MILWAUKEE AREA TECHNICAL COLLEGE
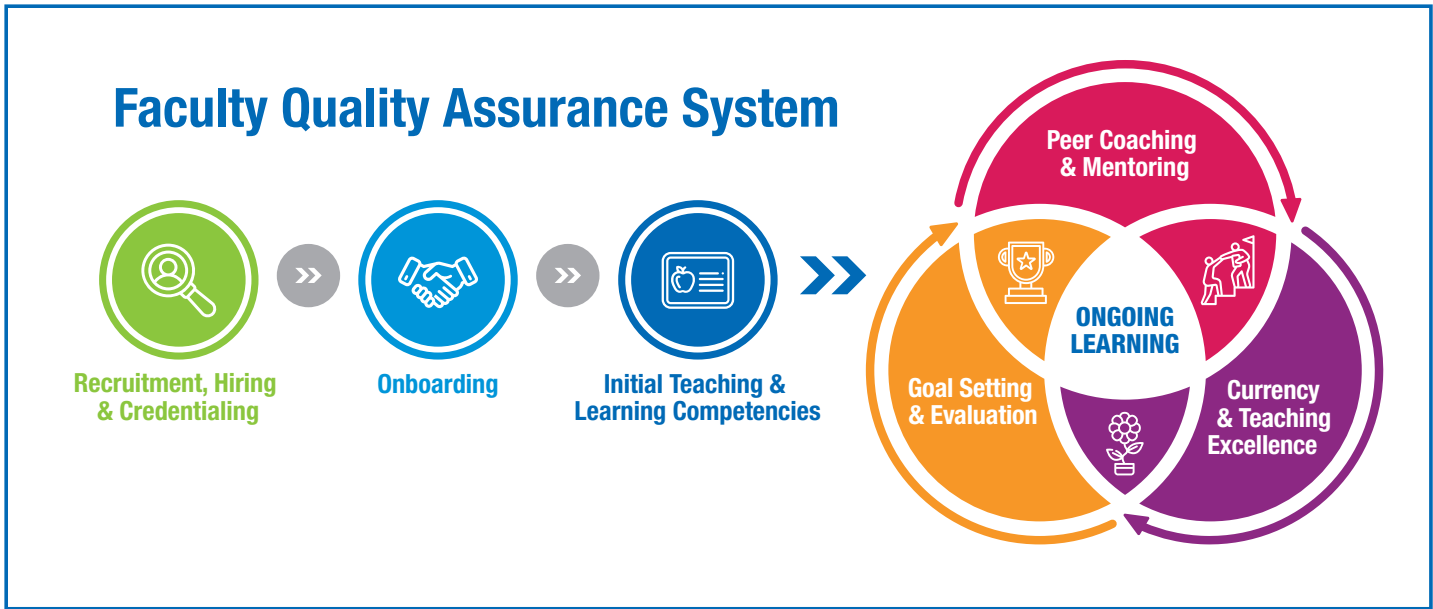
FACULTY DEVELOPMENT GUIDE

2025-26

FACULTY DEVELOPMENT GUIDE

Welcome to the Faculty Quality Assurance System (FQAS) at Milwaukee Area Technical College. This system is designed to ensure quality education by establishing minimum districtwide standards for the college. Created to promote a culture of respect and support for all academic and occupational technical college faculty, the FQAS is how we ensure instructional integrity and prioritize our focus on teaching strategies.

What Is the Faculty Quality Assurance System?

FQAS is Wisconsin legislation (TCS 3.05) that looks at the whole career of the faculty member and addresses many aspects of the faculty experience in the Wisconsin Technical College System (WTCS), including recruitment, credentialing, onboarding, initial competency development, mentoring, coaching, continued development and performance evaluation. FQAS allows each of the Wisconsin technical colleges to develop its own processes, procedures and programs to deliver the outcomes of FQAS.

Faculty Quality Assurance System

Recruitment, Hiring & Credentialing » Onboarding » Initial Teaching & Learning Competencies »

Peer Coaching & Mentoring

ONGOING LEARNING

Goal Setting & Evaluation

Currency & Teaching Excellence

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RECRUITMENT AND HIRING

All new faculty members are required to submit official academic transcripts, licenses, certificates and verification of employment as identified by each academic department through the credentialing process in the Human Resources department. Requirements vary in relation to the particular academic discipline and can even be specific to a course.

ONBOARDING

All new faculty members receive comprehensive onboarding though a partnership between Human Resources, the Academic Pathways and the Center for Teaching Excellence. New faculty become engaged in the college community, knowledgeable about their role and the institution, and proud of the valuable work they do at MATC.

Center for Teaching Excellence: Supporting Your Professional Development

The vision of the Center for Teaching Excellence is to create a culture of faculty collaboration and teaching innovation that enhances student learning and empowers employees. The mission of the center is to provide instructional consultation and support to part-time (PT) and full-time (FT) faculty that results in high-quality teaching and learning. The center will work in partnership with Human Resources and the Academic Pathways to support and oversee the FQAS for all faculty.

INITIAL TEACHING & LEARNING COMPETENCIES

The Wisconsin Technical College System has 15 teaching and learning competencies all faculty are required to complete to meet their initial FQAS cycle. These competencies support faculty in building their knowledge in the following four areas: Curriculum & Assessment, Engaging Learning Environments, Student Success, and Teaching Methods. Full-time faculty are required to gain their initial competencies within three years from their date of hire, part-time faculty within five years.

Curriculum & Assessment

Student Success

Teaching Methods

Engaging Learning Environments
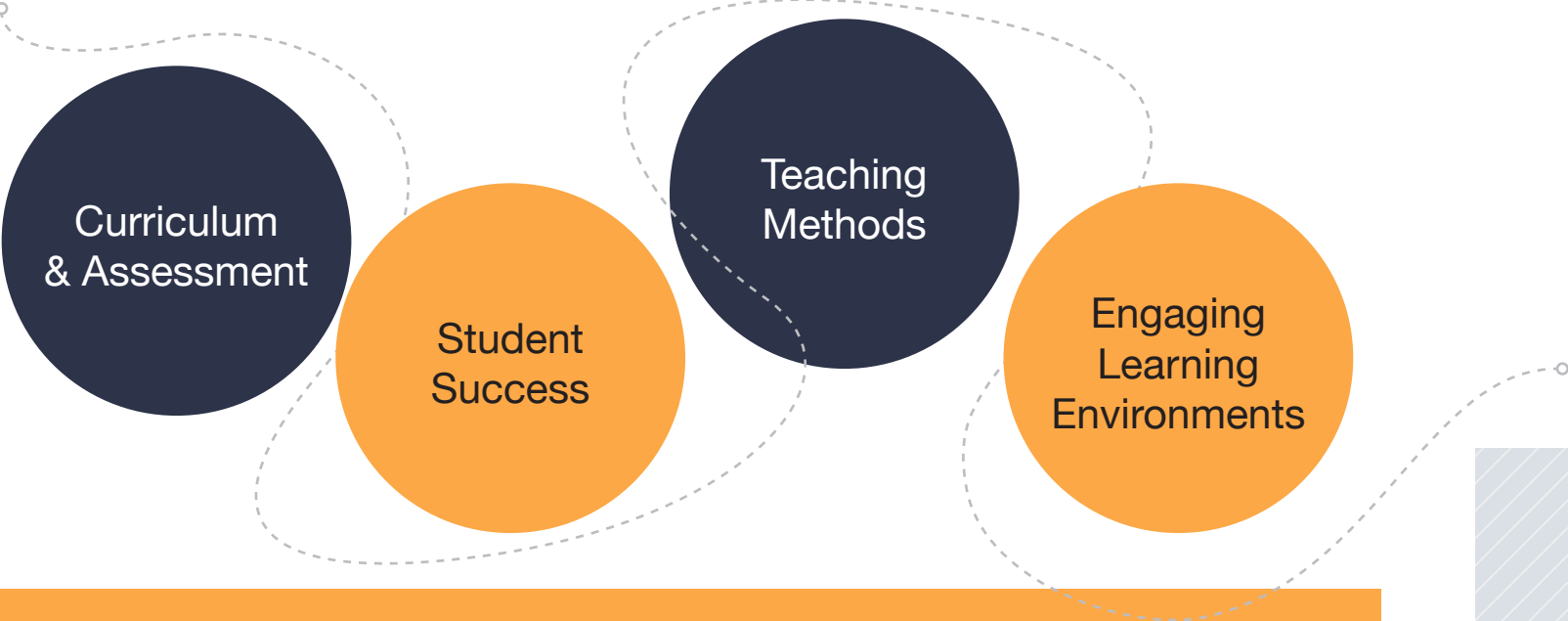
All MATC faculty are required to meet their initial competencies (Engaging Learning Environments) by taking the following courses:

- ZERD-100 Peer Support: An Intro to Teaching at MATC
- ZERD-101 Student Success
- ZERD-102 Instructional Strategies & Assessment
- ZERD-108 Engaged Learning Environments
- ZERD-190 Introduction to Blackboard Ultra

Additional requirements within the Initial FQAS cycle include a completed classroom observation, drafted professional development goals and a performance evaluation.

All of these courses are offered free to MATC faculty and, except for ZERD-100, are offered online (asynchronous – no real-time requirement). ZERD-100 Peer Support is virtual (online synchronous – real-time meeting requirement). Faculty who gained initial competencies from another WTCS college before coming to MATC can take ZERD-212: FQAS Competencies for WTCS Faculty and can demonstrate competency for ZERD-101, 102 and 108 through that course. They also will still need to take ZERD-100 and ZERD-190.

Faculty are assigned FQAS cycles based on a cohort model. For example, all part-time faculty hired between July 1, 2025, and June 30, 2026, will be assigned the "Initial FQAS PT 2030" cycle that runs from July 1, 2025, to June 30, 2030. Full-time faculty hired during that same period will be assigned the "Initial FQAS FT 2028" cycle that runs from July 1, 2025, to June 30, 2028.

FQAS cycles are never adjusted for faculty who take FT Limited Term Employment (LTE) assignments; they will stay in their original PT cycle.

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PEER MENTORING AND COACHING

All part-time and full-time faculty are assigned a faculty development coach (peer colleague). Coaches are available as guides for FQAS processes as well as resources for professional learning. Coaches support their peers in the following ways:

- Conduct classroom observations with the purpose of providing feedback (required during initial cycle).
- Consult in the development of personal and professional goals.
- Review and verify 21st Century Classroom expectations.
- Support general teaching and learning best practices and industry trends, including technology use, classroom management and more.
- Coach on how to submit documentation in the employee management system.

ONGOING PROFESSIONAL DEVELOPMENT

Once faculty have demonstrated their initial FQAS competencies, they are entered into a continuous cycle of ongoing professional development. During each cycle, faculty choose to focus on a variety of areas within the MATC Standards of Teaching Excellence, reflecting the continuous quality improvement culture at MATC.

Updated MATC Standards of Teaching Excellence (2025)

- Foster Student Success
- Embrace Engaging Learning Environments
- Demonstrate 21st Century Classroom Skills
- Utilize Classroom Management Techniques
- Plan and Organize Curriculum, Instruction and Assessment
- Apply Student-Centered Teaching Methodologies
- Assess Student Learning Outcomes
- Maintain Content Mastery and Currency
- Cultivate Internal Collaboration
- Cultivate Professional Partnerships

Faculty self-select opportunities to develop in the areas of Currency (in your field) and Student Success and Teaching Excellence.

For each cycle, part-time and full-time faculty are required to submit documentation that demonstrates the completion of:

- 40 hours of activity within Student Success and Teaching Excellence
- 20 hours of activity within Currency (in your field)
- Teaching Action Plan

Full-time faculty complete their post-probationary cycle requirements **every three years**.

Part-time faculty complete their post-probationary cycle requirements **every four years**.

All ongoing cycles start on July 1 and end on June 30 and are documented in the FQAS tab in SumTotal, MATC's employee management software system. Faculty are strongly encouraged to submit documentation to update their FQAS hours throughout the year as they complete their activities.

★MATC It is a requirement of employment for all MATC faculty to be in compliance with FQAS requirements at all times.

CURRENCY
20 HOURS

40 HOURS
STUDENT SUCCESS AND TEACHING EXCELLENCE

60 REQUIRED HOURS

PERFORMANCE EVALUATION

To promote a growth mindset, all faculty use a variety of self-reflection and assessment tools to create goals that are based on the MATC Standards of Teaching Excellence and the strategic plan of the college. Supervisors evaluate the achievement of their goals and outline next steps for continuous quality improvement.

If you are **full-time faculty** in an ongoing FQAS cycle, you will complete one TAP every three years. You will set your goals in the beginning of the first year of your three-year FQAS cycle. In the second year, you will update your progress on your goals. Then in the third year, you will provide a final update as well as a self-evaluation. You will review your goals and evaluation throughout the cycle with your supervisor. If you are **part-time post-probationary, part-time probationary or full-time probationary faculty**, you will complete one TAP each FQAS cycle.

FAQ

To whom does FQAS apply?

All full-time and part-time faculty teaching degree, credit-bearing courses, as well as adult basic education. Avocational (i.e. Upholstery, Jewelry, etc.) and Traffic Safety instructors are excluded from FQAS.

How do I document my required activities?

All FQAS activities, ZERD courses, TAPs, Evaluations and/or Classroom Observations must be uploaded by the faculty into SumTotal. The dates of the activities must fall within the date range of the given FQAS cycle. Attendance and participation and/or completion of the activities are required parts of the documentation. Any webinars or similar activities of three hours or less do not require documentation of attendance.

What is SumTotal?

SumTotal is a third-party learning and performance management system that provides MATC with an electronic process for tracking employee development activities, including faculty training and development. The link for SumTotal can be found on the **myMATC.matc.edu** website.

How often do I submit proof of my FQAS activities?

FQAS activities should be submitted, with their supporting documentation, on a regular basis for review and approval by the Center for Teaching Excellence. It is your responsibility to begin that process and work with the Center for Teaching Excellence throughout the year to complete the necessary steps. We strongly encourage you not to wait until the end of your renewal cycle.

Who reviews my experiences to ensure they meet FQAS expectations?

Faculty are encouraged to collaborate with faculty development coaches and coordinators within the Center for Teaching Excellence to identify valuable development opportunities. Faculty development coordinators and/or the director of the Center for Teaching Excellence review all FQAS submissions. For more information, email **cte@matc.edu**.

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Faculty Quality Assurance System (FQAS)
at Milwaukee Area Technical College **2025-26**

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WISCONSIN TECHNICAL COLLEGE SYSTEM — MEMBER COLLEGE —