

## Appendix Q

### FREQUENTLY ASKED QUESTIONS (FAQ) AND OTHER ISSUES AND CONCERNS ON NBC 461

The following are issues and concerns on NBC 461 that were discussed during the National Conference Training on NBC 461 on September 28-29, 2015 at the Century Park Hotel, Manila. These issues and concerns are the frequently asked questions (FAQ) in the field that were addressed during the said workshop conference. The responses of the issues were in accordance with established NBC 461 guidelines and standard practices of PASUC Zonal Centers in the evaluation and processing of NBC 461 documents.

1. The frequently asked questions, issues, and concerns on NBC 461 general guidelines are as follows:

FAQ, Issues and Concerns	Reply/Remarks
1. Can a returnee faculty member be given the same faculty rank or item as that one that which he/she left after resignation or early retirement?	<i>No, he/she can no longer occupy the same item because it has already been given to another qualified faculty member after his item was vacated. However, upon re-entry, the faculty may get the rank for which he or she qualifies</i>
2. If an Associate Professor has earned CCE points equivalent to a rank of a professor but his QCE points does not qualify him to professor rank because he did not have research function during the evaluation cycle, can he opt to go to 100 percent instruction in order to occupy Associate Professor V?	<i>Yes, as long as the faculty qualifies and satisfies the position of Associate Professor V</i>
3. A limited number of items for university professor per SUC- in such case, there is no incentive for faculty members to strive to work beyond Professor VI. What will be the fall back item of faculty members who have reached University Professor?	<i>Fall back positions are meant only for faculty members who have served as President in a University or College and shall undergo Accreditation as University Professor using different criteria from NBC 461 guidelines on qualifications for Accreditation as University/College Professor. Since only one (1) position of University Professor per University shall be authorized for every 6 years, the total of which shall not exceed five percent of the total number of accredited Full Professor in the University concerned, the faculty member has to wait and should be self-motivated to work being an outstanding scholar as shown in the quality of his publications and researches in his field of study and in allied fields; he should continue pursuing contributions to the advancement of his field of specialization which are recognized by his colleagues here and abroad.</i>

FAQ, Issues and Concerns	Reply/Remarks
4. It seems that some Zonal Centers are more strict than other Centers. How can uniformity and standardization be assured?	<i>Zonal Center staff that are perceived to be more strict have been well trained and experienced as far as giving of credits to items is concerned. They follow strictly the standards set by TUP, thus, abiding in the integrity of the evaluation system. The Zonal Director and staff concerned should have the control of quality assurance of credits submitted to the Zonal Centers.</i>
5. Can a Zonal Center add criteria/guidelines that is more stringent than the national criteria (e.g. For instructional materials, a Zonal Center might look for additional documents).	<i>A Zonal Center cannot add criteria/guidelines that deviate from the established standards. The required documents are those that specified in the guidelines. The required documents for IM are: A. Original copy of the sample material B. Certificate of utilization C. Course syllabus D. Evidence of circulation such as receipts of sale, IPRO clearance, for institutional circulation, approval for institutional use by the instructional material review committee (IMRC)</i>
6. Some policies/guidelines narrated by the Zonal Center Director are not found in the written guidelines provided by PASUC.	<i>This is true. Whatever explanation that the Zonal Center Director gives to the clients is a result of rigid training. The zonal center staff always adheres to the principle of uniformity in giving credits in accordance with established standards across zonal centers in the country. The zonal center supports to uphold the mission to serve SUC faculty and sustain the integrity of the system.</i>
7. An additional requirement (s) such as constitution and by-laws (CBL) should be on a case to case basis and not be generalized to all organizations.	<i>Yes, CBL is only required if the center staff is doubtful as to the nature of the professional organization.</i>
8. There should be a standardized manual of which presents clear guidelines to avoid misinterpretation and promote uniform implementation across all regions	<i>The zonal center directors have developed a manual for the zonal centers operations and services including NBC 461 updates and guidelines. A draft copy of this will be presented/reviewed by the team. The results of this conference workshop can serve as enhancement for the missing links for some items in the draft copy.</i>
9. Documents for placement should consider not only those undertaken for the last five years but including those documents earned at the time of appointment from the institution or other schools	<i>Documents for placement cover all CCE entries from the start including beyond cut-off; however, university/college reviewer committee and zonal centers should take note of those entries that are credited so that these will not be credited anymore if the faculty member will be included in the regular cycle of evaluation</i>
10. New faculty-entrants of the NBC 461 could only be promoted up to Assistant Professor 4 even if they earned points well beyond assistant professors because of the policy of “no quantum leap”. Can they not be given the exact position commensurate to their	<i>The Zonal Center only undertakes the review and computerization of faculty evaluation in state higher education and technical education institutions for the promotion of faculty. The SUCs concerned implements the result of the evaluation.</i>

earned points? They deserve the promotion based on the points earned!	
11. How can we determine “fly by night” schools abroad?	<i>The information that we can derived from the website of the said “fly by night schools” can help us determine whether the school is a recognized school or not. It is the burden of task on the part of the University/College faculty evaluators to search and validate the veracity about the school in question.</i>
12. Can we not give NBC 461 credit points in academic experience to a faculty member assigned as College Registrar since the designation is very vital in the college?	<i>College Registrar is a Plantilla Item under the non-teaching personnel. It is highly suggested that the Head of SUC should create an item for College Registrar.</i>
13. A new faculty member was given CCE point for “For Placement” in the 5 <sup>th</sup> Cycle. But his service in the SUC is still not covered by the 6 <sup>th</sup> Cycle. Could he still be evaluated for placement or new entrant?	<i>The faculty will be evaluated for placement.</i>
14. What are common issues/concerns/problems in the computerization of results and how are they addressed?	<i>Inaccuracy of data input Name requested to be deleted in the print out were still printed On the process of deletion, some names were still omitted in the final print out. These should be checked very well by the institutional reviewers before the issuance of the final print out.</i>
15. Who shall issue the final printout?	<i>The Zonal Center Director and the Zonal President</i>
16. How may printouts be issued?	<i>The printouts are issued to the authorized representatives of the institution only, after it has been thoroughly reviewed/scrutinized and signed by the evaluators of the institution. In releasing the final printout, it should be reflected in the logbook indicating the name of the receiver who will also sign it.</i>

2. The frequently asked questions, issues, and concerns on Section 1 of NBC 461 CCE guidelines are as follows:

<b>FAQ, Issues and Concerns</b>	<b>Reply/Remarks</b>
1. What should be considered as the effective date of graduation, the date of graduation ceremonies or the date of special order? The issuance of the special order takes some time. Most of the time, graduation ceremonies are held before the special order is issued and the candidates are declared graduates during the ceremonies.	<i>Date of graduation should not be the basis of crediting educational attainment earned. You may or may not attend graduation ceremonies; you can only be considered graduate of a certain degree upon issuance of a Special Order. The special order is the official and authentic measure of degree earned that is reflected in the transcript of records.</i>
2. Is MA without thesis assigned only 55 points? And MA with thesis, 65 points?	<i>There is no guideline specifying that non-thesis MA earned is credited 55 points. All MA degrees, with thesis or no thesis, are given full credit of 65.</i>
3. Faculty member B has earned his BS	<i>Yes, he is qualified.</i>

Marine Transportation and MST in Marine and Nautical Science and Doctor of Philosophy major in Technological Management. He Handles Maritime and Marine Technology subjects. Is he qualified to earn points for the highest degree or just give points for the subjects relevant to the subjects taught?	
4. Faculty member C has a relevant BS and masters degrees to her load in English. She also finished LLB and handles law, justice, Philippine Constitution subjects. She finished Doctor of Public Administration. She handles public management subjects in the graduate school and has quasi-designation as director, program/adviser and English department chairman. Will she earn the highest points for the Educational Qualification (EQ)?	<i>Yes, his teaching assignment in the graduate school qualifies her to get the highest Educational Qualification. This is a case of applying relevance in NBC 461.</i>
5. Faculty member D has relevant BS and masters degrees to her teaching load in social sciences. Her doctoral degree is Doctor of Philosophy in Education (no major). Will she earn the highest points for the EQ?	<i>Yes, she will be given the highest credit for EQ. Ph.D Education is relevant to social sciences because education is considered a social science discipline.</i>
6. Faculty member E completed Doctor of Philosophy major in Governance and Management with designation as VP for Administration and Finance, laboratory HS Principal and College Dean. Will he earn the highest points for EQ?	<i>Yes, his major, Governance and Management is highly relevant to his position.</i>
7. Faculty member F completed Doctor of Education major in Educational Management. She has been designated executive director for accreditation. Will she earn the highest point for the EQ?	<i>Yes, her Ed.D Management is relevant to the position of director for accreditation.</i>
8. Faculty member L completed Diploma in Marine Electronics Communication Technology, BS Marine Technology and Masters in Marine Management. He handles Marine Electronics, Maritime and Marine Technology subjects. Will he be given full points for his master's degree?	<i>Yes, he will be given full credit for Master's degree in Maritime Management</i>

3. The frequently asked questions, issues, and concerns on Section 2 of NBC 461 CCE guidelines are as follows:

<b>FAQ, Issues and Concerns</b>	<b>Reply/Remarks</b>
1. Faculty members G,H,I,J K have less than three (3) years teaching experience in the College but rendered teaching services in the private HEIs prior to the service in the present College. Will they be considered for the initial evaluation?	<i>Yes, Item 2.1.2 of CCE applies to this case</i>

<p>2. Instructor A is a new faculty of a College. Her teaching experience in the College is less than three (3) years. She has rendered longer service in a private HEI but has not submitted her service record to show her additional teaching experience. Is disqualifying her from the initial evaluation valid?</p>	<p><i>Teacher A should not be disqualified in the said evaluation</i></p>
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4. The frequently asked questions, issues, and concerns on Section 3 of NBC 461 CCE guidelines are as follows:

<b>FAQ, Issues and Concerns</b>	<b>Reply/Remarks</b>
<p>1. Previous cycles of NBC 461 have credited licensure examinations as part of educational qualifications. The new NBC 461 instrument has a separate component for licensure examination passed. How could we effect the transfer of licensure from educational qualification for those who were affected by the old instrument.</p>	<p><i>The previous instrument which is NCC 33 and NCC 69 credited licensure examination as part of the Educational Qualification. The professional licensure examination can be effected in NBC 461 when the faculty member has finished his/her doctoral degree.</i></p>
<p>2. Will a faculty member be given credit for "plant variety registration"?</p>	<p><i>Yes, provided there are supporting documents that would satisfy item 3.1.1.</i></p>
<p>3. Will a faculty member be given credit in his role as editor-in-chief/reviewer of a research journal the same case as editor of book or reference publications most especially on science and technology?</p>	<p><i>There is no provision yet in the current CCE guidelines regarding this concern. This could be well taken as an update of the present guidelines. This may be added to item 3.2.2 under expert service rendered, not under 3.1.2 for every published book: original or compiled, copyrighted published within the last ten years.....</i></p>
<p>4. It is not specifically stipulated in the NBC 461 guidelines that the points for published researches in international refereed journals should be divided by the number of authors. Why should we impose rules which are not specifically written in the guidelines?</p>	<p><i>Section 3.1. Discoveries, patented inventions, innovations, publications and other creative provide rules that credit points are divided equally among two or more individuals claiming credit for the same work (Revised Guidelines on NBC 461 by Gonzales and Puno, 2007).</i></p>
<p>5. If refereed research papers were completed during one's postgraduate studies as part of academic requirements, are these no longer given points under professional achievements? Again, this is not specifically written in the guidelines.</p>	<p><i>Research papers that are part of academic requirements for any degree program are not credited</i></p>
<p>6. When a faculty member earns points from a research done, should this research be published in a refereed journal? If published but not refereed, does it follow that the faculty does not earn points?</p>	<p><i>It is highly advised that researches conducted be published in a refereed journal. CHED accredited research journals that are categorized A are given points as international, category B are categorized as national. This may follow the crediting of points in NBC 461. It is proposed that starting NBC 461 8<sup>th</sup> Cycle or cut-off 2019, research articles shall no longer be credited unless published in a CHED accredited</i></p>

	<i>Journal or those specified in Item Sec. 3.2.5 of PASUC Memo on the Enhanced Guidelines on the Accreditation of Professors</i>
7. Why are published articles (international, research-based) with multiple authors received minimal points, while membership in organizations is given more points (0.5) when the faculty members tend to pay only the membership/annual dues but do not necessarily participate in the activities of the organization? Publishing an article/research requires far more expertise, efforts and time compared to members in organization.	<i>Published research articles in international/national/local journal are credited based on the category of the journal (international/national/local). The credit is divided equally among the authors of the research article. The membership in a professional organization is another issue and is not comparable with the publication issue. (It is highly advised that the main or principal author of any research be limited in number so that the credits will be given higher points. If it is a multidisciplinary research, then the highly qualified partner/s be chosen as a member of the team).</i>
8. There is a need to add specifics on the form, substance for published books, textbooks	<i>Yes. Publisher should be a Publishing House (not printing press). Textbook is a main reference for the entire course; it contains readings, teaching points, drills, activities, and tasks for everyday lesson</i>
9. Documents needed for the IMs were numerous, following the process and documents prescribed by the Zonal Center. In the end, only laboratory manuals were credited while resource books were treated as lecture notes and not given points even with the presence of certification of evaluation and utilization, ISBN and certification of copyright. Is it not far difficult to make a resource book than a laboratory manual? Besides, instructional development should be subject to approved institutional guidelines/policies and not as prescribed by the Zonal Center.	<i>Resource books may be given credit as IM. A set of clear guidelines on the crediting of IM is needed to resolve the issue.</i>
10. Will a faculty member be given credit as a resource person/lecturer in a seminar where participants are basic education teachers?	<i>Yes, provided the activity is mandated by CHED and/or DepEd with complete supporting documents.</i>
11. Will a faculty member be given credit as a resource person/speaker/lecturer in a seminar where the participants are professionals however they are not in the same field of specialization as the resource person? (Ex: seminar on enhancement of communication skills of a group of policemen – invited speaker is a communication arts instructor/professor)	<i>Resource speakership should be with the same field as the audience</i>
12. Will a faculty member be given credit as a lecturer/resource person in a seminar where participants are graduate students of master's and doctorate programs?	<i>No, he/she will not be given credit since seminars/training in graduate studies maybe considered part of the academic coursework of the student-participants.</i>
13. For a faculty teaching research in the graduate school, can their role as research advisers allow them to be co-authors of	<i>The faculty adviser/s of theses in the graduate and undergraduate programs can claim co-authorship of the thesis-research outputs,</i>

<p>students' researches, and thus claim points for these researches? If yes, can the faculty who are advisers of undergraduate students in doing research also claim similar points? How many points are entitled to a faculty? What if there is more than 1 faculty assigned to a student or students doing one research?</p>	<p><i>provided these are published in research journals. Where there are a number of authors, the credits will be divided equally among the authors.</i></p>
<p>14. Why is a PARRFI Professorial Chair not considered as an award? Applicant/nominees undergo screening based on previous research activities and the proposal submitted?</p>	<p><i>Professorial chairs accorded to faculty members are forms of grant (fellowship/scholarship) that is competitive in nature. There are stringent guidelines and criteria in the selection for such a grant. A research proposal is submitted for the grantee to finish while regular honorarium of certain amount is given to the grantee. This appears to be a scholarly work and fellowship in nature that is highly competitive. Hence, it is credited under 3.3.3.</i></p>
<p>15. Why are awards (e.g. best poster, best paper presenter) received by researchers in regional R &amp; D symposia not credited?</p>	<p><i>Only Best paper in research are given credits provided supporting documents are submitted.</i></p>
<p>16. How many points are granted to a faculty who has served number of years in SUC?</p>	<p><i>Section 3.4 NBC 461 of guideline provides that the CSC and the institution give awards for 10, 15, 20, 25, 30, 35 and so on...Length of service.</i></p>
<p>17. If a faculty is a transferee from another SUC, are his/her years of service in that former SUC counted for her loyalty awards in the present SUC?</p>	<p><i>YES, the CSC is the main awarding body. Hence, even if the faculty is a transferee from any government agency whose function is relevant to the faculty member's position, the service award is credited. The proof of credit is a certificate or plaque of recognition.</i></p>
<p>18. What makes an extension valid? There is a MOA between the SUC and the beneficiaries. Does it have to be based on the SUCs extension agenda as certified by the extension director?</p>	<p><i>3.5.1 of the CCE guidelines provides that for every year of participation in service-oriented projects in the community, the credit is 1 point. One year is operationalized to be equivalent to at least 251 days, not to exceed 12 months per program per clientele. Service-oriented activities are those related to participation in community projects on top of official duties and are voluntary in nature with no additional compensation received. Ex: voluntary services in scouting, cooperatives, red cross, Kabataang Barangay, etc. Hence, the community outreach (CO) is not necessarily mandated or certified by the extension director.</i></p>
<p>19. In giving points for published books, where the only required documents is ISBN and copyright, who will evaluate the authenticity of the content of the book?</p>	<p><i>Before any book is published, the faculty author of the book should submit final draft of the book for review and evaluation by the Instructional Materials Development and Review Committee of the University/College or any similar committee that looks into the quality of the book. The said committee consists of experts in the discipline, preferably author of a book or instructional material so that the content of the book will be subjected for professional scrutiny in terms of content as well as instructional</i></p>

<p>20. Can you please define the meaning of following: textbooks reference book, and instructional materials like modules, workbooks, reference books and resource books?</p>	<p><i>characteristics of the book.</i></p> <p><i>To earn credits under CCE items 3.1.2 (published books) and CCE 3.1.4 (Instructional Materials), the following definitions and explanations shall be considered to clarify the issues under these two sections. These definitions are referred from dictionaries (Merriam-Webster, Oxford, Wikipedia, Google and others).</i></p> <p><b>Textbook</b> is a book that contains <u>detailed and comprehensive information</u> about a subject/course. It is used in schools/colleges/universities for the formal study of a subject or course. This is usually prescribed by the instructor/professor in studying the lessons from beginning to end of a course. Some textbooks are accompanied by a manual that provides set of exercises for enhancement of learning of the students. Textbooks are produced according to the demands of educational institutions.</p> <p><b>Reference Book</b> is a book intended to be consulted for information on specific matters rather than for cover to cover reading. Reference book contains also detailed information about a topic. Used as a further reading material, a reference book also contains detailed information about a particular topic that is contained in a textbook. Thus, topics in a textbook can be substantiated by the information given in reference book.</p> <p><b>Workbook</b> is a book containing instruction and exercises or problems relating to a particular subject. This is used by students to practice what they are learning in class. Usually, it is in a book or booklet form with space included for written answers. It also contains practice materials to clarify and reinforce the lessons presented in a textbook. A workbook is classified as instructional material. Thus, it is credited under CCE item 3.1.4</p> <p><b>Worktext</b> is a type of instructional material that includes a summary of information, concepts and principles about a topic followed by sets of exercises as practice materials to reinforce learning. Unlike a textbook, the worktext is less detailed in its explanation of concepts, principles and the like. It is a combination of a workbook and a summary concepts and principles. Worktext is not classified as textbook. It is given credit as instructional material in NBC 461.</p>
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	<p><b>Coursebook</b> is an instructional material manual of instruction in any branch of study. This is classified as instructional material. It contains a brief or summary of information about a particular subject matter and set of exercises to be answered by students to reinforce learning. Coursebooks have sets of objectives every lesson. Practice sets or exercises are provided at end of every topic as a measure for attaining instructional objectives. Coursebooks are commonly used in foreign universities. It serves as a guide in studying a subject or course. Some textbooks are accompanied by coursebooks.</p> <p><b>Resource Book</b> is a kind of instructional material which contains detailed information about a particular topic or topics. It can serve as a reference material. Some resource books contain video lessons and quizzes. Resource books are sometimes developed by teachers as a teaching guide and this is called teachers resource book. For example, a math teacher develops a Resource book entitled, Geometry Chapter 1 Resource book, and the like.</p>
21. Will a faculty member be given credit for the paper he/she has presented in one local/international conference even if the paper/research was conducted 7 or 8 years ago?	Yes, the faculty member can be given credit on expert service as a presenter in a local/national/international conference, for as long as the paper undergoes appropriate review by the Research Center/Office.
22. There are some research fora, conferences and the like which do not have the “best paper” award. Can you also possibly consider the best presenter award in the absence of the best paper award?	Best paper presenter cannot be given credit under awards due to the fact that the criteria may not fit the essence of quality of an academic research output. The best presenter award is likened to an award given as best singer, best dancer, best declaimer, best orator, best dressed, best in talent, etc.
23. Are online publications be credited for 6 <sup>th</sup> cycle?	Yes, it is published in referred journal and indexed in a reputable indexing organization
24. Is industrial design the same with utility model? If not, how is industrial design treated or given points? How many points?	Industrial design may not be necessarily the same as Utility Model. Industrial Design may fall under creative work. However, if an industrial design has component of science/technology, it may now be a combination of innovation and creative work. Experts in industrial design are invited to evaluate this type of work.

5. The frequently asked questions, issues, and concerns on the guidelines of qualitative contribution evaluation of NBC 461 QCE guidelines are as follows:

FAQ, Issues and Concerns	Reply/Remarks
1. Will the NBC 461 QCE use the prescribed PASUC form or the SUC's performance evaluation recognized for giving of PIB? There is a question of authenticity of QCE	This can be resolved by the SUC concerned in instituting effectiveness of systems in faculty evaluation. Generally, all SUCs have already adopted the teaching effectiveness instrument

results especially for SUCs who have not institutionalized the use of QCE forms as basis for their faculty evaluation	<i>as basis for performance in instruction.</i>
2. For the QCE, please specify the coverage or school year which will serve as the basis of the faculty performance for those who are on study leave or scholarship	<i>The previous evaluation cycle, preferably the latest performance evaluation of the faculty member may be considered.</i>
3. It has been observed that QCE is not a good validation of CCE especially on teaching effectiveness because of the subjectivity in the evaluation. The students tend to rate higher the more lenient instructors than the less lenient ones. May we suggest that QCE be integrated in the CCE or be simplified to include only criteria that are verifiable?	<i>There are standard guidelines in QCE found in the QCE Manual. It is highly recommended that these guidelines be implemented well. The institution should follow effectiveness of systems in the evaluation process so that subjectivity would be removed. For example, the teaching effectiveness of the instructor/professor should be evaluated towards the end of each semester.</i>

6. The frequently asked questions, issues, and concerns on the accreditation of full professors are as follows:

<b>FAQ, Issues and Concerns</b>	<b>Reply/Remarks</b>
1. How do we go about the accreditation of faculty who has earned points equivalent to College/University professor?	<i>No. 4 sec. V of NBC 461, s. 1998 provides mechanics and processes on accreditation of college/university professors. Upon recommendation by the institution head concerned, all candidates for the rank of college professor and university professor shall undergo screening by an independent body to be organized by PASUC (National). The candidate should satisfy the qualifications for accreditation as college/university professor (Section 5 of the said circular).</i>
2. For a faculty member to be accredited as full professor, does he need to have single (sole) authorship in research publication?	<i>3.2.5 of the Enhanced Guidelines on Accreditation of Full Professors (PASUC Memo May 2014) provides that "one of the requirements for accreditation as full professor is at least one publication of <u>main/principal authorship</u> in a refereed or CHED accredited journal..." Main/principal authorship means that he/she is the lead researcher of the said research with two or more authors.</i>
3. For a faculty to be promoted to full Professorship, he/she needs to be a single author of a published paper. If this is true, how should we handle this ruling in the face of collaborative nature of research?	<i>Section 3.2.5 of PASUC Memo on Enhanced Guidelines on the Accreditation of Full Professors provides that a faculty qualifies for accreditation as full professor if he/she has at least one publication of main/principal authorship in a refereed or CHED accredited journal.</i>
4. If you were not able to submit yourself for the professorial accreditation after the Cycle 5, is there still a chance to be accredited even if there is an on-going cycle 6 evaluation?	<i>Yes, inform your president of your desire to undergo professorial accreditation. Your president endorses you to the Regional Accreditation Committee (RAC) that will organize the conduct of this academic exercise through the PASUC Zonal Center in your Region.</i>