

Faculty Quality Assurance System

Ongoing Professional Development Guidelines

Chapter TCS-3, the Wisconsin Technical College System's Administrative Rule for Certification of Personnel Requirements and Procedures has been revised/approved to include:

- 1) WTCS Instructor Requirements: Each Academic and Occupational Instructor shall meet application requirements established by the Higher Learning Commission and federal and state licensing requirements.
- 2) Faculty Quality Assurance System (FQAS): Hiring and onboarding processes; professional development plans; performance evaluation.

Under FQAS, guidelines were established for instructors who have a 5-year certificate. As a result, BTC's Faculty Professional Development Committee developed a process for "Ongoing" faculty who need to maintain their professional development.

- 1) It will be a three-year renewal period. (five-year for part-time faculty)
- 2) During the three-year period, 1 item must be completed from each of the state-mandated categories: Instructional Excellence, Student Success, and Scholar (Currency). (five-year period for part-time faculty) *See included examples.*
- 3) A total of 6 items must be completed during the three year period. (five-year period for part-time faculty) *Instructors are no longer required to complete 6 credits.*
- 4) Instructors and their Dean shall discuss ongoing professional growth opportunities that will be part of the performance evaluation process.
- 5) *Faculty members are solely responsible for maintaining documentation of all FQAS activities/ items they have completed. The Certification Specialist (Sandy McNutt) will no longer maintain this information for individual faculty.*

All instructors who currently have a 5-year certificate will transition to the FQAS on August 1, 2016 (*regardless of current certification expiration date*).

- a. Instructors whose certification would expire 2016 – new expiration date for Ongoing is 2019.
- b. Instructors whose certification would expire 2017 – new expiration date for Ongoing is 2019
- c. Instructors whose certification would expire 2018 – new expiration date for Ongoing is 2019
- d. Instructors whose certification would expire 2019 – expiration date for Ongoing remains 2019
- e. Instructors whose certification would expire 2020 – new expiration date for Ongoing is 2019

All part-time faculty will have an expiration date of 2022.

Please note:

- ***Instructors will no longer fill out the Professional Growth Activities Request form.***
- Instructors who have completed activities toward their current renewal period will have completed some FQAS requirements under BTC's Ongoing Professional Development Plan:
 - Instructors and their Dean shall align completed activities under the FQAS state-mandated categories.
 - Already completed activities are available in the instructor's personnel file or through the Certification/Banner Professional Development screen. *All future FQAS activities must be maintained by the faculty member.*

The above-process replaces the previous plan to transition instructors as their certification period expired, to align all full-time faculty to the new three-year timeframe and all part-time faculty to the new five-year timeframe.

The following are **ONLY examples**. During each 3 year period (five year for part-time faculty) of Ongoing Professional Development each instructor must complete at least one item from each column. These items should be significant for the individual in relation to his/her growth plan/goals. Each column contains an additional item of “**or similar activity.**” The content of the activity must fit one of the groups listed in the table below. **The faculty member, in collaboration with the dean, will decide where an activity fits and how it integrates with the faculty member’s goals.** The format of an activity can come in many forms. It might be an in-service workshop, a conference session, an undergraduate or graduate class, a continuing education course, professional publication or presentation by the faculty member, mentoring another faculty member, or other like activities. Activities need to be discussed with your dean.

| Instructional Excellence | Student Success | Scholar (Currency) |
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| Teaching Methods | Diversity | |
| Active Learning Methods | Working with multi-generational learners | A course in the content of your discipline |
| Inquiry-Based Learning | Education in the diverse society | Working in your field for at least 40 hours |
| Cooperative Learning | Cultural Competence | Keeping your personal discipline certificate or accreditation up to date |
| Direct Instruction | Embracing Diversity | Serving as an officer in an organization for your field of study |
| Using simulation to reinforce your content | Develop scaffolded strategies to meet the needs of multigenerational learners | Attending a conference or workshop regarding the content of your field of study |
| Using Games for Learning and Assessment | Examine your college’s plans, policies, and strategies that support diverse learners | Program accreditation |
| Differentiated Instruction | Classroom / Behavioral Management | Validate your program curriculum with business and industry |
| Instructional Design Topics | Working with at-Risk Students | Regulatory training such as safety or OSHA training |
| Enhancing Course Content | Teaching Strategies for working with students with autism | Or Similar Activity |
| Mobile learning Instructional design | Strategies for dealing with disruptive behavior | |
| Curriculum | Anti-intimidation Strategies | |
| Design | Students with PTSD in the classroom | |
| Evaluation | Utilizing behavior intervention strategies | |
| Learning to use WIDS | Keeping learning activities on track and on point | |
| Using Educational Technology in the Classroom | Student Services | |
| Enhancing Course Content | Being aware of and evaluating Student Support offerings at your college | |
| Introductory and Advanced Blackboard classes | The Role of the Faculty Advisor | |
| Integrating Educational Technology in the classroom | Mentoring a student | |
| Assessment | BTC’s Career and Professional Development Services for students | |
| Assessment of Student Learning | Student Success | |
| How to do online assessment | Promoting a culture of continuing student success | |
| Using summative assessment | Early intervention and early alert | |
| Assessment Methods | Know your students and community | |
| Course Delivery Formats | Analyze the impact of personal factors and life circumstances on student success | |
| Teaching Hybrid Classes | Identify demographic changes and BTC | |
| Effective Online Facilitation | The Changing Picture of the College and the Region: What are the implications | |
| Teaching Online Classes | Learning Theories | |
| Flipping your Class | Implement strategies to promote learner persistence | |

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| Course Improvements / Best Practices | Student Engagement | |
| Designing, creating, and using Master Courses | Demonstrating learner-centered communication | |
| Develop a Course Syllabus | Building Collaborative Learning Communities | |
| Instructional Theories | Differentiated instruction | |
| Learning Theories | Universal Design for Learning | |
| Learning Styles | Dealing with At-Risk behaviors in the classroom might fit here | |
| Or Similar Activity | Assessment | |
| | Assessment for Student Learning | |
| | Using formative assessment | |
| | Communicate assessment results to promote student learning | |
| | Core Abilities: Modeling Professional Behaviors | |
| | Or Similar Activity | |
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