Welcome to the Faculty Quality Assurance System at MATC.

This system of experiences for faculty promotes a culture that respects and supports teaching at MATC. Its objective is to provide resources and opportunities for faculty to develop the art and craft of teaching with the ultimate outcome of student success.

The Faculty Quality Assurance System (FQAS) is Wisconsin legislation that addresses many aspects of the faculty experience in the Wisconsin Technical College System (WTCS): recruitment, credentialing, onboarding, competency development, mentoring and evaluation. In the past, the state-mandated system only addressed the development of new faculty in seven standardized certification courses; FQAS, however, looks at the whole career of the faculty member. FQAS allows each of the Wisconsin technical colleges to develop its own processes, procedures and programs to deliver the outcomes of FQAS. This guide explains the features of the system that relate to your faculty development at MATC.

You can learn more about FQAS as WTCS system-wide program at http://mywtcs.wtcsystem.edu/student-success/faculty-quality-assurance-system
Getting Started – ONBOARDING

All new faculty receive comprehensive onboarding at MATC so you feel engaged in the college community, knowledgeable about your role and the institution, and proud of the valuable work you do here.

Faculty Orientation takes place right before each Fall and Spring semester. Faculty are invited by Human Resources upon hire. If you were not able to attend Faculty Orientation in the past, you are welcome to participate in the next one.

In addition, faculty, like all new employees, complete a year's worth of online onboarding. Human Resources directs you to the system, and you will complete activities in four time periods: first day, first 30 days, first four months and first year.
This program was designed by faculty to prepare you for teaching at MATC and to welcome you into our teaching community. Some of you have not taught before, and this program will introduce you to the fundamentals of teaching and of working effectively with students. We value that many of you have past teaching experience, and this program is designed to build on that experience while preparing you for teaching specifically at MATC.

**WHO** – All teachers new to MATC

**WHAT** – New faculty complete a sequence of four courses and a workshop (see descriptions below). In each course, new faculty develop work that will go into the Faculty Development Program for New Teachers Portfolio, the capstone of the program.

**WHEN** – Full-time (FT) faculty complete the program within three years of hire. Part-time (PT) faculty complete within five years of first teaching assignment, whether they teach consecutive semesters or not.

**WHERE** – Peer Support (ZERD-100) is taught in a hybrid class. The remaining courses are online.

MATC faculty are required to use the Blackboard course management system for posting syllabi and course materials online. New faculty must complete Introduction to Blackboard (COMPSW 197) within their first year of teaching.

**COURSE DESCRIPTIONS**

**ZERD-100 Peer Support: Introduction to Teaching at MATC**

Peer Support introduces and models research-based teaching best practices and prepares participants for teaching at MATC. Participants learn the basics of navigating MATC systems, digital communication, classroom management, teaching methods and assessments, and the basic neuroscience of teaching and learning. Participants are paired with an experienced instructor who has been trained in peer mentoring. This relationship and the course offer new instructors a safe place in which to learn about MATC, to ask questions about the college and about teaching, as well as to share successes and challenges from the classroom. Additionally, the seminar will introduce new faculty to the basic elements of Blackboard, the learning management system used at MATC. Participants will begin developing their Faculty Development for New Teachers Portfolios.

**ZERD-101 Understanding Classroom Environments**

This course examines several factors that contribute to an effective classroom environment at MATC. These include understanding the adult learner, promoting a culture of student success, respecting diversity and developing appropriate teaching strategies. In addition, participants examine how their own behaviors and mindset impact the classroom environment. Participants continue to add to their Faculty Development for New Teachers Portfolios.

**ZERD-102 Instructional Planning**

This course guides participants through creation and implementation of complete learning plans. These learning plans include course calendar planning, instructional activities and assessments. These instructional elements are also aligned with classroom management strategies. Participants will identify competencies and learning objectives; based on these, they will develop lesson plans, teaching methodologies, rubrics, and formative and summative assessment strategies. Participants continue to add to their Faculty Development for New Teachers Portfolios.

**ZERD-103 Course Design**

In this course, participants build and document a course from the ground up using an instructional design system. Participants use their knowledge of instructional methodologies, assessment and planning to create and document an effective course. The emphasis is on aligning the components of instruction into a coherent and comprehensive plan. Participants continue to add to their Faculty Development for New Teachers Portfolios.

In addition, each faculty member will complete a workshop on Institutional Data and Evaluation. Each course will be offered every semester as the system rolls out so that every new teacher can remain in sequence.
Renewal Program for Certified/ Tenured Faculty

MATC’s Renewal Program for Certified Faculty speaks to the continuous quality improvement culture at MATC. In Renewal, faculty self-select opportunities to develop in the areas of currency, teaching excellence and student success.

WHO – Certified faculty who have completed either the formerly required Magnificent 7 certification courses or the Faculty Development Program for New Teachers move into the FQAS Renewal program. Faculty whose certification expired in 2015 or 2016 begin Renewal immediately. Faculty whose certification expires in 2017-2019 complete the previous requirements and then begin the FQAS Renewal program in their next cycle.

WHAT – Faculty complete a total of 150 hours of development activities every four years in the following areas: Currency, Teaching Excellence, Student Success and Free Choice. At least 50 of the 150 required hours must come from Currency, and Free Choice may comprise no more than 20 hours. The remaining 80 hours are divided between Teaching Excellence and Student Success. In each four-year cycle, both Teaching Excellence and Student Success must be addressed.

In addition, all faculty must complete the Data and Evidence competency by 2020, offered through workshops at various times each year.

WHEN – Faculty have four years to complete the required 150 hours of activities.

WHERE – Activities can occur in various locations. See the FQAS Professional Growth Application (PGA) for a list of acceptable activities. Also, every department’s allowable Currency activities are on file with the Certification Office.
Coaching and Evaluation

During the probationary period of your employment (three years for full-time; seven semesters for part-time), you will be participating in a Teaching Evaluation System created to promote, enhance and assess teaching effectiveness and student learning. This evaluation system is a collaborative effort between you and your Administrative Coach (AC). Usually, your Associate or Assistant Dean (AD) will be your AC and charged with overseeing this process, which includes meeting with you before and after classroom observations, observing your classes, helping you find resources as needed, and filing all necessary paperwork with the Dean of your School and the Human Resources department via SumTotal. Participating in this system will help prepare you to join the Peer Coaching process once you become tenured faculty.

The Teaching Evaluation System at MATC demonstrates our commitment to excellence in teaching and student success by empowering teachers, promoting high quality instruction, and building a professional community. This system is an opportunity for new faculty members to be self-reflective about their teaching style and methodology, time management, classroom organization, assessment activities, and communication tools used with students. It is also an opportunity for the AC to get to know the faculty and provide support in and out of the classroom.

Faculty participate in coaching and evaluation based on their time at MATC:

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<th>NEW FT faculty</th>
<th>NEW PT faculty</th>
<th>FT faculty Non-probationary</th>
<th>PT faculty Non-probationary</th>
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<td>through THREE YEARS</td>
<td>through SEVEN SEMESTERS</td>
<td>Peer Coaching</td>
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Probationary evaluation system

You can learn about each coaching system on the Teaching and Learning Community (tlc.matc.edu) website.
To whom does FQAS apply?
All full-time and part-time faculty teaching degree, credit bearing courses.

I’ve taken some of the old “Magnificent 7” certification courses. Do those count in the new program?
If you completed three or more of these courses by January 2016, you were encouraged to complete the certification course system. This information was included in an email message to faculty. You will have until the Spring semester of 2018 to complete the remaining four courses.
If you completed only one or two of the courses under the old system by January 2016, you were moved into the Faculty Development Program for New Teachers and the clock started over for you in January 2016 (three years to complete for FT faculty, five for PT). Save any work from the certification courses that you completed because you may be able to use it to fulfill assignments in the Faculty Development Program for New Teachers or in the creation of your portfolio.

How will my completion of required activities be documented?
Activities will be tracked and recorded in the SumTotal system. Training will be provided to all employees to learn how to use the system.

Who reviews my experiences to ensure that they meet FQAS expectations?
Faculty are encouraged to collaborate with their supervisor to identify valuable development opportunities. Prior approval for activities is submitted to supervisors through SumTotal.

Where does FQAS come from?
The Faculty Quality Assurance System is a state of Wisconsin legislative rule. You can find more information about the rule in the FQAS pages on the Teaching and Learning Community website.
MATC Standards of Teaching Excellence

Understanding Students and Fostering Student Success
Classroom Management
Planning/Organization
Teaching Methodology
Assessment of Student Learning
Content Mastery and Currency
Professional Contributions

Visit tlc.matc.edu for:
- FQAS pages
- General resources