Action of the Board of Regents
at its 1084TH Meeting on 30 APR 2026
APPROVAL
ROBERTO M.J. LARA
Secretary of the University
and of the Board of Regents

Date: April 23, 2026

REQUESTED BOR ACTION: APPROVAL OF PROPOSAL TO ESTABLISH THE UP COLLECTIVE MENTORSHIP PROGRAM (CMP) TO ENHANCE GRADUATE EDUCATION, RESEARCH, CREATIVE WORK, INNOVATION, AND PUBLIC SERVICE

Action of the Board of Regents
at its 1405TH Meeting on 30 APR 2026
APPROVAL
ROBERTO M.J. LARA
Secretary of the University
and of the Board of Regents

Date: April 23, 2026

RATIONALE

The University of the Philippines, under its mandate in the UP Charter (RA 9500) and aligned with the National Innovation Agenda and Strategy Document (NIASD), is tasked to lead in graduate education, research, and public service. Fulfilling this mandate requires not only increasing Master's and PhD completion rates, but also strengthening the University's capacity for research excellence and innovation-driven public service.

Innovation transforms new ideas into meaningful improvements in thinking, creating, and doing, through theories, methods, technologies, and artistic practice that deepen understanding, enable collaboration, and generate societal value. Yet the limited systematic integration of innovation into research and creative work, combined with highly individualized mentorship models, constrains sustained collaboration and reduces the long-term societal impact of university outputs.

Inspired by the 1889 vision of José Rizal and the solidarity of the Young Women of Malolos, the Collective Mentorship Program (CMP) bridges individual empowerment with collective intellectual action. By fostering communities of researchers and artists who learn in unity, the program translates shared effort into the national transformation and social progress envisioned by Rizal.

Through a structured, program-based mentorship model, CMP strengthens UP's research and creative work environment, expands interdisciplinary engagement, and provides graduate students with the conditions needed to complete rigorous, high-quality, and socially relevant work.

The CMP strengthens department-level research, creative work, and innovation programs to improve graduate completion rates, particularly at the doctoral level, while enhancing the quality and impact of scholarly outputs. By aligning community engagement with national priorities such as food security, renewable energy, public health, cultural vitality, and climate resilience, the program ensures societal relevance. Together, the CMP and the enhanced Faculty Merit Promotion (FMP) system serve as complementary strategies to increase PhD graduation rates and reinforce UP's position as the nation's premier graduate, research, and public service university.

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I. SITUATIONER

Traditionally, research, creative work, and extension activities in universities have been driven by individual faculty initiatives. This siloed approach often results in fragmented efforts with uneven success in scholarship, mentoring, collaboration, and public service. Such activities tend to lack continuity, diverge across faculty, and lead to duplication, weakening coherence and overall impact. In contrast, program-based approaches reflect a systems perspective, anchored in long-term vision, clear objectives, and structured frameworks, creating an enabling environment that promotes innovation, alignment, and sustainability in the unit's initiatives.

A track record of excellence has been developed in top learning institutions that are notably organized into research/ creative work and innovation programs. For example, the Cavendish Laboratory of the University of Cambridge in the United Kingdom, currently composed of 15 research programs, has produced 29 Nobel laureates in physics, chemistry and medicine. Another example is the Max Planck Society in Germany, currently composed of 80 institutes and research groups, which have 32 Nobel laureates in the natural sciences, life sciences, social sciences, and the arts and humanities.

In the different UP Constituent Universities (CUs), there are currently a number of research/ creative work, and extension - intensive units that support the formation of institutional research/ creative work and innovation programs. UP Diliman has 37 research, creative work, and extension work units dedicated to student research laboratories. The UP Manila National Institutes of Health has 17 study groups within its research institutes and clusters. UP Los Baños has 16 research and training centers in agriculture, environment and biotechnology. UP Visayas has 3 aquaculture research stations. UP Baguio has the Cordillera Studies Center. In the absence of more exhaustive and refined classifications, the estimated number of research/ creative work, and extension - intensive units in the UP System is 74. In these units, innovation is emphasized as they develop new ideas that improve processes, products, or services in various sectors, enabling experts to leverage their knowledge for social impact and community benefit.

Academic units have long enriched curricula and advanced public service through research, creative work, and extension. Yet there remains a strong need to broaden participation and institutionalize more structured mentorship, especially at the PhD level. Effective doctoral mentorship must go beyond instruction by cultivating spaces for dialogue and collaboration,

Date: April 23, 2026

where mentors and mentees engage in shared inquiry, confront challenges together, co-create knowledge or designs, and jointly refine the dissertation agenda. To increase the number and quality of PhD graduates, UP highlights the research-intensive nature of doctoral programs, which are expected to generate original and high-impact scholarly or creative outputs. Academic departments must now complement their instructional roles with a stronger focus on research/ creative work and innovation agendas that advance PhD mentorship and foster innovation-led public service. Establishing a collective mentorship program supports this shift by institutionalizing and expanding thematic research/ creative work and innovation programs across academic units. This integrated approach strengthens the links between research/ creative work, curriculum, extension, and partnerships with communities, government, and industry, creating a more inclusive and impactful university-community ecosystem.

II. IMPORTANCE OF COLLECTIVE MENTORSHIP IN RESEARCH/ CREATIVE WORK

II.1 Establishing the UP Collective Mentorship Program

To strengthen the country's knowledge-based economy, UP must significantly increase both the quantity and quality of its graduate program outputs. The Collective Mentorship Program (CMP) provides a more integrated and collaborative alternative to individualized mentoring, embedding graduate supervision within the University's research, creative work, and innovation programs. This structure enhances PhD training by improving completion rates, aligning student work with public service priorities, and preparing future graduate mentors. By situating mentorship within academic departments, CMP reinforces institutional support systems that advance academic excellence and national development.

The program brings together experienced faculty, researchers, artists, and innovators to guide early-career scholars, especially doctoral students, through one-on-one, peer, and group mentoring. Institutionalizing this model promotes sustained collaboration, responsive engagement, and a culture of shared responsibility in graduate education, research, and public service. Ultimately, CMP goes beyond individual advising by integrating cognitive rigor, ethical and social responsibility, and practical innovation skills into a collaborative framework, ensuring PhD graduates are not only academically excellent but also socially engaged and professionally prepared, fulfilling the holistic development envisioned in higher education.

a) **Collaborative Ecosystem**: Faculty, REPS, and students interact more effectively within academic units through thematic support groups that promote long-term collaboration. These groups create an enabling and nurturing environment around shared research and creative work interests, fostering durable partnerships across mentorship, innovation, and public service. The approach also reinforces the academic department's leadership role in implementing the University's research and innovation agenda.

b) **Enhanced Student Experience**: Graduate students, especially at the PhD level, benefit from diverse mentoring relationships and a community of peers within and beyond the research or creative work group. These structures reduce isolation, especially for those working on complex, community-based dissertations, and provide the technical and psychosocial support needed to navigate challenges and persevere toward completion.

c) **Sustainable Mentorship Program Environment**: Strengthening departmental programs ensures research continuity, coherent mentorship, and optimized resource use while expanding access to diverse funding streams. By aligning departmental agendas with R&D centers and specialized units, the university fosters ecosystem building, long-term synergy, and heightened institutional impact. Ultimately, institutionalizing these programs embeds mentorship into strategic planning and secures the resources necessary to integrate PhD training into the department's core academic mission.

d) **Synergy with Course Offerings**: Aligning a unit's curriculum with its research, creative work, and extension programs strengthens engagement across instruction, student research/ creative work, and public service. Embedding collective mentorship in student research activities enriches experiential learning and ensures that academic outputs are relevant and responsive to pressing societal challenges.

e) **Ongoing Mentorship Program Evaluation**: Regular assessment of the CMP helps track outcomes in research, creative work, innovation, and community service, especially in underserved areas (*see Annex 3*). This enables evidence-based adjustments, ensures continuous improvement, and keeps the program aligned with the University's evolving goals.

II.2 Strengthening Institutional Research/ Creative Work Programs and Collaborations

Institutional research/ creative work programs are thematic initiatives within academic units that integrate scholarship, cultural or artistic production, and the development of new processes, products, or services that advance knowledge and address societal needs. Collaboration, whether horizontal (across disciplines), vertical (across ranks), or societal (across sectors

beyond the University), brings together researchers/ artists to combine expertise, resources, and perspectives to generate new knowledge, creative work, or innovative outputs.

Mentorship is central to the success and sustainability of these programs. However, traditional individualized mentoring often becomes fragmented, uneven, and overly dependent on a single adviser's availability and networks. This slows graduate progress, undermines continuity, and weakens alignment with institutional priorities. Collective mentorship provides a more structured and collaborative alternative, enabling research/ creative work, and innovation groups to work synergistically around shared themes. This improves program coherence and strengthens collaborations that support the co-creation of knowledge.

a) **Enhancing Academic Rigor**: By embedding collective mentorship into institutional research and creative work programs, students, especially at the PhD level, benefit from diverse expertise and more robust exposure to advanced methodologies and artistic techniques. This shared environment ensures consistent academic standards while accelerating professional growth.
b) **Driving Innovation**: Innovation thrives when units provide structured spaces where ideas can move freely. Collective mentorship brings together faculty, REPS, students, communities, and industry partners to co-create, critique, and refine new approaches. External collaborators become active partners in shaping socially responsive technologies, practices, and knowledge.
c) **Strengthening Collaboration**: Institutional programs rooted in collective mentorship naturally promote inter- and transdisciplinary collaboration. They create sustainable and inclusive ecosystems that break down academic silos and connect internal groups with external partners. This shared model supports long-term strategies, where pooled insights and resources enable the co-design of sustainable, impactful solutions.
d) **Attracting Talent and Resources**: A strong collective mentorship culture embedded in institutional programs signals excellence and sustainability to top students, funders, and global collaborators. It demonstrates that the University is capable of delivering community-responsive outputs backed by a stable and well-supported academic infrastructure.
e) **Advancing Innovation and Public Service Hubs**: When research and creative work are institutionalized and supported by collective mentorship, programs emerge as dynamic hubs connecting extension, knowledge generation, and innovation. This alignment fosters strategic collaboration among academe, government, industry, and

communities, driving inclusive development, enriching graduate education, and reinforcing UP's public service mandate through high-impact, collaborative initiatives.

II.3 Increasing PhD Graduation Rates and Advancing Research Quality

As the national graduate university, UP seeks to raise PhD graduation rates by building an enabling environment that supports the timely completion of high-quality, original research and creative work projects. Moving from a predominantly individualized model to collective mentorship creates a more inclusive, collaborative, and structured ecosystem that strengthens doctoral success.

By embedding dissertations within thematic programs supported by co-mentorship, students benefit from diverse expertise, multiple perspectives, peer learning and critique, and early, sustained engagement across the full research/ creative work and innovation cycle, from idea development, testing, and rigorous review to dissemination, publication, and application. These conditions improve dissertation completion while elevating research quality. This approach yields enduring institutional and societal benefits:

a) **Strengthening Institutional Research, Creative Work, and Innovation**: Graduate programs, especially at the PhD level, are inherently research/ creative work-intensive and innovation-driven. A collective mentorship model enables stronger integration of student research/ creative work into institutional programs, thereby boosting both the productivity and impact of the unit's research/ creative work, and innovation initiatives.

b) **Developing a Highly Skilled Workforce**: Increasing the number PhD graduates strengthens the country's pool of highly skilled workforce across academia, HEIs, SUCs/LUCs, industry, and the public sector. This is achieved by integrating new students early into active research and creative work environments, where they gain advanced methodological training, collaborate on purposeful topics, and receive rigorous evaluation from the broader scholarly or artistic community. In the long term, these well-trained graduates will become the drivers of the knowledge economy, serving as community leaders, innovators, and industry captains who shape the nation's future.

c) **Raising Academic Quality and Student Experience**: By strengthening thematic research/ creative work and innovation programs, collective mentorship also promotes collaborative learning, shared supervision, and wider access to institutional support systems. This integrated approach enhances academic rigor, supports student well-being and mental health, builds confidence and resilience, and elevates the overall quality of the graduate experience.

d) **Fostering Collaboration and Competitiveness for Grants**: Dissertation work conducted within well-defined research/ creative work and innovation programs fosters inter- and transdisciplinary collaboration, which in turn strengthens the University's ability to attract external funding and respond to complex societal needs.

e) **Ensuring Responsiveness to Societal Challenges**: Embedding dissertations within collective research/ creative work and innovation efforts ensures alignment with pressing community concerns and national priorities, reinforcing the University's public service mission.

By institutionalizing collective mentorship, UP not only supports higher PhD completion rates but also strengthens its capacity to produce high-quality research and creative work that is collaborative, community-grounded, and aligned with national needs. This approach enriches students' formative experiences by building their own network of collaborators, broadening professional and postdoctoral pathways after graduation, and equipping them with the competencies required to thrive in a knowledge-driven society and become future graduate mentors. In doing so, UP plays a pivotal role in developing the skilled workforce essential for the country's long-term progress.

II.4 Building a Track Record of Innovation-Driven Public Service

While university-led public service is widespread, its impact is often constrained by a lack of integration with the specialized research and creative expertise of academic units. By bridging this gap, we can transform routine service into high-level innovation that drives systemic societal change. Innovation-driven public service embodies the University's mission and strategy to apply research and creative work for societal good. While individualized mentoring has supported such efforts in the past, a collective mentorship model strengthens them by organizing faculty, REPS, and students into thematic research/ creative work and innovation groups embedded in academic units. These groups serve as

hubs where mentorship, collaboration, and public service are integrated, making extension work more strategic, participatory, and sustainable. Collective mentorship encourages team-based approaches that generate real-world insights, foster knowledge co-creation with communities, and translate research into scalable solutions that improve lives and promote positive social transformation. Institutionalizing collective mentorship within research and creative work programs enhances the University's ability to build a sustained, high-impact record of innovation-driven public service. This approach delivers the following benefits:

a) **Community Engagement**: Thematic groups working under co-mentorship are better positioned to listen, respond, and co-create with communities, ensuring that solutions are rooted in lived experiences and aligned with long-term social needs.
b) **Knowledge Co-Creation and Transfer**: With collective mentorship, outputs are not confined to individual academic goals but are collaboratively developed and disseminated, accelerating the movement of innovations from the lab or studio to community use.
c) **Public Trust and Visibility**: A collective approach builds stronger institutional identity and coherence, reinforcing UP's reputation as a reliable source of expertise and as a valued partner in social transformation.
d) **Sustained Partnerships**: Research groups organized under collective mentorship foster deeper relationships with industry, government, and civil society partners, leading to more meaningful collaborations and joint innovation initiatives.
e) **PhD Student Development**: By engaging in team-based, community-responsive extension work, PhD students receive hands-on experience in leadership, collaboration, and innovation for public good, broadening their impact and preparing them for careers in academia, policy, and development.

Embedding collective mentorship in research, creative work, and innovation programs transforms public service from scattered outreach into a coherent, long-term, and mission-driven strategy that empowers faculty, REPS, and students, strengthens communities, and advances the University's leadership in nation-building.

Thus, establishing a collective mentorship program reinforces institutional research, creative work, and innovation within academic units by fostering shared responsibility and sustained collaboration. Compared to traditional individualized mentorship, this model

enhances the coherence and delivery of graduate education by embedding students in supportive, collaborative communities that promote innovation for the public good. It enables more impactful and inclusive public service initiatives that align with the University's mission and respond to pressing societal needs. This strategic shift from fragmented, individualized approaches to coordinated, program-based mentorship represents a structural transformation toward a social innovation ecosystem, one that values community-driven, effective, and impactful solutions. The following sections outline the framework and guidelines for implementing this transformative program.

III. ADOPTING A STRATEGIC ORGANIZATIONAL FRAMEWORK

To effectively implement the CMP and strengthen the unit's research, creative work, and innovation agenda, adopting a strategic organizational framework is essential. In many units, the existing organization chart is built around individualized faculty contributions, and mentoring naturally mirrors this structure, resulting in highly personalized, fragmented, and short-term advising. By shifting to a programmatic, group-based framework, the unit cultivates greater coherence, continuity, and collaboration, enabling more robust support for graduate students and amplifying institutional impact.

The research and creative work agenda provides clear direction by setting long-term goals, priorities, and thematic focus areas. In turn, research programs built around these themes translate the agenda into tangible, sustained activities in scholarship, mentorship, capacity-building, and public service. Embedding collective mentorship into this structure strengthens graduate education by encouraging co-mentorship, interdisciplinary engagement, and the cultivation of innovation-led public service. This integrated model not only strengthens master's and doctoral student success but also cultivates early-career scholars and artists to become future mentors, sustaining a pipeline of academic and professional leadership. In addition, a thematic program-based organizational framework enables the systematic inventory of faculty and REPS expertise, which facilitates targeted recruitment and ensures the alignment of skills, roles, and tasking across programs and units. Such an approach enhances resource efficiency, promotes collaboration, and helps match institutional priorities with human capital development.

An effective organizational framework clarifies program structure, governance, succession, assessment, and resource allocation by defining decision pathways, mobilizing resources,

aligning thematic programs, developing leadership, and assessing performance to ensure the efficient delivery of the unit's mission.

Figure 1 contrasts two models: (A) a basic framework for an academic department typical of a comprehensive university, and (B) an enhanced framework tailored for a graduate research university committed to innovation and public service. The strategic model redefines the role of academic units by:

a) Elevating innovation as a core function alongside research and creative work, while aligning extension efforts more closely with public service, in line with the vision of UP President Angelo Jimenez.
b) Operationalizing thematic research/ creative work and innovation programs through dedicated groups that serve as key drivers of creativity, mentorship, collaboration, and public service delivery.
c) These thematic research/ creative work and innovation groups are positioned as foundational structures not only for advancing scholarly output, innovation, and mentorship, but also for reinforcing the academic department's leadership in implementing the University's research/ creative work, innovation, and public service agenda.
d) Reaffirming the rigor of PhD programs as generators of original, high-level knowledge, and providing sustained support throughout the dissertation journey.
e) Membership Structure and Functions: Research/ Creative Work and Innovation Groups consist of regular, affiliate, and junior members. Regular members, classified as senior or associate, form the executive council that sets policies and recruits members. Senior regular members or core personnel (senior professors/ REPS, Fellows, or Professors Emeriti) are qualified to mentor master's and PhD students, while associate regular members possess foundational training and field experience as they develop toward PhD mentorship. Affiliate members, individuals or partner organizations, from within or outside UP, include collaborators from academia, industry, alumni, or government who join specific projects or activities. If applicable, once vetted by the graduate committee, a qualified and distinguished UP expert affiliate member of the group may be designated as co-adviser of a graduate student. Junior members, such as teaching associates, instructors, and students, actively contribute while developing their expertise and future roles in mentorship and innovation.
f) To ensure research/ creative work program diversity and depth of expertise, each graduate degree-offering department must host at least two research/ creative work programs, with each program anchored by a minimum of two to three (2-3) faculty/ REPS holding doctoral degrees. Detailed program requirements are discussed in Section IX.

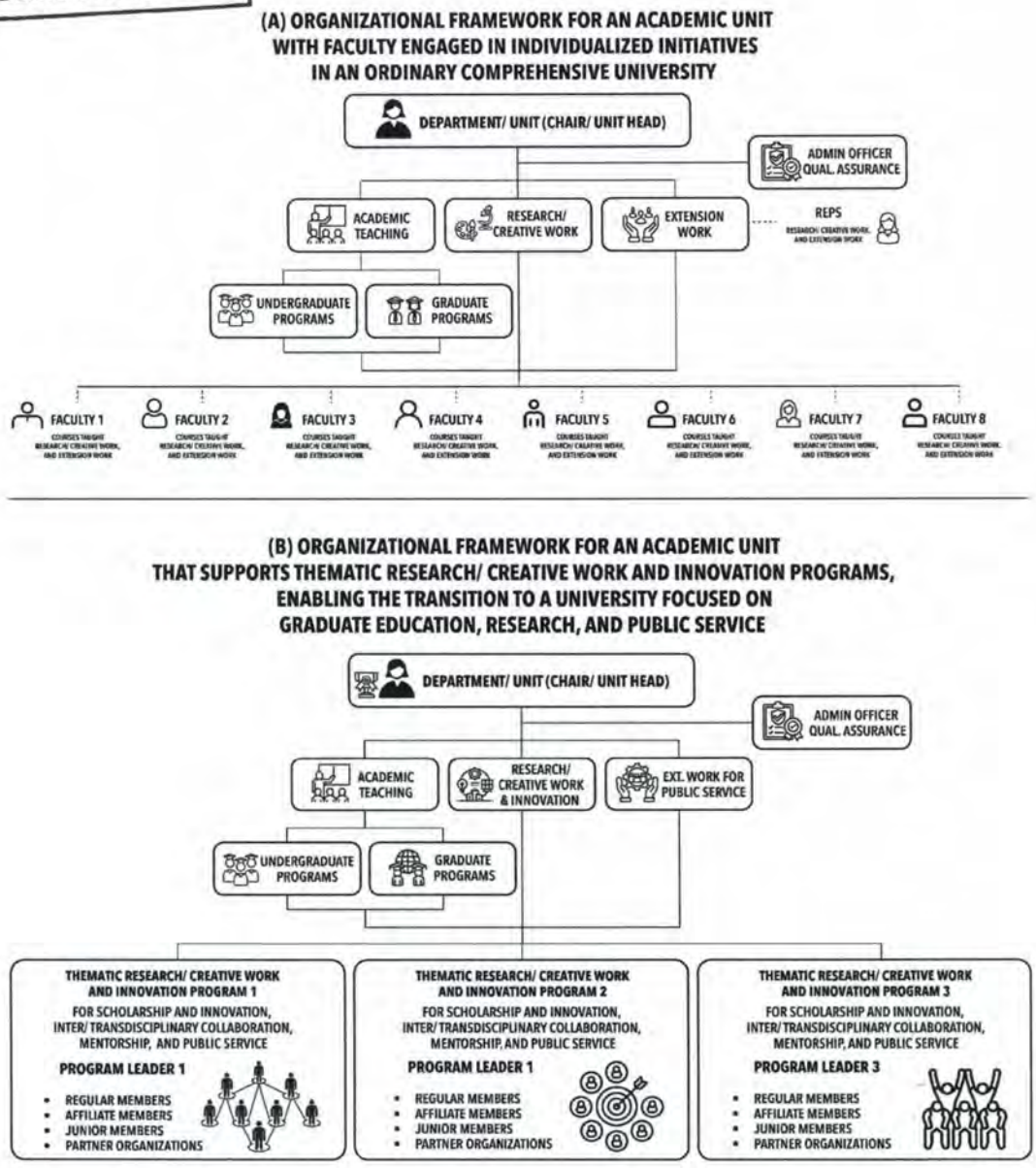

Fig. 1: Organizational framework of an academic unit in (A) an ordinary comprehensive university versus (B) a graduate education, research, and public service - oriented university.

IV. THE UP COLLECTIVE MENTORSHIP PROGRAM

IV.1 CMP Model and Framework

Figure 2(A) illustrates the systemic gaps in individualized mentorship, where faculty operate in isolation to pursue personal research, creative, or extension goals. While this traditional model produces varying levels of success, its fragmented nature leads to inconsistent impacts on

departmental programs and policies. By prioritizing individual interests over collective strategy, the approach often lacks the cohesion and long-term vision necessary to drive meaningful public good. Ultimately, these disconnects prevent the university from fully realizing its core values of honor, excellence, and service across innovation, professional growth, and sustainable community partnerships.

Figure 2(B) illustrates the **model for the UP CMP**, built around program-based research/ creative work and innovation with diverse mentors. The CMP empowers individuals while fostering an environment that upholds honor through ethical and accountable practices, excellence through rigorous scholarly and creative output, and service through innovation and community co-creation. It enables members, especially graduate students, to publish or showcase work before graduation, aligning with the group's long-term vision of transformative research and creative endeavors that embody UP's mission of honor, excellence, and service.

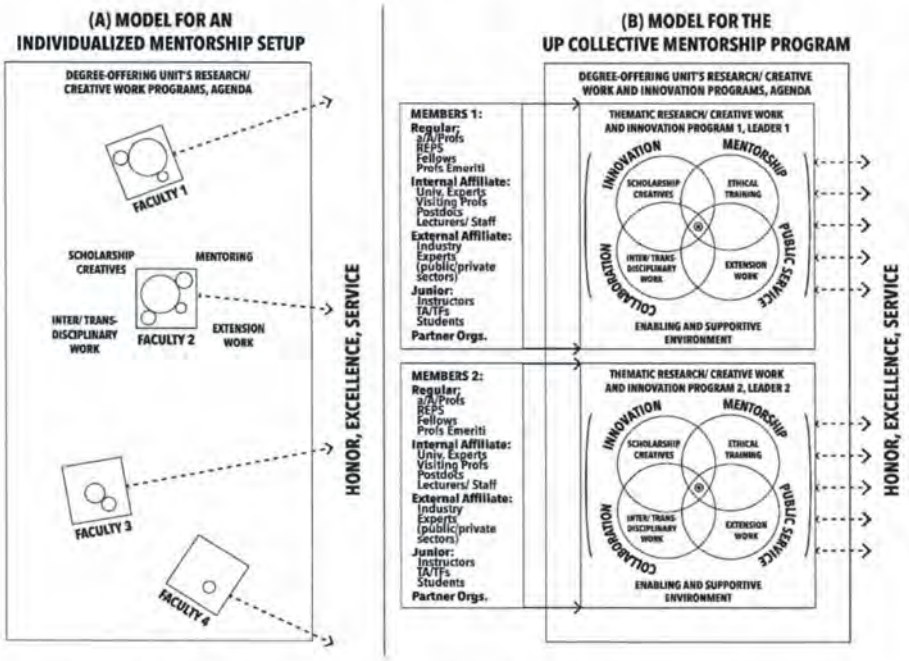

Figure 2. Model for (A) individualized and (B) collective mentorship setup.

To create a positive impact for the public good, the CMP emphasizes implementing inter/ transdisciplinary projects that encourage innovation-driven public service, support sustainability, and address societal challenges to bring about meaningful change. A key strength of this program-based group's structure and long-term vision is its ability to sustain inter/ transdisciplinary collaborations, fully engage with academic and sectoral communities

through affiliate membership, and effectively address societal needs. Consequently, the rate of innovation or its momentum, measured by how quickly and effectively new ideas and solutions are generated, serves as a key indicator of the program's societal impact, enhancing economic opportunities, improving quality of life, and influencing community attitudes and behaviors. Conversely, high societal demand can drive innovation rates, establishing a synergistic relationship between the two. While individuals may progress swiftly, programs and groups are capable of achieving broader reach, ensuring that innovations maximize their value and thrive on a global scale.

To sustain activities, research/ creative work groups provide an enabling environment where researchers, artists, innovators, and visiting or international academics collectively harness institutional resources such as shared facilities, libraries, and administrative services. This collective setup expands the University's absorptive capacity, not only to secure funding from government agencies, private partners, and University grants, but also to effectively host, integrate, and collaborate with international scholars. Compared to individualized initiatives, these groups, by pooling expertise and coordinating efforts, are better positioned to deliver sustained collaborative projects with clear community impact, thereby strengthening credibility, global competitiveness, and long-term access to diversified and sustained funding support.

UP CMP Framework (S-E-R-V-I-C-E)

Key Pillars that Strengthen Mentorship in Research/ Creative Work and Innovation

a) **Structure**: Define clear roles for diverse mentors and mentees in thematic programs, ensuring continuity, accountability, long-term alignment with excellence, and lifelong learning.
b) **Empowerment**: Foster enabling environments that develop human capital, nurture creativity, offer resources, and inspire confident scholarship with academic freedom, integrity, and courage.
c) **Recognition**: Celebrate meaningful contributions by applying analytics to achievements, mentorship, and highlighting their demonstrated impact on knowledge, communities, and society within the Excellence-Impact Assessment Framework.

Guiding Values that Advance the Unit's Mandates

d) **serVice**: Align research and creative work toward effective, innovation-driven public service, ensuring relevance, impact, and lasting societal value.
e) **Innovation**: Inspire new ideas, methods, and creative outputs that transform processes, generate solutions, and advance sustainability across fields and communities.

f) **Collaboration**: Build connections through joint work and co-creation, linking local and international scholars and partners to expand perspectives and multiply impact.

g) **Ethics**: Uphold the highest ethical standards by reinforcing systems and governance that ensure integrity, accountability, and responsibility in all scholarly and creative endeavors.

The mnemonic SERVICE embodies the key pillars and guiding values of the Collective Mentorship Program, emphasizing that meaningful and sustainable impact begins with collective dedication to advancing knowledge, empowering people, and serving society.

IV.2 Program-Based Collaboration for Societal Impact

Many research, creative work, and extension initiatives remain largely individualized, often short-term, fragmented, primarily publication-driven, and struggle in addressing grand societal problems. While these efforts may yield discrete outputs, they frequently face challenges in sustaining continuity, integration across disciplines and sectors, and long-term systemic impact.

Figure 3 illustrates how inter- and transdisciplinary collaboration, anchored in CMP-aligned research and creative work programs across disciplines, specialized R&D/ creative work and extension units, and Science and Technology Parks, and community/ industry/ government, partners serves as a strategic mechanism for generating sustained and innovative solutions. Serving as hubs for both innovation and extension work for public service, CMP-aligned programs bridge the gap between academism, where the primary focus is publication, and the pursuit of solutions to societal grand challenges. These thematic groups actively foster collaboration across disciplines, academic and specialized units, government agencies, industries, and civil society, guided by experienced mentors who help identify shared priorities and pressing problems. By integrating affiliate members from within and beyond UP, including local and international partners, CMP expands each program's reach, transforming them into dynamic platforms for co-mentoring, solution co-creation, and meaningful societal engagement.

Through this program-anchored collaboration, research, creative work, and innovation groups become engines for addressing complex societal challenges. By strengthening collaboration at the level of institutional programs rather than relying solely on individual faculty initiatives, CMP enables more coherent, sustained, and impactful contributions, ensuring continuity, deeper community engagement, and outcomes that extend beyond isolated projects toward long-term, transformative public value.

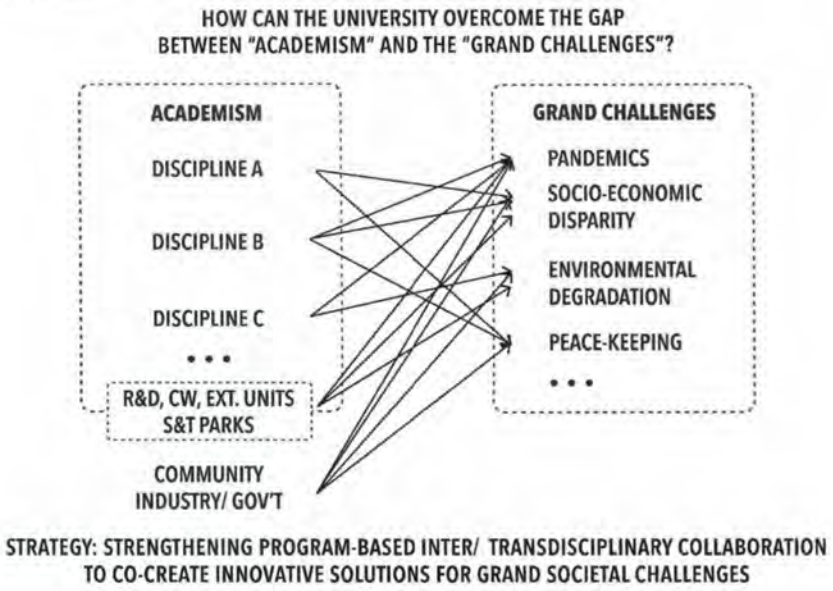

Figure 3. Shifting from individualized, publication-focused academism to sustained, innovation-led solutions through program-based inter- and transdisciplinary collaborations for addressing grand societal challenges.

IV.3 CMP Promotes Individual Academic Freedom and Democratic Governance

Academic freedom and democratic governance are mutually reinforcing: the freedom to inquire and create flourishes when academic communities operate within transparent, participatory, and accountable structures, while democratic governance is strengthened when individuals are empowered to contribute independently and responsibly. The following principles outline how the CMP strengthens individual academic freedom within a collaborative framework, applying the capability approach to foster autonomy, creativity, accountability, and shared institutional purpose:

- **Safeguarding Inquiry:** Academic freedom enables scholars to explore, create, and share knowledge independently, driving excellence, creativity, and innovation in research and public service.
- **Balancing Autonomy and Shared Goals:** While unit priorities provide direction, individual researchers and artists retain freedom to pursue work that complements institutional and societal aims.
- **Integrative Strategies:** Shared goal-setting, open dialogue, mentorship, and flexible policies align individual initiatives with collective objectives, fostering innovation, accountability, and community impact.

- **Capability Approach to Human Development:** The unit, through adoption of the CMP, advances academic freedom by expanding individuals' real capabilities, transforming institutional resources into opportunities for meaningful, autonomous academic and professional growth.
- **Strengthening Democratic, Participatory, and Collegial Governance.** A research/ creative work and innovation program-based organizational framework advances participatory governance through consultative and transparent mechanisms that clarify how unit resources are allocated and mobilized, how programs are represented in collective decision-making, and how thematic initiatives are coordinated. Anchored in the capability approach to human development, this structure ensures transparent, inclusive, and cohesive execution of the unit's mission, while fostering shared leadership, merit-based succession, and sustained program continuity in support of academic excellence and the public good.

IV.4 CMP Supports Fundamental, Applied, and Practice-Oriented Fields

The CMP strengthens the University's capacity to pursue new knowledge, foster creativity, and address complex societal challenges by grounding Master's and doctoral training in a shared commitment to discovery and innovation. In research and creative work settings, mentor and mentee jointly advance original ideas, methods, or artistic insight through sustained intellectual engagement and collaborative exploration, distinct from mentorship focused primarily on professional practice, skills training, or classroom instruction.

Through coordinated program-based groups, CMP brings together researchers, artists, legal scholars, practitioners, and innovators in environments where ideas develop collectively and methods improve through shared expertise. Students gain guidance that no single adviser can provide, while mentors share responsibility for producing rigorous and meaningful outputs. Whether in fundamental research, artistic practice, legal scholarship, or responsible AI integration, collective mentorship nurtures interdisciplinarity, ethical practice, and intellectual leadership, reinforcing the need for a unified framework for research, creative work, and innovation that ensures graduate training remains future-ready and nationally relevant.

IV.4.a CMP as a Unified Framework for Fundamental and Applied Research

The CMP serves as a unified ecosystem supporting the full spectrum of scholarly and creative inquiry, from high-risk theoretical explorations to translational policy innovation. Central to this framework is the support for long-horizon work (LHW), recognizing that deep archival research,

original creative practice, and exploratory science are the essential foundations for lasting societal transformation. By establishing a structure where discovery and innovation intersect, the CMP ensures that fundamental inquiry is not constrained but rather acts as a catalyst for future breakthroughs. The intent is synergy: building a collaborative environment where deep curiosity and real-world impact reinforce one another.

- **Inclusive Definition of Innovation:** Innovation transforms ideas into meaningful improvements in thinking, creating, or doing, whether through new theories, pedagogical models, methods, technologies, policy proposals, or creative works, that expand knowledge, build capacity, foster collaboration, and generate lasting value for communities.
- **Respect for Fundamental Inquiry:** Curiosity-driven and theoretical research are vital foundations for future breakthroughs; CMP ensures these are mentored, supported, and valued equally.
- **Group-Based Impact Roadmaps:** Impact is viewed at the program level, not per individual, balancing shared translational outcomes with long-term academic exploration.
- **Complementarity, Not Conformity:** Participation strengthens collaboration without restricting individual academic freedom or intellectual direction.
- **Balanced Ecosystem:** By integrating both applied and fundamental pursuits, CMP sustains the University's mission to advance knowledge, nurture innovation, and serve the public good.

IV.4.b Balancing Artistic Practice, Scholarship, and Future Doctoral Development

Creative fields operate differently from laboratory-based or publication-intensive disciplines. The CMP framework for the arts affirms artistic practice as a fully recognized form of scholarship, while enabling Master's-level creative units to meet Development Tier expectations and intentionally build the mentorship, collaborative practice, and innovation capacity needed to progress toward future practice-based or research-enhanced doctoral programs in fine arts or creative practice.

Senior Regular Members of a creative work and innovation group (*core creative scholars / senior artists*) anchor mentorship in both creative practice and research inquiry, lead thematic clusters, guide curatorial and research documentation, and help shape long-term directions toward a future DPhil pathway. Their practice-based expertise provides the "doctoral-level equivalent" foundation required in fields where terminal degrees are studio- or practice-driven.

This model aligns with CMP's goals on scholarship, mentorship, collaboration, and public service without imposing laboratory-style metrics on creative disciplines. It emphasizes collaborative productions, curated exhibitions, creative publications, critical essays, artistic research portfolios, and community-based projects, supported by external validation from cultural institutions, juried shows, residencies, awards, and commissions. Over time, it builds toward a practice-based doctoral structure following internationally recognized models such as: artistic portfolios with written exegesis, research-led creative practice, and collaborative or community-engaged creative inquiry.

IV.4.c Legal Scholarship, Practice, and Doctoral Pathway Development

The CMP framework for Law affirms the breadth of legal knowledge production, including jurisprudential scholarship, professional practice, and emerging domains such as technology governance, as recognized and valued academic contributions. At the same time, it enables Master's-level Law programs to meet Development Tier expectations by strengthening mentorship pipelines, collaborative research and practice-based work, and emerging innovation capacity, while deliberately laying the foundations for more advanced legal research practice, and innovation programs that support future research- or practice-based doctoral pathways in Law.

Senior Regular Members (*core legal scholars or senior practitioners*) anchor mentorship across doctrinal, empirical, and policy-oriented work; lead thematic clusters such as human rights, constitutional law, environmental law, and governance; and help establish long-term academic directions aligned with future doctoral program development. The model recognizes a wide range of high-quality legal outputs, including peer-reviewed doctrinal and empirical studies, policy briefs, draft laws and regulations, landmark litigation contributions, amicus briefs, legal commentaries, and community-engaged legal initiatives. External validation may come from policy adoption, judicial or regulatory citations, invitations to contribute to national studies, or recognition by legal and policy institutions.

This CMP configuration strengthens the University's legal research ecosystem, supports evidence-based policymaking in rapidly evolving governance environments, and builds the institutional capacity needed for a future doctoral program in Law. It advances CMP goals by fostering collaborative scholarship, rigorous mentorship, and meaningful public service impact across legal education and professional practice.

Date: April 23, 2026

IV.5 Ethical AI Integration: Collective Mentorship as a Safeguard for Research Integrity

To fulfill the institutional imperative for leadership in multidisciplinary innovation, CMP programs must strategically integrate Artificial Intelligence (AI) as an essential basis for inquiry. By transitioning from treating AI as a mere tool to adopting it as the fundamental framework for research and creative inquiry, the university can ensure broad access to computing resources across all units. This approach empowers even technically limited departments to achieve global competitiveness in data-intensive fields.

In the era of AI, the CMP's group-based structure provides a distinct advantage over individualized, siloed work. Collaborative programs enable students and mentors to share tools, interrogate AI-generated insights, cross-validate methods, and produce outputs that are more rigorous, creative, transparent, and socially grounded. This collective environment reduces isolation, bias, and over-reliance on automation by ensuring proper disclosure, attribution, data integrity, and reproducibility.

When AI is pursued in isolation, creativity and critical thinking may weaken; however, when its use is embedded in collaborative settings with feedback and critique, group interactions counter these risks by enabling peer review, generating new ideas, sharpening analysis, and grounding technological advances in human judgment and interdisciplinary insight. This approach supports high-quality graduate training, targeting high-impact publications, AI-related grant funding, and public service initiatives that deliver measurable societal impact, as well as the timely completion of projects and socially responsive research aligned with CMP goals. Within collective mentorship settings, AI can be strategically leveraged to:

- Accelerate Workflows - Enable groups to automate data processing, simulations, and literature reviews, freeing students for higher-level reasoning and innovation.
- Improve Problem Formulation - Support mentors and peers in jointly refining research questions through the "three-question filter," identifying high-value opportunities by prioritizing problems that solve genuine needs, remain complex enough to resist simple AI automation, and can be prototyped and disseminated within a short period of time.
- Support Inter- and Transdisciplinary Integration - Facilitate collaborative integration of diverse datasets, artistic modalities, and theoretical frameworks across fields.
- Enhance Mentorship and Learning - Strengthen guided learning by equipping students with advanced skills, multiple research pathways, and the adaptability required of "master learners."

- Sustain Ethics and Creative Integrity - Uphold shared standards for transparency, proper attribution, data integrity, and routine peer critique to prevent bias and protect originality.

As AI accelerates discovery and expands the scope of inquiry, its integration into collective mentorship prepares students to become adaptive, future-ready scholars. In CMP settings, AI serves not as a replacement for human judgment, but as a catalyst for deeper creativity and impactful problem-solving. Responsible AI use further requires balanced governance, broad access, strong data literacy, and trusted systems, while avoiding over-regulation of foundational research and sustaining investment in the workforce and infrastructure needed for ethical, high-impact AI-enabled research and creative work.

IV.6 University Catalog of Research/ Creative Work and Innovation Programs

A curated and dynamic university-wide catalog of CMP-aligned research/ creative work and innovation programs fosters an evolving ecosystem of interest matching and cross-sector linkages, connecting prospective collaborators from State and Local Universities and Colleges, Higher Educational Institutions, international partner institutions, alumni, industry, government, and civil society. By continuously updating and refining this catalog, the University ensures greater visibility, accessibility, and synergy. This whole-University, whole-society model institutionalizes inter/ transdisciplinary engagement, opening pathways for researchers, artists, and innovators from diverse backgrounds to co-create solutions. In doing so, the CMP nurtures a culture of sustained innovation that delivers tangible benefits for both academic advancement and societal transformation. The guiding principles and frequently asked questions on implementing research programs under the CMP framework are detailed in key reference documents and videos. The CMP draws from historical data, success stories, lessons learned, and best practices refined from successful group models across UP units. These documents and videos include:

a) Primer for the UP Collective Mentorship Program Towards Honor and Excellence in the Service of the Nation
b) Frequently Asked Questions (FAQs)
c) Results of Polling and Alumni Survey
d) THEATRE ARTS: https://youtu.be/73vopoj5UqM
e) MUSIC: https://youtu.be/uDwFIK4eAcw
f) PSYCHOLOGY_1: https://youtu.be/l4fnY8F4NT4
g) PSYCHOLOGY_2: https://youtu.be/RPPWm78a0Lk

Action of the Board of Regents
at its 1408th Meeting on 30 APR 2026
APPROVAL
ROBERTO M.J. LARA
Secretary of the University
and of the Board of Regents

Date: April 23, 2026

Videos produced using Google NotebookLM:

h) Exploring UP CMP: https://youtu.be/juMXoh9HuhU

i) Student Apprenticeship: https://youtu.be/4CYl8vCyaQo

j) CMP Excellence-Impact Assessment Framework: https://youtu.be/IJ9Q-qNyYrY

IV.7 Full Implementation Timeline of the CMP

The establishment of the UP Collective Mentorship Program (CMP) is envisioned as a strategic, three-phase process designed to strengthen graduate education, research, creative work, innovation, and public service. These phases ensure a strong program launch, coordinated implementation across levels, and long-term sustainability. Each phase builds on the previous one to institutionalize continuity, deepen recognition, and generate enduring impact across the University's academic, research/ creative work, and innovation ecosystem.

Phase I: Institutionalization of Research/ Creative Work and Innovation Programs and Program Support Grants

The first phase focuses on establishing the structural foundations of research/ creative work and innovation programs within academic units. This includes defining governance mechanisms, program leadership, and systems for coordination and visibility to ensure that subsequent phases build upon a coherent and stable base. The CMP will begin with approval by the Board of Regents, followed by a system-wide call and evaluation of applications to form research/ creative work and innovation programs. Group Leaders may apply for Program Outright Grants, which support the common needs of the group and provide honoraria for program direction and management. A **University Catalog of Research/ Creative Work and Innovation Programs** will also be launched and maintained online to promote visibility, collaboration, and accessibility.

Phase II: Project-Based Graduate Mentorship Grants

The second phase strengthens the CMP's central mentorship mission by providing project-based grants to faculty and REPS advisers. These grants are specifically designed to support the supervision of graduate students, with a strategic focus on doctoral candidates, within integrated research/ creative work and innovation programs. The processes for research or creative work project proposal review, funding, implementation, and reporting will be institutionalized at the unit, Constituent University (CU), and System levels to ensure coherence, consistency, and accountability. This phase sustains program growth while

providing graduate mentorship incentives that recognize exemplary graduate research/ creative work and public service, fostering an institutional culture of scholarly excellence and collaboration.

Phase III: Mobilization, Recognition, and Review

The final phase consolidates CMP's institutional gains by mobilizing thematic research/ creative work and innovation groups toward sustained public service and societal engagement. Exemplary mentorship and community-oriented contributions are highlighted in curated annual reports, with formal recognition awarded for productive leadership, graduate mentorship, and societal impact under the CMP Excellence-Impact Assessment Framework; to further benefit these units, departments demonstrating such excellence will be prioritized for infrastructure and equipment support within the university's resource constraints. The CMP also recognizes strategic partnerships between graduate units, R&D centers, and specialized stakeholder organizations. These collaborations are celebrated for driving public service with significant societal impact, particularly through their role in delivering vital support for graduate students by pooling shared expertise and resources.

A comprehensive, framework-based program review evaluates outcomes, identifies areas for improvement, and guides CMP renewal and long-term alignment with the University's vision for graduate education, research, and innovation-driven public service. Together, the three phases establish UP CMP as a system-wide model for graduate mentorship and innovation governance, enabling a progression from institutionalization to implementation and sustained renewal that strengthens collaborative, mentorship-driven research and creative ecosystems across the University. The following proposed guidelines for institutionalizing research/ creative work and innovation programs within primary academic units include criteria for forming/ renewing a program, assessment framework application requirements, responsibilities of the units, program leaders and core personnel, and the application approval process.

V. PROGRAM ESTABLISHMENT, GOVERNANCE, AND DATA INTEGRITY FRAMEWORK

The following guidelines and safeguarding measures govern the formation, oversight, and sustainability of thematic programs under the CMP, ensuring alignment with University standards and legal mandates:

- **Endorsement and Implementation:** A thematic research/ creative work and innovation program must be established within and formally endorsed by a primary academic unit. Program implementation shall be carried out by the associated groups within that unit.

- **Program Term and Review:** Each program shall be approved for a term of up to six (6) years, with a mandatory midterm review in the third year to evaluate progress, support program enhancement, and inform decisions on continuation.
- **Development Core Composition:** Each program must have at least two (2) to three (3) core personnel from the same primary academic unit. These may include PhD-holding faculty or REPS, or professionals with terminal degrees (JD, MD, DVM, DDM) and a master's or equivalent qualification relevant to their field.
- **Provisional Composition (Transitory Cases):** If only two (2) qualified core members are currently available, one (1) Assistant Professor without a doctorate from the same unit may be provisionally included. In such cases, the application must include a clear justification and a concrete timeline for achieving full compliance with the qualification requirements. This plan must be endorsed through the appropriate institutional channels.
- **Program Number and Distribution:** Primary academic units shall organize a minimum of two (2) thematic programs. For the maximum number of thematic programs, the unit should consider the specialization areas and number of qualified graduate mentors. These should align with institutional priorities and reflect the collective expertise and research interests of the unit's faculty and REPS.
- **Evaluation and Approval Process:** All unit-endorsed proposals will be evaluated by the College Research/ Creative Work Committee, composed of the units' Deputies for Research or equivalent, and subsequently presented for endorsement by the College Executive Council. Proposals then undergo review and endorsement at the CU-level OVCRD/E (or its equivalent) before being forwarded to the Chancellor or the Dean of an autonomous college. Final evaluation is conducted by the Office of the Vice President for Research and Innovation, with approval granted by the UP President, subject to confirmation by the Board of Regents.
- **Program Renewal, Suspension, Split, Merger, or Closure:** Requests to renew, suspend, split, merge, or close programs follow the same sequence: review and endorsement by the College Research/ Creative Work Committee, deliberation and voting by the College Executive Council, CU-level endorsement, and final approval by the UP President and the Board of Regents. Guidance for program-level review during full or midterm assessments is provided in Annex 3.
- **Data Privacy, Confidentiality, and Intellectual Property Safeguards:** In alignment with the University's commitment to honor and excellence, all CMP activities shall strictly adhere to the UP Intellectual Property Rights Policy. The program mandates the disclosure of works produced using University resources to protect undisclosed

information and collaborative integrity, while ensuring creators retain their legal rights. These provisions, consistent across data privacy, confidentiality, and IP safeguards, require all faculty, REPS, and students to uphold the highest standards of accountability in managing research data and proprietary outputs.

VI. CMP EXCELLENCE - IMPACT ASSESSMENT FRAMEWORK

Research/ creative work and innovation programs pursue long-term goals but require periodic, discipline-sensitive assessment to ensure relevance and effectiveness. The CMP Excellence-Impact Assessment Framework provides a clear and consistent basis for monitoring performance, supporting continuous improvement, and guiding decisions on program renewal or consolidation based on demonstrated contributions to the public value chain (*see Annex 3*). The CMP is a capacity-building framework structured across four mandated areas, denoted by the symbol Gx for brevity: scholarly, creative, and innovation outputs (G1); collaboration outputs (G2); graduate mentorship (G3); and public service with societal impact (G4). Among these, graduate mentorship and public service anchor the University's societal role and mission, while scholarly/ innovation output and collaboration serve as enabling mechanisms. For assessment, the framework distinguishes these mission-defining purposes, the "why we exist", from the mechanisms, the "how we do it", with mentorship and public service serving as priority safeguards in renewal and continuity decisions.

Figure 4 presents an integrated model showing how the assessment framework's components function as a unified system. It distinguishes mission-defining mandates from enabling mechanisms, clarifying their respective roles while highlighting their required alignment in program assessment. The diagram places these mandates within the 3 core **disciplinary domains**, applies a 3 to 6-year **rolling window** to capture sustained and long-horizon performance, and connects performance tiers, indicators, and thresholds to a structured evaluation process.

By connecting assessment evidence to decision guides and continuity outcomes, the model demonstrates how performance data translate into clear and consistent renewal, support, or transition decisions, reinforcing transparency, accountability, and coherence across the framework.

Date: April 23, 2026

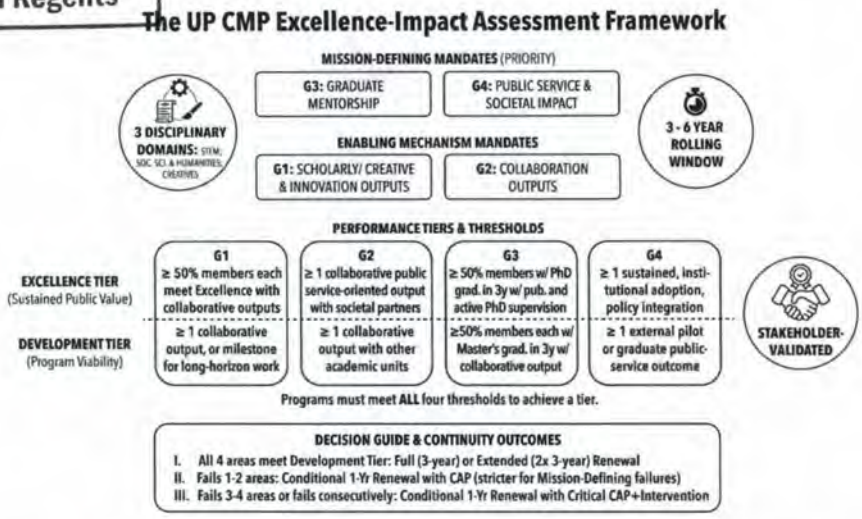

Figure 4: Integrated CMP assessment framework linking mandates, performance, and decisions.

Excellence is demonstrated through high-quality outputs and external validation. External validation refers to independent confirmation by credible bodies or stakeholders outside the originating unit, such as peer review, juried selection, competitive funding, or stakeholder certification, which affirms the contribution of the work to the field. **Impact** refers to sustained improvements in society, policy, culture, the economy, or community well-being resulting from the uptake of research or creative work outputs. **Assessment** examines the processes shaping program performance, while **evaluation** focuses on results. **Metrics** provide measures for assessment; **indicators** represent validated outputs used to evaluate excellence and impact.

Assessment is conducted using three-year rolling windows and structured milestone reporting to capture both sustained performance and long-horizon work. Domain-appropriate validation pathways are applied to ensure rigor, fairness, and comparability across science and technology, social sciences and humanities, and creative and artistic fields, while respecting disciplinary differences in outputs, timelines, and forms of impact.

For public service with societal impact, social technologies are assessed through sustained, **stakeholder-validated** adoption, evidenced by continued use, institutionalization, or formal integration, rather than initial deployment alone.

Together, these principles recognize diverse forms of excellence, support long-horizon research and creative work, and strengthen the University's capacity to generate meaningful, socially responsive outcomes. Continuous calibration keeps the framework equitable and relevant as fields evolve.

VI.1 Core Domains of Research/ Creative Work for Excellence and Impact

Each discipline upholds its own standards of rigor and excellence, recognizing its distinct nature and contributions to the public good. The core domains of assessment are:

- **Science, Technology, and Transformative Progress**: Advances discovery, experimentation, and application through evidence-based inquiry, emphasizing precision, replicability, and technological progress.
- **Social Sciences, Humanities, and Policy Reform**: Strengthens understanding of social systems, human behavior, and cultural meaning through contextual and methodologically rigorous inquiry, while informing governance and institutional reform. This domain also encompasses key humanities fields, such as history, philosophy, and arts criticism, which contribute essential interpretive, analytical, and critical perspectives.
- **Creative Work and Cultural Artistic Development**: Broadens intellectual and cultural horizons through artistic creation, cultural growth, and critical reflection, emphasizing depth, originality, and societal resonance.

Programs may also intentionally span multiple domains when this scope is integral to their declared objectives and design. In such cases, evaluation should be based on the actual outputs produced and the validation pathways appropriate to each strand of work, ensuring alignment between stated goals, methodologies, and demonstrated contributions. Excellence in every domain is shown through work that elevates knowledge, strengthens communities, or shapes cultural and policy landscapes.

VI.2 Long-Horizon Work and Three to Six - Year Rolling Window

Annual monitoring of CMP programs using **domain-specific indicators** supports accountability, continuous improvement, and recognition of excellence across fields. Because disciplines differ in pace, methods, and aims, from theoretical inquiry to applied and developmental work, the framework applies adaptive assessment measures that reflect how excellence and impact develop over time, acknowledging that research and creative outputs evolve in response to emerging challenges, technologies, and societal needs.

For fields with **longer horizons**, such as fundamental research, exploratory inquiry, or high-risk technological development, a **three to six-year rolling window** is especially recommended. This approach maintains accountability while aligning evaluation with the realities of discovery, where meaningful advances often emerge over extended periods rather than annually.

VI.3 Program Quality, Impact, and Stakeholder Validation

This framework provides a clear, consistent, and context-aware basis for monitoring program quality and impact while supporting continuous improvement, with transparency enabling informed self-regulation and shared accountability across governance levels. As detailed in Annex 3, it recognizes a broad range of high-quality scholarly, creative, and innovative contributions, avoiding rigid or discipline-inappropriate output requirements. This flexibility allows programs to demonstrate quality and impact through validation pathways aligned with their practices and helps prevent siloing by reinforcing shared mentoring standards across fields, akin to an apprenticeship model in which expectations for senior practitioners are intentionally cultivated in students.

Program outputs are assessed through field-appropriate validation pathways, such as peer review or juried selection, graduate program completion, technology adoption, external competitive funding, recognized dissemination venues, policy citation, or stakeholder-verified use. Programs are expected to present evidence of each output's significance, relevance, and external validation, supporting transparent review and responsible judgment at the unit, college, and university levels.

For public service with societal impact, social technologies developed by the program are assessed primarily on sustained adoption rather than initial deployment. Evidence of impact therefore emphasizes continued use over time, institutionalization within partner organizations or communities, and stakeholder validation, such as formal adoption, integration into policies or operational systems, resource allocation, or verified routine use, demonstrating that outputs have moved beyond pilot implementation to deliver durable public value and serving as primary evidence of societal impact within the assessment framework.

A well-defined assessment framework reduces ambiguity and strengthens confidence in implementation, empowering units to self-correct and calibrate performance, while insufficiently specified criteria risk inconsistent interpretation. Units that consistently demonstrate high performance may be recognized as lead or anchor programs, providing reference models for developing programs. In this way, the framework serves as a common guide through which diverse programs can operate in coordination, enabling the University's research and creative work ecosystem to function as an integrated system rather than as isolated units.

These indicators support consistent monitoring and evaluation across the four mandates (G1-G4) and enable evidence-based decision-making at multiple governance levels. They

function both as tools for unit-level self-assessment and as a basis for action by higher academic bodies when considering program renewal, pause, or consolidation. By grounding decisions in demonstrated contributions to the public value chain, the framework ensures that the CMP remains a capacity-building mechanism that strengthens graduate education and innovation outcomes across the institution. Ultimately, it provides practical guidance to implement policy effectively, sustain accountability, and foster empowered, self-regulating programs that evolve toward greater coherence, relevance, and impact over time.

VI.4 Differentiating Graduate and Undergraduate Mentorship in Program Assessment

As the national graduate, research, and public service university, UP's most enduring contribution to society is the development of the country's innovation workforce. Within the CMP research and creative work programs, graduate mentorship, together with innovation-driven public service, most directly builds national capacity for knowledge-driven economic development. Accordingly, this assessment framework clearly differentiates mentorship across academic levels.

Graduate research mentorship, as a form of vertical collaboration, is demonstrated through degree completion, co-created research or artistic outputs, structured integration of theses and dissertations into program agendas, and advanced research or creative work training that supports workforce development and the formation of future graduate mentors.

While Master's and doctoral mentorship are not equivalent, both are essential to the University's research and creative ecosystem. Master's mentorship helps build critical mass among emerging researchers and artists, while doctoral mentorship develops long-term scholarly leadership and future graduate supervisors. For assessment purposes, both are considered together because each contributes meaningfully to high-quality workforce development. Development Tier programs, largely focused on Master's training, strengthen foundational mentorship and collaboration, while Excellence Tier programs, anchored in strong PhD leadership, advance the University's mandate to lead in graduate education through sustained research excellence and public value.

Undergraduate thesis mentorship plays an important supporting role by strengthening program vitality, expanding scholarly activity, fostering interdisciplinary collaboration, and sustaining recruitment pipelines. These contributions reinforce the broader ecosystem; however, undergraduate mentorship does not substitute for graduate-level mentorship in determining Development or Excellence Tier performance under this framework.

VI.5 Vertical, Horizontal, and Societal Collaboration

Within CMP, collaboration among peers (horizontal), across academic ranks (vertical), and with community partners (societal) is intended to be program-driven, sustained, and integrated, rather than dispersed across isolated individual efforts. Collaborative outputs or milestone reports are expected to demonstrate substantive partner contributions, inclusive participation, and shared accountability, with each collaboration mode aligned to defined CMP performance tiers.

Horizontal collaboration focuses on interdisciplinary coordination within and across academic units. It is evidenced by shared resources, integrated expertise, and joint activities such as co-authored outputs, shared datasets, co-curated exhibitions, pilots, or consolidated milestone reports. While essential as a foundation, horizontal collaboration alone does not guarantee structured graduate formation or broader societal impact.

Vertical collaboration emphasizes sustained mentorship across academic ranks, particularly between advisers and graduate students, where intellectual leadership develops over time. It is demonstrated through effective Master's and PhD student supervision, completed theses or dissertations linked to research/ creative work program outputs, and the preparation of future graduate mentors, reflecting advanced research/ creative work capacity and leadership development.

Societal collaboration extends inter- or transdisciplinary work beyond the University to government agencies, LGUs, SUCs/LUCs/HEIs, industry, NGOs, or cultural institutions. Evidence includes verified uptake such as external funding, policy integration, technology deployment, community implementation, or nationally and internationally recognized outputs, signaling high public value.

Consistent with RA 9500, the CMP assessment framework places particular emphasis on vertical collaboration through graduate mentorship and on societal collaboration through public engagement, recognizing both as mission-aligned pathways for strengthening sustainable research/ creative work capacity and delivering meaningful public service impact.

Date: April 23, 2026

VI.6 Mentorship Excellence Framework through Peer/ Jury - Validated PhD Training

The CMP introduces a novel framework for assessing the quality of graduate mentorship, establishing the co-production of peer-validated doctoral outputs as a definitive benchmark for excellence within the context of program-based research and creative work. By institutionalizing peer-reviewed or juried work as an essential quality safeguard, the model reaffirms that doctoral supervision is a mission-defining responsibility of the University. More than just overseeing research tasks, this framework humbly views mentorship as a transformative commitment to the holistic development of the scholar - fostering the seasoned resilience and intellectual depth necessary to navigate the complexities of professional life.

While these outputs are expected within a CMP-recognized group, they serve as a metric of the mentorship environment's caliber rather than a student-borne graduation requirement, ensuring that training is anchored in externally validated rigor. The framework distinguishes between levels of graduate formation:

- **Master's Level Mentorship (Development Tier)**: While master's supervision may produce validated outputs, the primary mentorship focus remains within the Development Tier, emphasizing the mastery of core disciplinary competencies. At this stage, research activity serves as a foundational training ground rather than a primary metric for CMP excellence assessment.
- **Doctoral Level Mentorship (Excellence Tier)**: At this level, mentorship excellence is measured by the group's capacity to sustain high-impact research that satisfies the highest standards of originality and novelty. Within this Excellence Tier, the caliber of the mentorship environment is verified, e.g., through publication in Scopus/ WoS-indexed journals, scholarly books, or juried creative venues, providing objective, external validation that the university is fostering world-class innovation and research leadership.

VI.6.a The Challenge: Closing Quality and Impact Gaps in Mentorship

Figure 5 presents an enhanced PhD mentorship assessment framework that utilizes peer/ jury-validated output as a metric for mentorship quality. By integrating independent external validation into the assessment of the effectiveness of doctoral student supervision and mentorship, the university strengthens quality assurance and builds leadership readiness among graduates. In the absence of such embedded external validation of the mentorship process, doctoral training continues to face structural gaps.

Transitioning to a peer-validated mentorship model allows the university to move beyond localized examination. This integration of external rigor validates the caliber of PhD training, equipping graduates with seasoned leadership skills while ensuring research and creative outputs deliver tangible public and professional value. In the absence of such embedded external validation, whether through blind or double-blind review as appropriate to the discipline, doctoral training continues to face persistent structural gaps that affect quality assurance, career preparation, and societal impact.

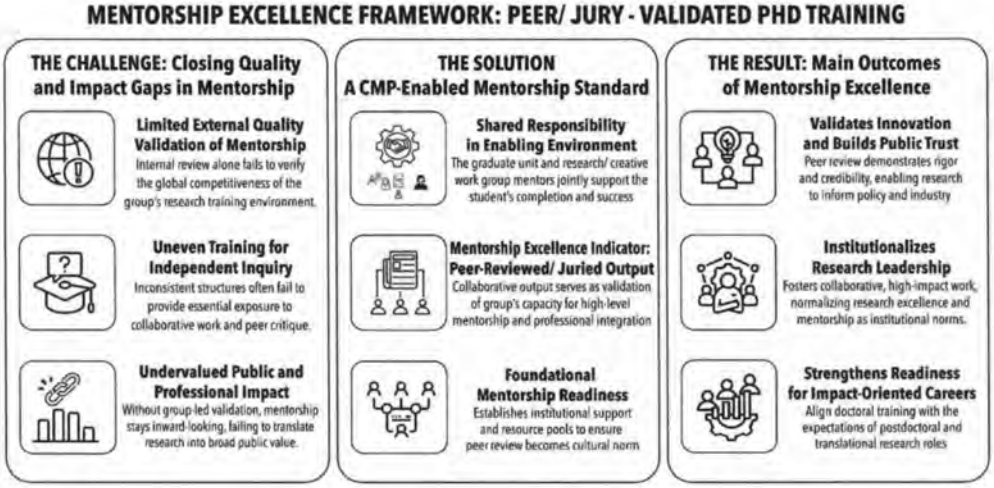

Figure 5. The CMP institutionalizes mentorship excellence by validating scholarly effort through peer/ jury-reviewed outputs, transforming inward-looking research and creative work into credible public innovation.

- *Limited External Validation of Mentorship Quality*: While internal defenses satisfy institutional requirements, they often lack the independent scrutiny needed to verify the global competitiveness of a group's training environment. Without the friction of anonymous peer review, a research/ creative work group's standards remain uncalibrated, leaving the actual rigor of the mentorship process, and the global standing of the graduates it produces, unverified by the international community.
- *Uneven Capacity for Mentorship and Research/ Creative Work Leadership:* Mentorship that shields candidates from external critique inadvertently stalls the transition from student to independent investigator. By institutionalizing external validation, the framework shifts the focus from mere completion to the cultivation of professional resilience. This ensures the mentorship environment provides the "stress-testing" necessary for graduates to lead their own research/ creative work teams with seasoned authority.

- *The "Inward-Looking" Mentorship Trap:* When mentorship remains focused only on internal approval, doctoral work often lacks the external credibility required to influence policy or industry. This gap results in high-potential research being archived rather than applied. Embedding peer/ jury - validated standards ensures that the mentorship process bridges the divide between academic inquiry and tangible societal value, transforming research/ creative work into a credible public asset.

VI.6.b The Solution: A CMP-Enabled Peer/ Jury-Validated Mentorship Standard

VI.6.b.1 Shared Responsibility and an Enabling Research/ Creative Work Environment

Under the CMP-enabled peer/ jury-validated mentorship standard, responsibility for defining the research problem, line of inquiry, or creative theme, and for producing peer/ jury-validated outputs, is collectively assumed by the CMP-recognized research or creative work group. This responsibility is realized through sustained student-adviser collaboration, structured collective mentorship, access to shared resources and infrastructure, and, where appropriate, community or stakeholder engagement, rather than being borne by the student alone. To demonstrate mentorship excellence, recognized outputs must be consistent with international publication and productivity awards criteria, including publications in Scopus/ WoS-indexed journals, scholarly books, juried exhibitions, or peer-reviewed creative works.

For professional doctoral programs and impact-oriented, practice-led tracks, particularly in the social sciences, humanities, and creative arts, stakeholder-validated or professionally recognized doctoral outputs may serve as a primary form of external validation, provided they demonstrate rigor consistent with pathways to public service with societal impact. Such evidence includes the formal adoption of outputs into policy, juried exhibitions in recognized venues, or technical reports reviewed by qualified external experts. Through this two-stage validation process, these outputs must undergo internal academic review by the graduate unit to verify methodological rigor and scholarly soundness prior to the formal recognition of stakeholder endorsement for CMP assessment.

VI.6.b.2 Graduate Student Integration and Advising Arrangements

Within the CMP framework, graduate students are integrated early into research, creative work, and innovation programs to ensure structured, sustained support and high training quality. Students are encouraged to join research/creative work groups aligned with their thematic

interests; where this is not feasible, an adviser shall be formally assigned by the unit to ensure program completion.

Early integration provides a sufficient runway for mentorship-led initial milestones, such as presenting at disciplinary conferences and producing collaborative outputs. This timeline ensures the mentorship environment's excellence can be documented through externally validated results well within the student's residency.

VI.6.b.3 CMP Mentorship Compact and Incentivized Excellence Framework

This framework establishes peer-validated outputs as both a minimum quality safeguard and a differentiating indicator of mentorship excellence. It formalizes a Mentorship Compact grounded in collective accountability. While meeting the safeguard ensures baseline program viability, exceeding it through high-impact outputs qualifies mentors and programs for elevated institutional support and formal recognition within University-level evaluation systems.

The Mentorship Compact is entered into at the start of the dissertation or equivalent advanced research phase, following completion of the apprenticeship stage that typically runs for a few weeks to a couple of months, submission of the student's letter of intent, and a formal matching of research or creative work interests. This process culminates in a written notification issued by the program leader with the concurrence of the assigned adviser. The notification, acknowledged by the student, adviser, and program leader, clearly sets out their respective roles and responsibilities, including a shared commitment to weekly regular seminars, semestral progress reports, the pursuit of collaborative peer-reviewed or juried outputs, and the intentional integration of a public-service or societal-impact component as the work evolves.

A. Enabling Responsibilities of the Graduate Unit, Research Group, and Adviser

To uphold mentorship excellence, graduate units and CMP-recognized groups shall cultivate an environment that enables peer-validated outputs by providing shared infrastructure, critical data, and comprehensive professional support. Research and creative work groups demonstrate this excellence by integrating doctoral students into active projects, delivering structured collective mentorship, and maintaining rigorous ethical and authorship standards. By facilitating access to project-linked resources and maintaining verifiable records of external validation, the group ensures that the mentorship environment meets the high standards of the CMP framework.

B. Joint Accountability and Quality Assurance

The doctoral student, adviser, and research/creative work group are collectively accountable for upholding the Mentorship Compact. Peer-review or juried feedback serves as a formative tool to validate mentorship effectiveness, ensuring dissertation quality and scholarly rigor align with CMP standards.

To sustain a high-caliber training environment, groups are expected to facilitate early manuscript preparation, fostering the momentum necessary for high-quality, collaborative outputs. If peer-validated results are not achieved within expected timelines, the unit may conduct a due-process review of the group's CMP recognition status. This evaluation focuses on the adequacy of mentorship, particularly in cases where a lack of early preparation or responsiveness has hindered the group's performance.

Where non-achievement occurs, the review assesses individual mentorship excellence using verifiable evidence, such as time-stamped feedback on drafts, active participation in weekly seminars, and the achievement of semestral milestones. Crucially, if an adviser demonstrates full commitment to their mentorship responsibilities, the group's CMP standing remains protected, regardless of whether a specific student produces an externally validated output.

VI.6.c The Result: Outcomes of Mentorship Excellence

VI.6.c.1 Mentorship Outcomes and Societal Impact

Together, these outcomes demonstrate how peer/ jury - validated PhD mentorship strengthens doctoral formation, leadership capacity, and the public value of research and creative work.

- *Validates Innovation and Builds Public Trust:* Peer review demonstrates rigor beyond the institution, enabling research to inform policy and industry.
- *Institutionalizes Research Leadership:* Cultivates a sustainable ecosystem where co-produced work reinforces the university's mandate for excellence.
- *Strengthens Readiness for Impact-Oriented Careers:* Aligns training with the expectations of postdoctoral, translational, and leadership roles.

VI.6.c.2 Fulfilling the University's Promise to the Nation Through Tangible Public Service

By embedding peer/ jury - validated outputs within PhD mentorship and providing a supportive institutional environment, this assessment indicator operationalizes Republic Act No. 9500 by affirming doctoral mentorship as a mission-defining function of the University and strengthening its role in community-engaged knowledge and creative work co-creation, beyond one-way

knowledge transfer. In this context, social sciences, humanities, and creative work groups play a leading role in translating research and creative outputs into sustained community practice and public value.

The framework treats doctoral mentorship as a measure of institutional capacity to sustain an enabling research, creative work, and innovation ecosystem and elevates it as a key criterion for University-level honors, awards, and recognition. In doing so, it reinforces the University of the Philippines' mandate as the national university for graduate education, research excellence, and public service.

VI.6.c.3 Building Institutional Capacity for Sustainable Doctoral Peer Review

The CMP framework establishes the institutional foundations and prerequisite support systems necessary for a **future transition** toward an elevated, system-wide doctoral output standard, ensuring that peer-review becomes a cultural norm through these five pillars:

a. **Scaling Institutional Support Systems:** Under the CMP, productivity serves as a benchmark for mentorship quality rather than an additional hurdle for the student. By focusing on the expansion of infrastructure and shared resource pools, the framework ensures that any gaps in output are addressed by enhancing the research group's collective capacity rather than inadvertently penalizing individual candidates.
b. **Calibrating Field-Specific Research Pathways:** Peer-review cycles vary by discipline. The CMP standardizes supportive domain-specific pathways and reasonable timelines tailored to each field, ensuring students are not hindered by external peer-review delays before the system is fully prepared.
c. **Supporting Solo Scholarship within a Collaborative Ecosystem:** The dissertation remains a test of the student's ability to produce an original, significant, independently validated scholarly contribution. By formalizing distinct collaborative tracks and attribution standards, the CMP protects the student's independent milestones from being overshadowed by co-authored requirements.
d. **Cultivating Access to High-Impact Venues:** Graduation-linked mandates risk driving unprepared students toward predatory outlets, just as isolated research or creative work without an enabling environment often restricts access to elite journals and platforms. The CMP prioritizes entry into high-impact, rigorous venues through collective mentorship, ensuring these mentorship quality standards are proven and sustainable before graduation-linked mandates are adopted systemwide.

e. **Expansion of Supervisory and Project-Based Collaboration:** The CMP provides essential infrastructure and support for graduate collaborative mentorship. This strategy expands support for project-based grants to facilitate collaborative outputs, providing all graduate programs the necessary runway to meet elevated scholarly expectations.

VI.7 Building Excellence: How CMP Drives Center of Excellence Aspirations

Adopting the Collective Mentorship Program (CMP) aligns a department's performance with the "Center of Excellence" (COE) and "Center of Development" (COD) criteria used by national and international bodies. By focusing on innovation culture, research/ creative work productivity, and graduate quality, CMP provides a structured framework to meet and exceed these national and global standards.

A) **A Distinct Focus on Mentorship and Impact**. While traditional tiering systems often overlook the mechanics of mentorship, CMP places graduate research supervision at the core of its assessment. It redefines excellence by prioritizing:

Mission-Driven Mandates: Aligning graduate mentorship and research innovation with a clear commitment to public service and measurable societal impact.

Transcending Silos: Prioritizing externally validated, cross-departmental, and community partnerships to co-develop integrative solutions for complex global challenges.

Cultural Foundation: Using structured collective mentorship to underpin the broader innovation culture required for institutional excellence.

B) **A Clear Maturation Pathway**

CMP provides a tiered roadmap for program growth, distinguishing between developmental foundations and sustained leadership:

Development Tier (Master's Focus): Establishes mentorship pipelines, fosters initial collaborations, and builds innovation capacity.

Excellence Tier (PhD Leadership): Characterized by high research productivity, advanced supervision, and externally validated societal impact.

C) **Strengthening Institutional Capacity**

Although CMP evaluates specific research programs rather than the entire unit, its success signals a department's overall strength. High-performing programs demonstrate a unit's ability

to maintain stable mentoring environments and integrate research/ creative work with public service. Ultimately, CMP ensures that students benefit from coherent, durable programs that cultivate leadership and generate lasting public value.

D) **Strategic Resource Allocation and Support**

To further catalyze growth, departments demonstrating such excellence through the CMP framework will be prioritized for infrastructure and equipment support within the university's resource constraints. By rewarding units that meet these high standards, the university ensures that its most productive environments have the physical and technological tools necessary to sustain their momentum. This targeted investment not only incentivizes program improvement but also ensures that institutional resources are strategically funneled into areas of proven impact, directly benefiting the faculty and students within these premier units.

VII. RESPONSIBILITIES OF THE PRIMARY ACADEMIC UNIT

To ensure the quality, success, and long-term impact of the University's thematic research/ creative work and innovation programs, the primary academic unit plays a central role in their formation, implementation, and continuous improvement. Through the active engagement of its policy-making body, the unit ensures that every research/ creative work program is strategically designed, adequately supported, and aligned with institutional priorities. This stewardship guarantees academic rigor, operational sustainability, and meaningful contributions to graduate education, innovation, and public service. The academic department or institute through its policy-making body shall be responsible on the following matters related to the formation and implementation of thematic research/ creative work and innovation programs.

a) PROPOSALS
   - Review proposals for new programs for a period of 6 years that address existing gaps in research, creative work, and innovation
   - Assist faculty and REPS in designing these programs with clear objectives, methodologies, impact roadmaps, and expected outcomes;
   - Engage stakeholders from partner institutions, government agencies, local government units, and industry to secure support and collaboration; and
   - Prepare a comprehensive proposal that details the program's scope, feasibility, and anticipated impact.

b) CORE PERSONNEL

- Ensure the number of regular members comprising the core personnel of each program maintains a minimum of two (2) to three (3) PhD Faculty/ REPS, or JD/ MD/ DVM/ DDM holders with a master's or equivalent qualification in their respective fields, from the same academic unit, who share common research or creative work interests, to sustain unit's progress in research, creative work, and innovation. This core personnel reinforces collaboration, enables collective mentorship and supervision of graduate students, and supports leadership continuity through rotational succession.
- If only two (2) qualified core members are available, one (1) Assistant Professor without a doctorate may be included on a provisional basis, subject to justified approval and a time-bound plan for full compliance endorsed through proper channels.
- Align personnel distribution with its research agenda programs, available resources, and long-term goals to achieve balanced and strategically sized groups. Ideally, the core composition of a group is distributed across academic ranks.
- Fine Arts Programs: Senior Regular Members (core creative scholars or senior artists) must comprise two to three faculty members holding an MFA terminal degree. These individuals should be nationally or internationally recognized for their contributions to exhibitions, performances, curatorial practice, or cultural leadership.
- Legal Research Programs: Senior Regular Members (core legal scholars or senior practitioners) must include two to three faculty members with advanced legal credentials (LLM, SJD, or PhD). Candidates must demonstrate a distinguished track record in legal scholarship, high-impact litigation, policy development, or industry leadership.

c) NUMBER OF PROGRAMS

- Ideally, each primary academic unit should sustain at least two (2) thematic research, creative work, or innovation programs to ensure diversity, offer meaningful pathways for students, and maintain balanced institutional outcomes. In determining the maximum number of programs, units should assess their areas of specialization and the availability of qualified graduate mentors.
- Regularly update the unit's agenda and organizational chart to accurately reflect its current research/ creative work and innovation programs.

- Submit consolidated program proposals, accompanied by the unit's updated organizational chart, through the appropriate channels to secure formal approval, institutional recognition, and strategic funding.

d) PROGRAM LEADERS
   - Ensure that prospective program leaders meet the required qualifications.
   - If a Program Leader fails to complete his/her term, the Unit shall recommend to the Chancellor a new leader from the senior members of the Program.

e) DEDICATED AND COMMON FACILITIES
   - In implementing research, creative work, and innovation programs, the unit shall provide appropriate space to each program or group, where warranted by disciplinary needs and scale of activity. Where dedicated space is not immediately available, the unit shall document a phased plan with clear milestones, such as scheduled access to existing facilities, shared-use arrangements, or planned improvements, toward meeting this standard within the review cycle, consistent with available resources and institutional priorities.
   - To further enhance collaborations, identify or develop common innovation spaces or shared facilities. These spaces and facilities within each department or institute foster collaboration among research/ creative work groups, encourage inter/ transdisciplinary projects across colleges, and engage with external community organizations and industries. These facilities provide collaborative and shared workspaces equipped with technology to facilitate brainstorming and meetings.

f) GOVERNANCE
   - Ensure that programs/ groups are actively represented in policy-making processes related to research, creative work, innovation, and public service, while also promoting leadership development and succession planning to sustain program continuity and excellence.

g) OVERSIGHT
   - Ensure that research/ creative work program/ project proposals and terminal reports align with the goals of the unit, college, and the University and receive appropriate oversight, contributing positively to the enhancement of existing programs or areas of interest.

h) RENEWAL
   - Follow similar procedures when evaluating proposals for renewal, merger, or closing down of a research/ creative work and innovation program.

Date: April 23, 2026

VIII. CMP PROGRAM LEADER

The CMP Program Leader, selected based on excellence and merit by the Unit's policy-making body, serves as the thematic research/ creative work and innovation program director and group manager. The Leader is expected to exemplify intellectual and moral integrity, collegiality, academic citizenship, dedication to service, commitment to academic excellence, and a focus on innovation and continuous professional development.

The Program Leader brings individuals together, builds shared understanding through transparent decision-making, and strengthens collective commitment and accountability. By identifying strategic leverage and using resources efficiently, the Leader directs group energy toward meaningful societal outcomes. An abundance mindset fosters collaboration, resource sharing, and openness to new ideas, supporting synergy, innovation, and long-term sustainability.

The Leader chairs the group's policy-making body, represents the program in relevant Unit meetings on research, creative work, innovation, and extension policies, and is entitled to an honorarium and a 1-unit administrative load credit excluding overload pay. This role shall be covered by a formal contract, with all official correspondence conducted through a designated institutional email account.

VIII.1 Responsibilities of a Program Leader

Within the CMP framework, the Program Leader fulfills a dual mandate: Program Director and Group Manager. As Program Director, the Leader provides strategic vision and long-term direction for the thematic program, and alignment with institutional goals. This role embodies a triadic function:

- R&D/ Creative Work Coordinator – designing, integrating, and overseeing projects to ensure rigor and relevance.
- Innovation Lead – setting vision and strategy for projects that generate meaningful outcomes.
- Public Service Steward – ensuring that research and creative work translate into lasting societal benefit and strong community engagement.

As Group Manager, the Leader oversees operational efficiency, builds a supportive environment, and ensures the effective delivery of both regular activities and milestone initiatives.

This dual mandate ensures the program remains future-oriented, mission-driven, and operationally sound, while advancing mentorship, innovation, and public service.

VIII.1.1 The **Program Director** provides overall guidance to sustain achievements and drive continuous thematic program growth. The role demands strategic leadership, institutional alignment, and cultivation of a culture of innovation, collaboration, and graduate mentorship.

a) Strategic Leadership:
   - Develop and implement long-term program strategies within the group's thematic areas, identifying future opportunities and addressing operational bottlenecks, while training managers and mentors into future research/ creative work program directors.

b) Program Development:
   - Design, implement, and evaluate activities that enhance scholarship, innovation, and inter/ transdisciplinary collaboration with focus on advanced training and mentorship, particularly at the PhD level.

c) Inter/ Transdisciplinary Collaborations:
   - Build cross-sector and cross-discipline partnerships to address societal challenges, ensuring outputs remain relevant to institutional goals and responsive to societal needs.

d) Public Service Initiatives:
   - Initiate public service projects driven by innovation, handling logistics and community collaboration.

e) Accountability and Funding:
   - Ensure accountability for program outcomes and secure the necessary funding to sustain and expand initiatives. The Program Director must submit timely fund utilization reports and comply with financial and administrative requirements to maintain transparency and uphold institutional integrity.

VIII.1.2 The **Group Manager** ensures that the thematic research/ creative work and innovation group operates smoothly and ethically, providing a safe, secure, and conducive environment for collaboration and innovation. This includes overseeing group dynamics, regular and milestone

activities, and supervisory responsibilities, all aligned with institutional standards for research integrity and public service.

a) Promoting Regular Collaborative Engagement:
   - Facilitate regular weekly group meetings, seminars on current field developments, and special events to promote exchange and innovation, thereby enhancing the research/ creative work ecosystem.

b) Personnel Training and Development:
   - Oversee mentorship, targeted recruitment, advancement opportunities, and ongoing development of program participants.

c) Resource and Repository Expansion:
   - Enhance the program's resources and repositories including databases, tools, and collections to support scientific/ artistic endeavors in the long term.

d) Institutional Data Management:
   - Ensure effective research/ creative work data management, regulatory compliance, and communication while building collaborative partnerships.

e) Annual Accomplishment Report and Impact Summary
   - Submit the group's annual accomplishment report to the Unit, highlighting notable accomplishments and public service initiatives, outlining performance metrics and societal impact, for public distribution and online sharing.

VIII.2 Development Qualifications of a Program Leader

To uphold excellence and ensure the sustainability of research/ creative work and innovation programs, Program Leaders must meet clearly defined minimum qualifications. These qualifications emphasize scholarly competence, leadership capacity, mentorship experience, and commitment to service. Each criterion is supported by verifiable documentation to guarantee transparency, accountability, and adherence to institutional standards.

a) **Academic Rank and Terminal Qualification:** Must hold a faculty/ REPS position with a doctorate degree or JD/ MD along with a master's degree or an equivalent qualification in their academic discipline. Acceptable documentation may include official appointment papers or academic diplomas.

   Provisional Qualification (Transitory Cases): In cases where a prospective program leader has not yet attained tenure, a non-tenured faculty member from the same unit with a doctorate degree or JD/ MD along with a master's degree may be recommended. Such cases shall require a clear written justification, together with a concrete,

time-bound plan for achieving full compliance with the qualification requirements. This plan shall be formally endorsed through the appropriate institutional channels.

b) **Leadership in Research/ Creative Work:** The Program Leader must demonstrate established leadership in their field, shown through a substantial record of at least ten (10) relevant research, creative, scholarly, or practice-based outputs aligned with the program's thematic area. These may include peer-reviewed articles, professional conference outputs, patents or utility models, policy papers, community-engaged or practice-led research, digital scholarship, design innovations, or equivalent creative, literary, visual, or performance works.

Leadership may further be demonstrated through externally funded projects, community partnerships, or contributions recognized by national, international, or university-level research/ creative work and innovation recognition awards, titles, or distinctions.

Acceptable documentation includes publication links or DOIs, records of patents or creative outputs, policy adoption notices, documentation of community-engaged work, contracts of funded projects, and certificates or communications from recognized institutions or award-giving bodies.

c) **Mentorship Track Record:** Candidates must show substantial experience mentoring graduate students, supervising thesis/ dissertation projects, or leading collaborative, multi-generational research/ creative teams. They should demonstrate the ability to guide early-career researchers or artists. Documentation may include certifications from departments, colleges, or prior institutions confirming graduate student supervision and advising roles.

d) **Collaborative Experience and Network:** Must have prior experience in leading or actively participating in inter/ transdisciplinary collaborations, cross-sectoral or international projects, along with a broad network of collaborators, both locally and globally. High-quality of collaboration emphasizes inclusiveness, parity, and depth of cooperation, and graduate student involvement; Acceptable documentation may include signed MOUs or MOAs, project contracts, completion reports, or formal letters of collaboration from partner institutions, all of which serve as evidence of participation in inter-/ transdisciplinary or international collaborative endeavors.

e) **Leadership Commitment, Succession, and Continuity Planning:** The Program Leader must commit to a term of three to six years, after which leadership will rotate among senior members to ensure program stability and leadership development. Should a leader step down prematurely for justified reasons, the research/ creative work group must submit an interim recommendation for unit-level approval; this leadership transition

and the subsequent endorsement shall be formally documented in the program's next annual report. This formal endorsement ensures a clear chain of command, seamless continuity, and the documented preservation of institutional memory. This rotational and contingency system fosters a culture of innovation, collaboration, and long-term sustainability. Acceptable documentation includes a Unit or College Resolution formally endorsing the appointment and a signed conformity statement from the Program Leader affirming adherence to the designated term and the established succession protocols.

IX. RESEARCH PROGRAM APPLICATION REQUIREMENTS

A Call for the Institutionalization of Research/ Creative Work and Innovation Programs will be released by the Office of the Vice President for Research and Innovation (OVPRI). The program proponents and the head of the academic department or institute implementing the research/ creative work and innovation program should accomplish the OVPRI Form 1 and seek endorsement through channels. The proposal to institutionalize/ renew a research/ creative work and innovation program must provide the following information:

IX.1 Title/ Name of Proposed Research / Creative Work and Innovation Program

The title or name for the research/ creative work and innovation program should be intuitive, formal, and reputable, clearly representing the program's goals within its thematic areas. It must effectively convey a scope that is neither too broad (like an academic subject) nor too narrow (like a specific project), achieving a balance that is easily comprehensible to the target community and industry, along with potential local and international partners, while also reflecting the program's long-term strategic strengths. Furthermore, it is important to acknowledge that the program name functions as a long-term branding strategy.

IX.2 Thematic Areas and Program Impact Roadmap

Thematic areas serve as the backbone of a research/ creative work and innovation program by defining its core specialization, guiding focus, and enabling strategic alignment with institutional and societal priorities. These areas should be articulated through 8 to 10 keywords or phrases that clearly reflect the program's central and sub-thematic directions. A designated primary keyword will be used to generate the official email address for program leaders (keyword.cu@up.edu.ph).

Accompanying this should be a 60–75 word description of the thematic program that outlines its mission, key focus areas, major initiatives, and, depending on the group's maturity, either notable achievements (for established groups) or intended goals and contributions (for new groups), including efforts in public service and inter-unit collaboration.

A program impact roadmap is a critical planning tool that aligns program efforts with long-term societal value. Also include a 60–75 word description of the group's impact roadmap (program level), summarizing the focus area or areas based on target beneficiary or industry needs, strategies toward target outcomes, key resources and enablers, identified risks and management approaches, and metrics showing innovation impact and contribution to value creation, over a 3–6 year implementation period.

IX.3 Core Personnel of the Program

To ensure sustained progress in research, creative work, and innovation, each program must be anchored by at least two (2) to three (3) Faculty or REPS with doctoral degrees, or JD/MD/DVM/DDM holders with a master's or equivalent qualification in their fields, *from the same academic unit* and sharing aligned research or creative work interests. This core personnel supports collaboration, collective mentorship, and leadership continuity through rotational succession. Departments are responsible for aligning personnel distribution with research agendas, resources, and long-term program goals, with core members ideally spanning academic ranks.

Where only two (2) qualified PhD Faculty or REPS, or JD/MD/DVM/DDM holders with a Master's degree, are available with aligned interests, one (1) non-PhD Assistant Professor from the same unit may be provisionally included. Such cases must be justified in the application and accompanied by a time-bound plan to meet full qualification requirements, subject to approval through channels.

IX.4 Updated Unit's Organizational Chart, Venue for the Research/ Creative Work and Innovation Program, and Common Innovation Space (This part of the application form must be completed by the head of the department or institute.)

An updated unit's organizational chart based on the CMP-aligned organizational framework (*see Section III*) is a vital tool for visualizing how the unit structures and supports its research/ creative work, innovation, and public service programs. It should

clearly illustrate how various thematic programs are embedded within the unit's structure, providing clarity on leadership, collaboration, and resource flow.

If warranted, the unit should designate an appropriate dedicated venue for the planned research/ creative work and innovation program for a term of 3 or 6 years, or indicate future plans to establish one. The dedicated venue per program is vital, it provides the physical environment where R&D experiments, creative production, shared conversations, and collaborative activities can take place, fostering productivity and innovation.

If warranted, the unit identifies or plans to establish a common innovation space or shared facility equipped with tools and technologies for collaboration, brainstorming, and project development. Such spaces promote interaction among research and creative work groups, foster inter- and transdisciplinary collaboration, and strengthen partnerships across colleges, communities, and industries for co-creation and innovation.

X. EXPANDING CMP ECOSYSTEM: BUILDING UP'S COLLABORATIVE FUTURE

A research, creative work, and innovation ***ecosystem*** is a dynamic network of people, programs, policies, resources, and spaces that generates and translates knowledge and creative outputs into societal value. It enables collaboration across industries, startups, and global partners, and is anchored in campuses, research facilities, studios, innovation hubs, and science and cultural districts. The UP Collective Mentorship Program (CMP) integrates the University's research and creative work programs through a formal framework of internal and external affiliate memberships and strategic organizational partnerships. This structure drives open innovation and creates defined pathways for sustained public impact. Effective collaboration requires strong implementation, shared knowledge, and sustained institutional support, especially when advancing new ideas.

Broadening CMP participation reinforces UP's research and creative work ecosystems, deepens mentorship, and enhances mission-aligned public service. Research and creative work programs in non-graduate degree-offering units, such as R&D and creative work units, centers/ institutes, training hospitals, extension and basic education units, and inter-/cross-unit programs, may participate as partner organizations, while individuals may engage through affiliate membership. Long-term synergy across UP

units through vertical interdisciplinary collaboration and mentorship is pursued through the Research Program-to-Research Program (RP2RP) framework (*see Section XI*).

As part of expanding the CMP ecosystem and building UP's collaborative future, partnerships between graduate and specialized non-graduate UP units are recognized for strengthening graduate mentorship and advancing collaborative public service with societal impact.

X.1 Institutional Participation:

To strengthen UP's research/ creative work and innovation ecosystem, specialized non-graduate units and cross-unit programs may join CMP groups for advanced research/ creative work collaboration. Participation must be based on thematic research/ creative work program alignment, shared targets, and multi-year engagement. These partnerships expand capacity, deepen interdisciplinary work, aim to produce a research/ creative work output, and enhance graduate mentorship.

a) **Specialized Non-Graduate Institutes/ Centers/ R&D and Creative Work Units as Partner Organizations.** Non-graduate units may serve as partner organizations by providing complementary expertise, facilities, and technical support. Academic departments benefit from expanded infrastructure and specialized capabilities, while institutes, centers, and R&D or creative work units gain enhanced opportunities for collaboration, co-authorship, and external funding. Together, these collaborations reinforce long-term research continuity and strengthen the University's overall research and creative work ecosystem. This can be operationalized through the following:
   - Co-developing multi-year joint research/ creative agendas and milestone plans.
   - Formalizing co-mentorship roles and access to specialized labs or studios.
   - Establishing shared annual work plans governing roles, ethics, and resource use.
   - Conducting joint fieldwork, experimentation, curation, or prototyping.

b) **Basic Education and Post-Graduate Residency and Fellowship Training Units as R&D Partner Organizations.** These units provide real-world environments for evidence-based, practice-informed research. Mutual benefits include providing students in graduate-degree offering units with richer, practice-informed research environments while enabling partner unit researchers, practitioners, and trainers to incorporate research-driven improvements into their practices and services. These exchanges enhance both graduate training and institutional effectiveness. Implementation involves:

- Identifying discipline-relevant research/ creative work areas.
- Integrating practitioner insight with graduate research under ethical protocols.
- Designing shared research protocols and field-testing plans.
- Engaging practitioners as co-mentors or experts.

c) **Inter/ Cross - Unit Graduate Degree/ Research/ Extension and Other Programs**. Inter/ Cross-unit graduate degree or joint research and extension and other programs may partner with CMP groups to strengthen interdisciplinary mentorship and research/ creative work alignment. CMP groups gain access to broader mentoring networks and expanded collaborative opportunities, while inter/ cross-unit graduate degree and other programs benefit from stable long term collaboration that strengthen student progression and improve competitiveness for external funding. Together, these partnerships reinforce the University's interdisciplinary structures and its capacity to address complex challenges through integrated research efforts. This partnership is carried out by:

- Mapping shared research priorities and forming thematic clusters.
- Establishing co-advising, shared seminars, and collaborative studios.
- Coordinating shared access to laboratories, creative spaces, and datasets.
- Developing joint forward plans for multi-year goals and resource use.

d) **Collaboration with S&T Parks, Creative and Cultural Districts, and Other Stakeholder Partner Organizations**

Strong connections between graduate unit programs and stakeholders, especially those based in S&T Parks, Creative and Cultural Districts, and other stakeholder partner organizations within University premises, create synergy that strengthens the application of research and creative work and cultivates a dynamic innovation network. While internal partnerships rely on simple resource-sharing agreements, external ones require formal contracts to manage legal risk and property rights.

These partnerships:

- Promote socially responsive innovation by aligning research and creative outputs with real-world needs and public service goals
- Support diverse innovation pathways, including technology-driven, creative, and community-led approaches
- Enable collaboration, funding, and policy alignment through mutually beneficial projects across sectors

- Build research and creative capacity by providing access to shared facilities, expertise, and development opportunities

e) **Registering Research/ Creative Work Programs from Non-Graduate Units and Stakeholder Partner Organizations:** Long-term research, creative work, and innovation programs based in non-graduate institutes, centers, R&D and creative work units, support units, basic education and training units, S&T parks, creative and cultural districts, and other stakeholder partner organizations within University spaces, as well as inter- or cross-unit graduate, research, or extension programs may apply for registration under the CMP framework.

Applications are facilitated by the appropriate next-higher unit, or, in the case of S&T parks, creative and cultural districts, and stakeholder partner organizations, coordinated directly with the CU OVCRE/D or equivalent office, and reviewed in coordination with the CU OVCRE/D or equivalent office. Registration ensures inclusion as R&D and Creative Work Units and Stakeholder Partner Organizations in the University Catalog of institutional research/ creative work and innovation programs for a six-year term; promotes strategic collaboration within and beyond UP; strengthens graduate mentorship; supports evidence-based evaluation for University awards and recognition; and enhances public service contributions.

While research and creative work programs in specialized UP R&D units, including stakeholder partner organizations, are not formally evaluated under CMP, their engagement is directed toward contributing to the mandated areas of scholarship, collaboration, graduate mentorship, and public service. Such institutional participation expands UP's research and creative work capacity, strengthens collaboration across ranks, disciplines, and sectors, and enhances graduate mentorship.

All partnerships must align with CMP objectives, be documented in the annual research/ creative work program reports of graduate units, and be sustained across the CMP cycle in support of UP's mandate as the national graduate, research, and public service university. Under CMP, partnerships between graduate units and non-graduate R&D and creative work units, including stakeholder partner organizations are formally recognized for their contributions to graduate mentorship and collaborative public service with societal impact.

X.2 Individual Participation:

Individual participation under the CMP recognizes that researchers, artists, faculty, REPS, and support personnel across the University possess diverse expertise that can meaningfully contribute to research/ creative work programs and graduate mentorship, even when they come from units without graduate degree programs. Engagement is based on individual capacity, disciplinary alignment, and the specific needs of a CMP research/ creative work program. Participation is project-based, collaborative, and focused on strengthening research outputs, mentorship ecosystems, and long-term program development. If applicable, UP expert affiliates can participate as graduate mentors under the RP2RP alignment framework (*see Section XI*).

a) **Faculty/ REPS from Non-Graduate Degree-Offering Departments.** Faculty and REPS based in non-graduate degree offering departments with relevant expertise are strongly encouraged to participate as affiliate members of research programs in graduate degree-offering units to collaborate on specific projects. Operationalization may include joining thematic clusters, contributing to specific work projects, co-mentoring Master's or PhD students in areas of specialization, and participating in shared laboratories, studios, or field sites. This enables faculty to collaborate on aligned projects, strengthen their research portfolios, and support graduate student development. To ensure that primary duties remain unaffected, researchers/ artists and affiliate faculty/ REPS coordinate with home units and reflect engagement in their service records.

b) **Researchers/ Artists and Affiliate Faculty/ REPS in Non-Graduate Offering Institutes, Centers, R&D and Support Units.** Individual participation of researchers, artists, and affiliate faculty/ REPS in non-graduate offering institutes, centers, R&D and support units are likewise strongly encouraged to engage in CMP-aligned programs to collaborate on specific projects that match their expertise in coordination with home units. This may be operationalized by providing technical or methodological support, joining multi-year project teams, contributing datasets or field access, serving as co-mentors, or participating in milestone reviews. Such involvement enhances group capacity, deepens interdisciplinary work, and strengthens graduate programs, particularly at the PhD level. To ensure that primary duties remain unaffected, researchers/ artists and affiliate faculty/ REPS coordinate with home units and reflect engagement in their service records.

c) **Affiliate Faculty/ REPS in Inter/ Cross - Unit Degree Programs.** Affiliate faculty or REPS contributing to inter- or cross-unit graduate programs are encouraged to leverage

the strengths of their home department's research/ creative work group. Operationalization may include coordinating co-advising arrangements, integrating students into the groups' ongoing research/ creative work clusters, sharing resources such as laboratories, archives, or creative spaces, and aligning multi-year research plans across participating units. This fosters coherent mentoring ecosystems and mutually beneficial, program-spanning collaborations.

d) **Researchers/ Artists that are Members of Non-regular and Non-teaching Staff.** Non-regular academic staff (e.g., lecturers, postdoctoral researchers, visiting professors, adjuncts) with relevant expertise or demonstrated research/ creative work interests, as well as non-teaching staff (administrators and support personnel) whose expertise, skills, and interests align with their administrative unit's mandates, may participate as internal affiliate members of research/ creative work groups on specific projects at the department, college, CU, or System level.

Participation of non-teaching staff should be directed toward selected projects where their specialized complementary expertise can be fully leveraged and where their involvement strengthens the long-term operational sustainability of their administrative unit and the University's broader research/ creative work and innovation ecosystem. To ensure that primary duties remain unaffected, administrative units may authorize limited official time (e.g., 2–3 hours per week) for meetings or group activities. All approved engagements and outputs must be properly documented in the staff member's IPCR.

External Collaborations with SUCs/ LUCs, HEIs, Government, and Industry and External Affiliate Member Participation

Beyond intra-University engagement, the CMP further strengthens its ecosystem by actively involving partner organizations and external affiliate members from the public and private sectors, including those from SUCs/ LUCs, HEIs, government, and industry. These partnerships enhance the University's ability to translate research, creative work, and innovation into meaningful public service/ societal outcomes and impact. Affiliate participation offers clearer engagement pathways and expanded access to program activities, resources, and mentoring environments. Through the integration of affiliates and partner organizations, CMP broadens mentorship networks, deepens interdisciplinary collaboration, and forges stronger connections between academia, government, industry, and communities, advancing UP's mission as the national university in a knowledge-based and innovation-driven society.

X.3 Collaboration with Public and Private Sectors

a) **Fosters Co-Creation for Societal Impact.** Collaborative initiatives between University researchers/ artists and partners from communities, industries, and public institutions promote the co-creation of solutions that transform knowledge into socially responsive applications and innovations. This may be operationalized through co-designed research agendas, joint workshops or design sprints, field-based testing of prototypes or creative outputs, and regular milestone reviews with partner stakeholders.

b) **Bridges Academia and Practice.** Engagements with SUCs/ LUCs, HEIs, government agencies, NGOs, professional societies, industry alliances, and private practitioners align academic inquiry with real-world challenges, policymaking needs, and service delivery. Operationalization may include formal MOUs, policy roundtables, co-supervised research/ creative work projects, shared datasets, or practitioner-led seminars that inform research/ creative work directions.

c) **Promotes Mutual Growth and Innovation.** Public–private partnerships nurture shared learning and resource exchange, enabling partners to explore new technologies, creative expressions, and innovation-driven public service initiatives. This can be implemented through joint R&D or creative work projects, shared use of laboratories or creative spaces, pilot deployments, and collaborative grant applications that support national and local development goals.

d) **Builds Sustainable Institutional Networks.** Long-term linkages expand the reach of University programs through joint laboratories, co-authored outputs, cross-sector training, and shared infrastructure. Implementation steps include creating multi-year partnership plans, establishing joint advisory groups, coordinating training programs, and maintaining shared repositories for data, methods, or creative assets.

e) **Ensures Relevance and Policy Alignment.** Active collaboration across sectors helps ensure that programs contribute to national priorities such as climate resilience, food and health security, cultural sustainability, and inclusive innovation. Operationalization may involve aligning research/ creative work themes with national development plans, submitting evidence-based recommendations to agencies, or participating in national task forces and working groups.

X. 4 Significance of Affiliate Member Participation

a) **Provide Complementary Expertise.** Affiliate members contribute specialized knowledge and diverse perspectives that strengthen interdisciplinary and transdisciplinary research, creative work, and innovation.

b) **Enable Multi-Institutional Collaboration.** They link academic departments, R&D units, and external partners, expanding collaboration across units and institutions.
c) **Expand Networks and Resources.** Affiliates facilitate access to shared facilities, creative spaces, and funding opportunities that support research translation.
d) **Enhance Mentorship Diversity.** Their participation enriches mentoring through varied disciplinary, professional, and sectoral perspectives for students and early-career researchers.
e) **Increase Credibility and Funding Potential.** Recognized affiliates enhance program reputation and competitiveness for external funding, partnerships, and recognition.

By broadening participation and strengthening both internal and external collaborations, the CMP cultivates a more connected, inclusive, and future-ready research and creative work ecosystem for the University. Involving affiliate members and partner organizations expands graduate mentorship networks, accelerates innovation, and enhances UP's societal impact. Through these collaborative pathways, the University reaffirms its commitment to workforce development, advancing knowledge and innovation, and working with communities, industry, and government to address the nation's most pressing challenges.

XI. CO-ADVISERSHIP ACROSS UP UNITS: RP2RP ALIGNMENT FRAMEWORK

The CMP Research Program-to-Research Program (RP2RP) Alignment Framework represents a major advancement in UP's institutional development as a national graduate, research, and public service university. By promoting interdisciplinary vertical collaboration, RP2RP introduces a forward-looking system that enables the University to access the most appropriate expertise across departments, colleges, campuses, and R&D or creative work units through cross-unit co-adviserships. This framework recognizes that intellectual leadership for complex graduate research, particularly those addressing grand societal challenges, often requires bridging the administrative boundaries of the degree-offering department.

Figure 6 shows how RP2RP expands the pool of graduate mentors across UP units through research program-based collaboration, breaking academic silos and ensuring clear recognition of intellectual contributions within an integrated mentoring ecosystem. Academic rigor is preserved through home-unit coordination and Graduate Committee vetting. This ensures stronger graduate formation through richer collaboration with expert affiliates.

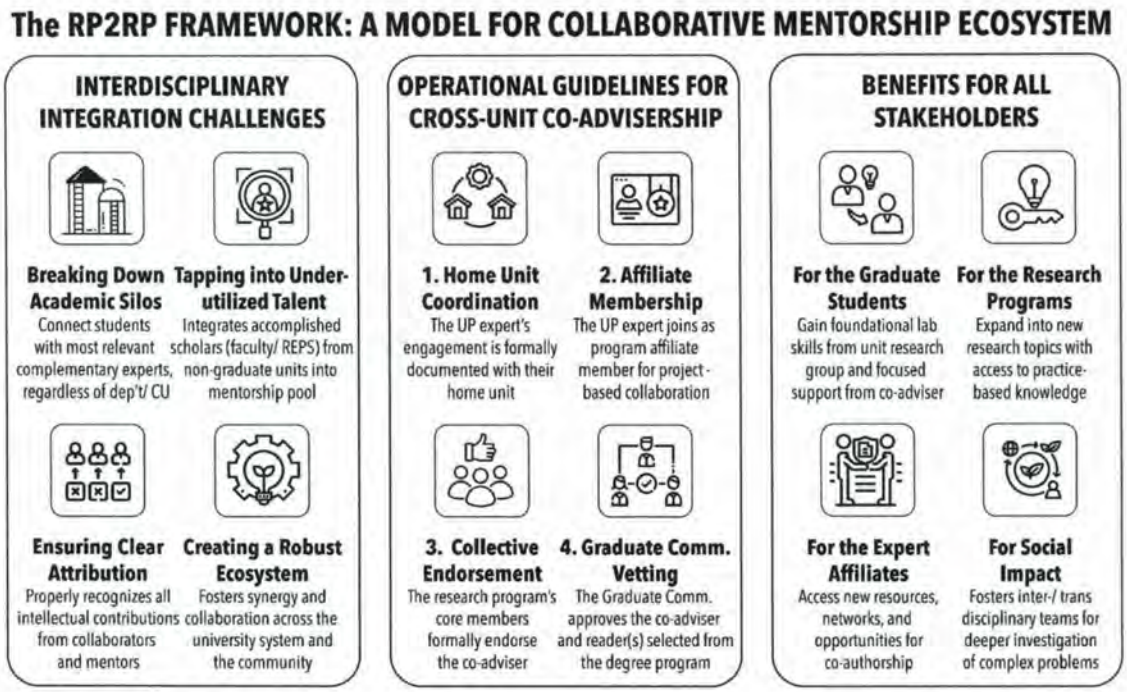

Figure 6. RP2RP Framework: Broadening the mentorship base and advancing interdisciplinary collaboration.

The RP2RP Alignment Framework serves as a proactive catalyst for cross-unit co-adviserships, empowering faculty, REPS, and UP experts to bridge disciplinary gaps. By actively promoting these collaborations, the University ensures that graduate students are not limited by administrative boundaries, but are instead encouraged to seek co-mentors whose specialized expertise precisely matches their research's conceptual and methodological rigors. This intentional cross-pollination does more than support the student; it fundamentally elevates the academic specialization and competitive capacity of the home unit.

Beyond graduate units, the University recognizes a wealth of untapped intellectual capital within non-graduate departments. RP2RP transforms these highly accomplished scholars from peripheral observers into active participants in the graduate ecosystem through structured co-adviserships. Rather than introducing new regulations, this framework optimizes existing mechanisms to champion intellectual leadership and interdisciplinary depth, positioning inter-unit collaboration as a hallmark of the University's integrative research culture.

Central to this promotion is a commitment to academic excellence and institutional integrity. The framework reinforces collective mentorship, where the home-unit faculty maintains their

essential role as co-adviser, ensuring that the student's foundation remains academically grounded while benefiting from affiliate expertise. By fostering a research environment that explicitly rewards these pairings, the University creates a sustainable pipeline for high-impact, timely research outcomes.

To uphold these standards, the framework utilizes a collaborative endorsement process. Members of the home unit's research program do not merely vet, they actively champion the integration of expert affiliates as co-advisers. This collective investment ensures that every co-adviserships is strategically aligned with the degree program's agenda, fostering a culture of shared responsibility and rigorous, interdisciplinary peer support for every graduate scholar.

Interdisciplinary, Vertical Collaboration

Graduate thesis and dissertation work often requires interdisciplinary vertical collaboration anchored in sustained mentorship. This model integrates the student's developing perspective with the collective expertise of the home-unit and cross-unit co-advisers. This synergy ensures appropriate attribution and robust graduate formation through iterative inquiry and methodological alignment.

When specialized expertise is not available within the student's home unit, cross-unit co-adviserships enables this collaboration. Formal support for such arrangements addresses attribution gaps and reframes supervision as a co-constructive process. Its effectiveness rests on the student's foundational training within the home unit's research program and the integration of the UP expert as an affiliate member of that program.

Supervisory Framework for Enhanced Student Consultation, Resource Access, and Expert Peer Support

Through affiliate membership tied to specific projects, CMP groups expand a graduate unit's pool of expertise. Under the RP2RP Framework, a UP expert from a graduate or non-graduate unit may serve as a co-adviser by joining the relevant graduate unit's research or creative work program as an affiliate member. This arrangement fosters an enabling environment where students engage in substantive consultation and access resources through sustained, program-based collaboration.

Effective supervision depends on strong collegial relationships. Potential co-advisers consult first before proposing arrangements to ensure coordination and clear recognition of intellectual

contributions. All co-adviserships appointments are vetted and approved by the Graduate Committee or its equivalent.

To promote intellectual leadership and shared accountability, the UP expert co-adviser collaborates closely with the home-unit co-adviser and the graduate student. All co-developed scholarly or innovation outputs must properly acknowledge contributors according to their roles, ensuring that RP2RP supervision remains rigorous, ethical, and aligned with CMP's commitment to excellence.

The RP2RP Alignment Framework: Operational Guidelines

To ensure the effectiveness and coherence of cross-unit co-adviserships, the following operational guidelines apply:

a) Criteria for Affiliates

- **Expertise and Standing:** Must be a qualified UP expert who maintains primary responsibility to their home unit.
- **Thematic Alignment:** Must demonstrate strong relevance to the receiving unit's research/ creative work agenda.
- **Strategic Compatibility:** Must possess a research agenda that aligns with documented joint milestones of the involved programs.

b) Process Flow of Appointment

- **Preliminary Consultation:** Potential co-advisers must consult with the home-unit adviser first to ensure coordination.
- **Endorsement:** The Research Program Leader and Core Members formally endorse the proposed **cross-unit co-adviserships**.
- **Vetting:** The expert must pass qualification vetting by the Graduate Committee.
- **Formal Approval:** Once vetted, the appointment for cross-unit co-adviserships is approved.

c) Assigning Peer Mentors and Accountability

- **Peer Mentoring:** A peer mentor from the receiving unit may be assigned to the affiliate UP expert to facilitate integration into the unit's supervisory culture.

- **Accountability Safeguard:** To preserve home-unit academic accountability, the thesis/ dissertation reader(s) must be selected from the department offering the degree.

XII. APPLICATION PROCESS, SUPPORT GRANT, AND FUND REQUIREMENTS

XII.1 APPLICATION PROCESS

Fig. 7 shows an overview of the research/ creative work program application and renewal process. Proposals to institutionalize research or creative work programs must be jointly prepared by the prospective Program Leader and the head of the graduate degree-offering unit. These proposals undergo initial review at the college and constituent university (CU) level through the OVCRD/E or its counterpart, and are then endorsed by the Office of the Chancellor or the Dean of the Autonomous College. The Office of the Vice President for Research and Innovation conducts the final evaluation and, with the UP President's recommendation, forwards the proposal for approval by the Board of Regents. The same approval process applies to proposals for the renewal or termination of an existing program.

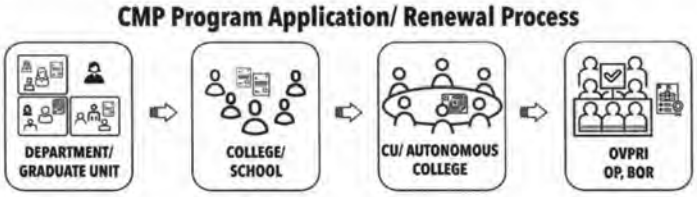

Figure 7. Overview of the CMP research/ creative work program application and renewal process.

XII.1.a The **College** Research/ Creative Work Committee conducts the initial technical review of proposals, after which the College Executive Council deliberates and votes on a unit's readiness to implement the proposed research/ creative work and innovation program. This review assesses academic rigor and strategic relevance, verifies the qualifications of proposed program leaders, ensures ethical and quality compliance, and confirms alignment with institutional research and creative priorities. The College also determines whether the proposal avoids unnecessary duplication or substantial overlap with existing programs, evaluates resource requirements, and, where appropriate, endorses qualified proposals to the OVCRD/E or its equivalent office.

XII.1.b The **OVCRD/E or its equivalent office** oversees the proposal approval process to ensure alignment with University policies. Its role includes facilitating

cross-disciplinary consultations, conducting final reviews for quality and compliance, monitoring program implementation, ensuring adherence to policies, and supporting continuous improvement through evaluation and feedback mechanisms.

XII.1.c Upon a positive evaluation, the OVCRD/E or its equivalent office transmits program applications to the **Office of the Chancellor or Dean of the Autonomous College** for CU endorsement.

XII.1.d Upon positive evaluation by the **Office of the Vice President for Research and Innovation**, final consideration is subject to the signature of the **UP President and approval by the Board of Regents.**

Approved programs are then communicated to the concerned units for implementation and forwarded to the OVPRI for consolidation and as input in the formulation of new programs and policies on research, creative work, and innovation.

XII.2 INSTITUTIONAL RESEARCH PROGRAM LEADERSHIP AND SUPPORT GRANT, AND FUND REQUIREMENTS

Consistent with the BOR-approved organizational structure of the Office of the Vice President for Research and Innovation (OVPRI), the CMP affirms that sustaining program-based research and creative work requires committed leadership and adequate institutional support. Accordingly, Program Leaders of graduate-degree offering units can apply for Institutional Research Program Leadership and Support Grant. The total Grant is ₱100,000 per year which covers operational expenses and designated annual honoraria.

XII.2.a Program Outright Grant

To support the establishment and operation of thematic research and creative work programs, the CMP provides tiered annual grants based on a department's highest graduate degree offering:

- ₱76,000 per program for PhD-offering departments;
- ₱52,000 per program for MA/MS-only departments.

These grants cover essential operational needs, including MOOE, Capital Outlay, and Equipment Outlay, for collaborative research seminars, dissemination activities, fieldwork,

co-working spaces, and shared tools required to generate high-impact, mission-aligned outputs.

These tiered support mechanisms reflect the greater complexity of overseeing dissertation projects, sustaining long-horizon research and creative work teams, and managing regulatory requirements such as ethics clearances and patent processes that typically accompany doctoral work. The tiering addresses functional needs and risk mitigation, helping build a more robust ecosystem for research, creative work, and innovation.

XII.2.b Honoraria and Administrative Load Credits

The CMP strengthens the University's commitment to institutional research and creative work programs by providing support for strategic leadership and program management. These capacities are essential for improving completion rates across master's and doctoral programs and for enhancing the University's contribution to national development and public service.

As heads of research laboratories or creative studios, CMP Program Leaders perform critical institutional functions. They set strategic direction, build interdisciplinary and cross-sector partnerships (including with SUCs, LUCs, HEIs, government, and industry), and ensure safe, secure, and conducive environments for faculty, REPS, and students engaged in research and creative work. In recognition of these responsibilities, and consistent with existing University administrative policies:

- Program Leaders in PhD-offering departments receive a ₱24,000 annual honorarium;
- Program Leaders in MA/MS-only departments receive ₱18,000 annually;
- All Program Leaders receive one (1) Administrative Load Credit (ALC), which does not include the paid leave privileges typically granted to administrators.

XII.2.c Recognition of Successful Program Leadership

The University reinforces its commitment to institutional research and creative work programs, key drivers of improved Master's and PhD graduation outcomes, by formally integrating successful program leadership within the Excellence-Impact Assessment Framework into the faculty merit promotion system. In accordance with existing academic personnel policies, and upon achieving program Excellence Tier level, successful program leadership shall be credited as a substantive component of faculty performance evaluation, particularly under professional advancement and public service. Innovative, impactful, and high-performing program leadership will likewise be reflected in University award criteria

alongside individual productivity and recognition. Recognized contributions include the ability to:

- Demonstrate Excellence tier - level research/ creative work program.
- Maintain a supportive environment and ecosystem for supervising and mentoring graduate students within the group.
- Set and carry out strategic directions that guide research program development.
- Build interdisciplinary and cross-sector collaborations that broaden the program's reach.
- Deliver mission-aligned outputs and contribute to the University's public service role.

Incorporating these functions, and their demonstrated impact on improving graduate completion rates, into the promotion process affirms the institutional importance of program-based leadership and advances the CMP's objectives of enhancing program quality, accelerating degree completion, and amplifying the University's contributions to innovation and public service.

XII.3 FUND REQUIREMENTS

A total of PhP303 million is requested for the six-year implementation of the Collective Mentorship Program. The Program shall allocate PhP50.5 million per year, which will support an estimated 550 groups annually.

XII.4 SIGNING OF CONTRACT, RELEASE OF FUNDS, AND RENEWAL

Upon signing the research/ creative work and innovation program contract, the Program Leader shall receive the Program Outright Grant of PhP 76,000 (or PhP 52,000 for MA/MS-only units). The corresponding honoraria (PhP 24,000 / PhP 18,000) will be released in tranches, with the final tranche issued after the submission and favorable evaluation of the program's annual accomplishment report by the responsible academic unit. The same report will also serve as the primary basis for determining eligibility for renewal in the succeeding cycle.

XIII. REVISION ON THE IMPLEMENTING RULES AND REGULATIONS

Any revisions to the implementing rules and regulations shall require approval at the President's level to maintain institutional coherence and strategic direction, with such changes will also be reported to the Board of Regents for transparency and oversight.

MEMO FOR THE RECORD:

This is to be put on record that during the 1408th Meeting of the Board of Regents held on 30 April 2026, the Board approved the funding of P300,000,000.00 for the six-year implementation of the UP Collective Mentorship Program (CMP), equivalent to P50,000,000.00 per year, as recommended by OVPPF and endorsed by the BOR Finance Committee at its meeting on 28 April 2026.

Date: April 23, 2026

Annex 1: Terms of Reference for CMP Program Leaders

The CMP Program Leader exercises formally recognized institutional leadership under the BOR-approved OVPRI structure, with responsibilities that extend beyond standard faculty functions of teaching, individual research, or extension.

- **Position Title and Reporting Line**

  Role: CMP Program Leader

  Positioning: Serving as a member of the department's policy-making body, reporting directly to the Department Chair in coordination with the Assistant Chair for Research and Extension.

- **Purpose of the Role**

  To lead a CMP-recognized thematic research/ creative work and innovation program.

  To mentor and manage research/ creative work personnel within a structured ecosystem.

- **Scope of Responsibilities**

  a) Strategic Direction – Define and maintain long-term vision aligned with RA 9500 and institutional mandates.

  b) Program Integration – Oversee thematic research/ creative work portfolios or clusters of projects.

  c) Graduate Mentorship Ecosystem – Lead structured, group-based graduate mentorship ecosystems, integrating project-based research, collaborative learning, and vertical mentoring.

  d) Public Engagement – Lead innovation-driven public service and societal collaborations.

  e) Operational Management – Oversee internal operations including weekly group meetings, milestone evaluations, ethics compliance, and research integrity standards.

- **Distinction from Other Roles**

  Unlike the Assistant Chair, who oversees the unit's broader research and extension functions, the Program Leader is responsible for developing and sustaining a thematic research or creative work program. Also, this role is distinct from leaders of individual research and creative projects, whose work is typically narrow in scope and short-term.

  The Program Leader provides long-horizon leadership, organizing structured graduate mentorship, coordinating integrated clusters of related projects, and generating interdisciplinary outputs that advance the program's thematic agenda. It is a role grounded in ecosystem-building, strategic direction, and measurable program-level outcomes.

- **Term, Contract Duration, and Renewal**

  Program leadership serves for a term of up to six years, subject to a mandatory midterm assessment in the third year, with annual reappointment contingent on the timely submission of required reports and satisfactory program performance audit results.

- **Entitlements**

  Including Honorarium and Access to Annual Program Grants are provided and specified in Sect. XII.

- **Accountability**

  Annual submission of: Annual Program Accomplishment Report and Fund Utilization Report

Date: April 23, 2026

Annex 2: Annual Accomplishment and 3-6 Year Performance Report (Guide)

I. Program Information

Name of Research/ Creative Work and Innovation Program: *[Insert]*

Unit (Department, College): *[Insert]* Program Leader: *[Insert]*

Period Covered: August 1, 2026 – July 31, 2027

II. Executive Summary

Provide a concise overview (150–200 words) of the program's annual outputs and 3 to 6-year rolling-window performance. Highlight key achievements, benchmark/ excellence status, mentorship outcomes, collaborations, and documented impact.

III. Annual Technical Report

III.A Organization and Mentorship

III.A.1 Program Membership (Faculty/ REPS, Affiliates, Students) *[Insert table/ list]*

III.A.2 Graduate Mentorship Outcomes (3 to 6-Year Rolling Window)

III.A.2.a) Students graduated *[Insert list, UG/ Graduate, Courses]*

III.A.2.b) Milestones summary report *[Insert]*

III.B Outputs of Thematic Research/ Creative Work and Innovation

III.B.1 Annual Outputs (August 1, 2026 - July 31, 2027)

[Insert list of outputs under appropriate domain, formatted, and with doi/ url/ publicly-accessible links]*

Science, Technology, and Transformative Progress	Social Sciences, Humanities, and Policy Reforms	Creative Work and Cultural Artistic Development
Publication in peer-reviewed journals (indexed/ non-indexed)	Publication in peer-reviewed social science or humanities journals	Publication in peer-reviewed art and design journals
Publication in local peer-reviewed journals	Publication in local social science or humanities journals	Publication in local art or cultural journals
International conference presentations with full papers	Presentations at international social science conferences with full papers	Int'l exhibitions, performances, concerts with detailed catalogs
International conference presentations without full papers	Presentations at int'l social science conferences without full papers	Int'l artist talks or panel discussions without detailed catalogs
Local conference presentations with full papers	Local symposiums with published extended abstracts	Local art festivals, performances, concerts with detailed catalogs
Local conference presentations without full papers	Local symposiums without formal papers	Local artist demonstrations without detailed catalogs
Chapters in books	Contributions to edited volumes in social inquiry	Contributions to anthologies in the creative sectors
Utility models/ patents	Social technologies, cultural innovations, and institutional reforms	Patentable art technologies such as stage designs, choreography, materials, apps
Funded research projects (internally/ externally -funded)	Grants for social research from government or nonprofit orgs	Grants for artistic projects from various organizations
Repositories/ biobank, tools, tangibles/ intangibles curated, donations received	Collections, tangibles/ intangibles curated, tools, databases, and sponsored research	Collections, tangibles/ intangibles curated, software acquired for artistic practice

***Formatting Standards for Disciplinary Outputs for Integrated Research Data Analytics**

To facilitate seamless integration into university-wide research data analytics, all submitted output data must strictly adhere to the professional formatting standards specific to their respective domains. Whether applying STEM styles (such as AMA, IEEE, or CSE), Social Science and Policy formats (including APA, Chicago, or Bluebook), or Creative guidelines (such as MLA, MHRA, or Harvard), precision in these conventions is essential. Rigorous adherence to these styles ensures that diverse contributions remain inter-operable, allowing institutional metadata systems to accurately aggregate citation metrics, track cross-disciplinary milestones, and generate a cohesive, data-driven narrative of the program's collective impact.

III.B.2 Collaboration Outcomes

Summarize substantive collaborations with academic, industry, government, cultural, or community partners, highlighting co-developed agendas, shared outputs, joint supervision or mentoring, formal agreements, and evidence that collaboration strengthened research quality, graduate training, or program capacity.

III.B.3 Innovation-Driven Public Service Outcomes

Describe how research or creative outputs contributed to innovation-driven public service, such as policy inputs, deployed technologies, cultural programs, advisory roles, pilots, or community applications, demonstrating credible pathways from scholarship to societal uptake and public value.

III.B.4 Major Challenges and Adaptive Measures

Outline key challenges, including those tied to long-horizon research. Describe adaptive responses such as rolling windows, milestone reporting, or multi-year support, and note structural gaps, like infrastructure, staffing, or policy constraints, along with steps taken or proposed to address them.

III.B.5 Awards/ Recognitions (Group or Individual)

Summarize awards received by the group or its members, distinguishing internal from external recognitions. Emphasize honors that reflect impact, including policy influence, cultural significance, scientific adoption, or other forms of meaningful external validation.

III.B.6 Photos and Other Documentations

Provide photos and supporting materials for key activities. When available, include documentation of collaborative, inter-/transdisciplinary, or community-based work that helps demonstrate the program's impact.

IV. CMP 3 to 6-Year Performance Report (Rolling-Window)

Development-Level Safeguard: Safe, Secure, and Conducive Program Environment

Group Environment Status Assessment:

✔ Meets Development Threshold if ALL provisions below are satisfied and documented

Required Provisions (All must be met):

Date: April 23, 2026

Declared Status	Provisions
☐	The program demonstrates and documents access to a dedicated shared physical venue or virtual space, **or** an approved phased plan with clear milestones, sufficient to operate a viable research/ creative work program appropriate to the discipline.
☐	The research/ creative work program documents provision and use of essential operational resources, supporting collective activities such as research seminars, critiques, dissemination, fieldwork coordination, and co-working.
☐	The program provides and evidences shared tools, facilities, or platforms required for collaborative work and the generation of mission-aligned, high-impact scholarly, creative, or public-service outputs.

Assessment note: Failure to meet or document any one of the above provisions results in non-compliance with the Development-Level safeguard.

3 to 6-Year Performance Report:

Checklist with Evidence Links

Instructions: Check all applicable items. Provide citations/ DOIs/ URLs/ Notes for each checked item.

Tier Guide: Development (D) or Excellence (E), based on Annex 3.I

Assessment Area	Indicators (check all that apply)	Tier	Citations/ Links/ Notes
Scholarly, Creative & Innovation Outputs (3 yrs)	☐ Peer-reviewed publications ☐ Books / chapters ☐ Juried creative works / exhibitions ☐ Patents / technologies / software ☐ Competitive external grants ☐ Long-horizon work with milestone report ☐ No output in this window	☐ D ☐ E ☐ N/A	
Collaboration Outputs (3 yrs)	☐ Interdisciplinary (within UP) ☐ Transdisciplinary (external partners) ☐ Co-authored outputs / grants ☐ Shared datasets / facilities ☐ Patents / systems / exhibitions ☐ No collaboration output	☐ D ☐ E ☐ N/A	
Graduate Mentorship (3 yrs)	☐ Master's student(s) completed with collaborative output (3 yrs) ☐ PhD student(s) completed with peer reviewed/ juried work (3 yrs) ☐ Active students with verified milestones Mentorship: ☐ Sole ☐ Joint ☐ Affiliate (RP2RP)	☐ D ☐ E ☐ N/A	

	☐ No mentorship activity		
Public Service with Societal Impact (3 yrs)	☐ Early-stage translation (pilot / initial uptake) ☐ Sustained adoption / institutionalization ☐ Policy / program integration ☐ Continued deployment / scaling ☐ Verified routine use ☐ No public service output	☐ D ☐ E ☐ N/A	

Program Status (Required)

Declared Status	Justification / Notes
☐ Development Tier	Briefly cite key evidence and alignment with the prior Forward Plan; and demonstrated trajectory of advancement toward excellence, if applicable
☐ Excellence Tier	Briefly cite key evidence, sustained impact, and alignment with the prior Forward Plan
☐ Outside Tiering	☐ Start-up ☐ Long-horizon work ☐ Transition ☐ Pause / restructuring; briefly state reason and next steps.

V. Forward Plan

The program shall state its primary strategic focus for the next three years and provide a clear justification for its priorities, in consultation with the Department Chair who commits appropriate support for achieving program targets.

For programs with long-horizon work (LHW), the approved Forward Plan may indicate that externally validated scholarly or creative outputs are not expected within the next three-year assessment window; during this phase, assessment emphasizes foundational milestones, capacity building, mentorship, and collaboration at the Development Tier, supporting full program renewal.

Each LHW program must also specify a clear Transition Milestone identifying the three-year cycle in which it will be assessed for the Excellence Tier, ensuring accountability while allowing flexibility for deep, specialized work and a transparent pathway toward higher performance and impact. (*see Annex 3, H*)

Program Leader: _____ Date: _____

Unit Head: _____ Date: _____

Action of the Board of Regents
at its 1404TH Meeting on 30 APR 2026
APPROVAL
ROBERTO M.J. LARA
Secretary of the University
and of the Board of Regents

Date: April 23, 2026

Annex 3: Assessment Guide for CMP Development and Excellence Tiers and Program Renewal

A. Assessment Principles and Scope

UP research/ creative work and innovation programs pursue long-term goals but require periodic, fair, and discipline-sensitive review. A clear assessment framework enables the University to decide which research programs to sustain, strengthen, recalibrate, or consolidate, ensuring meaningful benefits for graduate students, communities, and society (*see Section VI*). Under the CMP, program performance is assessed across four mandated areas, scholarly/ creative and innovation output (G1), collaboration output (G2), graduate mentorship (G3), and public service with societal impact (G4), to inform renewal and continuity decisions.

Graduate mentorship and public service anchor the University's societal mission, while scholarly output and collaboration function as enabling mechanisms. Accordingly, the framework differentiates mission-defining mandates from mechanisms, with graduate mentorship and public service with societal impact treated as priority safeguards in research/ creative work program renewal and continuity. Graduate degree completion is therefore expected, wherever appropriate, to include meaningful societal engagement as formative immersion for future researchers/ artists, professionals, and leaders in public service and national development. Prioritizing enabling mechanisms like networking, scholarly, and creative works rarely yields deep societal transformation. However, by prioritizing mission-aligned outcomes, i.e., graduate success and innovation-driven public service, our body of work and partnerships will naturally flourish.

The framework defines two tiers reflecting stages of program maturity and impact. The Research/ Creative Work Program Development Tier requires baseline quality, structured mentorship and collaboration, and early-stage public service engagement, while the Research/ Creative Work Program Excellence Tier requires consistently high-quality, independently validated outputs, graduate program completion with high-quality outputs, competitive recognition, and sustained societal impact across all mandated areas.

For graduate mentorship, the Excellence Tier is aligned with PhD programs, while the Development Tier is suited to Master's programs, reflecting the greater complexity, longer timelines, and increased supervisory demands of doctoral training. At the same time, Master's units that establish robust mentorship pipelines, collaborative research/ creative work practices, and emerging innovation capacity can consistently meet Development Tier expectations and deliberately build the foundations needed to advance toward more sophisticated research/ creative work and innovation programs that support future doctoral-level excellence.

Disciplinary diversity is respected through domain-specific validation pathways that uphold shared standards of quality, collaboration, and impact. Metrics define the dimensions of performance, while indicators, criteria, validation, and thresholds specify how performance is evidenced and assessed. Metrics remain constant across tiers for consistency and comparability, while indicators vary by discipline and performance level to

ensure fairness and transparency. Assessments and decisions are made at the program level, aggregating individual contributions. Vertical collaboration between supervisors and graduate students is assessed under mentorship; inter- and transdisciplinary partnerships under collaboration output; and externally adopted policies, technologies, or social innovations under public service with societal impact. Together, these principles support evidence-based decisions aligned with the public value chain.

B. Domain-Specific Validation Pathways

To ensure fair, rigorous, and discipline-sensitive assessment, scholarly, creative, and innovation outputs may be demonstrated through multiple forms of external validation aligned with disciplinary norms, including but not limited to the following:

Science, Technology, and Transformative Progress: Externally validated scholarly outputs such as peer-reviewed journal publications, methodologies, algorithms, or techniques demonstrating article-level impact through citations, expert review, demonstrated rigor, qualified international thematic conference recognition, or verified real-world use beyond indexed journal ranking alone; documented practitioner or developer uptake in open technical venues; competitively awarded external research grants and datasets; applied and translational outputs including field-tested engineering systems, prototypes in sustained use, deployed software, licensed technologies, patents, or utility models; and innovation outcomes such as spin-off or start-up creation and technical standards formally adopted by industry.

Social Sciences, Humanities, and Policy Reforms: Peer-reviewed publications, books, monographs, and scholarly works (e.g., historical analyses, philosophical studies, arts criticism); policy citations and documented integration of research into laws, government training modules, civil service programs, or LGU and NGO frameworks; verified public uptake or discussion by policy, education, or community actors; nationally or locally influential studies informing planning and reform; participation in national or international expert and working groups; and datasets, interpretive research, or critical analyses that support community decision-making and deepen cultural and social understanding.

Creative Work and Cultural Artistic Development: Curated exhibitions and performances in reputable national or international venues; juried festival selections and peer-reviewed residencies; works commissioned or acquired by cultural institutions; recognized literary and artistic publications; digital and new media works with verified audience engagement; curated public dissemination generating documented critical or community response; and interdisciplinary creative or art-research outputs developed collaboratively with communities, sectors, or institutional partners.

C. Performance Tiers, Conducive Environment Safeguard, and High-Quality Output Indicators Across Mandated Areas and Their Validations

Program tiering is evaluated separately for each mandated area, with an overall tier designation conferred only when threshold requirements are satisfied across all areas. Graduate mentorship serves as a principal differentiator: Master's-level mentorship aligns with the Development Tier, while doctoral-level mentorship defines the Excellence Tier. This approach ensures equitable, discipline-sensitive assessment while incentivizing programs to strengthen capacity and progress toward advanced graduate offerings.

At the **Development Tier**, programs must demonstrate outputs that meet baseline standards of quality and validity appropriate to their field, supported by evidence of credible review or selection. These include timely Master's degree completion with CMP-aligned collaborative outputs linked to the thesis, functional collaboration capacity, and early-stage uptake consistent with the program's approved trajectory. Initial public service engagement may be evidenced through documented pilot activities, preparatory partnerships, or graduate work with a clearly articulated public service component, indicating credible movement toward public value prior to sustained adoption or scale.

At the **Excellence Tier**, programs are expected to demonstrate high-quality outputs that meet more stringent thresholds of independent validation, competitive recognition, or sustained external uptake. These include PhD degree completion with dissertations supported by peer-reviewed or juried outputs in reputable venues directly related to the doctoral student's work, competitively awarded external grants, and verified policy, industry, cultural, or societal impact.

Excellence reflects sustained, coherent, and deep contributions beyond minimum compliance. Outputs are assessed across the four mandated areas using domain-appropriate standards and clear, verifiable evidence to ensure rigor, comparability, and equity.

Development-Level Safeguard: Safe, Secure, and Conducive Program Environment.

Across all mandated areas, programs must first demonstrate the presence of a safe, secure, and conducive enabling environment as a minimum requirement to be eligible for tiering assessment. A program may be considered as meeting the Development Threshold only upon full and documented compliance with all required provisions for shared space, essential operational resources, and collective tools or platforms. This safeguard establishes the foundational conditions under which program outputs may be evaluated and tiered, ensuring that performance is assessed within a viable setting that supports collective mentorship, scholarly exchange, and responsible public engagement.

C.1 Scholarly/ Creative and Innovation Output

High-quality outputs: Peer-reviewed articles in Scopus and/or Web of Science - indexed journals, scholarly books, or monographs; juried exhibitions, curated performances, or peer-reviewed creative publications; validated methodologies, algorithms, datasets, or technical designs; conditionally recognized conference outputs (i.e., conference papers may be considered high quality when presented and distinguished at reputable international conferences through awards, best paper, oral or poster, selection for plenary presentation, or subsequent expansion into peer-reviewed archival publications; applied and translational outputs: patents, utility models, licensed technologies, deployed software, field-tested systems; competitively awarded external research/ creative work or innovation grants.

Validation: Independent peer review or jury selection; competitive grant review by external funders; citations, expert evaluation, or documented real-world use; recognition by reputable scholarly, professional, or cultural bodies.

C.2 Collaboration Output

High-quality outputs: Reflecting a program's ability to build and deepen collaboration as a core institutional capacity. While interdisciplinary collaboration within UP units establishes a sound foundation and is appropriate for the Development Tier, the CMP places particular emphasis on transdisciplinary collaboration as a marker of advanced maturity and readiness for the Excellence Tier.

Inter- and transdisciplinary collaboration with a public-service orientation brings academic expertise into sustained engagement with societal partners, enabling research and creative work programs to address complex challenges that extend beyond disciplinary or institutional boundaries. Transdisciplinary collaboration is reflected in durable cross-sector partnerships with government agencies and LGUs, SUCs/LUCs/HEIs, industry, and civil society. Evidence may include jointly designed projects with institutional partners, competitively awarded multi-partner grants, and co-developed platforms, technologies, or creative works arising from collaboration beyond the University.

Validation: focuses on documented continuity of collaboration over the assessment period; shared planning and governance arrangements; integrated expertise and collective accountability; competitive selection or external review of collaborative outputs; and aggregated program-level evidence demonstrating parity and inclusive participation among partners.

C.3 Graduate Mentorship (Tiered Alignment)

For graduate mentorship, the Development Tier generally aligns with Master's programs, including those in units without doctoral offerings. In contrast, the Excellence Tier corresponds to PhD programs and their concurrent Master's tracks. This distinction reflects the greater complexity, longer timelines, and regulatory demands of doctoral work while supporting risk management and ecosystem robustness.

High-quality outputs: Student completion of graduate programs with substantive CMP-aligned scholarly, creative, or innovation outputs; co-developed publications, creative works, or innovations with graduate students; for PhD student supervision, at least one peer-reviewed Scopus/ WoS-indexed co-authored publication directly related to the dissertation.

For professional doctoral, impact-oriented practice-led tracks, stakeholder-validated or community-recognized doctoral outputs may serve as the primary form of external validation, evidenced through policy adoption, juried exhibitions, or externally reviewed technical reports. Through this two-stage validation process, such outputs shall also undergo internal academic review to confirm methodological rigor before CMP recognition; theses or dissertations integrated into program-level research, creative work, or innovation agendas; and graduates demonstrating readiness for academic, industry, government, or cultural leadership roles.

Validation: While complying with the policy on the residency rules for students, excellence in graduate mentorship functions as a decisive institutional strategy to cultivate a sustained mentee pipeline, effectively narrowing the gap in doctoral completion outcomes. *Contribution Notes*: Credit may be given to co-developed outputs that demonstrate substantive mentorship and clear student intellectual contribution, as well as to

externally validated outputs directly linked to graduate work, including collaborative peer-reviewed publications, juried exhibitions, or deployed and adopted outputs.

C.4 Public Service with Societal Impact

High-quality outputs: Go beyond initial uptake at the Development Tier and demonstrate adoption, integration, or sustained use of technologies, methods, programs, or creative works by government agencies/ LGUs, SUCs/ LUCs/ HEIs, industry, and civil society; policy citation or formal incorporation into laws, regulations, guidelines, training modules, or official programs; community-implemented or culturally influential creative works; and documented practice change or social benefit aligned with national or sectoral priorities.

Validation: requires independent third-party confirmation (e.g., attestations from government/ LGUs, SUC/ HEIs, industry, and civil society); official policy instruments, implementing issuances, or adoption records; and verifiable evidence of continued or institutionalized use, audience engagement, community uptake, or stakeholder utilization over time.

Cross-Cutting CMP Rules (Applicable to All Areas)

- Outputs must show independent validation and/or verified uptake
- Assessment uses rolling windows to accommodate long-horizon work
- Collaborative outputs should include appropriate documentation of substantive contributions.
- Each output is credited once per program
- Evaluation emphasizes program-level aggregation for collaboration and societal impact

Under the CMP framework, high-quality outputs are those that advance knowledge and innovation, form capable graduates, strengthen cross-sector and integrative collaboration, and generate sustained public value, each validated through credible, field-appropriate, and externally verifiable pathways.

D. Three - Year Rolling Window (Applicable to All Research and Creative Work Themes)

Under the CMP excellence-impact assessment framework, scholarly and innovation output (G1), collaboration (G2), and public service (G4), using the symbol Gx for mandated areas, are evaluated via a three-year rolling window to ensure disciplinary fairness. While the standard cycle is three years, Long-Horizon Work (LHW), such as exploratory science or iterative creative practice, may extend to a six (6) - year window, provided progress is evidenced through validated milestones. This flexibility maintains accountability while recognizing that complex outcomes often develop over longer durations. Additionally, to bridge the mentorship gap for graduate cohorts, Graduate Mentorship (G3) adopts the three-year window for Master's and doctoral supervision, ensuring more consistent guidance and timely student completions.

Programs are expected to present a multi-year agenda in their Forward Plans, with clearly defined milestones and appropriate validation pathways reflected in milestone reports and mentorship structures. Long-horizon designation must be discipline-appropriate and explicitly justified. Operationally, performance is assessed on whether required outcomes occur at least once within the most recent three-year period, updated annually by adding the newest year and removing the oldest. This method accommodates clustered outputs, supports

extended research and graduate cycles, and provides a defensible basis for evaluating sustained program viability and progress.

For LHW programs, the Forward Plan may indicate that externally validated scholarly or creative work outputs are not yet expected. During this phase, assessment emphasizes foundational milestones, capacity building, graduate mentorship, and collaboration at the Development Tier, supporting full renewal while preparing for advancement. Each LHW program must also define clear *Transition Milestones*, identifying the specific three-year cycle in which it will be evaluated for the Excellence Tier. These externally validated milestones anchor accountability, guide planning, and ensure a transparent pathway toward higher performance and impact (*see Annex 3, J.8*).

A **three-year rolling window** (for G1, G2, and G4) is operationalized by evaluating a program's key metrics based on whether the required outcome occurs at least once within the most recent three-year period, rather than assessing performance in a single year or calculating an annual average. The assessment window is updated annually by adding the newest year and removing the oldest. For example, if a program records qualifying outputs in 2023, none in 2024, and none in 2025, the program is considered to have met a "one particular output within three years" requirement for the 2025 assessment cycle. In the next cycle, 2023 drops out of the window; if no qualifying output occurs in 2024-2026, the program would no longer meet the requirement. This approach accommodates long research and graduate completion cycles, recognizes that outcomes often occur unevenly over time, avoids penalizing normal clustering of outputs, and provides a fair and defensible method for assessing sustained program viability and progress.

E. Differentiating Transdisciplinary Collaboration and Public Service with Societal Impact

Under RA 9500, the University of the Philippines is designated as the nation's *public service university*. Through the CMP, it calls on faculty, REPS, students, affiliates, including alumni affiliate researchers, artists, and innovators who wish to *give back*, to mobilize knowledge, creativity, and innovation in service of the country. For assessment purposes, this framework deliberately distinguishes *transdisciplinary collaboration* from *public service with societal impact*, treating them as related but analytically distinct dimensions evaluated under separate criteria.

Transdisciplinary collaboration focuses on how programs engage society through shared planning, joint initiatives, co-grants, and co-created outputs with partner institutions, strengthening the University's capacity to work with government agencies/ LGUs, SUCs/ LUCs/ HEIs, industry, and civil society. Early efforts may be preparatory or functional, while more mature collaborations are sustained, embedded, and central to the program's agenda.

Public service with societal impact, by contrast, assess which innovations co-developed by research or creative work programs have been used, adopted, or produced tangible benefits for society, such as policies influenced, technologies deployed, programs institutionalized, or creative works that endure, validated through real-world uptake and sustained public value.

While assessed separately, these dimensions are expected to align strategically. When collaboration and impact are meaningfully integrated, the framework allows a Synergistic Output Credit, requiring a clear, verifiable impact chain demonstrating that a collaborative output directly enables sustained external adoption or use (*see Annex 3, H*). Initial or informal citation without adoption, for example, is insufficient. A single artifact that credibly demonstrates both collaborative production and institutionalized uptake may be credited once to satisfy both criteria, recognizing effective integration without offsetting other unmet requirements.

Maintaining the strength and distinction of these dimensions reflects a whole-of-society approach and affirms RA 9500's vision of innovation guided by community values and inclusive participation, where transdisciplinary collaboration *builds pathways* and impact *fulfills* UP's public service mandate.

F. DEVELOPMENT TIER: Indicator Threshold Requirements

Meeting all four program-level indicator thresholds reflects a sound and viable program profile, while identified areas for improvement inform targeted support and enhancement plans to strengthen program performance.

F.1 Scholarly / Creative and Innovation Output Thresholds (Development Tier)

For the Program Development Tier, the program must produce at least 1 *high-quality* scholarly/ creative and innovation output within the most recent three-year rolling window, or for LHW, submit a milestone report showing substantive progress, supported by external review or vetting. To demonstrate collective activity, the output or milestone must arise from genuine collaboration including internal program team members.

Assessment Guidance: Externally validated scholarly/ creative outputs or milestone reports must be supported by documented evidence of review, vetting, or endorsement by a recognized body appropriate to the discipline. Quality is evidenced by the rigor and credibility of the external validation process rather than by output type alone.

F.2 Collaboration Output Thresholds (Development Tier)

At the Development Tier, programs must demonstrate functional interdisciplinary collaboration with UP units. Collaboration should show coordinated planning, defined roles, and integration of expertise, and be aligned with the program's approved Forward Plan. Recognizing different stages of program development, collaboration at this tier may focus on interdisciplinary coordination and early pathway building toward broader engagement.

The program must demonstrate: Within the most recent three-year rolling window, at least one (≥1) interdisciplinary collaborative output, involving at least two program members (≥2); and, *documented preparatory activities* for inter/ transdisciplinary engagement with public-service orientation, such as meetings with potential external partners, MOU signing, or participation in structured activities or training on engagement with government agencies/ LGUs, SUCs/ LUCs/ HEIs, industry, communities, or civil society.

Eligible interdisciplinary outputs include joint or co-authored publications, shared datasets or platforms, co-curated exhibitions, interdisciplinary projects aligned with program themes, joint or multi-unit grant

applications, technology or social innovation pilots, and other collaborative scholarly or creative outputs appropriate to the discipline.

Assessment Guidance: At the Development Tier, assessment of the interdisciplinary collaboration emphasizes functionality, inclusiveness, and alignment rather than scale or maturity. Preparatory activities for transdisciplinary collaboration may be exploratory only and need not yet result in externally adopted outcomes, provided they are documented and credible.

F.3 Graduate Mentorship Thresholds (Development Tier)

-At least fifty percent (50%) of regular members, rounded up, within a 3-year window, must have each supervised the successful completion of at least one (≥1) Master's student with documented CMP-aligned collaborative outputs.

Assessment Guidance: In cases of co-advisership, each GM is credited with one-half (0.5) of a completed degree. Two co-advised completions with corresponding CMP-aligned outputs therefore count as one full completion credit for assessment purposes.

F.4 Public Service with Societal Impact Thresholds (Development Tier)

At the Development Tier, public service with societal impact may be demonstrated through credible, documented early-stage engagement or graduate work with a clear public service component, recognizing authentic movement toward public value without requiring sustained adoption or scale.

Threshold Requirement: Within the most recent three-year rolling window, the program must demonstrate at least one (≥1) verified instance of early public service-oriented engagement or outcome that shows research, creative work, innovation, or graduate training has extended beyond the University into real-world contexts.

Acceptable Evidence (any one may suffice):

- Early-stage or pilot external engagement, including testing, demonstration, consultation, or initial application of program outputs with government agencies/ LGUs, SUCs/ LUCs/ HEIs, NGOs, industry partners, communities, or cultural institutions
- Graduate thesis, dissertation, or student-led research or creative work with a defined public service component, evidenced by applied fieldwork, pilot or feasibility outputs, or practice-based results, and validated through documented engagement with external stakeholders responding to community, policy, industry, cultural, or societal needs.
- Preparatory or enabling public service outputs, such as policy briefs, toolkits, prototypes, datasets, creative works, training materials, or advisory inputs explicitly intended for public or sectoral use
- Documented collaboration or acknowledgment from external partners, including letters, attestations, MOUs, implementation notes, or records of supervised student engagement beyond the University

Validation: Evidence must be supported by credible documentation or independent third-party confirmation sufficient to establish authenticity and external orientation. At this tier, sustained adoption, institutionalization,

or scaling is not required, provided the engagement is verifiable and aligned with the program's declared trajectory.

Assessment Guidance: Assessment at the Development Tier emphasizes intentionality, credibility, and alignment with public service objectives, rather than magnitude or durability of impact. Early or pilot applications embedded in graduate mentorship are acceptable and encouraged, particularly for new, developing, or recovering programs.

G. EXCELLENCE TIER: Indicator Threshold Requirements

Meeting all four program-level indicator thresholds reflects sustained, high-level program performance, while identified areas for improvement guide strategic refinements that support continued excellence and informed renewal decisions. For the area of graduate mentorship, the Development Tier is intended for Master's programs, while the Excellence Tier is designed for PhD programs, recognizing the greater complexity, longer timelines, and advanced oversight demands of doctoral student supervision.

G.1 Scholarly/ Creative and Innovation Output Thresholds (Excellence Tier)

For the Individual Excellence Tier, within the most recent three-year rolling window, a regular member (senior or associate) produces at least one *high-quality* scholarly/ creative output (or milestones and external validation reports for long-horizon work, full external methodology review and feasibility report, that have been rigorously vetted through an approved technical committee or international professional society) during the same period. At least one output or milestone must demonstrate collaboration, such as work undertaken by internal program teams or through cross-institutional partnerships. Collaboration may take diverse forms, including co-design, shared datasets or platforms, co-curation, or co-authorship.

For the Program Excellence Tier, at least fifty percent (50%) of regular members, rounded up, must meet the Individual Excellence Tier within the most recent three-year rolling window performance. Regular members, both senior and associate, are expected to contribute to the group's collective *high-quality* scholarly/ creative and innovation output, and collaborate within internal program teams, as they constitute its permanent core.

Assessment Guidance:

Collaborative Output Credit: For outputs co-authored/ co-created by group members with researchers/ artists from the same or other groups or institutions, each contributor may count the work toward their individual assessment. For program assessment and accomplishment reports, each co-authored/ co-created output shall be counted only once per participating program, ensuring that only unique outputs are reported while encouraging genuine collaboration and preventing inflated measures of group productivity.

Long-Horizon Work (LHW): For programs whose core projects require extended timelines, the approved Forward Plan may indicate that externally validated scholarly or creative outputs are not expected within the next three-year assessment window. During this initial low-output phase, assessment emphasizes foundational milestones, capacity building, mentorship, and the development of collaboration, consistent with the Development Tier and supportive of full program renewal, particularly for LHW programs. Each LHW

program must also define a clear Transition Milestone in its Forward Plan, identifying the specific three-year cycle when it will be evaluated for the Excellence Tier, ensuring a transparent and progressive pathway toward higher standards of performance and impact.

G.2 Collaboration Output Thresholds (Excellence Tier)

At the Excellence Tier, programs must demonstrate *sustained inter/ transdisciplinary collaboration* with public-service orientation that extends beyond the University to include government agencies/ LGUs, SUCs/ LUCs/ HEIs, industry, or civil society partners. Collaboration at this tier is embedded in program structures and governance, institution building, reflected in continuing multi-partner initiatives, jointly secured external grants, and co-developed scholarly, creative, or innovation outputs with external partners. Collaboration should be integral to the program's thematic agenda rather than ad hoc or project-specific.

The program must produce within the most recent three-year rolling window at least one (≥ 1) externally validated inter/ transdisciplinary collaborative output involving *external partners*, involving multiple (≥ 2) program members; and evidence that collaboration is program-integrated, rather than ad hoc or project-specific.

Assessment Guidance: At the Excellence Tier, assessment emphasizes depth, continuity, shared decision-making, and external validation, demonstrating that intra/ cross-sector collaboration contributes meaningfully to sustained, innovation-driven public service outcomes.

G.3 Graduate Mentorship Thresholds (Excellence Tier)

-At least fifty percent (50%) of regular members, rounded up, must each have supervised the successful completion of at least one (1) PhD student within the most recent three (3) years, with peer-reviewed publication or juried output arising from the doctoral work.

Assessment Guidance:

-For assessment purposes, the peer-reviewed/ juried output must be directly attributable to the supervised dissertation research/ creative work. (*see Section VI.6*)

-For impact-focused fields, output based on doctoral work may be validated through sustained community or stakeholder use, such as formal policy adoption, juried exhibitions, or reviewed technical reports. To ensure quality, the graduate unit must also review the work academically before it is accepted under the CMP.

-When a PhD student has two co-advisers, each adviser is counted as supervising half of the completed degree. This means that two co-advised student completions together are counted as one full completion for assessment.

G.4 Public Service with Societal Impact Thresholds (Excellence Tier)

At the Excellence Tier, programs must demonstrate at least one (≥1) societal application with verified, sustained adoption within the most recent three-year rolling window, evidencing continued use, institutionalization, or influence beyond the University. This tier reflects mature engagement and durable public value. Whereas the Development Tier recognizes credible early-stage engagement or pilot applications as

evidence of movement toward public value, the Excellence Tier requires *verified, sustained, stakeholder-validated, and institutionalized adoption*, demonstrating that program outputs have achieved durable use and influence beyond the University.

Qualifying outcomes include clear verifiable longitudinal evidence of ongoing use or scaling of technologies, methods, programs, or creative works; formal incorporation of outputs into laws, regulations, policies, guidelines, training modules, or official programs; or community-implemented and culturally influential outputs with proven longevity and reach. For operational clarity, longitudinal evidence may be demonstrated through documentation across multiple reporting periods or equivalent time spans appropriate to the sector or field. Validation must be supported by independent third-party confirmation, with "institutionalization" or "official adoption" understood to include formal policy instruments or established operational practices, with or without legislation, depending on sectoral context, and verifiable longitudinal records of use, engagement, or stakeholder uptake, indicating sustained impact rather than isolated or one-off applications. Graduate thesis, dissertation, or student-led research qualifies for the Excellence Tier only when its public service outcomes demonstrate sustained, externally validated adoption or institutional integration beyond academic completion.

Assessment Guidance: At the Excellence Tier, assessment emphasizes continuity, institutional uptake, and demonstrated public value over time, rather than isolated successes or short-term engagements. For purposes of assessment, "longitudinal evidence" refers to evidence documented across time that demonstrates sustained use, institutionalization, or influence beyond initial deployment. Where relevant, assessors may consider the relative strength of evidence presented (e.g., formal adoption versus documented routine use) to support calibrated judgment without imposing rigid hierarchies.

H. Integrated Accountability Across Collaboration and Impact

Without making societal impact requirements dependent on collaboration outputs, the framework requires a clear, intrinsic linkage between the two through a *validated impact chain*. Collaborative outputs (G2), such as tools, platforms, or shared datasets, must be explicitly shown as contributing to, and accountable for, sustained adoption or use claimed under societal impact (G4). This narrative of accountability ensures that collaboration is not a box-ticking exercise but a demonstrable driver of public value.

Programs are therefore required to explain how their collaborative work directly enables sustained societal outcomes, making the pathway from collaboration to impact transparent and verifiable.

Where *collaboration and impact are genuinely integrated*, the framework may allow *synergistic output credit*. This does not apply simply because both collaboration and impact are present, nor does it disadvantage long-horizon work. Rather, it applies only when a single critical artifact simultaneously demonstrates collaborative production and institutionalized adoption. For example, a co-created software system (G2) that is formally embedded in government regulation (G4) may qualify as one integrated deliverable. This approach rewards effective integration, avoids penalizing efficient programs, and promotes meaningful collaboration that culminates in durable public value.

Synergistic Output Credit (G2–G4 Integration)

Principle. Public Service with Societal Impact (G4) is assessed independently of Collaboration Output (G2); eligibility for societal impact is determined by verified external uptake and sustained use, not by whether collaboration was interdisciplinary or transdisciplinary. Synergistic Output Credit applies only when a single artifact demonstrably fulfills both dimensions through integrated collaboration and adoption.

Purpose. Synergistic Output Credit recognizes a single, integrated artifact that simultaneously satisfies Collaboration Capacity (G2) and Public Service & Societal Impact (G4), without making impact dependent on collaboration or disadvantaging long-horizon work.

How It Is Applied. Programs submit a brief impact-chain narrative showing how the collaborative artifact directly enables sustained external adoption or institutionalization. Assessors verify both genuine multi-partner collaboration and externally validated, sustained use. Credit is granted only when one artifact meets both criteria; it is counted once but satisfies thresholds in both areas.

Indicator. Integrated Collaborative-Impact Artifact: a co-developed tool, platform, dataset, protocol, or creative work produced through shared governance with external partners and formally adopted, institutionalized, or scaled by an external body. The proof of impact must meet the Excellence Tier requirements of verifiable longitudinal evidence of continued use, engagement, or stakeholder utilization. The need for a clear verifiable impact chain is mandatory for all synergistic output credit claims.

Evidence. Collaboration records (e.g., MOUs, shared governance, co-ownership) and impact proof (e.g., policy instruments, adoption records, third-party attestations, longitudinal use data).

Threshold. Excellence Tier: at least one integrated artifact within a three-year rolling window demonstrating sustained adoption and verified collaboration.

Effect on Continuity Decisions. A qualifying artifact may satisfy both G2 and G4 Excellence thresholds in one cycle, supporting full or extended renewal and rewarding effective integration without requiring duplicate deliverables.

Illustrative Examples: Synergistic Output Credit Across Domains:

Science, Technology, and Transformative Progress

Qualifying (Synergistic Credit Granted): A CMP engineering program co-develops flood-risk mapping software with a national agency through shared governance (G2). The software is formally adopted via an implementing memo and integrated into nationwide disaster protocols, with documented multi-year use (G4). Result: One artifact satisfies both Collaboration Capacity and Societal Impact at the Excellence Tier. Non-Qualifying: A CMP program develops an interdisciplinary flood model with another UP unit (G2). An LGU later pilots a simplified version without co-development or formal adoption (pilot-level G4). Result: Assessed separately; no synergistic credit.

Social Sciences, Humanities, and Policy Reforms

Qualifying (Synergistic Credit Granted): A CMP policy group co-develops a climate-resilient land-use framework with an LGU via joint planning and authorship (G2). It is adopted by ordinance and integrated into planning and training, with sustained use across budget cycles (G4). Result: One framework meets both collaboration and sustained impact at Excellence. Non-Qualifying: A CMP group publishes an interdisciplinary

policy study (G2). An LGU cites it informally without adoption (early uptake only). Result: G2 credited; G4 remains Development. No synergistic credit.

Creative Work and Cultural Artistic Development

Qualifying (Synergistic Credit Granted): A CMP creative work program co-develops a digital heritage archive with a national cultural agency under shared curatorial governance (G2). It is institutionalized on a permanent public platform with multi-year educational use (G4). Result: One artifact meets both criteria. Non-Qualifying: A CMP group mounts a co-curated exhibition with another UP unit (G2). Strong audiences, but no acquisition or institutionalization (one-off impact). Result: Collaboration credited; impact not at Excellence. No synergistic credit.

I. Table of Metrics and Indicator Thresholds Across Domains, and Performance Tiers

Table A3.1 summarizes the metrics and indicators across domains for the CMP-mandated areas of scholarly/ creative and innovation output; graduate mentorship; collaboration output; and public service with societal impact. Metrics define the key dimensions of performance aligned with the University's mission under RA 9500, while indicators provide the concrete, verifiable evidence used to assess achievement in each area. Metrics remain constant across the Development and Excellence Tiers to ensure consistency, comparability, and fairness across disciplines, while indicators vary to reflect different performance expectations, including pathways appropriate to Long-Horizon Work (LHW) (see Annex 3, C). These thresholds confirm baseline viability at the Development Tier and demonstrate higher rigor, collaboration, and sustained impact at the Excellence Tier. Assessment is done on aggregated program levels, with LHW programs assessed using milestone-based and externally validated indicators where appropriate as they depend on collective effort and sustained institutional support and determine whether a program meets the Development Tier or attains the Excellence Tier.

Metrics for Excellence-Impact Assessment	**Indicator Types Across the Core Domains, and Thresholds**		
	Science, Technology, and Transformative Progress	**Social Sciences, Humanities, and Policy Reforms**	**Creative Work and Cultural Artistic Dev't**
(G1) Scholarly/ Creative and Innovation Outputs **Metrics:** Quality, credibility, and demonstrated responsiveness to societal contexts of externally validated scholarly/ creative and innovation outputs. Timeframe: Within the most	**Indicator Types:** Peer-reviewed publications, patents, utility models, software, prototypes, theoretical models, or emerging technologies that advance scientific understanding or address societal needs, including exploratory or high-risk research with long-term transformative potential, and demonstrate quality and credibility through appropriate external validation.	**Indicator Types:** Peer-reviewed publications, books, policy papers, theoretical frameworks, or social innovation models that deepen understanding of social systems or inform governance, education, equity, or institutional transformation, including exploratory, critical, or foundational work whose relevance and impact may emerge over extended time horizons, and are recognized through adoption, citation, or	**Indicator Types:** Exhibitions, performances, creative works, or theoretical and critical studies that advance artistic practice or cultural understanding, including experimental, practice-led, or exploratory work with long-term cultural or aesthetic significance, and are recognized through peer review, national acquisition, international selection, or influence on cultural discourse or practice.

recent three-year rolling window		demonstrated societal or field-level relevance.	
	Development Tier Indicators and Thresholds: Individual-Level: -At least one (≥1) externally validated scholarly, creative, or innovation output; -For long-horizon work (LHW), at least one (≥1) externally vetted milestone demonstrating credible individual contribution. Program Level: -At least one (≥1) high-quality scholarly, creative, or innovation output; or -For LHW, at least one (≥1) externally reviewed milestone demonstrating baseline program-level capacity. -The output or milestone must involve collaboration among at least two (≥2) program members. Individually produced outputs do not count for Development Tier.		
	Excellence Tier Indicators and Thresholds: Individual-Level: -At least one (≥1) high-quality, externally validated scholarly, creative, or innovation output; -For LHW, at least one (≥1) externally validated output or rigorously vetted long-horizon milestone demonstrating sustained individual contribution. -The output or milestone must demonstrate collaboration. Program-Level: -At least fifty percent (50%) of regular members, rounded up, meet the Individual Excellence Tier requirements, and must involve collaboration among at least two (≥2) program members. -For LHW, at least one (≥1) high-quality output or externally reviewed foundational milestone demonstrating collective readiness, capacity building, and internal collaboration.		
(G2) Collaboration Outputs **Metrics:** Breadth of inter/ transdisciplinary partnerships; depth and continuity of collaboration; integrated planning and shared governance; production of collaborative outputs; external validation of partnerships; inclusive, program-wide participation and accountability. Timeframe: Within the most recent three-year rolling window	**Indicator Types:** Sustained interdisciplinary or transdisciplinary collaboration with academic, gov't agencies, industry partners, or civil society shown through jointly planned research or innovation. Evidence includes co-authored publications, joint grants, shared patents, co-developed prototypes or software, open platforms, or collaborative models advancing scientific or technological fields.	**Indicator Types:** Structured collaboration with academic, government agencies, industry partners, or civil society evidenced by co-designed studies, shared datasets, policy frameworks, social innovation models, or reform programs demonstrating integrated expertise, continuity of engagement, and collective accountability.	**Indicator Types:** Sustained collaborative creative or critical work with academic and cross-sector partners, demonstrated through co-curated exhibitions, joint productions, collaborative research, or cultural initiatives with documented partnerships, shared governance roles, recognized venues, inst'l acquisition, or influence on cultural practice or policy.
	Development Tier Indicators and Thresholds: Program Level: -Externally validated *interdisciplinary* collaborative output (≥ 1) involving UP units, and multiple (≥ 2) program members; and documented preparatory activities that credibly indicate readiness for future inter/ transdisciplinary collaboration with public service orientation.		
	Excellence Tier Indicators and Thresholds: Program Level: -At least one (≥1) externally validated inter- or transdisciplinary collaborative output with a public-service component, involving partner institutions such as gov't agencies or LGUs, SUCs/ HEIs, or industry, and engaging multiple (≥2) program members, with clear evidence that the collaboration is embedded in the program rather than ad hoc or project - specific.		
(G3) Graduate Mentorship † **Metrics:** Quality and continuity of graduate supervision, verified progress and	**Indicator Types:** Supervised theses or dissertations that generate CMP-aligned theoretical, experimental, or technological outputs, such as peer-reviewed studies,	**Indicator Types:** Supervised theses or dissertations producing CMP-aligned analytical, interpretive, or applied outputs, including scholarly publications, policy analyses,	**Indicator Types:** Supervised theses or dissertations resulting in CMP-aligned creative or critical outputs, such as performances, exhibitions, curated projects, creative

completion of degrees appropriate to the unit's offering (Master's for Development Tier, PhD for Excellence Tier), production of CMP-aligned collaborative outputs, and program-level capacity to sustain mentorship aligned with tier expectations. Timeframe: Within the most recent 5 to 6-year rolling window	datasets, prototypes, software, or innovation initiatives, and that involve graduate participation in research collaborations, translational projects, or start-up pathways addressing scientific or societal challenges.	social innovation frameworks, or community-engaged research that informs governance, education, equity, or institutional reform.	writings, or practice-based research that advance artistic practice, cultural understanding, or creative inquiry.
	Development Tier Indicators and Thresholds: - At least fifty percent (50%) of regular members, rounded up, must have each supervised the successful completion of at least one (≥1) *Master's student* with documented CMP-aligned collaborative outputs, in the past three (3) years.		
	Excellence Tier Indicators and Thresholds: -At least fifty percent (50%) of regular members must each have supervised the successful completion of at least one (≥1) PhD student with a peer-reviewed publication in a Scopus- and/or Web of Science-indexed journal, or field-appropriate externally juried output, in the past three (3) years.		
(G4) Public Service with Societal Impact † **Metrics:** Extent of external uptake; depth and sustainability of use; policy and institutional integration; demonstrated social, cultural, or sectoral impact; and independent third-party validation of durable public value beyond the University. Timeframe: Within the most recent three-year rolling window	**Indicator Types:** Graduate pilot technology uptake-externally adopted or sustained public science initiatives, applied technologies, including technology transfer, start-ups, pilot-to-scale solutions, or exploratory research informing long-term innovation, demonstrating uptake by gov't agencies/ LGUs, SUCs/ HEIs, industry partners, or civil society, and verified through adoption records or third-party validation.	**Indicator Types:** Graduate policy application-policy studies, implementation projects, governance frameworks, theoretical models, or community-based education and advocacy initiatives that are used, cited, or integrated by gov't agencies/ LGUs, SUCs/ HEIs, industry partners, or civil society, supported by policy documents, stakeholder attestations, or evidence of sustained use or influence.	**Indicator Types:** Graduate community creative adoption-community implemented or institutionally adopted creative works, public art programs, performances, exhibitions, or critical and experimental projects that demonstrate sustained cultural influence, identity formation, or heritage preservation, validated through audience engagement records, institutional acquisition, policy linkage, or third-party confirmation of continued impact.
	Development Tier Indicators and Thresholds: ≥1 verified instance of external uptake (pilot or initial use, public service-oriented graduate outcome), supported by independent third-party validation.		
	Excellence Tier Indicators and Thresholds: ≥1 institutionalized societal application, with *sustained, stakeholder-validated adoption*, evidenced by continuity of use, institutional uptake, or enduring influence beyond the University.		

† *Priority safeguard area. Persistent failure in this area carries heightened consequences for renewal.*

Table A3.1. Excellence-impact assessment framework for the different core domains of research/ creative work.

J. CMP Program Renewal and Continuity Decision Guide

This Decision Guide operationalizes CMP renewal and continuity by translating CMP's four mandated areas into clear Development and Excellence thresholds and a rule-based decision algorithm. It ensures that programs are assessed fairly, exhaustively, and consistently, rewarding collective, mission-aligned performance while providing structured pathways for correction or exit.

J.1 Non-Negotiable Assessment Foundations

Dimension	Rule
Mandated Areas	G1 Scholarly/ Creative and Innovation Output; G2 Collaboration Output; G3 Graduate Mentorship; and G4 Public Service with Societal Impact
Priority Safeguards	G3 (Mentorship) and G4 (Public Service) are mission-defining areas and cannot be offset by excellence elsewhere
Mechanisms vs Mission-Aligned Mandates	G1 and G2 are enabling mechanisms; G3 and G4 determine legitimacy and continuity
Assessment Unit	Research/ Creative work program-level, based on aggregated member contributions
Time Basis	3-year rolling window for G1, G2, G4 (with Long-Horizon Work rules where declared) and 3 years for G3

Table A3.2. Assessment foundations.

J.2 Tier Criteria Summary

Development Tier (Program Viability): A program must meet ALL four to be viable.
G1: ≥1 high-quality output, or externally vetted LHW milestone
G2: ≥1 interdisciplinary collaborative output within the University, involving ≥2 research program members
G3: ≥50% of regular members each with Master's student graduate with CMP-aligned collaborative outputs, in the past three (3) years
G4: ≥1 verified instance of external uptake (pilot or initial use, public-service oriented graduate outcome)
Structural Rule: Outputs must involve internal program collaboration. Individually produced outputs do not count.

Excellence Tier (Sustained Public Value): A program must meet ALL four to attain Excellence.
G1: ≥50% of regular members meet Individual Excellence (in G1) or validated LHW transition milestone
G2: ≥1 inter/ transdisciplinary collaborative output with public service component, ≥2 program members
G3: ≥50% of regular members with doctoral student graduates with peer reviewed (Scopus/ WoS journals)/ juried outputs in the past three (3) years.
G4: ≥1 sustained adoption or institutionalized, stakeholder-validated societal application
Synergistic Credit (Optional): One artifact may count for both G2 and G4 only if collaboration and adoption are demonstrably integrated.

J.3 Deterministic Decision Algorithm

STEP 1. Mandated Area Status Check: For each area (G1 to G4),

- ✔ Meets Development Threshold
- ✘ Fails Development Threshold

Flag Priority Failure if G3 or G4 fails.

Note: Eligibility for Synergistic Output Credit (*see Annex 3, H*) is assessed only after a research program successfully meets Development Tier thresholds in ALL four mandated areas.

Procedural Checkpoint. Assessment of trajectory toward Excellence in Synergistic Output Credit is only conducted once ALL four mandated areas achieved Development Tier threshold.

Date: April 23, 2026

STEP 2. Apply Decision Rules

All Four Areas Meet Development Threshold

Trajectory Assessment	Decisions
Meets Development threshold; foundational capacity established	Full Renewal (3 years)
Meets Development threshold with demonstrated trajectory of advancement toward Excellence	Extended Renewal (6 years)
Meets Excellence Tier	Extended Renewal (6 years)

Table A3.3. Decisions when the program meets the Development threshold in ALL four areas.

A **trajectory of advancement** toward Excellence is evidenced by one or more of the following:

- G1, G2 Trajectory: Securing competitive seed or preparatory grants within the assessment window. These team-based grants support proof-of-concept development or pilots while strengthening mentorship and collaboration, and they signal credible program-level capacity and forward momentum.
- G2, G4 Trajectory: Formal establishment of multi-year institutional agreements or memoranda of understanding (MOUs), with at least one program member designated as a representative of the thematic program, marks a shift from ad hoc collaboration to structured, sustained transdisciplinary partnerships beyond academe. These arrangements enable stable pathways for testing, adoption, scaling, and the meaningful integration of graduate theses and dissertations into external practice and public service contexts.
- G3 Trajectory. Verified placement of a graduate in an externally recognized leadership or innovation role, indicating that the research or creative work program produces workforce-ready, leadership-capable graduates and that mentorship yields tangible public value beyond the University. For units whose highest offering is a Master's program, this shall include submission of a PhD curricular proposal, evidenced by documented development milestones.

Failure in one or more areas shall trigger a Corrective Action Plan (CAP). (*see J.5*)
The CAP is a time-bound, evidence-based mechanism designed to guide program improvement, strengthen accountability, and reinforce graduate mentorship.

Fails Development in Exactly One Area

Failed Area	Decisions
G1 Scholarship or G2 Collaboration	Conditional 1-Year Renewal (Targeted CAP)
G4 Public Service	Conditional 1-Year Renewal (Critical CAP)

Date: April 23, 2026

G3 Graduate Mentorship (1 cycle)	Conditional 1-Year Renewal (Critical CAP)

Table A3.4. Decisions when the program fails the Development threshold in exactly one area.

Fails Development in Two Areas

Failed Areas	Decisions
Includes G3 or G4	Conditional 1-Year Renewal (Critical CAP)
Only G1 + G2	Conditional 1-Year Renewal (Strict CAP)

Table A3.5. Decisions when the program fails the Development threshold in two areas.

Fails Development in Three or Four Areas

Failure Pattern	Decision
Any combination with G3 or G4	Conditional 1-Year Renewal (Critical CAP)

Table A3.6. Decision when the program fails the Development threshold in three or four areas.

Failure in Areas Across Two Consecutive Cycles

Failed Area	Decisions
Failure for two consecutive cycles, any or combination, without G3	Conditional 1-Year Renewal (Critical CAP + Dep't Review)
Includes G3	Conditional 1-Year Renewal (Critical CAP + Dep't Review + College Review)

Table A3.7. Decisions when the program fails the minimum threshold in two areas.

J.4 Long-Horizon Work Rules

Rule	Operational Requirement
Declaration	LHW status must be declared in the Forward Plan
Allowance	G1 may be satisfied by externally vetted milestones
Non-Waivable	G2, G3, and G4 remain required
Transition Milestone	STEM: external feasibility/ method review SSH: policy pilot, citation, or institutional uptake Creative: acquisition, commissioning, or formal adoption
Missed Transition	With justification → Conditional Renewal Without justification → Conditional Renewal, Strict CAP, and Mandatory LHW Re-scoping

Table A3.8. LHW rules and decisions when the program misses transition milestones.

Date: April 23, 2026

J.5 Corrective Action Plan - Required Elements and Types

A Corrective Action Plan (CAP) is a time-bound, evidence-based roadmap that helps a research/ creative work program strengthen its performance through clear targets, defined responsibilities, and regular reporting. It supports purposeful improvement while reinforcing graduate mentorship, public service, and institutional accountability as research programs progress toward sustained excellence.

Element	Requirement
Focus	Clearly identified failed area(s)
Targets	Quantified improvements (mentors, outputs, partners, uptake)
Accountability	Named responsible leads
Timeline	≤1 year (≤2 years for LHW)
Evidence	Verifiable outputs for reassessment

Table A3.9. Correction action plan and required elements.

Types of CAP:

- **Targeted CAP (single G1 or G2 failure)**
  Applied to an isolated shortfall in scholarly/creative output or collaboration. The Program Leader submits annual progress reports to the Unit Chair. Oversight remains light and focused, directed at resolving the specific deficiency without constraining overall program autonomy.
- **Strict CAP (combined G1 and G2 failures)**
  Imposed when both scholarly/creative output and collaboration indicators are unmet. The Program Leader conducts mandatory semestral check-ins with the Unit Chair against enforced timelines. Oversight is intensive but bounded, aimed at correcting cross-cutting implementation and coordination gaps.
- **Critical CAP (any failure combination involving G3 or G4)**
  Triggered when performance gaps include graduate mentorship or public service, which are mission-critical safeguards under the CMP. The Program Leader undertakes mandatory quarterly check-ins with the Unit Chair under heightened oversight to address structural capacity gaps, implementation deficiencies, and risks to the CMP's core mandate.
- **Critical CAP with Department Review (two consecutive cycles of failure, excluding G3)**
  Activated following two consecutive assessment cycles of non-compliance in any combination of areas other than graduate mentorship. The Program Leader conducts quarterly check-ins, while the Unit Chair engages the Unit Research Committee to initiate program-level review and targeted intervention.
- **Critical CAP with Department and College Review (G3 failure over two consecutive cycles)**
  Invoked when graduate mentorship requirements are not met across two consecutive cycles. The Unit Chair submits annual consolidated CAP reports to the College Research Committee and the Dean.

Oversight is executive-level, with formal program review and intervention measures undertaken to safeguard graduate students and uphold the University's mentorship obligations.

CAP Type	Trigger	Reporting Cadence	Reporting Line	Oversight Level	Exit Criteria (Return to Good Standing)
Targeted CAP	SIngle failure in G1 or G2	Annual	Program Leader → Unit Chair	Low (focused correction)	Demonstrated correction of the identified gap within one assessment cycle, supported by verified outputs and an accepted annual progress report.
Strict CAP	Concurrent failures in G1 + G2	Semestral	Program Leader → Unit Chair	Moderate (Intensive but bounded oversight)	Achievement of minimum standards in both G1 and G2 within the CAP period, with documented progress against enforced timelines and Unit Chair concurrence.
Critical CAP	Any failure combination including G3 or G4	Quarterly	Program Leader → Unit Chair	High (Directed oversight to protect CMP Mission)	Restoration of compliance in the affected safeguard area(s) (G3 and/or G4), evidenced by verified mentorship or public-service outcomes/ milestones and successful quarterly reviews.
Critical CAP + Dep't Review and Intervention	Failure for two consecutive cycles, any combination, excluding G3	Quarterly (Dep't level)	Program Leader → Unit Chair; Unit Chair → Unit Research Committee	High with Structured Intervention	Unit Research Committee confirms sustained compliance across previously failed areas for one full assessment cycle and endorses CAP closure to the Unit Chair.
Critical CAP + Dep't/College Review and Intervention	G3 failure for two consecutive cycles	Quarterly (Dep't) and Annual (College)	Program Leader → Unit Chair; Unit Chair → College & Dean	Very High with Executive-level Intervention	Verified restoration of graduate mentorship performance (G3) for at least one full cycle, with College Research Committee and Dean approval to lift CAP status.

Table A3.10. Types of Corrective Action Plan.

J.6 Assessor Guidance (How to Use This Table)

1. Do not average scores, apply pass/ fail per mandated area.
2. Check G3 and G4 first; these determine legitimacy.
3. Use trajectory evidence only after the Development Tier requirement is met.
4. Apply LHW allowances only if formally declared.
5. Synergistic output credit *H*, applies exclusively to Excellence Tier threshold G3 - G4, and must not be used to satisfy the Development Tier requirement or to offset a failure in a separate mandated area. Assessors must verify Development Tier compliance G1 - G4, independent of any synergistic credit claim.
6. Record decisions using the exact category labels above.

This Decision Guide delivers a complete and enforceable renewal framework by accounting for all possible performance outcomes, preventing research programs from relying on isolated individual outputs, and safeguarding graduate mentorship and public service as non-negotiable mandates. It establishes clear accountability for Long-Horizon Work and enables consistent, defensible, and repeatable decisions across programs. Overall, the CMP renewal shifts from a descriptive checklist to a rule-based decision system that

ensures research programs either mature with shared purpose, improve through disciplined correction, or conclude responsibly in the interest of public value.

J.7 Operational Clarifications for Assessors

- Failure counts are evaluated across all four CMP-mandated areas.
- Credible justification (e.g., leadership transition, force majeure, infrastructure delays, approved LHW trajectory) may warrant a pause rather than merger or closure.
- Progress toward Excellence is evidenced not only by outputs but also by structural actions, such as new governance arrangements, expanded sectoral collaboration, or submission of competitive external grant proposals.
- Conditional Renewal is corrective, not punitive; it targets mobilization, integration, and trajectory correction.
- Extended Renewal signals sustained excellence and positions the program for leadership roles, mentoring emerging groups, or piloting system-level initiatives.
- Decisions emphasize institutional effectiveness, graduate outcomes, and public value, rather than program longevity alone.
- Exceptional performance in a priority safeguard area such as verified early placement of Master's or PhD graduates in leadership roles or institutionalization of societal outputs beyond Development Tier requirements should be explicitly weighed in determining whether a program demonstrates credible progress towards excellence even if performance in a mechanism area likely in scholarly output is precisely at the Development Tier threshold.
- Synergistic Output Credit (*see Annex 3, H. Note: Strict operational guidance and non-qualifying examples are detailed in H, caveats for application*) should be applied only when a single, clearly identifiable artifact demonstrates both substantive collaboration (G2) and sustained, externally validated societal impact (G4). It should not be granted for loosely related or sequential outputs, preliminary uptake, or to offset unmet requirements in either area. Where collaboration is mainly academic or impact remains pilot-level, G2 and G4 must be assessed separately. The intent is to recognize exceptional integration and institutionalization, not to lower thresholds or replace required evidence.
- Programs undertaking long-horizon work may state in their Forward Plan that externally validated outputs are not yet expected. During this phase, assessment focuses on foundational milestones, capacity building, mentorship, and collaboration at the Development Tier, supporting full renewal while preparing for advancement (*see Annex 3, J.8*).

J.8 Operationalizing Transition Milestones for Long-Horizon Work (LHW)

Overview. Programs undertaking long-horizon work may indicate in their Forward Plan that externally validated scholarly or creative outputs are not yet expected. During this phase, assessment emphasizes

foundational milestones, capacity building, graduate mentorship, and collaboration at the Development Tier, supporting full renewal while preparing the program for advancement.

Transition Milestone Requirement. Each LHW program must define a Transition Milestone: a clearly specified, externally validated signal that the program is ready to be assessed at the Excellence Tier. This milestone anchors accountability, guides planning, and preserves flexibility for deep, specialized work, while ensuring a transparent progression toward higher performance and impact.

Domain-Specific Operationalization. To avoid generic standards, Transition Milestones are defined through domain-appropriate validation:
Science, Technology, and Transformative Progress: An externally reviewed methodology and feasibility report endorsed by a professional society, peer review board, or equivalent technical body, confirming readiness to scale research or pursue major competitive funding.
Social Sciences, Humanities, and Policy Reforms: Documented policy citation, pilot implementation, or formal integration of research outputs into a cross-sectoral institutional framework, demonstrating relevance, stakeholder uptake, and translational viability.
Creative Work and Cultural Artistic Development: Institutional acquisition, commissioning, or formal endorsement of a pilot creative work by a recognized cultural organization, validating the robustness of the foundational creative process.

Decision Guide: Full Renewal for LHW Programs. Full Renewal for the next review cycle is warranted when the program demonstrates: (1) externally vetted foundational milestones; (2) documented capacity building (infrastructure, methods, datasets, studios, or platforms); (3) active graduate mentorship with verified progress; (4) functional collaboration aligned with the Forward Plan; and (5) a clear Transition Milestone identifying readiness for Excellence Tier assessment in a specified future cycle.
Decision Rule and Rationale. If these elements are present and aligned with the approved Forward Plan, the program receives Full Renewal despite limited near-term outputs. Routine monitoring applies, ensuring accountability while protecting deep, specialized work and enabling a transparent pathway to Excellence.

J.9 Illustrative Examples of Program Assessment and Continuity Outcomes

Below are illustrative examples of CMP Program Assessment and Continuity Decisions derived directly from the CMP Excellence-Impact Assessment Framework and Decision Guide. The examples are designed to cover the possible assessment outcomes, span all core domains, and explicitly show how graduate mentorship (G3) and public service & societal impact (G4) function as priority safeguards in decision-making. These examples operationalize the rule-based decision algorithm, demonstrating how failures in "Mechanism" areas (G1, G2) trigger different corrective actions compared to failures in "Safeguard" areas (G3, G4).

Illustration 1. Programs Meeting Development Tier Requirements in All Four Mandated Areas.
Programs in this category meet the minimum viability standards. Decisions differentiate between those maintaining viability (Full Renewal) and those with demonstrated trajectory to progress and those achieving sustained high-level output (Extended Renewal).

Date: April 23, 2026

Program Profile (Illustrative)	Mandated Area Alignment	Threshold Status	Decision	Rationale
STEM Program (Basic Science): Produces consistent co-authored publications; internal interdisciplinary collaboration active; 50% of members have MA/MS graduates; early external uptake (methodology review) verified.	G1 ✔ G2 ✔ G3 ✔ G4 ✔	All Development Tier req'ts met	Full Renewal (3 years)	The program meets all viability thresholds. It demonstrates credible capacity in mechanisms (G1/G2) and fulfills mission safeguards (G3/G4).
SSH Policy Program: Policy briefs cited by government agencies; interdisciplinary study with another college; 50% of members have MA graduates with collaborative outputs; policy pilot formally adopted by LGU.	G1 ✔ G2 ✔ G3 ✔ G4 ✔	All Development Tier req'ts met; trajectory evident	Extended Renewal (2 cycles, 6 years)	Meets all requirements with clear evidence of forward momentum toward Excellence, particularly in public service (G4).
Creative Work Program: Sustained juried exhibitions; co-curation with external museums; 50% of members have PhD graduates with juried outputs; works formally acquired by national cultural institutions.	G1 ✔ G2 ✔ G3 ✔ G4 ✔	Meets Excellence Tier	Extended Renewal (2 cycles, 6 years)	Demonstrates sustained public value and high-level graduate mentorship (PhD) beyond the minimum Development requirements.

Illustration 2. Programs Failing Development Tier Requirements in Exactly One Area.
Decisions here distinguish between "Mechanism Failures" (G1 or G2), which allow for focused correction, and "Safeguard Failures" (G3 or G4), which require intensive oversight.

Program Profile	Failed Area	Threshold Status	Decision	Emphasis
STEM Program: Strong patents and publications; internal collaboration; failed to graduate minimum percentage of MA/MS students (G3) despite enrollment.	✘ G3	Priority safeguard failure	Conditional Renewal (Critical CAP)	Mentorship is a non-negotiable safeguard. Failure here triggers a Critical CAP with quarterly checks to protect student welfare.
SSH Program: Active collaboration and mentoring; public lectures delivered; but failed to produce minimum scholarly outputs (G1) in the assessment window.	✘ G1	Mechanism failure (Single Area)	Conditional 1-Yr Renewal (Targeted CAP)	Failure is isolated to output generation. A Targeted CAP allows the program to correct this specific deficiency without heavy administrative intervention.
Creative Work Program: Excellent productions and graduate completions; failed to demonstrate any verified external uptake (G4) beyond university audiences.	✘ G4	Priority safeguard failure	Conditional 1-Yr Renewal (Targeted CAP)	Public service is a core mandate. Lack of external validation requires high-level oversight (Critical CAP) to ensure societal relevance is established.

Illustration 3. Programs Failing Development Tier Requirements in Two Areas.
This scenario triggers stricter oversight. If the failure is purely operational (G1+G2), it is a "Strict CAP". If it involves a safeguard (G3 or G4), it escalates to "Critical CAP".

Program Profile	Failure Pattern	Threshold Status	Decision	Rationale
STEM Program (Theoretical Math): Mentorship and public service (training) are active; but failed both publication targets (G1) and internal collaboration (G2).	✘ G1 + ✘ G2	Combined Mechanism Failure	Conditional 1-Yr Renewal (Strict CAP)	LSimultaneous failure in both enabling mechanisms (Output and Collaboration) requires a Strict CAP with semestral check-ins to fix structural workflow issues.
SSH Program (Area Studies): Produces individual papers (G1) and has internal collaborative meetings (G2); but failed both graduate completion rates (G3) and external uptake (G4).	✘ G3 + ✘ G4	Combined Safeguard Failure	Conditional 1-Yr Renewal (Critical CAP)	The program lacks legitimacy due to failures in both mission-critical areas. High-level oversight is mandatory to prevent such programs that publish but do not serve students or society.

Date: April 23, 2026

Creative Work Program (Design): Mentorship (G3) and Collaborative internal work (G2) exists; but failed outputs (G1) and public uptake (G4).	✗ G1 + ✗ G4	Mixed Failure (includes Safeguard)	Conditional 1-Yr Renewal (Critical CAP)	Because the failure combination includes G4 (Public Service), the decision defaults to the higher severity Critical CAP.

Illustration 4. Programs Failing Development Tier Requirements in Three or Four Areas.
Programs failing the majority of mandates are placed under the highest level of scrutiny to determine if recovery is possible or if the program should be paused/closed.

Program Profile	Failure Pattern	Threshold Status	Decision	Explanation
SSH Program (General): Fragmented individual work only. Failed outputs (G1), collaboration (G2), and public service (G4). Mentorship (G3) is the only area met.	✗ G1 ✗ G2 ✗ G4	Systemic Failure (3 Areas)	Conditional 1-Yr Renewal (Critical CAP) + Dep't Review and Intervention	Persistent failure across multiple domains triggers Critical CAP. While the rules allow Conditional Renewal, the program is effectively on notice for major restructuring or closure if no immediate improvement occurs.
STEM Program (Legacy): Dormant. Failed all four mandated areas. No outputs, no active collaboration, no graduates, no uptake.	✗ G1 ✗ G2 ✗ G3 ✗ G4	Total Failure	Conditional 1-Yr Renewal (Critical CAP)+ Dep't Review and Intervention	The decision guide mandates Critical CAP even for total failure to allow for a formal wind-down or radical recovery plan under executive supervision.

Illustration 5. Failure Across Two Consecutive Cycles.
Recurrent failure triggers external review and escalation to Department or College levels, moving beyond simple "program leader" accountability.

Program Profile	Pattern Over Two Cycles	Threshold Status	Decision	Priority Logic
Creative Work Program: Failed G1 and G2 in Cycle 1. Failed G1 and G2 again in Cycle 2. Mentorship (G3) remains intact.	Consecutive Failure (Without G3)	Recurrent Mechanism Failure	Conditional 1-Year Renewal (Critical CAP + Dept Review) and Intervention	Repeated inability to fix operational flaws escalates oversight to the Unit Research Committee/ Department level to determine if the program structure is viable.
STEM Program: Failed Mentorship (G3) in Cycle 1. Failed Mentorship (G3) again in Cycle 2 (no graduates produced).	Consecutive Failure (Includes G3)	Recurrent Safeguard Failure	Conditional 1-Year Renewal (Critical CAP + College Review) and Intervention	Two cycles of failing graduate mentorship is a critical violation. Oversight escalates to the Dean and College Research Committee for executive intervention, likely leading to leadership change or program termination if unresolved.

Illustration 6. Long-Horizon Work (LHW) examples.

LHW Program Type	Evidence Submitted	Threshold Status	Decision	Accountability
Basic Science Program	Externally reviewed methodology milestone; interdisciplinary collaboration output; 50% of members with MA graduates with collaborative outputs; no uptake yet	G1 (milestone) ✔ G2 ✔ G3 ✔ G4 ✔ (early uptake not yet required)	Full Renewal (3 years)	LHW allowances applied
Policy Research Program	No transition milestone by declared cycle	✗ G1 (LHW transition)	Conditional 1-Yr Renewal (Strict CAP)	Missed milestone without justification
Creative Archive Project	Institutional acquisition declared as transition milestone	Meets Excellence	Extended Renewal (2 cycles, 6 years)	LHW accountability satisfied

Action of the Board of Regents
at its 1105th Meeting on 30 APR 2026
APPROVAL
ROBERTO M.J. LARA
Secretary of the University
and of the Board of Regents

Date: April 23, 2026

J.10 Program Evolution Pathways: From Realignment to Integration

- Program Re-Scoping

  A targeted realignment or narrowing of a program's goals and activities. Used when the program remains viable but needs clearer focus to match demonstrated capacity.
- Program Consolidation

  Internal strengthening and streamlining of leadership, structures, and workflows. Applied when coordination is weak but the program's mission remains sound.
- Program Merging

  Formal integration of two or more overlapping programs into a single unit. Used to reduce duplication and concentrate resources and impact.
- Program Absorption

  Transfer of a program's viable elements into a stronger host program. Applied when independent continuation is no longer viable but assets remain valuable.
- Program Pause

  A program pause temporarily suspends a program for 1–2 years to implement a monitored recovery plan addressing minimum requirement failures.
- Program Closure

  Orderly termination of a program after persistent failure to meet core requirements. Ensures responsible transition of students, data, and obligations.

Annex 4: Role of R&D and Creative Work Units as CMP Partner Organizations

Under the CMP, the participation of non-graduate specialized units including R&D and creative work units, centers, institutes, training hospitals, extension and basic education units, and inter- or cross-unit programs, are formally integrated into the collaborative annual reports of partnering graduate units. This ensures that their vital roles in mentorship, scholarship, and public service are systematically captured within the CMP's accountability framework. These specialized units are strongly encouraged to register in their long-term programs in the University catalog of research, creative work, and innovation programs.

For these specialized non-graduate units, recognition focuses on partnership contributions that strengthen graduate mentorship and advance public service with societal impact. These partnerships expand departmental access to specialized infrastructure and capabilities, while enabling non-graduate units to engage in collaboration, co-authorship, and external funding aligned with CMP research or creative work groups.

A. Role in the Building Collaborative Ecosystem for Public Service

This framework clarifies how specialized non-graduate units function as long-term partners to graduate unit-based research programs, particularly in enabling public service and societal uptake. Evidence may include:

- Co-developed agendas and outputs aligned with public service pathways
- Provision of specialized facilities, datasets, field sites, or creative spaces
- Joint publications, technologies, exhibitions, or applied systems
- Competitively funded partnerships or externally adopted programs demonstrating sustained impact

B. Role in Enhancing Graduate Mentorship

Through specialized expertise, facilities, practitioner experience, and community engagement, non-graduate units strengthen UP's mentoring ecosystem by:

- Hosting graduate students for research, fieldwork, clinical training, or creative production
- Serving as sole or joint advisers under approved affiliate arrangements
- Providing advanced technical or methodological training
- Documenting student engagement, milestones, and mentoring outcomes

These provisions promote equity across diverse non-graduate units while recognizing their distinct missions and substantive contributions to graduate formation, interdisciplinary collaboration, and sustained public value creation within UP's research, creative work, and innovation ecosystem.

Action of the Board of Regents
at its 410th Meeting on 30 APR 2026
APPROVAL
ROBERTO M.J. LARA
Secretary of the University
and of the Board of Regents

Date: April 23, 2026

Annex 5: Program Proposal, Line-Item-Budget, and Contract

Unit, CU (Address)

RESEARCH/ CREATIVE WORK AND INNOVATION PROGRAM
OUTRIGHT GRANT PROPOSAL

PROJECT GRANT TITLE: Program Leader of the xxx Research/ Creative Work and Innovation Program

NAME : _____

Designation : [x] Research/ Creative Work and Innovation Program Leader

Groups/ Studios/ Labs within the Unit:

[ ] Name of Group 1 [x] Name of Group 2 [ ] Name of Group 3

[ ] Name of Group 4 [ ] Name of Group 5 [ ] Name of Group 6

Unit's Highest Degree Program Offering: [ ] PhD _____ [ ] MA/ MS _____

TYPE: CLASSIFICATION OF RESEARCH/ CREATIVE WORK:

[x] Program [ ] Basic [x] Applied [ ] Expt. Dev't. [ ] Pilot Testing [] Performative [] Creative Writing

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OBJECTIVES: (guide only)

Design, implement, and evaluate activities related to research/ creative work and innovation in the areas of….

Facilitate research/ creative work apprenticeship and on-the-job training in the areas of…

Initiate and sustain collaboration with SUC's, HEIs, industry, and partner institutions both local and international

Conduct extension work based on … for public service.

SIGNIFICANCE: (guide only)

Increased production of new knowledge in the areas of…, enhanced research/ creative work and innovation mentorship leading to graduation of students, fostering of inter/ transdisciplinary collaborations, and enhancing of innovation-driven public service

---

EXPECTED OUTPUT:

Research/ Creative Work and Innovation Program Accomplishment Report

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OTHER ACTIVITIES/ METHODOLOGIES: (guide only)

Regular/ Creative Work and Innovation program meetings and seminars.

Extension activity through collaborative programs in the areas of …

IMPLEMENTING GROUP: COOPERATING GROUPS PROJECT SITE:

Name of Group/ Studio, Unit/ College/ CU Unit/ College

ESTIMATED BUDGET: [ ] PhP 100,000/ [ ] PhP 70,000

(Attach a Line Item Budget: PhP 76,000/ PhP 52,000. for MOOE/ CO/ EO, for the common good of the group, and PhP 24,000/ PhP 18,000. Honorarium for the Program Leader)

Action of the Board of Regents
at its 1063rd Meeting on 30 APR 2026
APPROVAL
ROBERTO M.J. LARA
Secretary of the University
and of the Board of Regents

Date: April 23, 2026

LINE-ITEM-BUDGET:

ITEM NUMBER	DETAILS	APPROVED BUDGET
I.	MAINTENANCE AND OTHER OPERATING EXPENSES (MOOE)	
I.1	Consumables and Supplies	
I.2	Travelling Expenses - Foreign/ Local	
I.3	Meals and Accommodation for Official Activities	
I.4	Communication, Publication, and Documentation	
I.5	Training and Capability Building	
I.6	Repair/ Maintenance/ Contractual Services	
I.7	Analytical Services	
I.8	Expert/ Professional Services, Outsourcing Fees	
	SUB-TOTAL FOR MOOE	
II.	CAPITAL OUTLAY (CO)	
II.1	Renovation of Laboratory Space	
II.2	Construction of Shared Co-working Areas	
II.3	Office Equipment, Furnishing of SHared Workspaces	
II.4	Upgrading of Electrical, Network, or Safety Systems	
II.5	Installation of Specialized Fixtures	
	SUB-TOTAL FOR CO	
III.	EQUIPMENT OUTLAY (EO)	
III.1	Scientific Instruments	
III.2	Creative Production Tools	
III.3	Computers, Tables	
III.4	Field Data Collection Kits	
III.5	Shared-Use Digital Platforms	
	SUB-TOTAL FOR EO	
	GRAND TOTAL	

Name of Program Leader
Proponent

Endorsed by: Unit Head/ College Dean/ CU Chancellor

Action of the Board of Regents
at its 1065th Meeting on 30 APR 2026
APPROVAL
ROBERTO N. LARA
Secretary of the University
and of the Board of Regents

Date: April 23, 2026

UNIVERSITY OF THE PHILIPPINES

Quezon City

CONTRACT

(for Research Grant, Professorial Chairs and Faculty Grants)

KNOW ALL MEN BY THESE PRESENTS:

This RESEARCH CONTRACT entered into by and executed this 1st day of August, 2026 in Quezon City, by and between:

The UNIVERSITY OF THE PHILIPPINES, *address*, represented by *name* as Chancellor,

And

name, rank, Unit, College

CU

WITNESSETH, that:

1. I, *name*, whose education, training and experience are shown in the attached CURRICULUM VITAE, has the necessary expertise and is willing to undertake the research/ creative work program leader grant:

TITLE: Program Leader of the [group name]

BRIEF DESCRIPTION OF RESEARCH/ CREATIVE WORK ACTIVITIES: (guide only)

Design, implement, and evaluate activities related to research/ creative work, innovation, and education in the areas [thematic areas]. Facilitate research/ creative work and innovation apprenticeship. Initiate inter/ transdisciplinary collaborations. Conduct innovation-driven public service initiatives.

SCHEDULE OF ACTIVITIES: (guide only)

Research/ Creative Work and Innovation seminars: once a week

Apprenticeship training: 2nd semester, AY

Collaboration meetings: 2nd semester, AY

Public service initiatives: 1st semester, AY

TOTAL AMOUNT OF GRANT PER ANNUM

Research/ Creative Work Program Grant: [ ] PhP 100,000 [ ] PhP 70,000.

PERIOD: August 1, 2026 to July 31, 2027

Action of the Board of Regents
at its 1408M Meeting on 30 APR 2026
APPROVAL
ROBERTO M.J. LARA
Secretary of the University
and of the Board of Regents

Date: April 23, 2026

2. He/ She shall undertake the above-mentioned research/ creative work as

[x] Program Leader

3. For undertaking the above mentioned research/ creative work and innovation program, upon signing of contract, the University shall pay him/ her [ ] PhP 76,000 [ ] PhP 52,000 for the operational expenses in support of research/ creative work activities based on line-item-budget.

4. For the annual honorarium, the University shall pay him/her [ ] ₱24,000 [ ] ₱18,000, to be released in three tranches. The third and final tranche shall be issued only upon the acceptance of the annual accomplishment report.

5. The approved and duly endorsed research proposal shall form part of this contract.

IN WITNESS WHEREOF, the parties hereto set their hands this 10th day of August, 2026 at Quezon City, Philippines.

name	name
CU Chancellor, Dean of the Autonomous College	Name of Program Leader Program/ Unit

SIGNED IN THE PRESENCE OF :

name	name
Unit head	College dean

COMPLIANCE OF DUTIES :

1. Dutiful discharge of teaching and other responsibilities.
2. Submission of grades.
3. Submission of Program Accomplishment Report (see Annex 2) and Fund Utilization Report (see Annex 6), which must be accepted by the Unit and posted in the Unit website.

Action of the Board of Regents
at its 1484th Meeting on 30 APR 2026
APPROVAL
ROBERTO M. LLARA
Secretary of the University
and of the Board of Regents

Date: April 23, 2026

Annex 6: Fund Utilization Report

OVPRI-CMP Form

FUND UTILIZATION REPORT

(1) Title			(2) Program/ Project Leader		(3) Duration
(4) Start Date	(5) Completion Date		(6) Implementing Institution		
(7) Particulars	(8) Total Approved Budget	(9) Total Releases	(10) Total Expenditures	(11) Total Unreleased Budget	(12) Unexpended Balance
I. Maintenance and Operating Expenses (MOOE)					
1. Consumables and Supplies					
2. Traveling Expenses – Foreign/ Local					
3. Meals and Accommodation for Official Activities					
4. Communication, Publication, and Documentation					
5. Training and Capability Building					
6. Repair and Maintenance/ Contractual Services					
7. Analytical Services					
8. Expert/ Professional Services, Outsourcing Fees					
Sub-total for MOOE					
II. Capital Outlay (CO)					
1. Renovation of Laboratory Space					
2. Construction of Shared Co-working Areas					
3. Office Equipment, Furnishings of Shared Workspaces					
4. Upgrading of Electrical, Network, or Safety Systems					
5. Installation of Specialized Fixtures					
Sub-total for CO					
III. Equipment Outlay (EO)					
1. Scientific Instruments					
2. Creative Production Tools					
3. Computers, Tablets					
4. Field Data Collection Kits					
5. Shared-Use Digital Platforms					
Subtotal for EO					
TOTAL					

Prepared and Submitted By:

Program/ Project Leader

Verified By:

CU Accountant

Approved By:

Vice Chancellor for Research and Extension

Action of the Board of Regents
at its 1105TH Meeting on 30 APR 2026
APPROVAL
ROBERTO M.S. LARA
Secretary of the University
and of the Board of Regents

Date: April 23, 2026

Annex 7: Timeline of CMP Grants Applications

Please note: The CMP follows a strict annual schedule. Incomplete documentation or late submissions may result in skipping the grant cycle. While programs may continue to operate, the release of CMP grants will follow the prescribed timeline without exception.

Date	Activities	Remarks
May (first week)	Deadline for submission of applications for Program/ Project Grants at the **CU level**.	Submission of unit-evaluated proposals. Assessment and endorsement by the College, CU OVCRD/E or equivalent office, and CU endorsement by the Office of the Chancellor/ Dean of Autonomous College
June (first week)	Deadline for submission of CU request for funding and list of qualified applicants, **received at OVPRI.**	Submission of the request for funding of the Program/ Project Grants. Attachments: 1. Letter request for funding signed by the Chancellor 2. List of qualified applicants 3. Unit-evaluated proposals and contracts, assessment and endorsement by the College, CU OVCRD/E or equivalent office, and the Office of the Chancellor/ Dean of Autonomous College 4. Report of funds utilization in previous cycles
July (first week)	Review of funding requirements by OVPRI, approval by OVPPF, and **release of FCM** to CU.	Checking and assessment of the funding requirement by **OVPRI**. Approved by **OVPPF.** The OVPRI will release to CU the list of qualified applicants for funding and the copy of the FCM.
August (first week)	Deadline of Unit's closures of Grants from previous year cycle, received at CU OC.	Submission of request for the closures of Program Grants. Attachments: 1. Letter request for closures of Program Grants. 2. Unit-assessed and accepted terminal reports, link to website posting, with endorsement by the College, endorsement by the CU OVCRD/E 3. Fund Utilization Report of CUs
August (second week)	CU release of approved Grants to Program/ Project Leaders	