COLLEGE CODE

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

Article 1 - Title, Coverage, and Interpretation

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

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

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

Article 2 - Declaration of Principles

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

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

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

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

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

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

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

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2. Advance and promote comprehensive global engagement and strategic collaborations.
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4. Enhance efficiency and cost-effectiveness of management in the delivery of quality services
5. Sustain harmony within the University and with stakeholders

THRUSTS:

Transformational curriculum and instruction

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LINKAGES

MPSU ACADEMIC FREEDOM POLICY

I. RATIONALE

Mountain Province State University (MPSU) recognizes academic freedom as a cornerstone of higher learning and an indispensable condition for the pursuit of truth, the expansion of knowledge, and the fulfillment of the university's mission. It is through academic freedom that the University nurtures critical thinking, innovation, and independent judgment—qualities essential to national progress and democratic governance.

As enshrined in Article XIV, Section 5(2) of the 1987 Philippine Constitution, "academic freedom shall be enjoyed in all institutions of higher learning." This constitutional provision affirms that universities must be spaces of intellectual openness and autonomy, where scholars, teachers, and students are free to explore, critique, and disseminate ideas without fear of censorship, intimidation, or reprisal.

In consonance with the mandates of the Commission on Higher Education (CHED), particularly its policies on institutional autonomy and quality assurance, MPSU upholds academic freedom as a means to protect scholarly integrity and promote the advancement of knowledge. It also reflects the University's commitment to Sustainable Development Goal 16 (Peace, Justice, and Strong Institutions) by ensuring transparent, participatory, and accountable academic governance.

MPSU believes that protecting academic freedom strengthens the University's role as a public institution dedicated to truth, reason, and the common good. It allows faculty, researchers, and students to question assumptions, challenge orthodoxies, and contribute meaningfully to the social, cultural, and scientific development of the nation.

II. LEGAL BASES

The 1987 Philippine Constitution

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

"The State shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all. It shall also provide for the support of research and the teaching of science and technology.

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Academic freedom shall be enjoyed in all institutions of higher learning."

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

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

III. POLICY STATEMENT

MPSU shall protect and promote the right to academic freedom for all members of its academic community. The University affirms that genuine learning and scientific progress are only possible when individuals can engage in free inquiry, express diverse viewpoints, and publish research results without undue interference.

Academic freedom at MPSU encompasses not only the freedom to teach and research but also the freedom to engage the public, contribute to policymaking, and advocate for ideas that advance human welfare and national development.

The University commits to maintaining an environment where intellectual curiosity and critical discourse thrive in a spirit of mutual respect, responsibility, and academic integrity.

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IV. SCOPE AND COVERAGE

This policy applies to:

- All faculty members, researchers, students, and academic staff of MPSU, whether full-time or part-time;
- All academic, research, extension, and creative work undertaken under the University's authority; and
- All activities involving public discourse, publication, or advocacy derived from the individual's field of expertise.
- Academic freedom shall be respected across all disciplines, programs, and campuses of the University.

V. DIMENSIONS OF ACADEMIC FREEDOM

1. Freedom of Inquiry and Research Faculty members and researchers have the right to determine their fields of study, select research methods, interpret results, and disseminate findings without interference. MPSU shall not impose restrictions on research topics, except where ethical, legal, or safety considerations apply.
2. Freedom of Teaching and Learning Educators have the autonomy to design curricula, select instructional methods, and engage students in critical debate consistent with institutional standards. Students, in turn, have the freedom to learn, express intellectual opinions, and pursue academic interests without discrimination or suppression.
3. Freedom of Expression and Publication Members of the MPSU academic community have the right to express professional opinions, publish research outcomes, and speak publicly about their areas of expertise. The University encourages responsible communication that reflects scholarly accuracy, ethical standards, and respect for differing perspectives.
4. Freedom of Institutional Governance and Participation Academic freedom extends to the collective right of the University to govern its academic affairs independently. Faculty and student representatives are entitled to participate in policymaking, curriculum review, strategic planning, and quality assurance activities to ensure participatory governance.
5. Freedom of Creative Expression Artists and cultural practitioners within the University enjoy freedom to create, perform, and exhibit works that explore diverse cultural,

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social, and political themes, consistent with respect for community values and ethical norms.

VI. RESPONSIBILITIES AND ETHICAL STANDARDS

Academic freedom entails accountability. All who exercise it must do so with integrity, professionalism, and respect for others' rights. Thus, members of the MPSU community are expected to:

- Uphold intellectual honesty and scholarly rigor in teaching, research, and publication;
- Avoid misrepresentation, plagiarism, or the distortion of data;
- Engage in discourse that respects academic diversity, gender equality, and cultural sensitivity;
- Refrain from using academic platforms for partisan or defamatory purposes; and
- Abide by institutional policies on research ethics, human rights, and professional conduct.

Violations of academic integrity shall be addressed through due process, consistent with the University's Code of Conduct and disciplinary guidelines.

VII. INSTITUTIONAL MECHANISMS FOR IMPLEMENTATION

To ensure the protection and promotion of academic freedom, MPSU shall:

1. Integrate academic freedom principles into all university policies, curriculum frameworks, and research guidelines;
2. Establish a Committee on Academic Freedom and Integrity (CAFI) under the Office of the Vice President for Academic Affairs to monitor policy adherence, address grievances, and recommend protective measures;
3. Provide faculty and student development programs that promote critical inquiry, ethical research, and academic discourse;
4. Strengthen institutional autonomy by ensuring transparent decision-making, participatory governance, and accountability in academic affairs; and

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5. Include the protection of academic freedom as a core performance and accreditation standard in internal quality assurance systems.

VIII. INSTITUTIONAL COMMITMENT

MPSU shall remain steadfast in ensuring that its campuses remain safe spaces for intellectual engagement and the free exchange of ideas. The University recognizes that the vitality of democratic life depends on the ability of its members to think independently and act with moral courage.

Through this policy, MPSU reaffirms its role as a university of critical thought, responsible leadership, and public service, contributing to peace, justice, and strong institutions in the Cordillera region and beyond.

https://www.mpspc.edu.ph/images/pdf/Research-Manual-2021-Rev-Nov-23-2023.pdf

RESEARCH CAPABILITY DEVELOPMENT PROGRAM

1. Individual Research Agenda

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

2. Trainings

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

Table 5. Matrix of Research Training Program of the College

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

3. Research Training Call from Outside the Agency

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

4. Research Mentoring

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

A. Senior Academic Researcher

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

B. Junior Academic Researchers

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