what to do with the manuscript, often choosing from options provided by the journal.

In situations where the referees disagree substantially about the quality of a work, there are several strategies for reaching a decision. When the editor receives positive and negative reviews for the same manuscript, the board will solicit one or more additional reviews as a tie-breaker. Regarding ties, the board may invite authors to reply to a referee's criticisms and permit a compelling rebuttal to break the ties. If the editor does not feel confident to weigh the persuasiveness of a rebuttal, the board may solicit a response from the referee who made the original criticism. In rare instances, the board will convey communication, between an author and a referee, in effect allowing them to debate on a point. Even in such cases, the board does not allow referees to confer with each other, and the goal of the process is explicitly not to reach a consensus or to convince anyone to charge his/her opinions.

10.6.1 Appropriateness of Citation Format

Contributors are advised to use the American Psychological Association (APA) citation format in the institution.

10.6.2 Traceability

This refers to the verification of the credibility of the references accessed through print or online. We prefer online sources because by clinking the link editors can read the original source. Print sources suffer from poor traceability because editors cannot access the source. Authors are required to copy the URL of an online source and indicate the date of retrieval.

Section 10.7 Publication Ethics

The Lux Mundis Research Journalis committed to uphold the standards of publication ethics. All authors submitting their works to the journal for publication as original articles attest that the submitted works represent their author's contributions and have not been copied or plagiarized in whole or in part from other works. The journal shall retract published articles if the authors are found to have committed self-plagiarism, whereby authors copy large parts of one of their previous manuscripts word-for-word and duplicate publications, which is a form of plagiarism when authors submit previously published work as if it were original. The authors acknowledge that they have disclosed all and any actual or potential conflicts of interest with their work or its partial benefits. Similarly, the Lux Mundis' Research Journal is committed to objective and fair double-blind peer-review of the submitted works for publication. Any deviations from the above-defined rules should be reported directly to the Editor-in-Chief, who is explicitly committed to providing immediate solutions to such problems.

Section 10.8 Guide for Authors / Journal Publication Format

The Lux Mundis' Research Journal is a research journal of Tangub City Global College published twice a year in July and December. For paper submission, the paper must be an original copy, about 5,000 words, single-spaced, and with table and figures. The research abstract must have 200 words and at least 5 keywords or phrases.

10.8.1 Manuscript Preparation

1. Organize the paper following these major headings: Title, Author/s, and Address/es, Abstract, Introduction, Objectives of the Study, Materials and Methods for experimental study or Methodology for non-experimental study, Results and Discussions, Conclusions, and Recommendations (optional).
2. Acknowledgments and Literature Cited. The literature cited should substantially consist of articles published in a current content-covered or peer-reviewed journals. Minimize citations of unpublished reports and theses.
3. Type the entire manuscript single-spaced on a short white bond paper (8.5x11) in) on one side only with 2.5 cm margins all around using a Times New Roman font size of 11.
4. References, Acknowledgments, Table Titles, Figures, and Plates, Legends should be typed double-spaced. Number consecutively all pages including title page, Tables, Figures, and Plates.
5. Leave two spaces before and after the major headings and two spaces before and after the sub headings. Do not use footnotes. Rather, use end notes if the discipline needs such.
6. Spell out acronyms or unfamiliar abbreviations when these are mentioned for the first time in the text.
7. Write the scientific names of species completely with author/s when it is first mentioned in the text and without the name of the author in succeeding references. Scientific names should be written in italics or bold face.
8. Do not spell out numbers unless they are used to start a sentence.
9. Use the metric system only or the International System of Units. Use abbreviations of units only beside numerals (e.g. 6m): otherwise, spell out the units (e.g. kilometers from here). Do not use plural forms or periods for abbreviations of units. Use the bar for compound units (e.g. 1 kg/ha/yr.). Place a zero before the decimal in numbers less than 1 (e.g. 0.25).
10. When preparing Tables, Figures, and Plates, consider the journal's printed page of 5.75 in 8.5 in and the reduction that will be necessary. Titles of tables and captions of Figures and Plates should be as short as possible and understandable without referring to the text. Captions of Figures and Plates should be typed double-spaced on a separate sheet. Figures should consist only of simple line drawings, computer-generated graphics, or good quality black and white photographs. Label of Figures and Plates should be written below the image and should be of such a size so that these are still legible even after reducing the size by as much as 50%. Preferably use Adobe Photoshop CS, Adobe InDesign CS and or PDF computer-generated graphics.
11. Cite references in the text as author (year). Writing of et al. in text citation is allowed, but complete author names should be indicated in the literature cited in the reference list. Cite references in press as (author, unpubl. data or author, pers.comm). If two or more references are cited, arrange them by year.
12. The manuscript should be as concise as the subject and research method permit, generally about 5,000 words or more single-space.

13. To promote anonymous review, authors should not identify themselves directly or indirectly in their papers or in experimental test instruments included in the submission. Single authors should not use the editorial "we".
14. A cover page should show the title of the paper, all author's names, titles and affiliations, email addresses, and any acknowledgments.
15. The first author or primary author is the person who conducted most of the work described in the paper and is usually the person who drafted the manuscript. The "senior author" is usually the last person named and is generally the one who directed or oversaw the project. The names of the "contributing authors" appear between the primary and senior authors, and the order should reflect their relative contribution to the work.

10.8.2 Pagination

All pages, including tables, appendices, and references, should be serially numbered. Major sections should be numbered in Roman numerals. Subsections should not be numbered.

10.8.3 Numbers

Spell out numbers from one to ten, except when used in tables and lists, and when used with mathematical, statistical, scientific, or technical units and quantities, such as distances, weights, and measures. Percentage and Decimal, Fractions: In nontechnical copy, use the word percent in the text.

10.8.4 Hyphens

Use a hyphen to join unit modifiers or to clarify usage. For example: a cross-sectional equation: re-form. See Webster's for correct usage.

10.8.5 Keywords

The abstract must be followed by minimum of three keywords and maximum of five to assist in indexing the paper and identifying qualified reviewers.

10.8.6 Data Availability

A line immediately following the Keyword identifiers should indicate whether the data are available.

10.8.7 Abstract/Introduction

An abstract of about 200 words should be presented on a separate page immediately preceding the text. The Abstract should concisely inform the reader of the manuscript's topic, its methods, and its findings. Keywords and the Data Availability statements should follow the Abstract. The text of the paper should start with a section labeled "Introduction", which provides more details about the paper's purpose, motivation, methodology, and findings. Both the Abstract and the Introduction should be relatively nontechnical yet clear

enough for an informed reader to understand the manuscript's contribution. The manuscript's title but neither the author's name nor other identification designations should appear on the Abstract page.

10.8.8 Documentation

Citations: In-text citations are made using an author-year format. Cited works must correspond to the list of works listed in the "Literature Cited" section.
1. In the text, works are cited as follows: author's last name and year, without a comma, in parenresearch).
2. For cited works that include more than one work by an author (or same co-authors) that is published in the same year, the suffix a, b, etc., is to follow the date in the within–text citations and in the "Literature Cited" section.
3. When the author's name is mentioned in the text, it should be listed in the references.
4. Citations to institutional works should use acronyms or short titles where practicable.
5. If the paper refers to statute, legal treaties, or court cases, citations acceptable in law reviews should be used.
6. All authors should be correctly cited.

10.8.9 Conclusions

Conclusions should briefly answer the objectives of the study. They are not repetitions of the discussions but are judgments of the results obtained.

10.8.10 Recommendations

The recommendation is optional, allowed only when results warrant a recommendation.

10.8.11 Literature Cited

Every manuscript must include a "Literature Cited" section that contains only those works cited within the text. Each entry should contain all information necessary for unambiguous identification of the published work. The style format is based on the American Psychological Association.

10.8.12 Submission of Manuscripts

Authors should note the following guidelines for submitting manuscripts:
1. Manuscripts currently under consideration by another journal or publisher should be submitted. The author/s must state upon submission that the work has not been submitted or published elsewhere. The author/s must submit a duly assigned Mandatory Copyright Transfer.
2. For manuscripts reporting on field surveys or experiments: If the additional documentation (e.g. questionnaire, case, interview schedule) is sent as a separate file, then all information that might identify the author(s) must be deleted from the instruments.

3. Manuscripts should be submitted via email as Microsoft Word or PDF file to the Research and Publication Office at email address: REPO@gadtc.edu.ph. Please submit separate files for (1) the manuscript's title page with identifying information (not forwarded to reviewers), (2) the manuscript with title page and all other identifying information removed, and (3) any necessary supplement files such as experimental instructions and/or response memorandum on invited revisions. A copy of the research questionnaire or tools is encouraged for submission. The editors and the reviewers need to refer to these tools.
4. Revision must be submitted within 2 months from the decision letter inviting a revision.

10.8.12 Comments

The Lux Mundis Research Journal welcomes the submission of comments on previous articles. Comments on articles previously published in the Tangub City Global College Research journal will generally be reviewed by two reviewers, usually an author of the original articles (to assist the editor in evaluating whether the submitted comment represents the prior article's accuracy) and an independent reviewer. If a comment is accepted for publication, the original author will be invited to reply. All other editorial requirements, as enumerated above, apply to proposed comments.

Section 10.9. Publication Incentives

The College aims to support and recognize the valuable contributions of researchers committed to publishing their work in reputable, non-predatory journals. Researchers who can publish research outputs in non-predatory research journals will enjoy the following publication incentives:

- Institutional Journal - P3,000.00
- Journal Incubation - P10,000.00
- CHED Accredited/Recognized Journal - P30,000.00
- ISI/Scopus ASEAN Citation Index Journal - P50,000.00

Section 10.10. Research Forum

The college will conduct an institutional research forum once a year. Faculty, students, and academic staff will participate. All research abstracts will be published in the LUX MUNDIS BOOK OF ABSTRACT with an ISSN.

The forum is a means of searching for quality research outputs in the institution. Presented during the forum will be possibly given a chance to be presented in any local, national, and international fora. Awards like Best Paper, Best Presenter, Best Abstract will be selected among the presenters and researchers presented during the fora.

In selecting the Best Research Paper, Best Presenter, Best Extension Services, and Best Abstract the following criteria must be observed:

10.9.1 Criteria for Best Research Paper

1. Impact of the research presented **(60%)**
   - Institution improvement
   - Curriculum and instruction
   - Industry
   - Community
   - LGU
   - Government agencies

2. Originality/Uniqueness (40%)
(covering both theories/concepts & methodology)
Academic significance (or impact) - contribution to knowledge

Total **100%**

10.9.2 Criteria for Best Presenter

1. Mastery of the presentation **50%**
(precise, information intensive, and high impact to the audience)

2. Audience Intimacy **30%**
(how the presenter connects to the audiency and positively affects them)

3. Star Quality and Glamour **20%**
(appropriateness of dress, dress like a star)

Total **100%**

Section 10.10 Tasks/Responsibilities of Session Facilitator:

1. Assures that the projector, sound system, presenters, and evaluators are ready.
2. Introduces himself/herself as the session facilitator.
3. Introduces the Session Evaluators. The session evaluator is a college who is selected based on experience in research. It is his/her responsibility to collect the evaluation CV ahead of the conference.
4. Always keeps the time allotment in order. Each study is given 10 minutes for presentation and 5 minutes for Q&A. He/she time prompter set must include the following:

   (1) Last 5 minutes
   (1) Last 2 Minutes
   (1) Time is UP!!!

5. Collects the certificates for your assigned session ahead of time.
6. Awards the certificate of Appreciation to the Presenters.
7. Be in the room assignment ahead of time.

Section 10.11 Outstanding Researcher

The Outstanding Researcher award is given to a faculty member who can produce more than two quality outputs in a year. The outstanding researcher should be recommended by the College Research Director and VP for Academics.

XI. REVIEW OF RESEARCH & DEVELOPMENT (R&D) PROPOSALS

Processing R&D Proposal for Funding

Calls for proposals from TCGC and external funding agencies (FAs) come anytime during the year. The Office of Research, Extension, and Development records and logs receipt of incoming proposals and checks for any duplication. Proposals are reviewed based on the Research Agenda of TCGC and the funding agencies. The review follows the Institution's R&D flow. The proposals are referred to the College Research Council for evaluation and will be returned to the proponent/s for revision (if necessary). For external funding proposals, the Research Director endorses the proposal to the College Research Council for review and evaluation, which will be endorsed to the Office of the College President after authorization to apply for funding. Other experts may be invited to review if the expertise is unavailable within the Council.

External projects without approved authorization from the Office of the College President shall not be recognized as part of the Research engagements of the College. Consequently, the proponent cannot claim workload and benefits related to the activity.

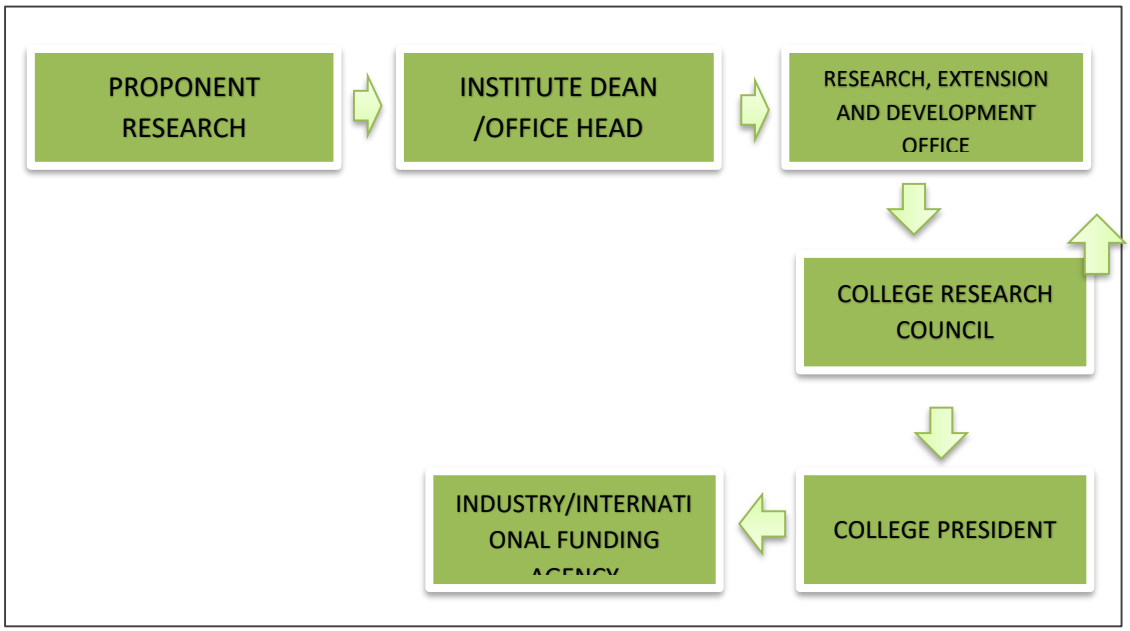

Figure 3. General Flow in Processing R&D Proposal for Funding

- ***Processing Research Proposal for External Funding***

Research proponents who wish to apply for external funding shall request clearance from the Office of Research, Extension and Development and authorization from the Office of the College President to prepare or bid proposal.

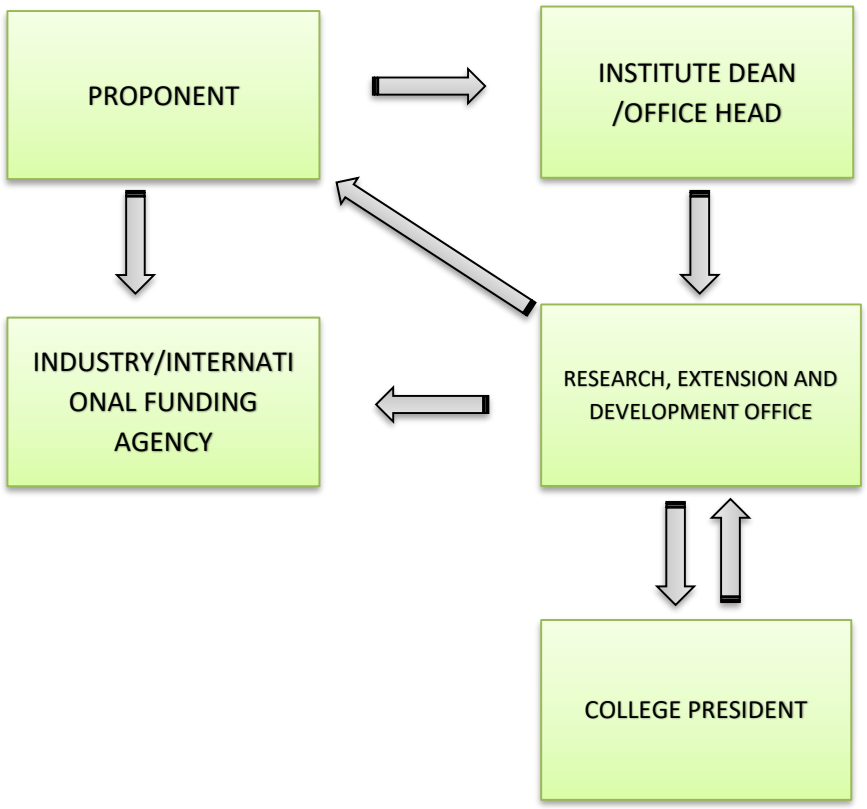

Figure 4. Flow in Processing Research Proposal For External Funding

Step 1: The proponent/s must secure a clearance from the REPO. Clearance must be submitted by the proponent/s to his/her Institute Dean/Office Head.

Step 2: Endorsement letters shall be endorsed by the Institute Dean/Office Head to the REPO and shall include the team composition.

Step 3: The REPO, along with the College Research Council Members, will review and evaluate the proponent's proposed research.

Step 4: The REPO will recommend the proponents to the Office of the College President and ask for authorization to apply for external funding.

Step 5: The Office of the College President shall endorse the authorization letter to the Research, Extension, and Development Office for appropriate action.

Step 6: Communication between REPO and the funding agency will then take place.

Preparing and Processing MOA/MOU

Once a research project with external funding is approved for implementation, a Memorandum of Agreement (MOA)/Memorandum of Understanding (MOU) between the funding agency and TCGC will be prepared. The draft MOA/MOU is referred to both parties for comments. From the funding agency, the MOA/ MOU is referred to the TCGC Linkage Office and the REPO for review and sent back to the proponent/funding agency for revision. The REPO studies the agreements/ terms, recommends the MOA/ MOU to the College President for approval, and sends it to the funding agency. The funding agency then approves and notarizes the MOA/ MOU. After the MOA/ MOU is approved, the funding agency issues a Notice to Proceed to the Office of the College President calling the attention of the proponent and REPO. The proponent/ REPO/Linkage Office and Office of the College President are provided copies of the agreement.

Note: The MOA/MOU shall first be referred to the Linkage Office and to the REPO for review before it is sent back to the funding agency for revision or approval. The revised MOA shall then be forwarded to the Office of the College President for approval.

Appendices

APPENDIX A

Concept Paper Format

A. INTRODUCTION

Write the key ideas that will make-up your background: arrange key ideas from macro-micro scheme. (A minimum of 3 and maximum of 4 paragraphs only)

Tips: State the motivation of the study. Present the scenario surrounding the research topic, the conditions in the environment, variables or issues that led to the conceptualization of the research study.

B. FRAMEWORK (Theoretical / Conceptual)

Write the theories and concepts that can be used as guide in setting up the study: at least one (1) theory or 5 citations following the APA format. (3 paragraphs only)

C. STATEMENT OF THE PROBLEM

State the general/main problem down to its specific. Identify the general problem in precise terms; provide information on the what, where, who, why and how of the proposed area of research. The specific problems or sub problems, the questions when tested, investigated, or synthesized provide answers to the main/general problem. (A minimum of 3 sub-problems in quantitative and 1-2 in qualitative approach)

D. SIGNIFICANCE OF THE STUDY

State the general beneficiaries of the study. Establish a logical need for the study, that it does not duplicate a previous investigation and that past studies are inadequate. Illustrate the importance of the study in terms of content and methodology. Give a straightforward statement of the *value of investigation to groups, institutions, organizations, and other segments of the society,* or to other persons or entities which could benefit from the study. State the academic significance, addressing how the research output would yield and "improved" knowledge that applies to an immediate problem. Differentiate between academic significance and practical significance of the intended output.

E. RESEARCH DESIGN

Provide a "blueprint" for fulfilling the research objectives and answering the research questions. Describe the detailed technical/scientific activities pertaining to sample selection size (when applicable), data collection method, instrumentation, procedures, data analysis, and ethical requirements. When more than one way to approach the research design exists, discuss the methods rejected and why the selected approach is superior.

Simply put, when you are doing research, what is it that you will be doing?

F. WORKING BIBLIOGRAPHY

Include an annotation of each item in the list. For internet sources, cite URL's. Follow the APA Style for Referencing.

G. TIME FRAME

Chart the important activities in your research and set the target dates of completion. You may use a Gantt Chart.

APPENDIX B

Research Forms

Research Form 1 (Updated March 2018)

Tangub City Global College
Tangub City

RESEARCH OFFICE
NOMINATION OF MEMBERS OF ADVISORY PANEL FOR RESEARCH

Date: _____

The following faculty members are recommended to compose the Advisory Panel of Mr./Ms._____
in the undergraduate program leading to the degree _____.

	Name	Signature	
1.	_____	_____	Editor
2.	_____	_____	Adviser
3.	_____	_____	Statistician
4.	_____	_____	Panel Member 1
5.	_____	_____	Panel Member 2
6.	_____	_____	Chair

The members of the Advisory Panel shall perform their functions in accordance with the Rules and Regulations of Tangub City Global College.

This panel shall be in force until it has submitted its report to the Vice President for Academic Affairs of Tangub City Global College.

(Ctrl)

RECOMMENDING APPROVAL:

_____ _____
Research Instructor Institute Dean

APPROVED:

_____
Research Director

Distribution:

Panel Members
College Dean
Research Office

Research Form 2 (Updated March 2018)

Tangub City Global College
Tangub City

RESEARCH OFFICE
APPROVAL FOR THE SCHEDULE OF THE PRESENTATION OF RESEARCH PROPOSAL

Date: _____

As members of the Oral Examination Panel for the defense of Mr./Ms._____.
We have examined his/her manuscript entitled _____
_____;
and found it in order. We have not found any gross error in the manuscript. We, therefore, recommend the approval of the student's application for the presentation of proposal.

_____	_____
Adviser	Signature/Date
_____	_____
Panel Member 1	Signature/Date
_____	_____
Panel Member 2	Signature/Date
_____	_____
Chairman	Signature/Date

RECOMMENDING APPROVAL:

_____	_____
Research Instructor	Institute Dean

APPROVED:

_____
Research Director

Date of Oral Examination:
_____

Distribution:
Panel Members
College Dean
Research Office

Research Form 3 (Updated March 2018)

Tangub City Global College
Tangub City

RESEARCH OFFICE

ORAL EXAMINATION REPORT IN THE PRESENTATION OF RESEARCH PROPOSAL

Date: _____

Name of Student(s): _____.
Research Title: _____
_____.
Venue: _____

This evaluation form is designed to assist the panelist in making an objective evaluation of the student's manuscript and his/her oral performance. Please rate each item either passed, failed or conditional.

1. Research/Thesis/Proposal Project Presentation
   a. Organization _____ _____
   b. Presentation _____ _____
   c. Content _____ _____
2. Mastery of Subject Matter _____ _____
3. Ability to defend ideas _____ _____
4. Receptiveness towards given suggestions _____ _____

Overall Evaluation:
Passed _____
Failed _____
Conditional _____

Recommendations:

_____
_
Examiner/Panel Member
(Signature over Printed Name)

Distribution:
Panel Members
Institute Dean
Research Office

Research Form 4 (Updated March 2018)

Tangub City Global College
Tangub City

RESEARCH OFFICE
APPROVAL FOR THE SCHEDULE OF FINAL ORAL DEFENSE

Date: _____

As members of the Oral Examination Panel for the defense of Mr./Ms._____
we have examined his/her manuscript entitled _____
_____
and found it in order. We have not found any gross error in the manuscript. We, therefore, recommend the approval of the student's application for the presentation of the oral defense.

_____	_____
Adviser	Signature/Date
_____	_____
Panel Member 1	Signature/Date
_____	_____
Panel Member 2	Signature/Date
_____	_____
Research Representative	Signature/Date
_____	_____
Chair	Signature/Date

RECOMMENDING APPROVAL:

_____	_____
Research Instructor	Institute Dean

APPROVED:

_____
Research Director

Date of Oral Examination:

_____

Research Form 5 (Updated March 2018)

Tangub City Global College
Tangub City

RESEARCH OFFICE

ORAL EXAMINATION REPORT IN THE PRESENTATION OF THE FINAL DEFENSE

Date: _____

Name of Student(s): _____.
Research Title: _____
_____.
Venue: _____

This evaluation form is designed to assist the panelist in making an objective evaluation of the student's manuscript and his/her oral performance. Please rate each item either passed or failed.

1. Research/Thesis/Proposal Project Presentation
   a. Organization _____ _____
   b. Presentation _____ _____
   c. Content _____ _____
2. Mastery of Subject Matter _____ _____
3. Ability to defend ideas _____ _____
4. Receptiveness towards given suggestions _____ _____

Overall Evaluation:
Passed _____
Failed _____
Conditional _____

Recommendations:

_____
_
Examiner/Panel Member
(Signature over Printed Name)

Distribution:
Panel Members
Institute Dean
Research Office

Research Form 7 (Updated March 2018)

Tangub City Global College
Tangub City

RESEARCH OFFICE
APPROVAL FOR FINAL BINDING OF THE MANUSCRIPT

Date: _____

This is to certify that we have examined the manuscript of Mr./Ms._____, entitled _____ _____, as a requirement for the degree leading to _____and found that all the comments and recommendations of the Oral Examination Panel had been reflected.

This certification is issued to allow the student(s) to submit the manuscript for final binding.
The Oral Examination Panel:

Name	Signature
_____	_____
Editor	Date
_____	_____
Adviser	Date
_____	_____
Statistician	Date
_____	_____
Panel Member 1	Date
_____	_____
Panel Member 2	Date
_____	_____
External Examiner	Date
_____	_____
Chair	Date

NOTED:

_____
Research Instructor

REVIEWED:

_____
Research Office Personnel

RECOMMENDING APPROVAL:

_____
Institute Dean

APPROVED:

_____
VP for Academic Affairs

Distribution:

Panel Members, Institute Dean, Research Office

Research Form 8 (Updated March 2018)

Tangub City Global College
Tangub City

RESEARCH OFFICE
APPROVAL FOR FINAL PROPOSAL MANUSCRIPT

Date: _____

This is to certify that we have examined the manuscript of Mr./Ms._____, entitled _____ _____, as a requirement for the degree leading to _____and found that all the comments and recommendations of the Oral Examination Panel had been reflected.

This certification is issued to allow the student(s) to submit the final proposal manuscript.

The Oral Examination Panel:

Name	Signature/Date
_____ Editor	_____
_____ Adviser	_____
_____ Statistician	_____
_____ Panel Member 1	_____
_____ Panel Member 2	_____
_____ External Examiner	_____
_____ Chair	_____

NOTED:

_____
Research Instructor

REVIEWED:

_____
Research Office Personnel

RECOMMENDING APPROVAL:

_____
Institute Dean

APPROVED:

_____
VP for Academic Affairs

Distribution:

Panel Members, Institute Dean, Research Office

Research Form 8 (Updated March 2018)

Tangub City Global College
Tangub City

RESEARCH OFFICE
APPROVAL FOR THE QUESTIONNAIRE

Date: _____

This is to certify that we have examined the manuscript of Mr./Ms._____, entitled _____ _____, as a requirement for the degree leading to _____and found that all the comments and recommendations of the Oral Examination Panel had been reflected.

This certification is issued to allow the student(s) to conduct the questionnaire/interview guide to the respondents.

The Oral Examination Panel:

Name	Signature/Date
_____	_____
Editor	
_____	_____
Adviser	
_____	_____
Panel Member 1	
_____	_____
Panel Member 2	
_____	_____
Research Representative	
_____	_____
Chair	

NOTED:

_____
Research Instructor

REVIEWED:

_____
Research Office Personnel

RECOMMENDING APPROVAL:

_____
Institute Dean

APPROVED:

_____
VP for Academic Affairs

Distribution:

Panel Members, Institute Dean, Research Office

APPENDIX C

Executive Order 125

Republic of the Philippines
CITY OF TANGUB
OFFICE OF THE CITY MAYOR
www.tangubcity.gov.ph

EXECUTIVE ORDER NO. 125,
SERIES OF 2018

AN EXECUTIVE ORDER DESIGNATING THE GADTC RESEARCH AND EXTENSION OFFICE AS THE OFFICIAL RESEARCH AGENCY OF THE LOCAL GOVERNMENT OF TANGUB CITY.

WHEREAS, the Governor Alfonso D. Tan College (GADTC) is a local college owned by the Local Government of Tangub City;

WHEREAS, the GADTC has a Research and Extension Office fully equipped with competent and qualified individuals to facilitate data gathering and conduct research activities;

WHEREAS, the Local Government of Tangub City needs data and research studies which will serve as a guide for the formulation of programs and LGU policies;

NOW, THEREFORE, for and in consideration of the above-mentioned premises and by virtue of the powers vested in me by law, I, **PHILIP T. TAN,** the City Mayor, do hereby order and decree that the **GADTC RESEARCH and EXTENSION OFFICE** shall become the **OFFICIAL RESEARCH ARM** of the Local Government Unit of Tangub City.

This Executive Order shall take effect immediately.

DONE in the City of Tangub, Philippines, this ___ day of _____ 2018.

PHILIP T. TAN
City Mayor

APPENDIX E

Guidelines for Students' Research Undertaking

TITLE

- Must be revealing; short, clear and specific; should not have non-standard acronyms or abbreviations; should not exceed two printed lines; should not exceed to 15 words including articles, etc.; font size 14, centered; ("Informal Guidelines", 2010)
- All in capital letters
- If the title is more than one line continue to the next line after the other
- Leave 2 double space line spaces to begin the next line

Author's name

- center text, in font size 14

APPROVAL SHEET

(leave 2 double line spaces below to begin
Text: font size 12; each line single space)

ABSTRACT

(font size of 12; bold letters for the word **"ABSTRACT**")
(leave 1 double line space below the word abstract to begin)

Characteristics of an abstract:

- Brief distinct paragraph; would be 300 words or less; unintended; single space; summary of the study; comprehensive sentences; should be easily grasped; to the point description of the research; avoid citing references at this point; should be brief, clear, logical; should not have abnormal acronyms or abbreviations; (Informal Guidelines", 2010)

Content of Abstract:

- Reason of the study, theory, overall issue (research topic/question), purpose/fundamental goal; accurate statistics; relevant results; key findings; conclusi0ns ("Informal Guidelines", 2010)

ACKNOWLEDGEMENT

(leave 2 double line spaces below to begin)
(text: font size 12; leave 1 double-space every after each line)

DEDICATION

(leave 2 double line spaces below to begin)

(text: font size 12; leave 1 double-space every after each line)

TABLE OF CONTENTS
(leave 2 double line spaces below to begin; should be based on research output)

LIST OF TABLES
(leave 2 double line spaces below to begin; should be based on research output)

LIST OF FIGURES
(leave 2 double line spaces below to begin; should be based on research output)

LIST OF APPENDICES
(leave 2 double line spaces below to begin; should be based on research output)

Chapter 1
(leave 1 double line space followed the title of the chapter 1)

THE PROBLEM AND ITS SCOPE

(leave 2 double line spaces from the last line to begin)

Background of the Study (- sort of introduction; state the problem that needs to be addressed. It should be composed of four paragraphs: the first paragraph talks about the researcher's own ideas of the study; the second paragraph contains related literature and studies that support the study; the third paragraph discusses the gaps and lapses of the study, and the last paragraph talks about the researcher's objectives and purposes of the study.)
(leave 1 double space below to begin)

Key points:

- thoughts must be arranged from the general viewpoint of the researcher to specific (mirror principle); employ common terms; discuss sufficient background information; present the basis of the study; specifically outline the theory/purpose of the study; describe and explain the problem in a reasonable way visibly, logically; construct key point with every section; reason/s that encourages the researcher to investigate or conduct the study ("Informal Guidelines", 2010)

(leave 2 double line spaces from the last line to begin)

Theoretical Framework / Conceptual Framework
(leave 1 double line space below to begin; brief introduction of this section is needed)

This section provides the theories, principles, philosophy, premise, foundation, basis or groundwork which the proposed study is anchored on. This also impart conceptual basics upon which an issue is based (Salier, 2008).

This part introduces a summary and synthesis of principles and theories on which the study is anchored, which can be used to support Chapter 3. It also includes recommendations from researchers of similar studies; take notice: consult your statement of the problem and questionnaire.

(Leave 2 double line spaces from the last line to begin)

Schematic Diagram of the Study (separate one page)

Statement of the Problem
(leave 1 double line space below to begin; short introduction is needed in this section)

This section would be in question form. State the general problem, then specifically enumerate the question/s that need to be addressed or answered.

(leave 1 double line space from the last line to begin)

Significance of the Study
(leave 1 double space below to begin; the introduction is needed in this section)

This segment of the research paper will tell the reader who will benefit from the study's results.

Scope and Limitation
(leave 1 double space below to begin; the introduction is needed in this section)

Research Methodology
(leave 1 double line space to begin; a short introduction of this section is needed)

Research Design. This part presents the research method used in the study.

(leave 1 double line space below to begin)

Research Setting. This section presents the description of the environment; the setting or place where the research is conducted.

(leave 1 double line space below to begin)

Research Respondents. This part describes specifically the respondents of the study.

(leave 1 double line space below to begin)

Research Instrument. This part supplies information to the reader on what tool is utilized in gathering the data of the study. The tool could be an adopted, standard survey questionnaire; a modified questionnaire from the original; or a self-devised or constructed questionnaire.

(leave 1 double line space below to begin)

Validation of Instrument. This part supplies information to the reader about the validity of the instruments. It shows whether the instruments used by the researchers are standardized or modified. Moreover, pilot testing (if applicable) will also be presented in this part.

(leave 1 double line space below to begin)

Data Gathering Procedure. This section explains the course of actions / approaches / procedures / processes / methods / techniques / manners / mode or how the data are gathered.

(leave 1 double line space below to begin)

Data Analysis. This section contains how data was treated, the statistical tool used and the scoring procedure.

Statistical Tool / Treatment of Data. This part introduces the statistical method used to interpret the gathered data (e.g., ANOVA, chi-square, weighted mean, frequency distribution, percentile, etc.).

Scoring Procedure. This part shows the numerical value, Hypothetical Mean Range, Qualitative Description, and Verbal Interpretation of the data.

Ethical Consideration

This portion explains the researchers' adherence to the research ethics protocol.

Definition of Terms

(leave 1 double line space below to begin; terms should be defined alphabetically)

Chapter 2

(leave 1 double line space below to begin)

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

- a short introduction is needed before the results begin

(leave 1 double line space to begin)

This is a research-based section. The gathered data should be arranged correctly and accurately. Each table presented in the study must have a corresponding title. It should also present the interpretation based on the study's results. The discussion should be well organized. The compiled related literature / related studies may be used to support or contrast the results of the present study.

Chapter 3

(leave 1 double line space below to begin)

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

(leave 1 double line space to begin)

The brief introductory statements should be written in this part to give the readers an idea on what to expect in this section.

(leave 1 double line space from the last line to begin)

Summary of Findings

(leave 1 double line space below to begin; opening statements are needed)

This may be in an enumerated form or paragraph form. The researcher/s in this part should present the noteworthy, remarkable, or significant matters observed from the

study results other than what was presented in the results and discussion section. The FINDINGS should have to answer the problems stipulated in Chapter 1, and other indispensable results found in the study must be laid down as part of this section.

(leave 1 double line space from the last line to begin)

Conclusion

(leave 1 double line space below to begin; lay an introductory statement)

The CONCLUSION is in a paragraph form. This part state what the researcher found after the investigation or study was conducted. This is the end point of the discussion. This will disclose the "**sorted-revealed fact".**

(leave 1 double line space from the last line to begin)

Recommendations
(leave 1 double line space below to begin; opening statements are needed.)

The RECOMMENDATION/S should be in an enumerated form. This section confers suggestion, proposition, idea, and proposal on what should be done to address the issue investigated.

REFERENCES

(leave 1 double line space to begin)

The word "**REFERENCES**" should be written at the center, list of references must be in alphabetical order and APA format.

(leave 1 double line space every after each source)

Appendices

- the word "**APPENDICES**" should be written at the center of the page intended for it.

Everything in the appendix should be singled spaced.

APPENDIX F

Faculty Research Template

TCGC Faculty/Staff Final Manuscript Template

1st author, 2nd author,
3rd author…

[1]1st author's affiliation, address
[2]2nd author's affiliation, address
[3]3rd author's affiliation, address
Corresponding email: (corresponding author's email)

A maximum of 15 pages (single-spaced) is allowed for any manuscript. Please use the 11-point Times New Roman font with 1" margin on all sides. The right margins should be justified.

Abstract

The abstract is a brief and comprehensive summary of the paper in one paragraph. It should be 150-250 words. The abstract should not contain any undefined abbreviations and citations. The abstract should only be written in one paragraph, and the first sentence is not indented.

Keywords: There shall be 5 keywords arranged alphabetically to be used for indexing purposes.

Introduction

This section lays the groundwork for why the paper is important. The part includes the context or background of the study that provides a brief and balanced review of the pertinent published literatures on the subject of interest. This section summarizes current understanding of the problem investigated, discusses the significance of the study, the purpose or objectives of the study, rationale and approach.

Please use 12-point Times New Roman font with 1" margin in all sides. The right margins should be justified.

Materials and Methods

This section provides the procedures used in the research study or the experiment by which a study's validity is judged. This section includes the description of the study sites and the precise locations (latitude, longitude, maps - for field/ecological studies), participants / subjects, research design, procedures for collecting data and the qualitative analyses and / or statistical procedures.

Please use 12-point Times New Roman font with 1" margin in all sides. The right margins should be justified.

Captions for figures (maps) should be Times New Roman 11-point bold. They should be numbered (e.g., "Figure 1"), please note that the word for Figure is spelled out. Figure's captions should be written beneath the image or picture.

The heading of subsections should be in Times New Roman 12-point bold, italicized with only the initial letters capitalized.

Results and Discussion

This section objectively presents the key results with corresponding discussion, analysis or interpretation, in an orderly and logical sequence using both text and illustrative materials (Tables and Figures). The results section always begins with text, reporting the key results and referring to figures and tables as one proceeds.

Please use 12-point Times New Roman font with 1" margin on all sides. The right margins should be justified.

Captions for Tables and Figures should be Times New Roman 11-point bold. They should be numbered (e.g., "Table 1" or "Figure 1"), please note that the word for Table and Figure are spelled out. Figure's captions should be written beneath the image or picture, and Table captions should be written above the table body.

The heading of subsections should be in Times New Roman 12-point bold, italicized with only the initial letters capitalized.

Conclusion and Recommendations

Please use a 12-point Times New Roman font with 1" margin in all sides. The right margins should be justified. Conclusions and recommendations should be in paragraph form and should not be numbered.

Acknowledgment

This section recognizes the people who have helped for the completion of the study and what they did. The substantial sources of funding for the research or project should be acknowledged in this section.

Please use the 11-point Times New Roman font with 1" margin in all sides. The right margins should be justified.

Literature Cited

This section presents all the literatures and references that were used and cited. Papers are to follow the APA **(**American Psychological Association) style for formatting the literature cited / references. If possible, at least 80% of the literatures and references should be taken from journals covered by Thomson Reuters, Scopus Elsevier, journals indexed by other International databases, or books having ISBN code.

Examples:

(Journal article)

Chaffee, B. W. & Weston, S. J. (2010). Association between chronic periodontal disease and obesity: A systematic review and meta-analysis. *Journal of Periodontology, 81*(12), 1708-1724. doi: 10.1902/jop.2010.100321

(Book)

Landsteiner, K. (2013). *The specificity of serological reactions*. USA: Courier Dover Publications.

Faculty Research Proposal Application Form and Format

Name of Researcher/s:

_____

_____

_____

Area of Study (Field of Specialization):

_____

_____

Position:

_____

_____

Institute:_____

_____

_____

_____

Email Address: _____

Title of Proposed Study:

_____

_____

_____

_____ _____

Signature of Researcher Date

_____ _____

Name & Signature of Institute Dean Institute

To Be Completed by Research Office	Date/Status
Proposal Received by the Research Office	
Proposal Reviewed by Research Council	

Approval Status (Approved/Denied)	

Proposal Format

Proposals should be a maximum of **5 pages,** double-spaced. It should be organized as follows:

1. **Cover Sheet:** The cover sheet is provided as the first page of this form.
2. **Introduction:** This section lays the groundwork for why the paper is important. The part includes the context or background of the study that provides a brief and balanced review of the pertinent published literatures on the subject of interest. This section summarizes current understanding of the problem investigated, discusses the significance of the study, the purpose or objectives of the study, rationale and approach.

Please use 12-point Times New Roman font with 1" margin in all sides. The right margins should be justified.

a) What have you read that has had an impact on your thinking about the topic?
b) As far as you are aware of, what is the gap of knowledge in your research interest based on readings/existing literatures?
c) Why does this research need to be conducted?

3. **Materials and Methods:** This section provides the procedures used in the research study or the experiment by which a study's validity is judged. This section includes the description of the study sites and the precise locations (latitude, longitude, maps - for field/ecological studies), participants / subjects, research design, procedures for collecting data and the qualitative analyses and / or statistical procedures.

Please use 12-point Times New Roman font with 1" margin in all sides. The right margins should be justified.

Captions for figures (maps) should be Times New Roman 11-point bold. They should be numbered (e.g., "Figure 1"), please note that the word for Figure is spelled out. Figure's captions should be written beneath the image or picture.

The heading of subsections should be in Times New Roman 12-point bold, italicized with only the initial letters capitalized.

4. **Assumptions/expected output.** Present the expected output of your study.
5. **GANTT CHART**. Provide a timeline of the research work.
6. **REFERENCES.** Please use the APA 7th Edition Style of Citation.