

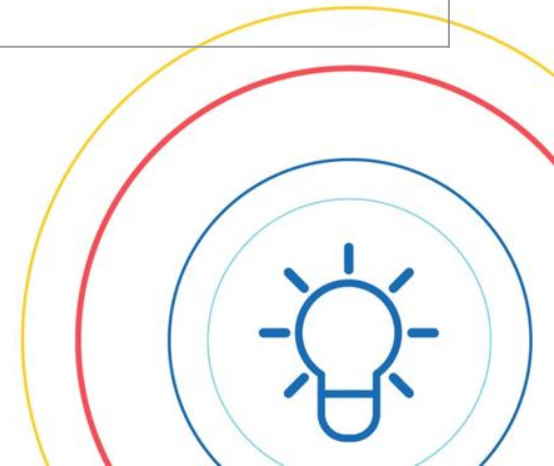
Strategic Faculty and Staff Development Planning Workshop for Private HEIs



CHED
K12
TRANSITION
PROGRAM

Program

08:00 - 09:30	Registration
09:30 - 11:00	CHED Preparations for the K to 12 Transition Period
11:00 - 12:30	Open Forum
12:30 - 01:30	Lunch
01:30 - 03:30	Strategic Faculty and Staff Planning Workshop
03:30 - 04:00	Open Forum
04:00 - 05:00	Closing and Synthesis



HIGHER EDUCATION REFORM and K TO 12

Commissioner Cynthia Bautista

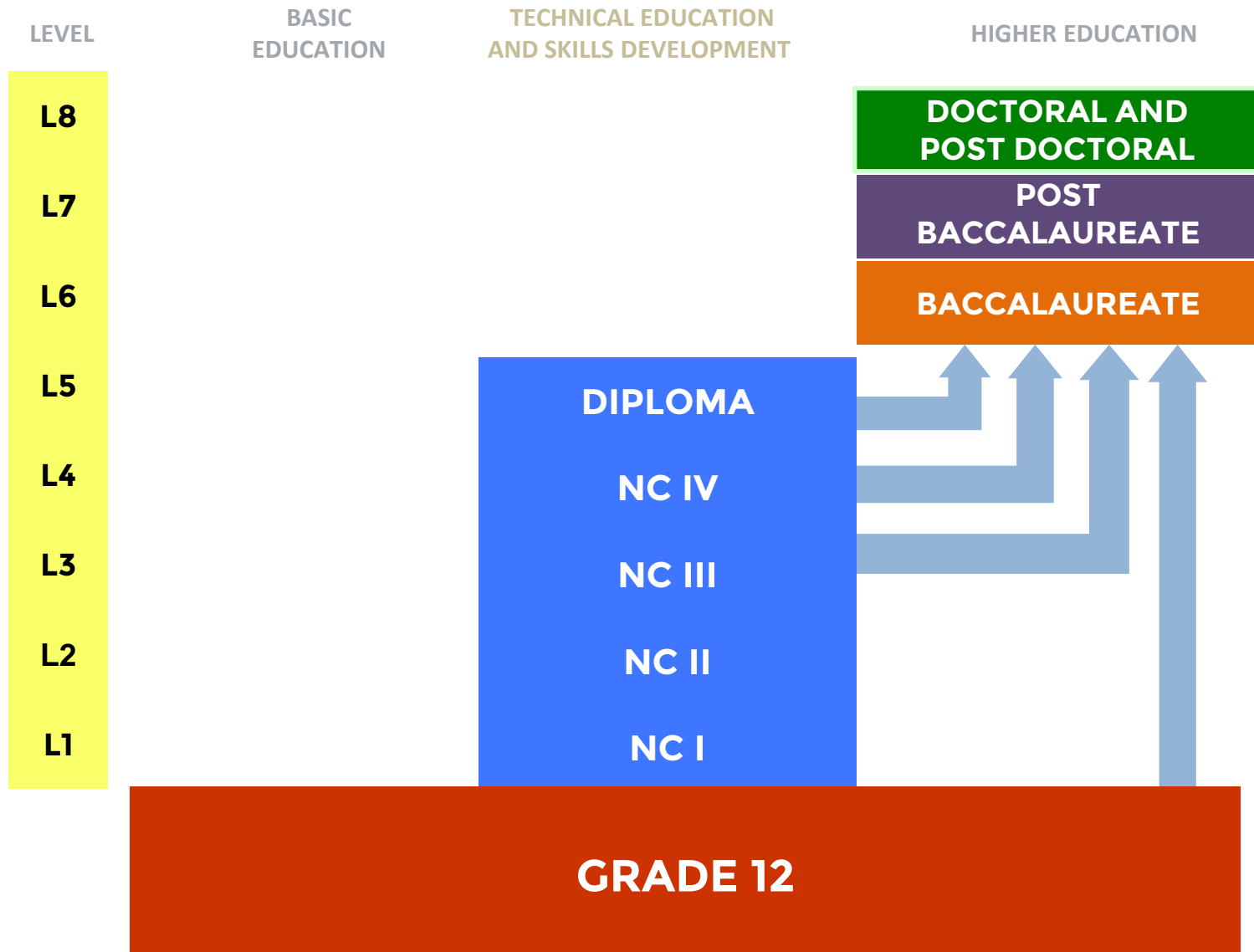


THE CONTEXT

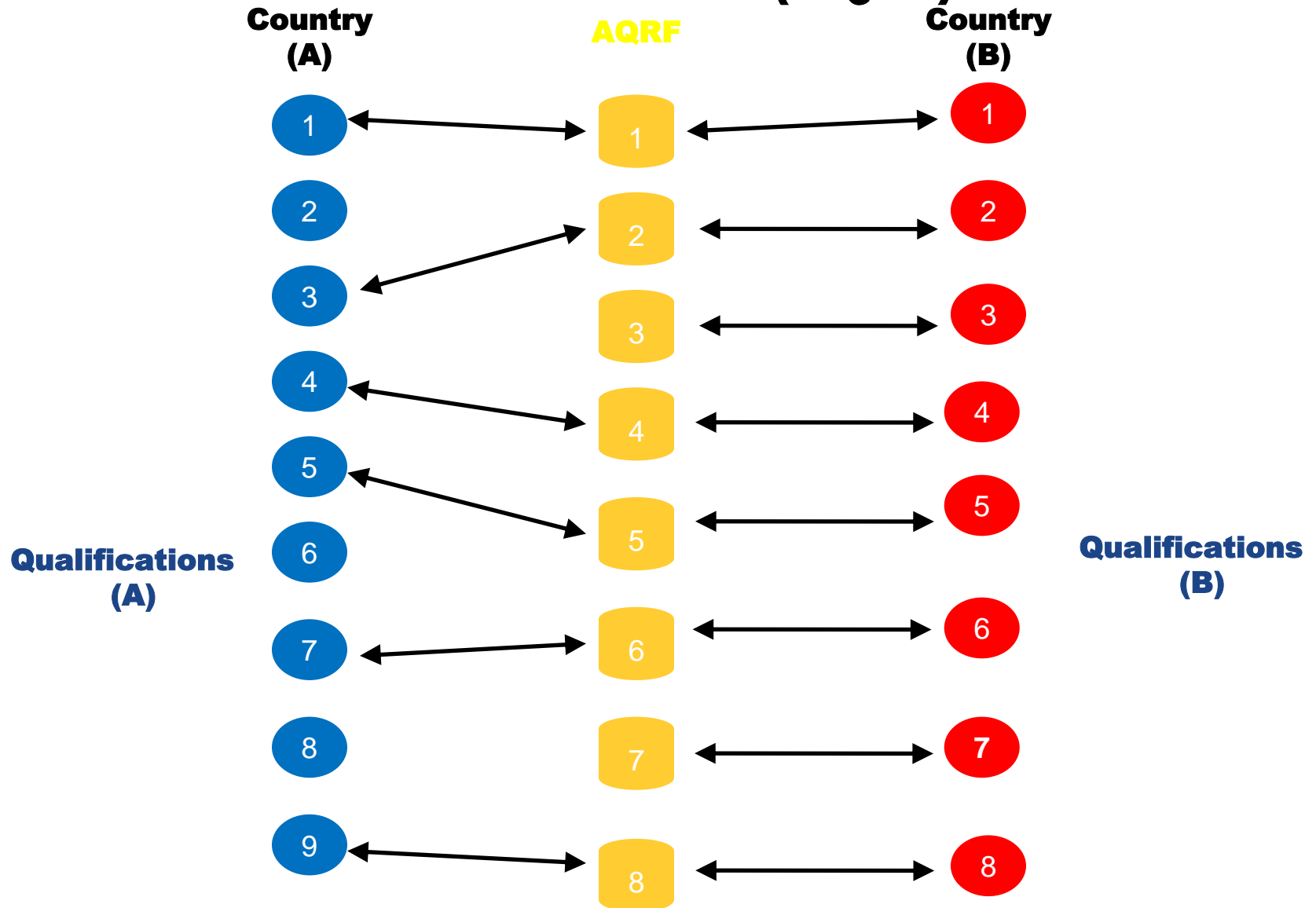
- Globalization: the paradigm shift
 - From development (economic nationalism) to globalization (world market participation)
 - From “catching up with the West” to “finding one’s niche in the market”;
- Globalization: the breakdown of national borders and emergence of regional economies (e.g. EU, ASEAN EC)
- Mobility, the demand for comparability, National Qualifications Frameworks and Regional Referencing Frameworks



The PHL Qualifications Framework



ASEAN QUALIFICATIONS REFERENCE FRAMEWORK (AQRF)



Paradigm Shift

- From education to learning
- From learning to Lifelong Learning : the key for individuals in the 21st century
- To HELP *individuals* adapt to the evolving requirements of the labor market” and better master “the changing time-frames and rhythms of individual existence.”



THE SITUATION



COMPARATIVE HIGHER EDUCATION IN ASIA

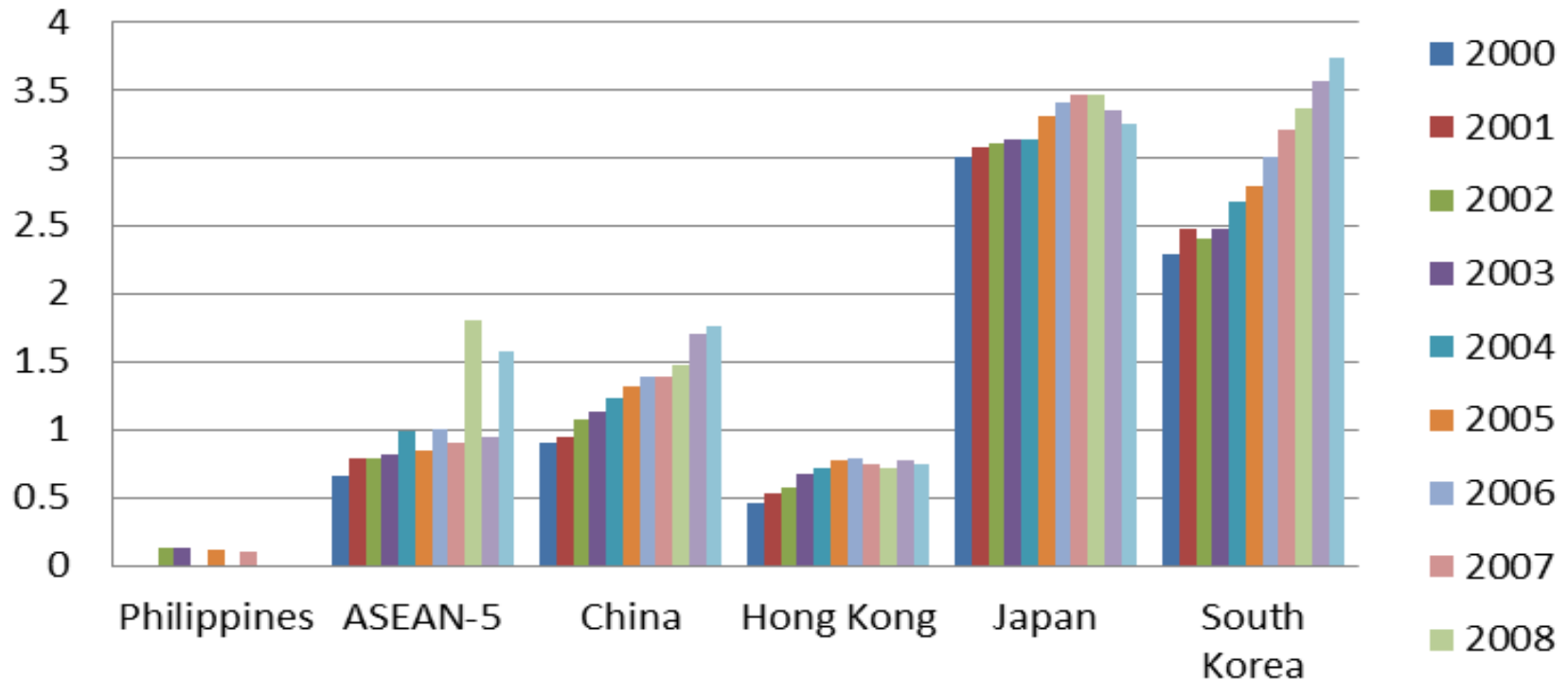
(AS OF 2012 *2010; **2011)

Country	Spending for Higher Education	Per Capita Spending (in USD)	Participation (% of College Age Population in Higher Education)
Brunei	3.3	15,714.8	24.3
Cambodia	2.6*	593.1	15.8**
Indonesia	3.6	1,181.4	31.5
Lao PDR	2.8	nd	16.7
Malaysia	5.9	9,752.9	36.0
Myanmar	.8	nd	13.8**
Philippines	2.7	548.25	28.0
Singapore	3.2	16,246.9	nd
Thailand	7.6	1,882.7	51.4
Vietnam	6.3*	1,326.8*	24.6

Gross Expenditure on R&D (GERD)

Research and development expenditure (% of GDP)

Source: World Bank

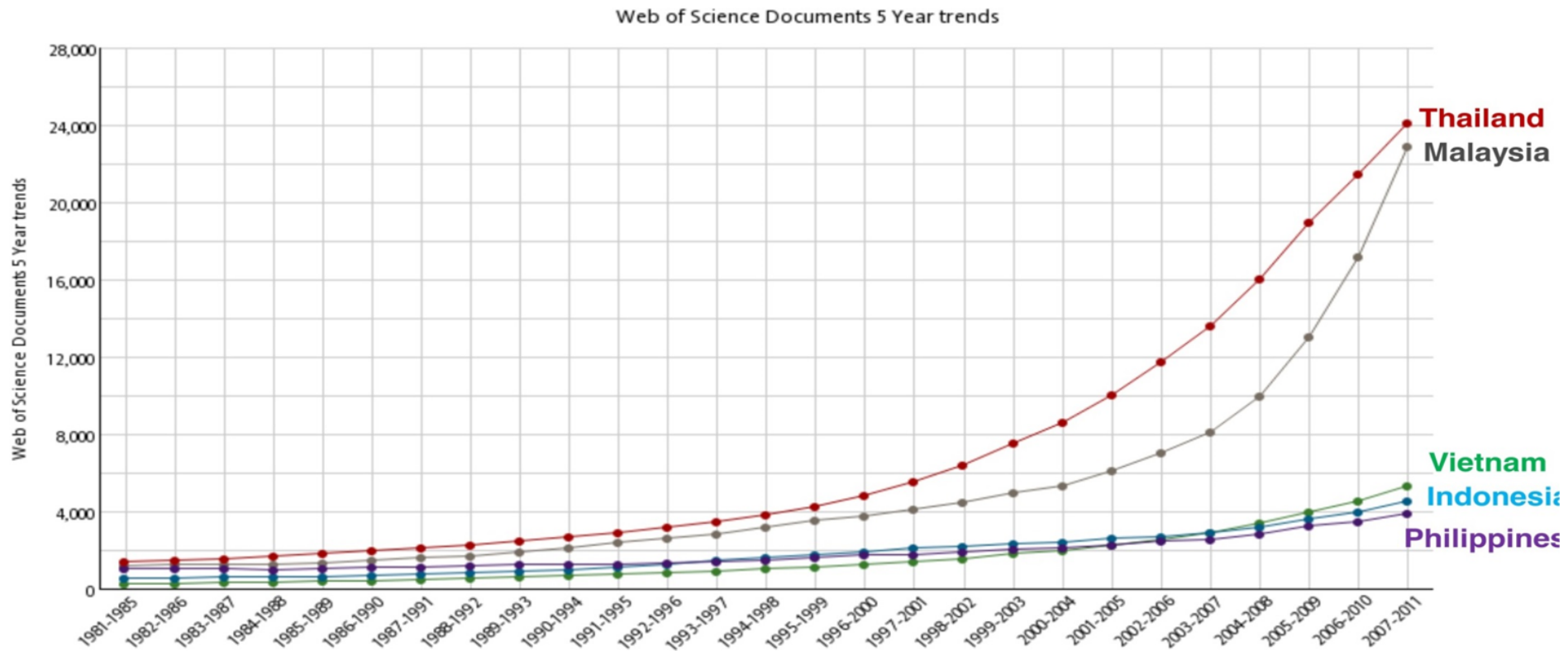


Building intellectual capital is the single most important investment to become globally competitive.

UNESCO recommends a GERD that is 1% of GDP. Philippine GERD was less than 0.2%, Indonesia .8%, Vietnam .5%, Malaysia, 2.10 of GDP in 2007.

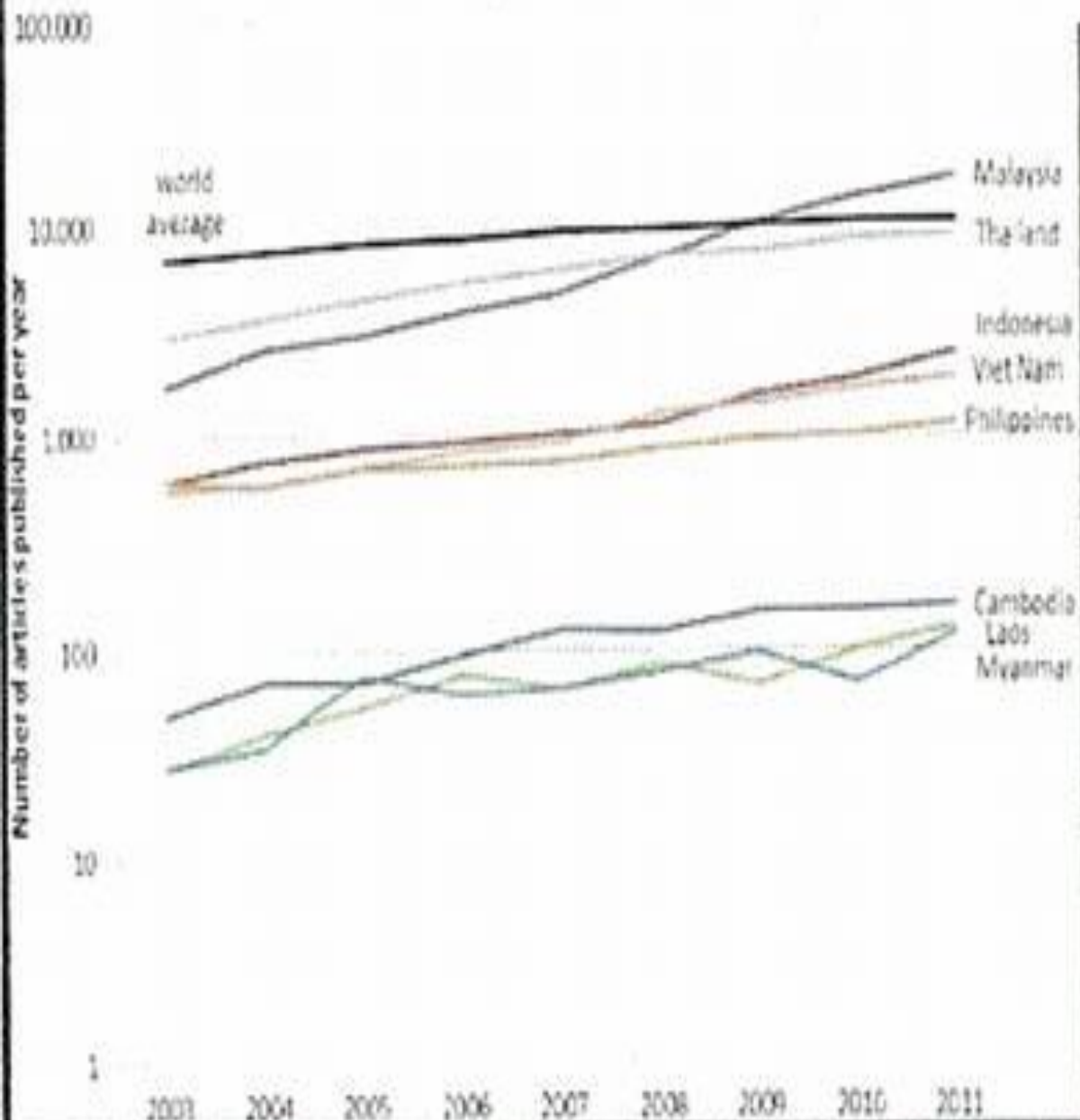
Research Output: Comparison of ASEAN countries

PH, ID, VN, MY, TH



Source: Thomson Reuters, Academic Research in the Philippines

Varied output for the selected ASEAN countries



- Malaysia overtook Thailand in 2008 and is the most productive ASEAN country after Singapore
- Even the least productive of the selected countries show above average output growth:
 - Cambodia 7%
 - Philippines 11%
 - Myanmar 15%
 - Laos 18%
 - Viet Nam 19%

As a benchmark, the world 5yr CAGR is just under 3%.

Educational Attainment of Higher Education Faculty

HIGHEST EDUCATIONAL ATTAINMENT	PHILIPPINES	MALAYSIA	VIETNAM	INDONESIA
Bachelors	50%	31%	40%	53%
Masters	39%	49%	46%	40%
PhD	11%	20%	14%	7%

2012-2013 Economic World Forum innovation indicators 1=highest, 144=lowest

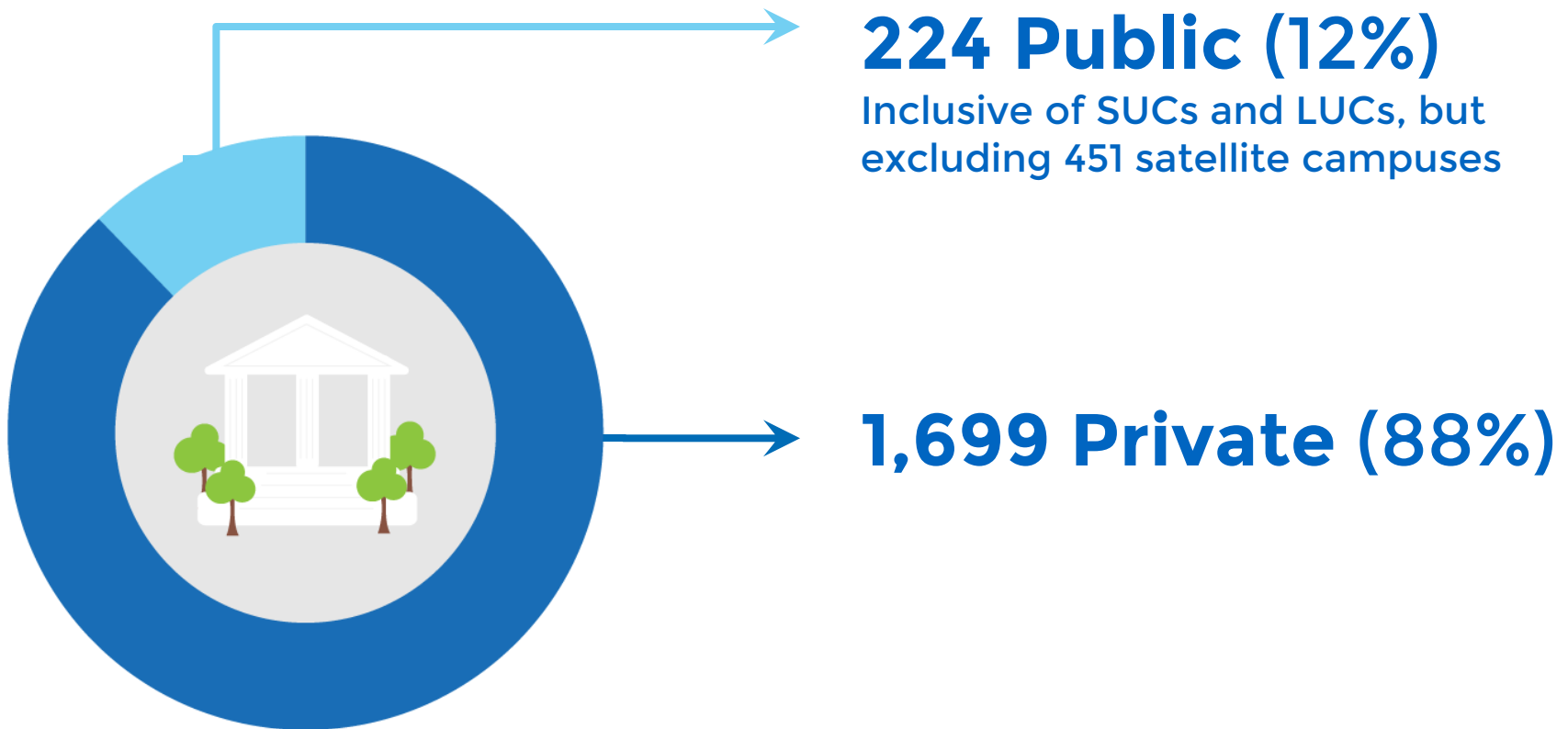
INNOVATION INDICATORS	CHIN	INDO	MLYSIA	PHIL	SING	THAILND	VIETNAM
Capacity for Innovation	23	30	17	<u>86</u>	20	79	78
Quality of scientific research	44	56	28	<u>102</u>	12	68	87
Government procurement of advanced tech products	16	29	4	<u>107</u>	2	98	39

PROFILE OF HIGHER EDUCATION INSTITUTIONS IN THE PHILIPPINES



1

Most HEIs in the country are privately-owned



2 Around 800,000 incoming first year college students each year



59% Private HEIs

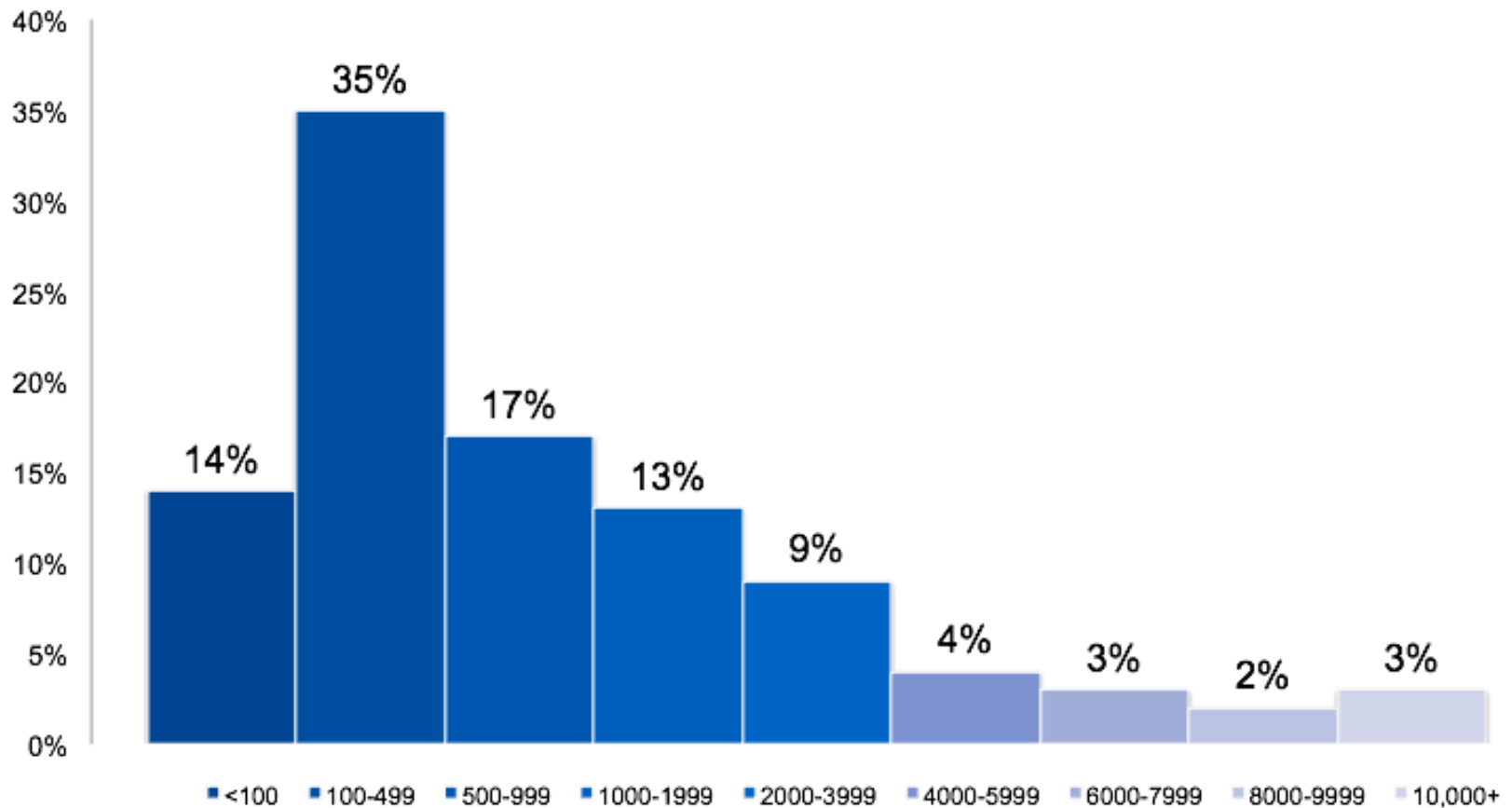
472,000 enrollees

41% Public HEIs

328,000 enrollees

3

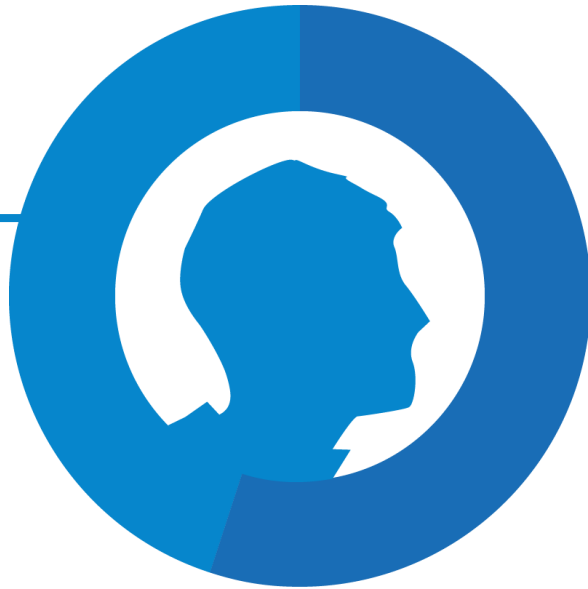
Half of all HEIs have less than 500 students



4

60,000 teaching personnel are non-permanent (55%)

TEACHING



55% non-permanent
45% permanent

NON-TEACHING

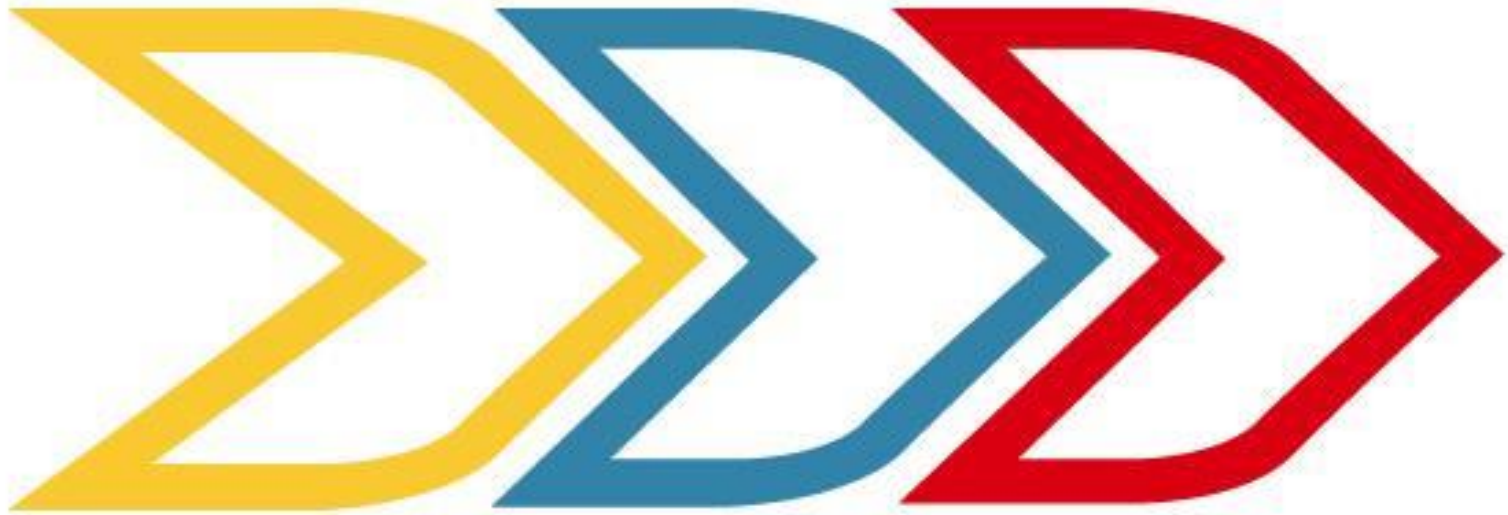


24% non-permanent
76% permanent

THE RESPONSE



HIGHER EDUCATION REFORM AGENDA: TRANSFORMATIVE RESPONSES TO THE CHALLENGES



ACCESS CAPACITY EXCELLENCE
ETHICAL & INNOVATIVE GOVERNANCE

UPDATES on CHED Preparations for the K to 12 TRANSITION



WHAT IS THE K12 REFORM ABOUT?



Republic Act 10533 or “The Enhanced Basic Education Act of 2013” was signed into law in 2013, and is the flagship education reform program of the Aquino administration.



It covers kindergarten (K) and 12 years of basic education (six years of elementary, four years of junior high, and two years of senior high school) to provide sufficient time for mastery of concepts and skills.



The additional two years of SHS decongests the curriculum and focuses on mastery, while minimizing need to review basic subjects in college.

K to 12 TRANSITION: The Higher Education Perspective



Investing in the Future of Higher Education

The CHED K12 Transition Program

	2016-17	2017-18	2018-19	2019-20	2020-21
College 1	Blue	Blue	Light Blue	Light Blue	Light Blue
College 2	Light Blue	Blue	Blue	Light Blue	Light Blue
College 3	Light Blue	Light Blue	Blue	Blue	Light Blue
College 4	Light Blue	Light Blue	Light Blue	Blue	Blue

- The transition period begins this June 2016, as a result of the **full scale implementation of Senior High School**, leading to multi-year low enrolment in colleges nationwide.
- Based on the study conducted by CHED, the Philippine Institute for Development Studies (PIDS), and the UP Population Institute, across the 5 years, about **13,274 teaching** (12% of total) and **10,464 non-teaching** (18% of total) personnel may be displaced.
- It is a **five (5) year program** aimed at providing support to higher education institutions and personnel during the transition period.

TRANSFORMING CHALLENGES TO OPPORTUNITIES



**For
DISPLACED
Personnel**
(Estimated
25,090
teaching and
non-teaching
staff)



- At least 30,000 new teachers and 6,000 new non-teaching staff will be needed for SHS per year in 2016 and 2017.
- DepEd will establish a “Green Lane” to prioritize and fast-track the hiring of displaced HEI personnel, matching them in terms of location and salary.

DOLE
Adjustment
Measures
Program

DOLE will offer the following to displaced employees who do not or cannot transfer to SHS:

- Income support
- Employment facilitation
- Training and livelihood

**For
RETAINED
Personnel**



CHED to provide opportunities for upgrading qualifications and income support to personnel and HEIs (as a result of lower salaries because of reduced enrolment), inclusive of:

- Scholarships for Grad Studies
- Faculty and Staff Development Grants
- SHS Training Packages
- Innovation Grants for Institutions

Investing in the Future of Higher Education

The CHED K12 Transition Program

*To provide support to higher education institutions and personnel during the 5-year transition period, CHED has designed a comprehensive range of developmental programs that both **mitigate impact on labor** and **upgrade quality of Philippine higher education**, to ensure the smooth and successful transition to K12, as mandated under RA 10533.*



**Scholarships for
Graduate Studies**



**Development Grants
for Faculty and Staff**



**Innovation Grants
for Institutions**

1. Scholarships for Graduate Studies

Scholarships for Graduate Studies

Masters

PhD

Professional
Advancement

The transition presents a rare opportunity to upgrade our faculty's qualifications as their teaching loads decrease.

Main reasons for non-timely completion (CHED FDP-I/II):

Heavy teaching loads

Recalling by home institutions

Low awareness on scholarships

Difficulty in disbursing money

Lengthy application process

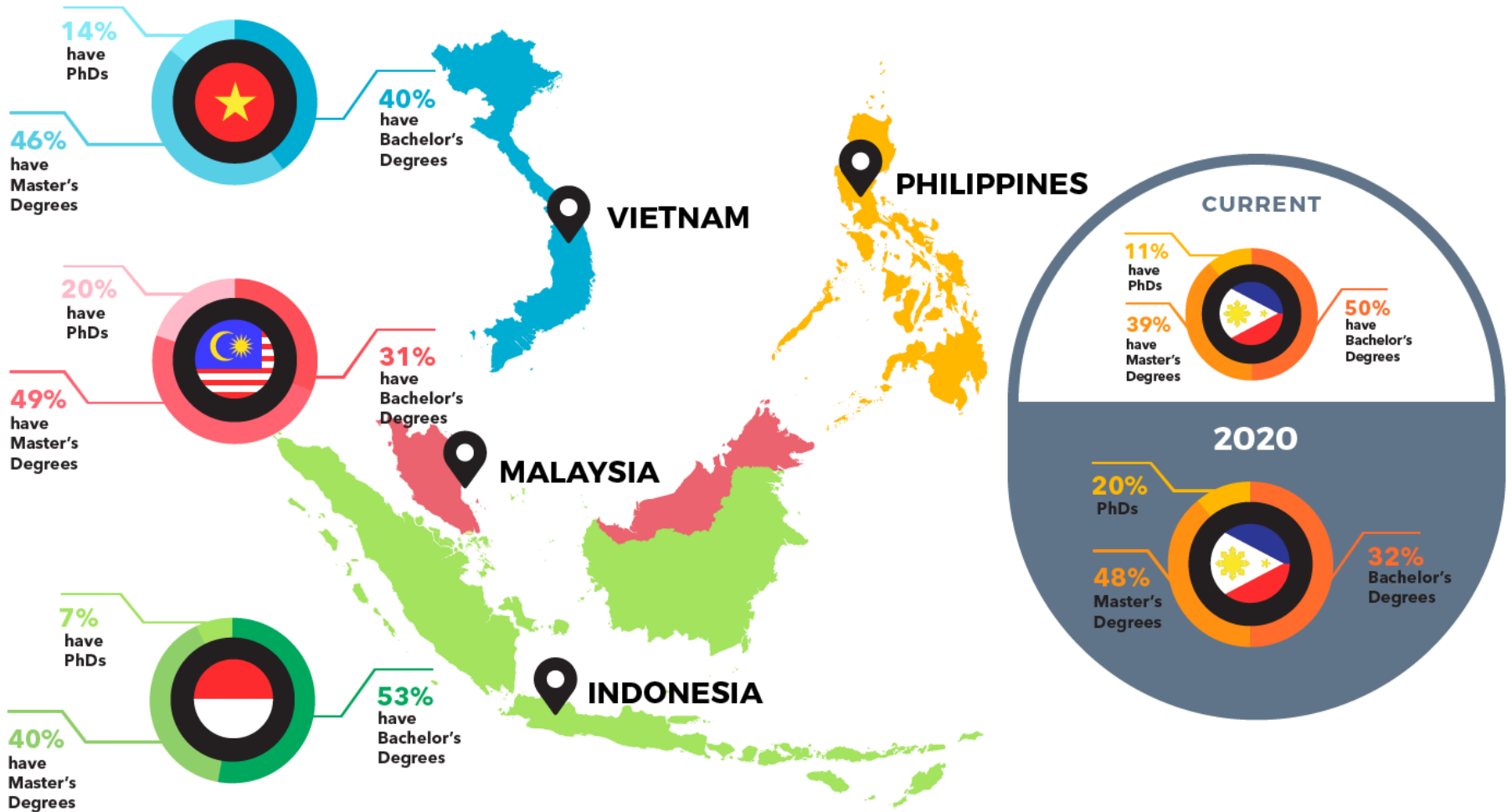
Low stipend rates*

**Due to "substitute assistance" of P13k/month, or for NCR scholars*

TARGET: 14,774
Faculty and Staff for
graduate studies
from 2016 to 2020

7,921
Masters

6,853
PhDs



- In 2000, the Philippine Commission on Education Reform (PCER) targeted for 70% of all HEI faculty to have graduate degrees by 2010.
- If all permanent faculty were to pursue their next higher degree, budget would be about P54.3 Billion.

2. Faculty Development Grants

REQUIRED
PACKAGES

For HEI Faculty

24 units

Updating on teaching strategies and on the revised curriculum (learner outcomes-based education, K12, Rev GE)

For HEI Staff

24 units

Training relevant to their work

Faculty and staff who remain in HEI are allocated a maximum of 96 usable credits each, depending on HEI faculty plan and assessment.

CUSTOM
PACKAGES

Research & Development

12 units

24 units
(1 Semester)

Community Service & Extension

12 units

24 units
(1 Semester)

Industry Immersion

12 units

24 units
(1 Semester)

Production & IGP

12 units

24 units
(1 Semester)

SHS Mentoring

12 units

24 units
(1 Semester)

Development Grants for Faculty and Staff

CHED Development Packages

REQUIRED
PACKAGES

For HEI Faculty

24 units

Updating on teaching strategies
and on the revised curriculum
(learner outcomes-based
education, K12, Rev GE)

Sample user:
IT Professor (60 units)

CUSTOM
PACKAGES

Research &
Development

12 units

24 units
(1 Semester)

Community
Service &
Extension

12 units

24 units
(1 Semester)

Industry
Immersion

12 units

24 units
(1 Semester)

Production &
IGP

12 units

24 units
(1 Semester)

SHS Mentoring

12 units

24 units
(1 Semester)

Sample user: IT Professor (60 units)

- 1 semester spent in a regional college as a visiting professor, collaborating with their academic technology department to upgrade their initiatives (Community Service & Extension)
- 3 month program at technology company to learn new skills and industry practices, delivers a faculty lecture of her learnings (Industry Immersion)

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Semester 1	Regular teaching load	6 units teaching load	6 units teaching load	Regular teaching load	Regular teaching load
		12 units industry immersion	12 units updating teaching strategies		
Semester 2	Regular teaching load	6 units teaching load	No teaching load	Regular teaching load	Regular teaching load
		12 units updating on teaching strategies	24 units of Community Service and Extension		

Support to SENIOR HIGH SCHOOL Implementation



Support to Senior High School Implementation

In partnership with the Department of Education, Philippine Normal University, the University of the Philippines, FAPE, and the National Network of Normal Schools (3NS)



Development of Teaching Guides

Development of 21 teaching guides for the Academic Strand (ABM and STEM), and for Core Courses. These guides include teaching strategies, guide questions, and curated content, to support SHS teachers.



Senior High School Support Website

A free, user-friendly and accessible website for teachers, giving them access to 1) digital teaching guides, 2) demo videos (allowing exemplary HEI faculty to model good teaching), 3) an online community.



Teacher Training

Support to non-DepEd schools that will be offering SHS in coordination with FAPE and the National Network of Normal Schools (3NS) through training of trainers.



HEI-K12 School Adoption Model

For competent HEIs to adopt K12 schools in their community for year-long mentoring & coaching in content to provide continuous professional development to SHS teachers

SHS Materials Development and Teacher Training

- CHED, in an alignment meeting with Deped, has agreed to **develop Teaching Guides (TGs)** for twenty-one (21) Senior High School subjects.
- 14/21 of these subjects are already in progress.
- The 21 TGs are scheduled to be finalized and shared with DepEd by **October 2015**.

CORE SUBJECTS (7)	STEM (8)	ABM (6)
1. General Math	1. Pre Calculus	1. Business Math
2. Statistics and Probability	2. Basic Calculus	2. Fundamentals of ABM 1
3. Disaster Risk Reduction	3. General Chemistry 1	3. Fundamentals of ABM 2
4. Earth Science	4. General Chemistry 2	4. Business Finance
5. Earth and Life Science	5. General Physics 1	5. Applied Economics
6. Physical Science	6. General Physics 2	6. Principles of Marketing
7. Media and Information Literacy	7. General Biology 1	
	8. General Biology 2	

In progress

Transition Planning Initiatives





SHS SUPPLY AND DEMAND MAPPING (for SUCs and LUCs)

Together with PIDS, we have just finished mapping the remaining demand for strands/tracks in localities nationwide, informing SHS provision of SUCs and LUCs



STRATEGIC FACULTY & STAFF DEVELOPMENT PLANNING

To support HEIs in planning for the transition years, the CHED is conducting workshops with public and private HEIs from October to November 2015.



UPCOMING CMOS

CHED will be releasing calls for Expressions of Interest in the coming weeks, and will be sending out Notices for Public Hearing for final consultations on CMOs for grants for the Transition Period.

Regional Transition Planning Workshops with Private HEIs



Zones	Date and Time
Visayas and Mindanao	16 November 2015 (Monday)
	17 November 2015 (Tuesday)
North Luzon and NCR	25 November 2015 (Wednesday)
South Luzon	26 November 2015 (Thursday)

FREQUENTLY ASKED QUESTIONS (FAQS)



How does senior high school affect the college curriculum?



The movement of courses from college to SHS has required a similar movement in college courses (as required by law):

1. The revision of the **General Education Curriculum** (to just 36 units) – through CMO 20, Series of 2013);
2. The revision of **Policies, Standards and Guidelines (PSGs)** to align to K12, the revised GE, and outcomes-based learning.

These will be finalized by December 2015, and **will be implemented by June 2018.**

The length of college courses are governed by Policies, Standards and Guidelines (PSGs) specific to each program.

These are being revised now by the Technical Panels of CHED, and will be completed by December 2015.

While there is a possibility that some courses may be reduced in number of years, it is not necessarily the case, because for some programs, the space freed up could be used to **deepen understanding and specialization** to make college graduates more **job-ready**.

Does K12 mean college courses will be reduced to three years?



Not necessarily.



[Click here to learn more.](#)



I graduated from high school before K12 was implemented. Can I enroll in college in SY 2016-2017?



[Click here to learn more.](#)



A Memorandum from the CHED Chairperson was released in July 13, 2015 to clarify which type of students will be allowed to enroll in college during the transition. These are graduates from:

1. SHS Early Adopter Schools
2. Private Schools with approved K12 Transition Plans
3. DepEd Modeling Schools
4. “Lifelong Learner Track” students (or those who have previously graduated HS or have started college, and wish to complete it)

Similarly, **DepEd Order No. 42, Series of 2015** provides the list of schools under each category.

It is an unprecedented and long-needed investment in Philippine higher education.



Significantly increases faculty members with graduate studies to become more comparable to ASEAN counterparts: **from only 50% with Masters and PhD in 2015, to 70% by 2020.**



Mitigates impact and provides support to higher education institutions and personnel who will be affected by the full implementation of K12 beginning 2016.



Allows our colleges and universities **to innovate and grow** during the transition through increased support for research, extension, internationalization, industry-academe linkage, and training.



Ensures a smooth and successful transition to K12, in close coordination with DepEd, TESDA and DOLE, as mandated by Republic Act 10533.

OPEN FORUM



CHED K to 12 Transition Program Management Unit

Website:

<http://chedk12.wordpress.com/>

E-mail: ched.k12@gmail.com

For SHS-related concerns,
please use the subject:

SHS CONCERN – [School Name]



Transition Planning

Workshop materials:

<http://fsdpworkshop.weebly.com>

E-mail: transitionplanning.ched@gmail.com

For SHS-related concerns,
please use the subject:

SHS CONCERN -[School Name]

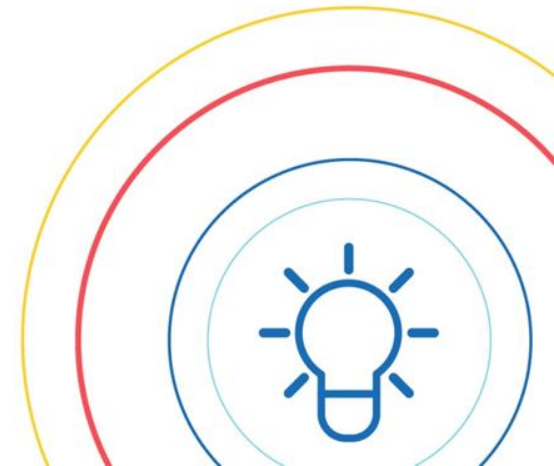


The image features a central text block surrounded by a decorative graphic. The graphic consists of three concentric circles: an inner yellow circle, a middle blue circle, and an outer red circle. Small light blue dots are placed at various points along the red and yellow circles. The text is centered within the blue circle.

**STRATEGIC
FACULTY
& STAFF
PLANNING**

Rationale

1. To enable HEIs to plan teaching loads for AY 2016-17 and 2017-18 (up to 2020-21 if possible);
2. To identify faculty members that may be affected due to lower enrolment during the transition period; and
3. To identify opportunities for faculty development



Definition of Terms

1. **FULL LOAD** - the number of units defined by a higher education institution as full load.
2. **DEPARTMENT** - placeholder for however the school chooses to classify its units, e.g., discipline, school, division, or college, depending on the structure of the HEI
3. **FULL-TIME EQUIVALENT (FTE)** - the equivalent number of full-time **TEACHING** faculty members required, derived from the total teaching load divided by the full load.



Overview of the Process

**Estimating Capacity
and
Projecting Demand**



**Planning for Faculty
and
Staff Development**

- Template 1: Senior High School
- Template 2: Degree Program
- Template 3: Department FTE
- Template 4: HEI Demand
- Template 5: Estimating Surplus

- Template 6: Faculty Loading
- Template 7: Department Faculty Profile
- Template 8: HEI Faculty Profile
- Template 9: HEI Staff Profile

Legend:

Admin

Dept



Step by Step

Part 1: Estimating Capacity and Projecting Demand

Step 1

Calculate FTE capacity and demand for Senior High School.

Step 2

Calculate FTE capacity of and demand for each degree program.

Step 3

Total the FTE demand for each department.

Step 4

Verify the enrollment projections of the departments.

Step 5

Calculate capacity surplus and critical capacity surplus.

Step by Step

Part 2: Planning for Faculty and Staff Development

Step 6

Assign teaching and work loads to all faculty members.

Step 7

Fill out the Department Faculty Profile.

Step 8

Fill out the HEI Faculty Profile.

Step 9

Fill out the HEI Staff Profile.

SUBMIT

TEMPLATES 8 & 9 : HEI FACULTY & STAFF PROFILE

Step by Step

Part 1: Estimating Capacity and Projecting Demand

Step 1

Calculate FTE capacity and demand for Senior High School.

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Calculate FTE capacity of and demand for each degree program.

Step 3

Total the FTE demand for each department.

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Step 5

Calculate capacity surplus and critical capacity surplus.

Step 1

Calculate FTE capacity and demand for **SENIOR HIGH SCHOOL**



For each grade under each program offering:

Table 1a: For each AY, estimate the number of students who will enroll.

Table 1b: Determine the number of students per section.

Table 1c: For each AY, determine the number of sections who will enroll.

Step 1

Calculate FTE capacity and demand for **SENIOR HIGH SCHOOL**

1d. For each grade, under each academic track or strand offered, map out the curriculum in terms of teaching load (hours/units) needed from each of the different departments delivering the required courses.

GAS	Math	SS	Hum	Sci	ICT	ABM
Grade 11	8	16	20	12	0	4

Step 1

Calculate FTE capacity and demand for **SENIOR HIGH SCHOOL**

1e. Multiply the numbers of units needed per section (step 1d) by the number of section (step 1c) for each SHS track or strand offered.

(Units per section) x (# of sections) = Total Units Needed
based on Curriculum

GAS	Math	SS	Hum	Sci	ICT	ABM
Grade 11	8	16	20	12	0	4
If calculating for 3 blocks, total teaching units are:						
Units x 3	24	54	60	36	0	12

Step 1

Calculate FTE capacity and demand for **SENIOR HIGH SCHOOL**

1f. Calculate FTE based on total load. Divide the forecasted total teaching load demand by the number of units of a full teaching load in your HEI to determine the Full Time Equivalent (FTE).

GAS	Math	SS	Hum	Sci	ICT	ABM
Total x 3	24	54	60	36	0	12
Calculating for FTE*:						
Units / FL	1	2.25	2.5	1.5	0	0.5

*Assume Full Load = 24 units

COMMUNICATE FTE to Respective Departments

Step by Step

Part 1: Estimating Capacity and Projecting Demand

Step 1

Calculate FTE capacity and demand for Senior High School.

Step 2

Calculate FTE capacity of and demand for each degree program.

Step 3

Total the FTE demand for each department.

Step 4

Verify the enrollment projections of the departments.

Step 5

Calculate capacity surplus and critical capacity surplus.

Step 2

Calculate FTE capacity of and demand for **EACH DEGREE PROGRAM**



For each year level under each degree program:

Table 2a: For each AY, estimate the number of students who will enroll.

Table 2b: Determine the number of students per section.

Table 2c: For each AY, determine the number of sections who will enroll.

Step 2

Calculate FTE capacity of and demand for **EACH DEGREE PROGRAM**

2d. For each program offered, map out the curriculum in terms of teaching load (units) needed from each of the different departments delivering the required courses.

IT Degree	Math	Sci	HumSoc	Info Tech
1st year	15	10	9	6

2e. For AY 2018-2019 onwards, the new GE curriculum will be implemented. Do the same for this updated curriculum [Try to map the curriculum if you have not yet done so].

Step 2

Calculate FTE capacity of and demand for **EACH DEGREE PROGRAM**

Note: Each year level will abide by the new curriculum according to the following schedule (compute for FTE accordingly):

	New Curriculum	Old Curriculum
AY '18-'19	1 st year	2 nd year, 3 rd year, 4 th year
AY '19-'20	1 st year, 2 nd year	3 rd year, 4 th year
AY '20-'21	1 st year, 2 nd year, 3 rd year	4 th year
AY '21-'22	1 st year, 2 nd year, 3 rd year, 4 th year	

Step 2

Calculate FTE capacity of and demand for **EACH DEGREE PROGRAM**

2f. Multiply the numbers of units needed per section (step 2d,e) by the number of sections (step 2c) for each program offered.

(Units per section) x (# of sections) = Total Units Needed
based on Curriculum

IT Degree	Math	Sci	HumSoc	Info Tech
1st year	15	10	9	6
Assuming 3 blocks of IT freshmen:				
Units x 3	45	30	27	18

Step 2

Calculate FTE capacity of and demand for **EACH DEGREE PROGRAM**

2g. Calculate FTE based on full load. Divide the forecasted total teaching load demand by the number of units of a full teaching load in your HEI to determine the Full Time Equivalent (FTE).

IT Degree	Math	Sci	HumSoc	Info Tech
Total Units	45	30	27	18
To get FTE:				
Total / FL	1.8	1.25	1.125	0.75

*Assume Full Load = 24 units

COMMUNICATE FTE to Respective Departments

Step 2.5

COMMUNICATE FTE to Respective Departments

IT Degree	Math	Sci	HumSoc	Info Tech
FTE	22.5	1.25	1.125	0.75

Physics	Math	Sci	HumSoc	Info Tech
FTE	12.25	25.00	2.25	1.50

Social Science	Math	Sci	HumSoc	Info Tech
FTE	7.25	2.50	18.25	0.50

Math	Math	Sci	HumSoc	Info Tech
FTE	15.25	4.50	3.75	5.25

*Assume Full Load = 24 units

Step by Step

Part 1: Estimating Capacity and Projecting Demand

Step 1

Calculate FTE capacity and demand for Senior High School.

Step 2

Calculate FTE capacity of and demand for each degree program.

Step 3

Total the FTE demand for each department.

Step 4

Verify the enrollment projections of the departments.

Step 5

Calculate capacity surplus and critical capacity surplus.

Step 3

Total FTE Demand for Each Department.

Each department collates submissions from other departments to find **TOTAL FTE**.

IT Department	From IT	From Physics	From Social Science	From Math
FTE	0.75	1.50	0.50	5.25

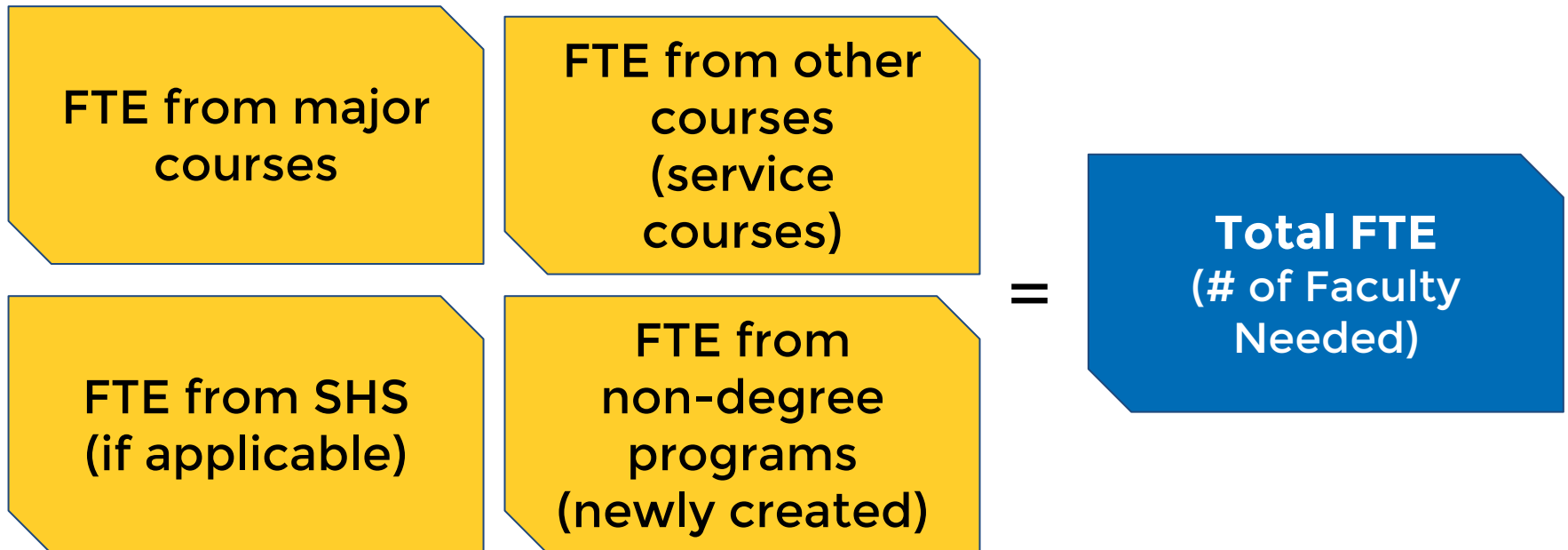
FTE from major courses

FTE from other courses
(service courses)

Step 3

Total FTE Demand for Each Department

Each department collates submissions from other departments to find **TOTAL FTE**.



Step by Step

Part 1: Estimating Capacity and Projecting Demand

Step 1

Calculate FTE capacity and demand for Senior High School.

Step 2

Calculate FTE capacity of and demand for each degree program.

Step 3

Total the FTE demand for each department.

Step 4

Verify the enrollment projections of the departments.

Step 5

Calculate capacity surplus and critical capacity surplus.

DEPARTMENTS

Submit **Templates 1, 2, and 3** to Central Administration for consolidation and further analysis.

Step 4 (Administration)

Consolidate all submissions from the departments.

Verify the enrollment projections submitted by the departments and see if this aligns with the administration's general forecasts.

Step by Step

Part 1: Estimating Capacity and Projecting Demand

Step 1

Calculate FTE capacity and demand for Senior High School.

Step 2

Calculate FTE capacity of and demand for each degree program.

Step 3

Total the FTE demand for each department.

Step 4

Verify the enrollment projections of the departments.

Step 5

Calculate capacity surplus and critical capacity surplus.

Step 5

Calculate capacity surplus and critical capacity surplus

Compute surplus in faculty load capacity.

- **CAPACITY**
 - FTE values as computed for AY '15-'16,
 - **OR** the average for the last 2-3 years,
 - **OR** current number of all faculty
(regardless of tenure of employment)
- **CRITICAL CAPACITY** - actual number of permanent faculty members in each department
- **DEMAND** - the computed FTE demand for each department

Step 5

Calculate capacity surplus and critical capacity surplus

CAPACITY SURPLUS

= Capacity - FTE Demand

CRITICAL CAPACITY SURPLUS

= Critical Capacity - FTE Demand

**COMMUNICATE Surplus Figures to
Respective Departments**

Step 5

Calculate capacity surplus and critical capacity surplus

DEMAND	Math	Sci	Mgmt
AY 2016-2017	2.3	1.4	8.3

	Math	Sci	Mgmt
Capacity	4.8	3.0	8.5
Critical Capacity	4.0	3.0	4.0

Capacity Surplus	Math	Sci	Mgmt
AY 2016-2017	2.5	1.7	0.3

Critical Capacity Surplus	Math	Sci	Mgmt
AY 2016-2017	1.7	1.6	-4.3

Step by Step

Part 2: Planning for Faculty and Staff Development

Step 6

Assign teaching and work loads to all faculty members.

Step 7

Fill out the Department Faculty Profile.

Step 8

Fill out the HEI Faculty Profile.

Step 9

Fill out the HEI Staff Profile.

SUBMIT

TEMPLATES 8 & 9 : HEI FACULTY & STAFF PROFILE

Step 6

Assign teaching and work loads to all faculty members

- Considering the unit's capacity and critical surplus, allocate the teaching load for each year.
- A **prerequisite** to the allocation of the teaching load is the **Department's prior plans for the faculty development of permanent and non-permanent** (probationary and contractual faculty).

Note: The Department might consider assigning the teaching load to non-permanent staff not only to minimize potential displacement but also to release permanent faculty members to enable the upgrade of their qualifications and the training of contractual staff with high potential to handle specialized courses.

Step 6

Assign teaching and work loads to all faculty members

1st Semester		
Name of Faculty	Class or Work Assignment	Equivalent Load
Dela Cruz, Juan	Psych 10	3
	Psych 100	3
	Psych 204	4.5
	Research	4.5
	Admin	3
	Total	18
	Gap	0
Fontanilla, Alice	Psych 101	3
	Comm Ext	3
	Research	4.5
	Total	10.5
	Gap	7.5

Step by Step

Part 2: Planning for Faculty and Staff Development

Step 6

Assign teaching and work loads to all faculty members.

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TEMPLATES 8 & 9 : HEI FACULTY & STAFF PROFILE

Step 7

Fill out the Department Faculty Profile

- Provide administration with the faculty profile of the Department including the educational background of each faculty member, and the department's recommended plans with respect to the CHED K to 12 Transition Program Faculty Development Packages

[See [Appendix A: Code Guide for Faculty Development Grants During the K to 12 Transition](#)]

Step by Step

Part 2: Planning for Faculty and Staff Development

Step 6

Assign teaching and work loads to all faculty members.

Step 7

Fill out the Department Faculty Profile.

Step 8

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Fill out the HEI Staff Profile.

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TEMPLATES 8 & 9 : HEI FACULTY & STAFF PROFILE

Step 8

Fill out the HEI Faculty Profile

- a. Collate **Templates 6 and 7** from the departments and review their recommendations for faculty loading.

- b. If needed, realign the recommendations from the departments with respect to the **overall strategic direction of your institution and your institutional faculty development plans**, as well as the **forecasted demand for Senior High School**.

Step by Step

Part 2: Planning for Faculty and Staff Development

Step 6

Assign teaching and work loads to all faculty members.

Step 7

Fill out the Department Faculty Profile.

Step 8

Fill out the HEI Faculty Profile.

Step 9

Fill out the HEI Staff Profile.

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TEMPLATES 8 & 9 : HEI FACULTY & STAFF PROFILE

Step 9

Fill out the HEI Staff Profile

c. Accomplish **Template 9: Staff Profile** to assess the need and plans for staff during the transition period. For the staff members whom the HEI wishes to retain, indicate the HEI's recommendation for them using **Appendix B: Code Guide for Staff Development Grants under the CHED K to 12 Transition Program.**

Tentative Staff Categories

1. General Administrative Service (Secretarial, Clerical, Admin)
2. Central Administration (HRM, Accounting, Cashier, Registry)
3. Academic Support (Laboratory, Library, Research Services)
4. Maintenance, Utilities and Security
5. Technical Staff (IT, AV technicians)
6. Student Services (Student affairs, clinic)
7. Management

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Template 8

Submit **Templates 8 and 9** to

transitionplanning.ched@gmail.com

by **December 11, 2015, 12:00noon**. You may also send us an e-mail should you have other concerns regarding the Strategic Faculty and Staff Development Planning workshops.

Template 9

The workshop materials, slides, and templates may be downloaded at <http://fsdpworkshop.weebly.com/>

For general concerns, email ched.k12@gmail.com.

Please visit our website at <http://chedk12.wordpress.com/>

Thank you very much!



CHED K to 12
Transition Program
Management Unit

ched.k12@gmail.com



CHED
K12
TRANSITION
PROGRAM

CHED K to 12 Transition Program Management Unit

Website:

<http://chedk12.wordpress.com/>

E-mail: ched.k12@gmail.com

For SHS-related concerns,
please use the subject:

SHS CONCERN – [School Name]



Transition Planning

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