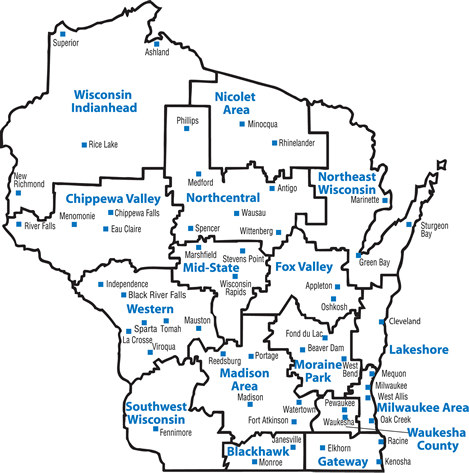
**WORKING DOCUMENT**



**Wisconsin Technical College System: Faculty Quality Assurance System**

*Recommendations for Transition Plan*

Comprehensive guide to address the timing of, and transition to, the Faculty Quality Assurance System as it replaces the former Personnel Certification System at the 16 Wisconsin Technical College districts.

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**History**

In early 2013, a Presidents Administrators Process Improvement committee was formed to identify strengths and opportunities within the existing Personnel Certification system and to make recommendations on improving the system. The Wisconsin Technical College System’s last revision of the Administrative Rule establishing the minimum academic, occupational and teaching requirements for district education personnel was in 1993.

The goal of the committee was to identify efficiencies for both the colleges and the System Office Staff while maintaining an effective, flexible, and easy to understand process that ensures that the System hires high quality teaching faculty who will be supported with ongoing professional development to support learner success. The new system is an all-encompassing program that begins with position creation and works to continually develop faculty throughout their career with WTCS.

Recommendations were forwarded to the System President for action by the System Board. On March 20, 2013 the Wisconsin System Board approved the use of the framework to amend Chapter TCS 3. The proposed changes were reviewed by the Governor and the Joint Committee for the Review of Administrative Rules, and will be in effect July 1, 2015.

**committee membership**

This Plan was developed in collaboration with the 16 Wisconsin Technical College Districts. The committee developing these recommendations is known as the Implementation Team (hereinafter, “the Team”). The following individuals were appointed as the designee by their President:

|  |  |
| --- | --- |
| District | Representative |
| WTCS Office | Sarah M. Kavanaugh |
| Chippewa Valley | Corey Powers |
| Western | Jackie Kettner-Sieber |
| Southwest | Laura Bodenbender |
| Madison | W. Patrick Barlow  Diana Paynter |
| Blackhawk | Sandy McNutt |
| Gateway | Dr. John Thibodeau |
| Waukesha | M. Dee Warzyn |
| Milwaukee | Barbara Cannell |
| Moraine Park | Lori Kendall  JoAnne Henken |
| Lakeshore | Lisa Kwarciany  Nadine Schreiter |
| Fox Valley | Lori Kroiss |
| Northeast | Stephanie Atkins |
| Mid-State | Andrea Johnson |
| Northcentral | Karen Brzezinski |
| Nicolet | Carol Wozniczka |
| Indianhead | Val Smith |

**Recommended Effective Date for Administrative Rule TSC 3**

The committee recommends the following:

The effective date for the new Wisconsin Administrative Rule (Wis. Admin. Code Chapter TCS 3) will begin six months following final approval. All faculty hired on or after that date would then be governed by the new Faculty Quality Assurance System.

It is recommended that the transition time be broken up into three phases and managed through the use of cohorts. The rationale for phases and cohorts are explained in greater detail later in this document. To support a timely and smooth transition the committee recommends the following begin now as part of Phase 1:

1. Districts document their individual hiring criteria.
2. WTCS, in concert with the district appointed workgroup, will complete the review of the existing shared competencies and the new and revised competencies developed in each of the following topic areas will be provided to the districts:
3. Student Success
4. Behavioral Management
5. Assessment
6. Teaching Methods and Technology
7. Embracing Diversity
8. Data and Evidence Analysis
9. Course Design

UPDATE: Shared competencies have been updated. This work is completed.

1. WTCS, in concert with a district appointed work group, will have identified components for the professional development plans which will be used by the districts to support high quality professional development opportunities including ensuring faculty competence in the areas identified in the preceding paragraph.

UPDATE: The Professional Development Workgroup met on January 28, 2015 at the System Office. The group has identified the following components for professional development plans.

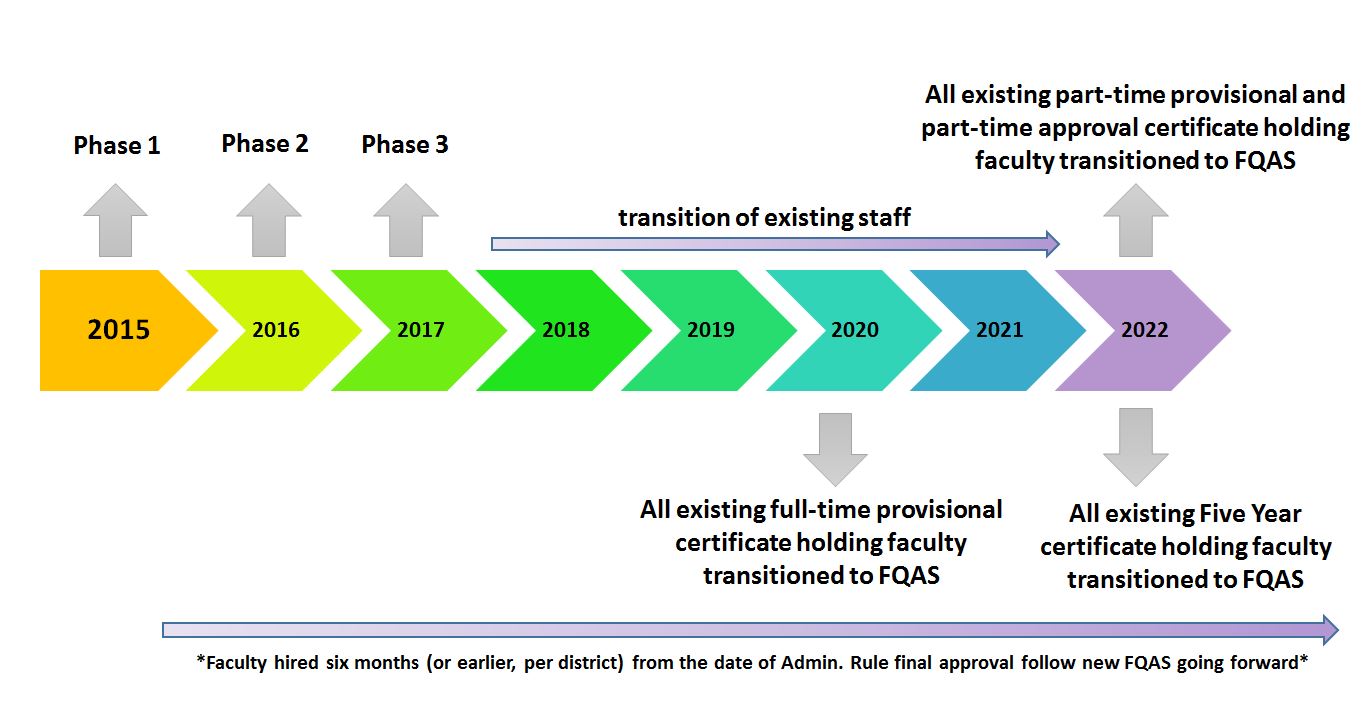
1. Initial 3 Year or 5 Year Plan: Focus will be on achieving competence in Student Success, Behavioral Management, Assessment, Teaching Methods and Technology, Embracing Diversity, Data and Evidence Analysis and Course Design.
2. After Initial 3 Year or 5 Year Plan:
   1. Best practice is that Professional Development Plans provide development in three key areas:
      1. Instructor Excellence (training needed for instructional excellence).
      2. Student Success (training needed in the application of advisement, learning styles, interpersonal skills in teaching, etc).
      3. Scholars (training needed to maintain currency in area of expertise)
   2. Professional Development Plans should be reviewed and revised at least every five years.
3. The WTCS Mission, Vision, Value and Strategic Direction (formerly, certification course #51) will be reviewed for currency and use as an onboarding feature at the colleges. This may include the creation of an online learning experience for district use.

UPDATE: This work is in process and should be completed by Summer, 2015.

**Phases**

The Implementation Committee proposes a three phase plan to fully transition from the Educational Personnel Certification System to the Faculty Quality Assurance System (FQAS). Each recommended phase has unique components to timely and effectively transition.

In addition, it is recommended that the FQAS be based on the academic/fiscal year rather than calendar year.



**Phase 1**

**one Year (beginning six months after final rule approval)**

Update: May 5, 2015

In order to transition from Phase 1 to Phase 2, it is anticipated that the following activities will need to be in place:

1. As of July 1st, The Administrative Rule concerning FQAS becomes final. Districts are committed to identifying a date, prior to January 1, 2016, by which all new faculty will comply with new FQAS structure.
2. Districts will discontinue transmitting data and images to WTCS for certification approval April 21, 2015.
3. Access to the existing data system on the WTCS Portal - Certification will terminate January 1, 2016. Data will be archived following WTCS policy. Districts are encouraged to run any desired reports prior to this date.
4. Current certified non-teaching staff such as Administrators, Deans, Librarians, Counselors, etc. are not subject to the requirements of either the Personnel Certification System or FQAS, beginning July 1, 2015.
5. Monitoring standards, objectives and implementation timeline have been drafted and are in the pilot stage. WTCS is consulting with Pilot districts in the refinement of standards and objectives.
6. It is anticipated that districts will have submitted their first FQAS annual plan (#5) to the System Office. Annual Plans will be submitted to the System Office on the final day of February, with subsequent system-called meetings in May.

**Phase 2**

**One Year**

In order to transition from Phase 2 to Phase 3, it is anticipated that the following activities will need to be in place:

1. Ongoing evaluation will be occurring to evaluate the transition process and make recommendations to the transition plan.
2. Districts will continue the process of transitioning existing faculty to the FQAS (see *Process to Transition Existing Faculty* section for further details).
3. Based on work from Phase 1, WTCS will conduct a review of preliminary monitoring standards, objectives and timeline for implementation and revise if needed to align with transition strengths and opportunities.
4. WTCS will serve as a central guide on best practices relating to FQAS plan components. Best practices will be derived from the work completed by the teams designated in each of the plan component areas: Recruitment/Diversity, Selection & Hiring/Subject Matter Experts, Onboarding, Professional Development, Mentoring and Performance Evaluation. Best or promising practices will made available to districts.
5. WTCS, in concert with district staff will create, enhance and offer online learning experiences in each of the shared competency topic areas (Student Success, Behavioral Management, Assessment, Teaching Methods and Technology, Embracing Diversity, Data and Evidence Analysis, and Course Design).
6. It is anticipated that districts will submit their second annual FQAS Plan

**Phase 3**

**one year**

The final Phase of the transition will be achieved with the successful completion of the following:

1. WTCS and districts continue working collaboratively to achieve and maintain qualified faculty.
2. Districts will continue to transition existing faculty.
3. Monitoring commences.
4. WTCS evaluates the strengths and opportunities with FQAS and makes recommendations for improvement. Any report/document generated as a result of the evaluation will be shared with the appropriate individuals at each respective district.
5. WTCS will update FQAS processes and practices in light of anticipated changes, innovations and enhancements to best practices.

**Process to Transition Existing Faculty**

The Implementation Team recommends the following to transition existing faculty from the Educational Personnel Certification System to the Faculty Quality Assurance System (FQAS).

The committee recommends existing faculty be transitioned as part of one of the following groups:

**Transition Group 1:** All Part-Time Provisional and all Part-Time Approval faculty. This group includes part-time faculty that have not completed all of the previously designated certification courses. These two certification types are grouped together as one cohort since the new code only distinguishes between part-time and full-time.

**Transition Group 2:** All Full-Time Provisional faculty. This includes full-time faculty that have not completed all of the previously designated certification courses.

**Transition Group 3:** All 5 Year certificate holding faculty. This includes both part-time and full-time faculty that have completed all of the previously designated certification courses.

Taking into consideration how and when to transition existing faculty, the Implementation Committee was mindful of the new three year (if full-time) and five year (if part-time) timeframes FQAS establishes. Further, the committee members wanted to ensure that districts had a reasonable amount of time to create new learning experiences, evaluate where each faculty member was in the completion process, create a plan for the faculty member to complete each competency, and then allow adequate time for the faculty member to complete the competencies.

To that end, it is recommended that each transition group be fully transitioned by the following dates:

**Transition Group 1:** All Part-Time Provisional and all Part-Time Approval faculty will complete all outstanding competencies by no later than June 30, 2022\*. [[1]](#footnote-1)

**Transition Group 2:** All Full-Time Provisional faculty will complete all outstanding competencies by no later than June 30, 2020\*.

**Transition Group 3:** All 5 Year certificate holding faculty will complete the Data and Evidence Analysis competencies in addition to their regularly occurring professional development plan activities and transition to a new professional development plan by no later than June 30, 2022\*.

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The Implementation Team took into consideration many issues relating to provisions that would allow the old Rule to apply to some existing situations. The following identifies potential circumstances and a recommendation.

1. The FQAS has designated Data and Evidence Analysis as a new area for professional development. Once in place all new faculty will have the opportunity to develop or show competence in these areas. The committee also recommends that all existing faculty become knowledgeable in this area and demonstrate these competencies as well.
2. Another issue to be addressed included how to handle the common practice of faculty changing from part-time to full-time status and vice versa. The recommendation is that at the time the individual changes their status, a new professional development plan is created to allow them the same time to complete the competencies as a new hire would be granted. Doing so facilitates the opportunity for the faculty member to participate in the professional development activities with their cohort group. Some districts believe there is value added in being prepared as a cohort even if that means the faculty member is subjected to relearning some competencies.

**Example 1 (Part-Time to Full-Time):** Mary has been teaching 317 – Culinary Arts part-time for two years. Mary has completed some of the competencies and is on schedule to complete her professional development within five years. Mary is then offered a full-time teaching position. At the beginning of her new position, a new professional development plan is developed so that Mary now has 3 years to complete any remaining professional development activities.

**Example 2 (Full-Time to Part-Time):** Joe has been teaching 503 – Fire Protection Technician full-time for two years. Joe has completed some of the competencies and is on schedule to complete his professional development within three years. Joe then decides to accept a part-time teaching position and return to industry. At the beginning of his new position, a new professional development plan is developed so that Joe now can complete any remaining professional development activities within 5 years.

1. Will previously completed certification courses count as meeting the new competencies? Or, will existing staff be required to complete additional professional development?

**Recommendation:** Previously completed courses will count as having satisfied all competencies (with the exception of Data and Evidence Analysis. *see page 11*). However, districts may wish to conduct a gap analysis to determine if there is value in delivering any new competencies to existing staff. Districts may choose to offer a bridge workshop/learning experience to cover any new competencies discovered as a result of the gap analysis as ongoing professional development.

1. Given the new occupational currency requirement in FQAS, will existing faculty be allowed to teach additional assignments even though their work experience is outside the 5 years permitted under FQAS? Previously, there was not a currency requirement so instructors often accepted additional teaching assignments outside their primary area (this happens for numerous reasons including a program discontinuing, needing to fill an instructor’s teaching load, district staffing needs, means to resolve personnel issues, etc.).

**Recommendation:** Faculty holding certification as of December 31, 2014 shall have flexibility to accept additional teaching assignments where the occupational experience is in excess of 5 years old. In this circumstance, an instructor will be given an exception by the district director or designee. The exception is permitted so long as a written plan is created that establishes a way for the instructor to gain the minimum occupational experience required within a reasonable specified timeframe. It is anticipated that this practice will be consistent with the district policy established to manage other exceptions permitted by Administrative Rule.

1. There are situations where an instructor’s teaching experience in their primary area is similar to, or identical to, the occupational experience required to teach in another area. In these cases, the district director or designee will determine if an exception is needed. Consistent with Administrative Rule, an instructor may be able to substitute their recent teaching experience for the occupational experience currency component at the discretion of their district director or designee.

**Example 1 (exception may not be needed):** Julie has been an instructor for 10 years in 110 – Paralegal. Julie’s last industry occupational experience was 10 years ago. Julie has been assigned courses in the 106-3 Legal Administrative Professional Program. Julie has been teaching for at least two years in a post-secondary institution in the appropriate occupational field. The district director or designee will determine whether a plan is needed.

**Example 2 (exception needed):** Ben has been an instructor for 7 years in 602 - Automotive Technology. Ben’s last industry occupational experience was 10 years ago. At that time, Ben functioned as a shop supervisor in an automotive repair business. Ben would like to teach in 196 – Supervisory Management based on his supervision experience. At the discretion of the district director or designee, Ben could be granted an exception and a plan developed so that he acquires the minimum recent occupational experience required of 196 instructors.

1. What are the expectations for faculty completing professional development activities when they routinely go in and out of teaching? For example, a part-time faculty member might have a teaching assignment one semester, but then not another one for two years. Given that they are in and out of teaching, what are their obligations? Should they be terminated from the system to stay the ticking clock?

**Recommendation:** As part of the onboarding experience, it is recommended that all faculty be informed of the date by which all professional development activities need to be completed regardless of any gaps in teaching assignments. During their performance evaluation there is another opportunity to discuss the expectation that the completion date will continue regardless of any gaps in teaching assignments and/or employment. At their discretion, district directors or designees can make exceptions. Districts may also elect to start the individual over on a new plan if warranted.

**WTCS Commitments**

In consultation with districts, WTCS will address the following:

1. Develop a common title for an individual after they have completed their required professional development activities (currently, the title is “5 Year” instructor).

2. In consultation with FQAS stakeholder groups, WTCS will develop training materials and be available to provide informational seminars on the transition and new Administrative Rule.

3. Will organize a discussion of district stakeholders to determine what the likely practice associated with the former policy of granting 110 occupational experience hours for each 1 transcripted relevant credit earned may be. This limited practice may be will most likely occur when existing faculty are assigned to teach in a new area and their relevant occupational experience is more than 5 years old (see *Grandfathering/Privilege Topics* section for more detail). WTCS will provide guidance as a best practice. Districts will determine locally if they want to allow this practice in light of accreditation issues, among other considerations.

4. In consultation with FQAS stakeholder groups, the FQAS Annual Plan components (Recruitment/Diversity, Selection & Hiring/Subject Matter Experts, Onboarding, Professional Development, Mentoring and Performance Evaluation) will be developed. WTCS will lead FQAS identified workgroups for each respective area and best practices identified.

5. WTCS and districts will discuss whether there is a need for WTCS to develop an online system to aid districts with tracking the completion of professional development activities (an example of which might be Madison College’s online CETL database).

6. Currently certified Articulation and Department of Corrections employees use the Personnel Certification System. That will no longer be available due to the anticipated changes. WTCS will continue to have discussions with the Department of Corrections on plans forward. WTCS will provide districts guidance on standards/expectations/policies, if any, when they are established.

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WTCS, in consultation with districts, makes the following recommendations:

1. After discussion, the WTCS recommends that the district annual Faculty Quality Assurance System plan be a look forward. The plan will provide each district’s policies for the coming year.

**15 Hour Guideline**

A workgroup was formed to discuss the former 15 hour guideline as it applied to Certification, and if the rule should be continued in FQAS.

Members of this workgroup included: Jackie Kettner-Sieber – WTC, Dee Warzyn – WCTC, Lori Kroiss – FVTC, Steph Atkins – NWTC, Lisa Kwarciany – LTC, Taylor Weichman - WTCS

The 15 hour guideline allows for guest instructors with specific content knowledge (in criminal justice, for example) to instruct within a class without needing to go through the FQAS process. Classroom time should not exceed 15 hours. Members all stated the guideline was useful and will continue the practice, as not doing so would create unnecessary work/hardship. This guideline will remain in place for all districts.

1. \*Districts may elect to use August 31st rather than June 30th as their transition date. August 31st is the historical expiration date for all certificates. District internal computing/tracking systems are programmed with that date in mind. If districts choose to use August 31st rather than June 30th as their transition date, they shall inform the System Office as part of their annual FQAS Plan. [↑](#footnote-ref-1)