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Office of the President

5 November 2015

MEMORANDUM CIRCULAR NO. 70
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T O: All Vice Presidents, Deans & Directors, Department and Office Heads and Campus Deans of the 4 External branches

R E: Data Urgently Needed by CHED in Filling-Up Templates 1 to 5

Please be informed that the Commission on Higher Education conducted a Transition Planning Workshop/Orientation last November 4, 2015 at Waterfront Hotel, Cebu City. During said orientation, SUCs are required to plan out the work assignments of their faculty in the K+12 transition years (SY 2016-17 to 2020-2021) in order to determine the activities of their permanent, contractual and outsourced faculty and staff for each semester starting AY 2016-2017.

Commissioner Cynthia Bautista emphasized that such planning is essential to help the faculty account for the salary they will be receiving if they have no teaching load or if their teaching load is reduced significantly. Said planning will also help SUCs to distribute the teaching load in such a way that they minimize if not totally avoid the displacement of non-permanent faculty.

In view of this, SUCs are directed to generate plans for SY 2016-17 and SY 2017-18 from the department level by filling up the following templates:

For each department:

- Template 1: Distribution of Subjects
- Template 2: Faculty Loads
- Template 3: Department Faculty Profile
- Template 4: (Senior High School subjects for those intending to offer Senior High School)
- Template 5: SUC Faculty Development Plan (concerning faculty & staff at the department)

All Colleges, academic departments and research/extension centers and institutes are directed to fill up Templates 1 to 5 by using the attached guide issued by CHED. Template No. 5 in academic units are likewise advised to make plans for the development of qualified and deserving administrative personnel since the CHED funding is both for faculty and staff development. All administrative units are likewise requested to fill up and submit the duly filled up Template No. 5. All filled up templates 1 to 5 for academic units and Template No. 5 only for administrative units should be submitted to ODAHRD not later than November 11, 2015 to allow time for consolidation. The University is mandated to submit the consolidated templates to CHED not later than November 13, 2015.

For immediate compliance.


EDGARDO E. TULIN
President

Attachments:

- Template 1
- Template 2
- Template 3
- Template 4
- Template 5
- CHED Guide in filling up the templates

Template 2: FACULTY LOADS

Department:

Name of Faculty	AY 2016 to 2017						AY 2017-2018					
	1st Semester		2nd Semester		Summer 2017		1st Semester		2nd Semester		Summer 2018	
	Class or Work Assignment	Equivalent Load	Class or Work Assignment	Equivalent Load	Class or Work Assignment	Equivalent Load	Class or Work Assignment	Equivalent Load	Class or Work Assignment	Equivalent Load	Class or Work Assignment	Equivalent Load
	TOTAL		TOTAL		TOTAL		TOTAL		TOTAL		TOTAL	
	Gap		Gap		Gap		Gap		Gap		Gap	
					Psych 101							
	TOTAL		TOTAL		TOTAL		TOTAL		TOTAL		TOTAL	
	Gap		Gap		Gap		Gap		Gap		Gap	
					Psych 101							
	TOTAL		TOTAL		TOTAL		TOTAL		TOTAL		TOTAL	
	Gap		Gap		Gap		Gap		Gap		Gap	
	TOTAL		TOTAL		TOTAL		TOTAL		TOTAL		TOTAL	
	Gap		Gap		Gap		Gap		Gap		Gap	

Template 3: DEPARTMENT FACULTY PROFILE

[illegible]

Template 4: Senior High School Subjects

Name of State University/Coll

Region:

[illegible]

[illegible]



FACULTY DEVELOPMENT PLANNING WORKSHEET

PREPARING FOR THE K TO 12 TRANSITION

Dear SUC President:

In preparation for the zonal Faculty Development Planning Workshops for SUCs that will be held from 3 to 6 November 2015, those that have not yet planned the work assignments of their faculty in the K to 12 transition years (SY 2016-17 to 2020-2021) are requested to go through a planning process that will enable the SUC to determine the activities of your permanent, probationary, contractual and outsourced faculty and staff for each semester starting AY 2016-2017.

Such planning is essential for the SUC to help the faculty account for the salary they will be receiving if they have no teaching load or if their teaching load is reduced significantly. It will also help the SUC allocate the teaching load in such a way that they minimize if not totally avoid the displacement of non-permanent faculty.

The worksheets are designed to enable SUCs to consolidate plans generated from the ground (i.e., at the department level), and by semester, for SY 2016-17 and SY 2017-18, and are designed to be accomplished by the following:

- For each DEPARTMENT
 - Template 1: Distribution of Subjects
 - Template 2: Faculty Loads
 - Template 3: DEPARTMENT Faculty Profile
- For the SUC PRESIDENT / VICE PRESIDENT FOR ACADEMIC AFFAIRS / ADMINISTRATION
 - Template 4: Senior High School Subjects (for those intending to offer Senior High School)
 - Template 5: SUC Faculty Development Plan

NOTES

1. For SUCs who will be unable to undertake the process PRIOR to the Workshop, you are highly encouraged to begin going through the documents, as well as initial data from your SUCs, with your respective officials to surface any questions that we may need to resolve and discuss during the upcoming Workshop.

2. SUCs might also consider laying out the classes for the entire 5-year K to 12 transition period, taking into account the revision in the curriculum starting SY 2018-2019 for more optimum planning using the same procedures.

STEP 1

[Please refer to **TEMPLATE 1: DISTRIBUTION OF SUBJECTS**]

List all the undergraduate and graduate classes and sections starting with the first semester of SY 2016-2017 up to the second semester SY 2017-2018. Please include the classes for the summer session prior to the implementation of the revised GE curriculum in SY 2018-2019.

LEGEND

Column	Description
Subject	Name of subject offered
Section	Section offered (ex. THX, THU, etc.) Input one entry per section.
Teaching Load	Number of units Note: Apply the appropriate weights for graduate courses that is traditionally used in your SUC in computing the teaching load.

Before assigning the teaching load, the tenured faculty/Academic Personnel Committee or whichever body decides on faculty development might consider meeting to discuss their plans for each member of the regular faculty per

semester/year in terms of scholarship, professional advancement, industry immersion, research, extension/community engagement, curricular revisions, production-related work, assignment to Senior High School, among others.

Please go over the attached information on CHED Faculty and Staff Grants for ideas on equivalent teaching load for the faculty who will be designated to upgrade their qualifications or enhance the programs of the SUC. These activities will justify the salaries of your regular faculty given teaching load reductions as well as the salaries of the contractual faculty you will hire.

Please refer to Appendix A: **CODE GUIDE FOR FACULTY OPTIONS & ACTIVITIES DURING THE TRANSITION PERIOD**

STEP 2

[Please refer to **TEMPLATE 2: FACULTY LOAD**]

Assign the classes to your department faculty keeping in mind the faculty development plans of the department for each of the permanent faculty or probationary faculty. Include as well other work assignments that might be assigned to the faculty member (e.g. 3 units of research, 3 units of administrative work, etc.)

LEGEND

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. If the faculty member has other officially-recognized work assignments such as administrative and research work, indicate this here. One class/work assignment per row.
Equivalent Load	Input the number of units 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 last row (TOTAL). Deduct the total equivalent load from the full-time load and indicate this gap in the last row. (e.g. If full-time load is 18 units and the faculty member has a total

Note: The administration might consider assigning the teaching load to contractual staff not only to avoid potential displacement but to free regular faculty members to upgrade their qualifications and train contractual staff you are considering to eventually put in plantilla items

STEP 3

PLEASE REFER TO TENURE TRACK DEPARTMENT FACULTY PROFILE

Identify the employment status, educational background, and recommended plans for each faculty member.

LEGEND

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
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 faculty is on tenure track, i.e. being considered for permanent position) 3 for Contractual
Professional License	Use codes: Y if faculty has a professional license for his/her discipline N otherwise
Degree Program	Indicate complete name of degree program
Status	Use codes: 1 for Ongoing 2 for Completed
Recommendation	Use codes: see Appendix A

STEP 1

If the SUC intends to offer Senior High School, accomplish **[TEMPLATE 4: SENIOR HIGH SCHOOL SUBJECTS]**. This will help determine how many teachers will be needed in SHS. (The deloaded college-level faculty may be reassigned to SHS in the future.)

STEP 2

Collate all submissions from the Departments and review their recommendations for faculty loading and for the various faculty development programs.

STEP 3

If needed, realign the recommendations from the departments 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 subjects.

[Please refer to **TEMPLATE 5: SUC FACULTY AND STAFF DEVELOPMENT PLAN**]

STEP 4

During the **Strategic Faculty Development Planning Workshop**, we will go through the collated submissions and recommendations by SUC, to validate the process undertaken and to clarify questions.

For FACULTY who will NOT be affected by the Transition in the next two (2) years:

A1

Faculty member will not be affected at all by the K-12 program in 2016-2018

A2

Faculty member will be affected by the K-12 Program but does not need any of the support packages

A3

School Recommendation withheld

For FACULTY who will potentially have reduced teaching loads:

CHED Faculty and Staff Development Grants - K to 12 Transition Program

To provide assistance to higher education institutions and personnel during the K to 12 Transition Period, from SY 2016-17 to SY 2020-21, the Commission on Higher Education (CHED) is in the process of developing grants and activities that faculty who will either not have any teaching load or have reduced teaching load, can avail of during said period.

NOTE

The policies for these programs are currently being finalized and will be released shortly. In the meantime, State Universities and Colleges are urged to evaluate their overall faculty development plans and reflect on how to leverage these opportunities to support faculty development, while upgrading higher education quality, and supporting local, regional, and national development goals.

I. Scholarships for Graduate Studies and Professional Advancement

This provides an opportunity for SUC faculty to upgrade qualifications through an expansion of CHED's current Faculty Development Program (FDP-Phase II):

B1

Masters (Full-Time)

B2

PhD (Full-Time)

B3

Professional Advancement (ie. Post-Doctoral Fellowships, Short-term Programs) - This is for faculty with Masters or PhDs already, or whose programs do not necessarily require PhDs (ie. professional programs)

II. Faculty Development Grants

During the Transition, faculty who will have reduced teaching loads can take the opportunity to pursue activities in the following areas that can strategically (1) improve quality of higher education, (2) support local communities and agencies, (3) enhance SUC capacity, and (4) support K to 12 implementation. These activities can be undertaken individually or as a group. Guidelines for these will be released.

NOTE

These activities can be undertaken as Full-Time or Part-Time per semester. **The assumption is those who will opt for the PART-TIME options are faculty who will have partial teaching loads.**

C1

(Full-Time)

a. Research and Development

C2

(Part-Time)

Opportunities to conduct applied research, whether individually or as part of joint research programs, as well as to participate in research mentorship and training initiatives;

D1	(Full-Time)	b. Community Service and Extension Opportunities to work with local communities, local government units, and civil society organizations to apply their expertise and research to solve real life problems;
D2	(Part-Time)	
E1	(Full-Time)	c. Industry Immersion Opportunities for short-term engagements in partner industries, that can inform and enrich their instruction, helping ensure that classroom learning is relevant and grounded in current practice;
E2	(Part-Time)	
F1	(Full-Time)	d. Production and IGP Opportunities to explore and develop relevant sources of income, creating a venue to apply research and technologies developed in the university;
F2	(Part-Time)	
G1	(Full-Time)	e. Local Faculty Exchange Faculty from SUCs can participate as visiting professors (for a semester) in other regional universities to deliver graduate education programs in priority areas/disciplines where there is a lack of graduate education providers;
H1	(Full-Time)	f. Support to K to 12 Implementation Supporting the full roll-out of K to 12 especially Senior High School (SHS) through possible partnerships with local K to 12 Schools: ie., for Senior High School, or for early childhood education (Pre-Kinder and Kinder);
H2	(Part-Time)	
I1	(Full-Time)	g. Continuing Professional Education (CPE) Faculty will be given the opportunity to participate in modules/trainings for updating on teaching strategies in the revised GE curriculum, learner-outcomes based teaching, use of technology in the classroom, etc., in time for full implementation by June 2018.
I2	(Part-Time)	