



COMMISSION ON HIGHER EDUCATION

Office of the President

Republic of the Philippines



FACULTY AND STAFF DEVELOPMENT PLANNING WORKSHEET

PREPARING FOR THE K TO 12 TRANSITION

DEFINITION OF TERMS

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

FULL LOAD

the number of units defined by a higher education institution as full load.

Notes:

- Faculty members working full-time in an HEI are said to carry the full load of that institution if they are assigned the required units, whether this be comprised of a full teaching load or other officially-recognized work assignments such as research and administrative work.
- In terms of nomenclature, faculty members working full-time—in terms of full load—are not necessarily classified as full-time employees under MORPHE since the term ‘full-time’ is reserved for permanent employees and ‘part-time’, for non-permanent employees regardless of load. This is an important distinction because it can lead to much confusion when the same terms are used with different meanings. For purposes of this exercise, full-time is used to refer to the load rather than the tenure of the faculty.
- For many tuition-dependent private HEIs, full load is comprised solely of the required teaching load although some private schools may assign equivalent teaching units for other activities. On the other hand, full load in state universities usually cover the teaching load and/or the equivalent teachings units for research, extension, or administrative designations.

FULL-TIME EQUIVALENT (FTE)

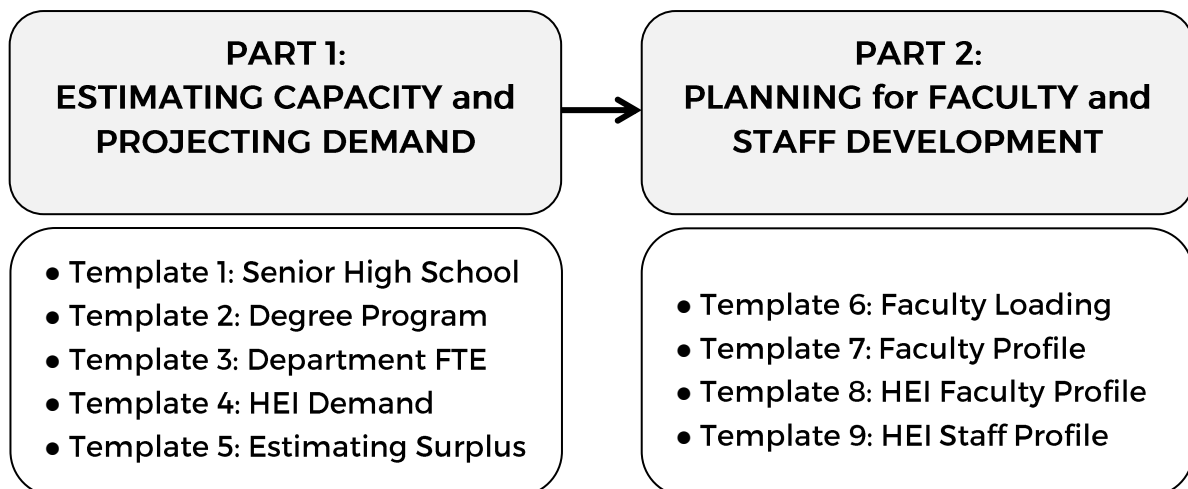
the equivalent number of full-time **TEACHING** faculty members required, derived from the total teaching load divided by the full load.

e.g. If the total number of required teaching load for the Math Department is 150 units for AY 2015-2016 and a full load is equal to 48 units, then the FTE for the Math Department is $150/48 = 3.125$ or 3 full-time **TEACHING** faculty members and a part-time teacher with $1/8^{\text{th}}$ of the full load.

Notes:

- Private and Public HEIs administrators may be using the term 'Full-time Equivalent' differently. For private HEIs, the above definition holds. For State Universities and Colleges, the same definition is used for purposes of estimating the number of faculty needed.
- However, the FTE of SUCs is not confined only to teaching assignments but also to research, extension and administration that translate to equivalent teaching units. Thus, the term "full-time equivalent" in the everyday usage of ordinary SUC faculty members refers to non-teaching units assigned to faculty members who carry full load. For purposes of this exercise, Full-time Equivalent is as defined above.

OVERVIEW OF THE PROCESS



MATERIALS

You may download the templates and other workshop-related materials at <http://fsdpworkshop.weebly.com/> OR send us an e-mail at transitionplanning.ched@gmail.com to request for a soft copy of the files.

NOTES:

- It is optional for the department heads and school administrators to go through the first part of the process. What is essential is for the school heads to be able to fill out **Templates 8 and 9**, which refer to the Faculty and Staff Profiles and Plans.
- For a more accurate basis for formulating the faculty and staff development plan for the K to 12 transition years, it is better to project for five years from AY 2016-2017 to AY2020-2021. The minimum requirement for the submissions to CHED, however, will be for AY 2016-2017 and AY2017-2018 only.
- For the subsequent instructions, note that each step refers to a template, and each substep refers to a table in that template. For examples you may refer to the workshop slides.

Part 1: ESTIMATING CAPACITY AND PROJECTING DEMAND

STEP 1 (for the Administration)

Calculate FTE capacity of and demand for Senior High School.

If the school is offering Senior High School, please fill out the Tables in **Template 1**. Otherwise, proceed to Step 2.

For each grade in Senior High School, under each program offering:

Table 1a. For each academic year, estimate the number of students who will enroll.

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

Table 1c. For each academic year, determine the number of sections who will enroll, based on figures in Tables 1a and 1b.

Table 1d. Map out the curriculum in terms of teaching load (hours/units) needed from each of the different departments delivering the required courses.

Note: These teaching loads may be derived from the number of hours per week. The columns in Table 1d refer to relevant Departments. Adjust the name of the columns to suit the organization of your departments, keeping in mind that the classifications must be consistent across the Tables in all the Templates.

Table 1e. For each academic year, multiply the number of SHS sections (per grade and program) [Table 1c] to the curriculum [Table 1d] and indicate the total demanded teaching load for each delivering department.

In other words: (Teaching units per section) x (No. of sections)
= Total Teaching Units Needed

Table 1f. Divide the forecasted total teaching load by the number of units of a full teaching load to determine the Full Time Equivalent (FTE).

The FTE per Department indicates the number of faculty needed to handle the subjects in the Senior High School curriculum.

STEP 2 (for the Departments)

Calculate FTE capacity of and demand for each degree program.

For each year level, under each program offering:

Table 2a. For each academic year, estimate the number of students who will enroll.

Note: This step requires the Department to project its expected first year enrolment for SY2016-2017 and SY2017-2018.

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

Table 2c. For each academic year, determine the number of sections who will enroll, based on figures in Tables 2a and 2b.

Table 2d. Map out the current curriculum in terms of teaching load (units) needed from each of the different departments delivering the required courses.

Note: The columns in Table 2d refer to relevant Departments. Do adjust the name of the columns to suit the organization of your departments, keeping in mind that the classifications must be consistent across the Tables in all the Templates.

Table 2e. For AY 2018-2019 onwards, the new GE curriculum will be implemented. Map out the new curriculum here.

Table 2f. For each academic year, multiply the number of sections (per year level and program) [Table 2c] to the curriculum [Tables 2d,e] and indicate the total demanded teaching load for each delivering department.

In other words: (Teaching units per section) x (No. of sections)
= Total Teaching Units Needed

Note: Each year level will abide by the new curriculum according to the following schedule:

	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	

Table 2g. Divide the forecasted total teaching load by the number of units of a full teaching load to determine the Full Time Equivalent (FTE).

The FTE per Department indicates the number of faculty needed to handle the subjects in the curriculum of this degree program.

IMPORTANT:

1. Take note of the FTEs needed from your own department.
2. Be sure to **RELAY** your calculated FTEs to the delivering departments.

STEP 3 (for the Departments)

Total the FTE demand for your department.

Each department must collate FTE submissions from other departments to determine the Total FTE Demanded. To do this, accomplish **Template 3**.

The Total FTE Demand may come from the following sources:

- FTE from major courses
- FTE from other courses (service courses)
- FTE from Senior High School
- FTE from non-degree programs (newly created)

**ALL DEPARTMENTS:
SUBMIT TEMPLATES 1, 2, and 3 to the Administration
for consolidation and further analysis.**

STEP 4 (for the 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. Accomplish **Template 5**.

STEP 5 (for the Administration)

Determine FTE faculty surplus figures.

Using the FTE figures indicated in the templates accomplished by the different departments, accomplish **Template 5**.

Table 5a. Consolidate total FTE demand for each department.

As a reference point in the subsequent tables, fill out the row for AY '15-'16 using either:

- AY 2015-2016 FTE values as computed in the previous steps, or
- actual FTE number of current full-time equivalent permanent and non-permanent faculty

Table 5b. Indicate the current FTE capacities of the HEI.

- Capacity - identical to the AY '15-'16 row in Table 5a
- Critical capacity - actual number of **permanent** full-time faculty members in each department

For each academic year from AY '16-'17 to AY '20-'21:

Table 5c. Determine the FTE capacity surplus using the following equation:

$$\text{Capacity Surplus} = \text{Capacity} - \text{FTE Demand}$$

Table 5d. Determine the critical capacity surplus using the following equation:

$$\text{Critical Capacity Surplus} = \text{Capacity} - \text{FTE Demand}$$

Relay the calculated **Capacity Surplus** and **Critical Capacity Surplus**
to the respective departments.

Part 2: PLANNING FOR FACULTY AND STAFF DEVELOPMENT

STEP 6 (for the Departments)

Assign teaching and work loads to all faculty members.

Considering the unit's capacity and critical surplus, allocate the teaching load for each year by accomplishing **Template 6**. 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.

Column	Description
Name of Faculty	Name of faculty member Multiple rows should be assigned for each faculty member, corresponding to the different classes and work activities assigned to the faculty member.
Class or Work Assignment	Indicate the classes and sections assigned. One class OR work assignment per row. Note that if the faculty member has other officially-recognized work assignments such as administrative, research, or community extension work, indicate this here.
Equivalent Load	Input the equivalent loads assigned to the faculty member for the given class/work assignment. After inputting all the class/work assignments for the faculty member, sum all units and indicate this in the second to the last row (TOTAL). Deduct the total equivalent load from the full-time load and indicate this gap in the last row.

STEP 7 (for the Departments)

Fill out the Department Faculty Profile.

Identify the employment status, educational background, and recommended plans for each faculty member by accomplishing Template 7.

Column	Description
Name of Faculty	Name of faculty member of interest
TIN	TIN Number
Age	Age of the faculty member
Birthday	Birthday of the faculty member
Plan	Use codes: 1 if the HEI intends to retain the faculty member 2 otherwise
Full-time / Part-time	Use codes: 1 for full-time 2 for part-time
Tenure of Employment	Use codes: 1 for Permanent (i.e. cannot be terminated w/o cause) 2 for Probationary (appointment is periodic but faculty is on tenure track, i.e. being considered for permanent position) 3 for Contractual (e.g. job order faculty)
Position	1 for Instructor 2 for Assistant Professor 3 for Associate Professor 4 for Full Professor 5 for University Professor
Professional License	Use codes: Y if faculty has a professional license for his/her discipline N if otherwise NA if not applicable
Degree Program	Indicate complete name of degree program

Status	Use codes: 1 for Ongoing (still with ongoing coursework) 2 for Ongoing (pending thesis/dissertation only) 3 for Completed
Recommendation	This section is required only for faculty members whom the HEI intends to retain. Use codes: See APPENDIX A: CODE GUIDE FOR FACULTY DEVELOPMENT GRANTS DURING THE K TO 12 TRANSITION PERIOD NOTE: These codes are assigned with respect to the Faculty Development Grants under the CHED K to 12 Transition Program . If the faculty will pursue activities NOT related to these grants, use one of the following codes: A1, A2, or A3 as described in the code guide.

STEP 8 (for the Administration)

Fill out the HEI Faculty Profile.

Collate Templates 6 and 7 from the departments and review their recommendations for faculty loading and faculty development plans.

If needed, realign the recommendations from the department with respect to overall strategic directions of your institution and your institutional faculty development plans as well as the forecasted demand for Senior High School. Accomplish **Template 8**. Prior to submission, delete the column indicating the names of the faculty members.

STEP 9 (for the Administration)

Fill out the HEI Staff Profile.

Accomplish **Template 9** to assess the need and plans for staff during the transition period.

Column	Description
Name of Staff	Name of Staff member of interest * Delete this column prior to submission to CHED.

TIN	TIN Number
Office	Office of the HEI where staff is assigned
Age	Age of the staff member
Birthday	Birthday of the staff member
Plan	Use codes: 1 if the HEI intends to retain the staff member 2 otherwise
Full-time / Part-time	Use codes: 1 for full-time 2 for part-time
Tenure of Employment	Use codes: 1 for Permanent (i.e. cannot be terminated without cause) 2 for Probationary (appointment is periodic but staff is on tenure track, i.e. being considered for permanent position) 3 for Contractual (e.g. job order staff)
Salary Grade	Salary Grade of staff member
Job Title	Job title of staff member
Category	Use codes: 1 for General Administrative Service (Secretarial, Clerical, Admin) 2 for Central Administration (HRM, Accounting, Cashier, Registry) 3 for Academic Support (Laboratory, Library, Research Services) 4 for Maintenance, Utilities and Security 5 for Technical Staff (IT, AV technicians)

	<p>6 for Student Services (student affairs, clinic, guidance counselors)</p> <p>7 for Management</p> <p>0 if none of the categories above apply</p>
Professional License	<p>Use codes:</p> <p>Y if staff has a professional license for his/her discipline</p> <p>N if otherwise</p> <p>NA if not applicable</p>
Degree Program	Indicate complete name of degree program
Status	<p>Use codes:</p> <p>1 for Ongoing (still with ongoing coursework)</p> <p>2 for Ongoing (pending thesis/dissertation only)</p> <p>3 for Completed</p>
Recommendation	<p>Use codes:</p> <p>See Appendix B: CODE GUIDE FOR STAFF DEVELOPMENT GRANTS DURING THE K TO 12 TRANSITION PERIOD</p> <p>NOTE: These codes are assigned with respect to the Staff Development Grants under the CHED K to 12 Transition Program. If the staff will pursue activities not related to these grants, use one of the following codes: A1, A2, or A3 as described in the code guide.</p>

SUBMISSIONS

For purposes of accurate projections and estimations needed in CHED reports to account for government investment in higher education from 2016 to 2020, kindly submit **TEMPLATES 8 and 9** via e-mail by **December 11, Friday, 12:00noon**.

Please send the final excel files to: transitionplanning.ched@gmail.com with the subject: **FSDP - (Region) - (HEI Name)**.