

FQAS (Faculty Quality Assurance System) Overview

History

- 2013 WTCS College Presidents Administrators Process Improvement Committee formed to identify strengths and opportunities for existing Personnel Certification system.
- Recommendations forwarded to WTCS System President.
- March 20, 2013 WTCS Board approved use of new framework to amend Chapter TCS 3.
- Proposed changes reviewed by Governor and Joint Committee for the Review of Administrative Rules and in effect July 1, 2015.
- February 29, 2016 each college sends overview of their plan to WTCS

Overall Components

- Hiring processes and criteria
- Onboarding including Wisconsin Technical College System mission, vision, and strategic direction
- Faculty Professional Development
 - Initial – 3 years for full-time, 5 years for part-time – focuses on WTCS established competencies
 - On-going – 3 year cycle for full-time, 5 year cycle for part-time – integrated with goals and evaluation – focuses on three key areas:
 - Instructional Excellence (training needed for instructional excellence),
 - Student Success (training needed in the application of advisement, learning styles, interpersonal skills in teaching, etc.)
 - Scholars (training needed to maintain currency in area of expertise)
 - **Note:** *At present all full-time faculty have a completion date for their present phase of 2019 whether they are in the initial or on-going phase. Part-time faculty have a completion date of 2022.*
- Evaluation

Faculty Hiring Process

At BTC the faculty hiring process is made up of 5 parts.

1. Posting and Sourcing of Applicants
2. Interview Process
3. Selection and Hiring Process
4. Background and Reference Checks
5. Offer of Employment

Onboarding

Employee onboarding contains a number of events spread out over the employee's first year.

- Welcome – one hour completed during the first day of employment – signing of paperwork and getting to know your work area, computer access and the Employee Steward program.
- Introduction to Employment – learn about your benefits, Business Office processes, and what employment procedures.

- Who We Are – two hour introduction to the Executive Team, the mission, vision, core abilities and strategic priorities of BTC as well as statistics regarding our student body, community and employees
- WTCS online modules – 2 modules, one an introduction to WTCS and the other an introduction to programs and curriculum at BTC
- Ten Monthly Onboarding Topics – two hour sessions are offered on a Friday afternoon once a month on such topics as Campus Safety, BTC Programs, FERPA, and Preventing Sexual Harassment (Title IX) to name a few.

Faculty Professional Development

Faculty Professional Development is divided into two basic phases, Initial and On-going.

Initial

The **Initial** phase allows the new faculty member **3 years for full-time and 5 years for part-time** in which to complete the WTCS required [competencies](#) which were created with input of faculty from all 16 of the WTCS colleges.

At BTC the competencies are offered in a number of ways. For full-time faculty the New Faculty Success Program will include:

- Summer Institutes in the August of the first three years of teaching, 4 days in years 1 and 2 and 2 days in year 3.
- During the first year In-Service offerings marked with the New icon – usually at least 1 or 2 sessions at each in-service.
- During the first year morning sessions on the non-contact day prior to Thanksgiving Day and a day adjacent to the January in-service.
- Where teaching schedule prevents attendance at any New Faculty Success session each competency will alternatively be covered by an online module in Blackboard.

Part-time faculty may attend any of the sessions listed above, complete the competencies using the online modules or attend the Saturday in-service sessions that will be offered for part-time faculty four times a year. Sessions will combine onboarding topics and competencies and will be held in September, November, January (through webinar), and April.

Faculty are expected to keep track of the competencies they have completed either with stickers distributed at sessions, certificates from the online modules, or other documentation to show when and how they completed the competency. We suggest a folder or use of the Blackboard portfolio.

Ongoing

Once the faculty member has completed the all the competencies, the initial phase is finished and he/she moves into the ongoing phase. The goal of this phase is continued professional development in the areas of instructional excellence, student success, and currency (scholar) in line with the faculty member's goals used on the annual evaluation form.

- During this period, at least one item from each of the three categories be completed.
- A total of 6 items must be completed during the period.

- This phase repeats in a 3 year period for full-time faculty and a 5 year period for part-time faculty.
- The period ends on August 15 of the specified year.

WTCS Professional Development Categories – See the guidelines link below for examples for each group.

- Instructional Excellence (training needed for instructional excellence),
- Student Success (training needed in the application of advisement, learning styles, interpersonal skills in teaching, etc.)
- Scholars (training needed to maintain currency in area of expertise)

Further information on the [Guidelines and Examples for the Ongoing phase](#)

Faculty are expected to keep track of the ongoing items they have completed with documentation to show when and how they completed the items. We suggest a folder or use of the Blackboard portfolio.

Performance Evaluation

The final portion of the FQAS is the performance evaluation. This is an annual process but is linked closely with the two phases of Faculty Professional Development, Initial and Ongoing.

For faculty in the Initial phase, one of the goals is to stay on track to complete the competencies in the three-year period for full-time faculty or five-year period for part-time faculty. Since there are 38 competencies for new full-time faculty this may mean completing at least 13 of them during the first year. Some faculty could receive credit for prior learning, so it may not be necessary to complete all 38 competencies.

For faculty in the Ongoing phase a goal might be to incorporate more active learning techniques into the classroom, thus, in-service sessions, conferences, or courses that further his/her knowledge of active learning techniques would integrate well with the goal and would probably fit best in the Instructional Excellence category.

Another Ongoing faculty member might have a goal to learn more about a new process or function in his/her field. Working in a business using this function or process or doing training in that function/process would integrate well with the goal and would fit into the Currency (Scholar) category.

Each faculty member will have different goals and will be at a different level of learning in particular areas so there is no way to specify goals that will work for every faculty member and thus no way to specify exactly what items each faculty member must do to meet the FQAS ongoing categories. Faculty need to explain how an item supports a specific goal and why it advances their knowledge or skills in a particular category. These decisions will be made collaboratively by the instructional supervisor and faculty member.

The WTCS State Office will not be auditing individual faculty records. They will only check to see that the College has a plan explaining the processes that cover the required functions of the FQAS.