ACCSC

Accrediting Commission
of Career Schools and
Colleges

ACCSC Monograph Series

Faculty Improvement Planning
and Implementation

About ACCSC

Since 1965, the Accrediting Commission of Career Schools and Colleges (ACCSC) has been committed to establishing and advancing quality education at postsecondary career schools and colleges. ACCSC scope of recognition includes the accreditation of non-degree granting institutions and degree granting institutions that offer career, technical, and vocational training programs at the postsecondary level. ACCSC is dedicated to ensuring a quality education for more than 200,000 students who annually pursue career education at over 700 accredited institutions across the United States, Puerto Rico, and abroad.

ACCSC has been continuously recognized by the U.S. Department of Education as a reliable authority for the quality education since 1967. In 2011, ACCSC's recognition was renewed for five years, the maximum timeframe allowed under current federal regulations.

ACCSC's mission is to serve as a reliable authority on educational quality and to promote enhanced opportunities for students by establishing, sustaining, and enforcing valid standards and practices which contribute to the development of a highly trained and competitive workforce through quality career oriented education.

ACCSC's mission has two primary objectives:

- To assure students and the general public of the quality of educational training provided by ACCSC-accredited institutions and their programs and

- To assist institutions in continuously improving themselves and the training they provide students

As a way for the Commission to continually meet its mission in a committed fashion, ACCSC has established a values-based framework supported by the following foundational core values.

INTEGRITY

Accomplishing our mission with a commitment to ethics, honesty, trust, consistency, and fairness.

ACCOUNTABILITY

Fulfilling our responsibilities to one another, the higher education community, and the public.

CONTINUOUS IMPROVEMENT

Cultivating personal and professional growth through learning, goal setting, innovation, commitment and participation.

COMMUNITY

Fostering a free and timely exchange of ideas and information in a collegial environment through the establishment of strong partnerships that emphasize respect and mutual support.

Welcome to the ACCSC Monograph Series

As higher education continues to expand and diversify in the United States, it has become apparent that now, more than ever, postsecondary school leaders need better tools to achieve their strategic goals and to ensure institutional and student success. Higher education in the United States continues to change in profound ways. With increased globalization, a greater reliance on technology, and more competition among education providers both domestically and internationally, America's higher education system must embrace a culture of continuous innovation and quality improvement as a means to remain viable and a global leader in postsecondary education.

The Accrediting Commission of Career Schools and Colleges (ACCSC) developed a series of brochures — *the ACCSC Monograph Series*— on topics critical to institutional success. These brochures are designed to provide guidance on some of the more technical areas of ACCSC accreditation. Through the *ACCSC Monograph Series*, the Commission hopes to help accredited schools to comply fully and accurately with the S*tandards of Accreditation*, achieve institutional success, and ensure that students are well prepared to enter the workforce.

This brochure, *Faculty Improvement Planning and Implementation,* covers faculty improvement and explains why it is critical to success, provides guidance on how to analyze faculty improvement needs and will help institutions design and develop a faculty development program. This brochure also provides information intended to assist institutions in developing and implementing a three-year faculty development plan, and provides practical guidance on how to use the process to meet external demands and internal needs for continuous performance improvement.

Why Conduct Faculty Improvement Planning and Implementation?

Every technical and career school's institutional plan revolves around successful student outcomes as expressed in this simple formula:

Willing and Able Students

+

Skilled Instructors

+

Supportive Learning Environment

=

Successful Student Outcomes
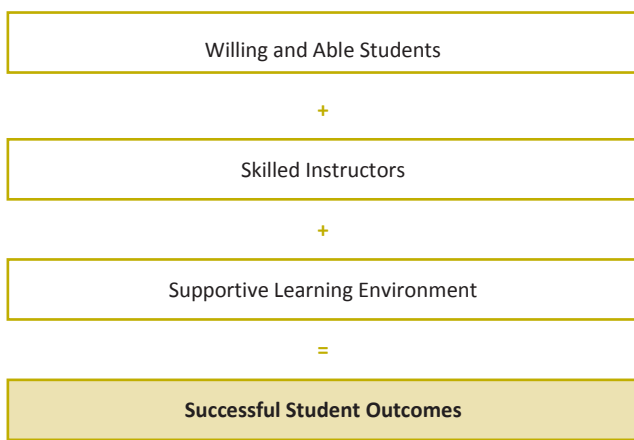
While the formula is simple, the path to achieve each component of the formula is complex. Given the impact that faculty has on the potential success of students as a component of this formula, ACCSC believes that the quality and on-going professional development are essential to institutional and student success. The primary focus of this brochure is to provide institutions with practical information on how to develop and maintain a high-quality highly skilled instructional faculty.

Willing and Able Students

Faculty members do not control the type of students who come into their classrooms and labs. As such, faculty members can expect to be teaching a diverse group of students who bring into the classroom all manner of backgrounds and characteristics. Typically, it is the administration that sets the policy and procedure for admission to the institution and its programs which are subsequently carried out through a systematic and appropriate admission process. This systematic and appropriate admission process should be designed to attract and enroll willing and able students who are motivated to learn and to succeed, and who possess the prerequisite knowledge and skills needed to achieve success in a rigorous program. Instructors with these types of students have the best chance of facilitating successful student outcomes. In a classroom or lab filled with students who are not self-motivated to be there, and who do not have the

entry skills for the program, the instructor faces more of a challenge. Assuming that the students are willing and able, a skilled instructor in a supportive learning environment will accomplish set course objectives.

Skilled Instructors

Every faculty member has two distinct occupations within their profession of technical instruction. Faculty members must balance their technical occupation and their teaching occupation. This dual occupational effort provides unique challenges to the development of all teachers given the technical nature of their occupational area. ACCSC embraces this approach in determining the appropriate qualifications for faculty, requiring faculty members to be trained in instructional methods and teaching skills and to have related practical work experience in the subject area(s) being taught.

Two terms introduced above will be used to define very different skill requirements of teachers: the term **technical occupation** is used to describe the subject matter that a teacher teaches to students. From this point of view, Automotive, Biology, Drafting, or Culinary teachers all have an occupational area for which they are responsible. A teacher must have mastery of their chosen occupational area prior to beginning as a professional teacher and must retain command of their occupational area throughout their career.

The term **teaching** is used to describe the skills and techniques of transferring a teacher's knowledge, skills, and attitude to their students. Teaching skills also include developing coursework, classroom management, evaluating student work, and other skills needed to be able to transfer that knowledge. This is the unique gift of a teacher that allows this person to stand above others in their professional area. Whether sought or developed, this skill represents the lynchpin that allows an occupation to sustain itself over many generations of workers.

Career and technical school teachers and students are occupationally driven. As such, students must be able to apply their skills to real-world application. The instructor's skill set must include the ability to help the students transfer their knowledge and skills to real-world

applications by practicing on the tools of the trade in their classes and labs.

The responsibilities of teachers are boundless, given that they must impart information and provide opportunities for application. While the profession of teaching and teachers generally garner respect within our society, this respect is sometimes lost within the day-to-day life of a teacher. Have no doubt that student respect for their teacher grows or declines through their daily observation of their teacher's occupation knowledge and their unique ability to deliver that occupation knowledge to their students.

Mastery. What a wonderfully powerful word. Commonly, it is used to describe someone with outstanding ability and expert knowledge in their field. The mastery of one professional field is a challenge for anyone; a teacher must attempt to master two fields - their occupation as a technician and occupation as a teacher. To be successful in this endeavor, a professional teacher must be proactive in meticulously planning short-range and long-range professional development goals. Both planning and implementation are keys to the professional development of teachers. The final ingredient is organizational commitment, which leads to career longevity and ultimately to student success.

Supportive Learning Environment

Educators require a learning environment with all of the physical space and tools needed to achieve the course objectives. Accrediting standards not only require the institution's physical facilities to be sufficient in size to create an effective and suitable learning environment, but also require the instructional materials to be sufficiently comprehensive and reflect current occupational knowledge and practice. Furthermore, accrediting standards require instructional equipment to be similar to that found in common occupational practice. For ACCSC-accredited institutions, which are predominately organized to educate students in career-oriented areas, a student cannot learn to weld without having access to welding equipment, or to troubleshoot and repair telecommunications equipment without practicing on the type of equipment used in the field. Accordingly, a critical goal for school administrators is to provide the right supportive learning environment for each course and program.

Much of the supportive learning environment that the instructor relies upon involves technology. It is useful to work with a common definition of technology when implementing it in a learning environment and when planning for professional development. For further understanding on this topic, review the material in Figure 1.

Figure 1

The public at large may view technology in terms of familiar devices such as computers, cell phones, portable digital media players, and video game players. In their occupations, people may expand their knowledge of technology to the specific equipment necessary to produce a product or provide a service, such as manufacturing equipment or medical monitoring devices. Technology, however, often refers to a broader spectrum of processes along with the physical equipment that create learning and performance outcomes. Along these lines, let's introduce two more general definitions of technology:

Basic Technology:
Technology that you know.

Advanced Technology:
Technology that you do not know.

Technology is ever changing, and no single teacher can be an expert on every emerging technology in their teaching or technical field. Simply, an instructor must strive to continually learn new technology and evaluate the effectiveness of the new technology as an instructional aid and occupational tool. To do this, an instructor would benefit from understanding a broader definition of technology, a definition of learning technology, and a definition of performance technology useful for education, industry, government, and anywhere that an outcome is to be achieved.

Technology:
"For education and training, technology can be defined as the utilization of theory, systems, processes, and tools that advance society by improving skill sets, promoting global and local connectivity, and increasing the productivity and knowledge of a society."[1]

Learning Technology:
Learning technology includes the use of a broad range of communication, information, and related technologies to support learning and teaching.[2] The construct encompasses aspects of learning ranging from learning styles and teaching techniques to curriculum design, artificial intelligence, computer-assisted instruction, and human-computer interaction.

Performance Technology:
Performance technology is a "systematic process/methodology of linking business, educational, and governmental goals and strategies with workforce responsibilities for achieving goals."[3]

It is of the utmost importance for faculty, administrators, and staff to have a broad vision of technology. While technology is forward looking and is in itself innovation, a broad vision of technology also represents past innovations - for example, the wheel, the windmill, and the computer all represent technology. If technical instructors are not applying this broad vision of technology and moving forward with their field, they are not providing maximum service to their students. When instructors apply all the definitions of technology as one of their teaching skills, prepared students in the right environment will learn and produce the desired educational and performance outcomes.

A Final Thought on Why

ACCSC understands the complexity of achieving student outcomes and the critical role that faculty improvement planning and implementation play. ACCSC also recognizes that the performance outcomes desired cannot be achieved without improvement. To that end, the ACCSC *Standards of Accreditation* require faculty improvement plans, including developmental activities that lead to improvement in both teaching and occupational skills, and documentation of their implementation as follows:

The school must demonstrate that it engages in ongoing faculty assessment and professional development activities that: are appropriate to the size and scope of the school's educational programs; support the quality of education provided; and enhance student learning and achievement. These professional development activities should include elements such as continuing education in the subject area(s) taught; teaching skill development; instructional methodology development; membership in trade and professional organizations as appropriate; and other elements appropriate for the ongoing professional development of faculty. The school is required to document the implementation of these professional development activities for its faculty.

Institutions using the *Standards of Accreditation* as a guide for faculty improvement will not only be able to satisfy accreditation requirements, but will also be able to increase their ability to achieve greater retention of their education administrative staff and faculty, as well as achieve greater success with student outcomes. How do administrators arrive at this plan for the faculty group as a whole and for individual instructors? The plan begins with analysis, which is the topic of the next section.

What is a Faculty Improvement Program?

Every institution must keep pace with an ever-changing world to create student success as the skill set required of students change. Not only do methods and process technology in business and industry change, but educational technology changes as well. One of the most dynamic changes that can be seen comes with the characteristics of the incoming student population. In this environment, the faculty skill set cannot remain static if an institution expects to produce results equal to these changes. A faculty improvement program addresses the needs created by change and by the need for progress with a set of strategies and development options for faculty development.

A faculty improvement program across an institution has one major requirement: the program goals are aligned with the institution's mission and goals. As long as the institution has a valid mission and goals, its institutional effectiveness and improvement plans will ensure that these are met. These plans should include a faculty development program and comprehensive faculty development plan.

Some institutions link faculty development program completion requirements to the instructor's annual performance evaluation, while other institutions conduct optional programs and encourage faculty members to participate without the connection to an evaluation. In other examples, institutions have involved themselves in a jointly sponsored program with other organizations for efficiency of cost and other resources. While these different approaches each have merit, each institution must choose the path that best aligns to the structure and culture of the organization.

Primary Program Elements

Institutions use a variety of elements in their faculty improvement programs depending on the needs of the faculty for skills in teaching, the occupation, service, leadership, and research. The mission of the institution, along with the specific roles each faculty member plays at the institution, defines the skill set needed. Some of the skills and knowledge that form the basis of the program are needed by all faculty members at the institution. Annual technical occupation updates are an example of this type of need. Other skills and knowledge will be required based on the individual program and course assignment needs. Still other needs arise from individual needs for development that do not go across a group - the process for analyzing these needs will be addressed in a later section.

To meet development and improvement needs, faculty may obtain developmental experience within their institution or from an outside resource. Internally, career schools and colleges may employ mentoring, departmental projects, brown bag sessions, teaching groups, faculty meetings, committee assignments, faculty development days, and other internal training events for faculty improvement. External opportunities may include conferences, professional organization membership, continuing formal education, training workshops, exchanges, consulting, internships, faculty exchanges, and sabbaticals. Sometimes institutions also take advantage of partnerships with other institutions to conduct faculty development opportunities, which affords some cost efficiency and allows for interaction between the institutions. The opportunities for faculty improvement go beyond the list in the above paragraph but a description of the major components of a quality faculty development program follow below:

Mentoring:

Skilled and experienced instructors may be assigned to counsel or advise less experienced instructors. The issues discussed by mentor and mentee may have been identified on the individual faculty development plan, assigned to the mentee, or brought to the table by the mentor. The mentor and mentee should schedule regular meetings and should be available for issues as they arise. Mentoring, often an underused process, can be very effective in faculty improvement. The section following Primary Program Elements outlines the creation of a mentorship system.

Projects:

In cases where the best way to learn is by doing, a department can assign a particular project to a faculty member as form of development. The project can stand alone, be included as part of a formal training program, or follow training in a particular area. For example, a faculty member who has received education leadership training might then be assigned a committee leadership role and given feedback on using the skills learned. A Project at a career school or college is most likely teaching or occupational skills related, but if your institution encourages or requires research, then faculty members can learn from a research-oriented project.

Brown Bag Sessions:

Institutions and businesses alike hold information sessions during a typical lunch hour time frame for any employee or student who would like to attend. Topics range from professional to personal development and the participants can eat lunch with their colleagues while they learn, which fosters relationship building among the faculty. The presenters are typically employees who have knowledge and skills in the subject making Brown Bag Sessions cost effective as they do not necessitate the hiring of an outside consultant. These sessions generally include one session topic but can occur in a series that provides a greater opportunity for continued training and development. Administrators can structure Brown Bag Sessions to contain topics benefiting faculty development and can encourage or require faculty members to attend. These sessions can be used to provide helpful personal development topics - for example, stress management. Brown Bag Sessions are inexpensive opportunities for faculty improvement and can provide internal networking; on the other hand, the sessions are not as in depth as other methods of faculty improvement.

Teaching Groups:

Teachers can become very specialized and isolated within their realm of responsibility. Teaching teams, groups,

or circles can help faculty members gain ideas and skills from their peers. Small groups can be assigned to work on curriculum development together, for example, or a group can be formed to meet and share information, experiences, skills, and ideas as it relates to the group's needs and interests. Teaching groups provide a readily available, cost effective opportunity to learn through networking; however, the effectiveness of each group varies depending on individual participation and group dynamics.

Faculty Meetings:

Instructors should view faculty meetings as learning experiences and those individuals facilitating the meetings should provide opportunities for learning to occur. At faculty meetings, a great deal of information is shared about the program, department, and current institutional issues. Faculty members can exchange information about their work and are afforded opportunities to ask questions regarding specific situations that can help them improve their teaching and class management skills. Colleagues are often a valuable source of information for development and they may offer to lend a hand outside the meeting to extend the benefits of this development source.

Committee Assignments:

Committee assignments can have similar benefits as teaching groups, including networking and learning from fellow instructors. In addition, faculty members can gain interpersonal skills, meeting management skills, leadership skills, and skills in the specific subject matter of the committee. **Involving faculty in the renewal of accreditation process and providing specific assignments to faculty that involve the creation of the institution's Self-Evaluation Report is one opportunity that accredited institutions should take advantage of.**

Internal Training:

Internal training experiences are planned, structured experiences provided by the institution and on the premises. This can include on-the-job training and usually involves a group session or one-on-one training at a set time. Increasingly, internal training for many subjects is available via distance education. For example, faculty members might be required to design and develop an online course for his or her students using a particular software program. If the educator has not used the software previously, the institution might offer an onsite

instructor-led course or might have a computer-based or internet-based course available. The expense of internal training varies and the availability of internal training resources to offer creates a limitation.

Faculty Development Days:

Scheduled faculty development days build on the various internal opportunities for training, meetings, and faculty working together on assignments. Career and technical institutions can schedule faculty development days into the regular calendar. On these days, no classes meet. Faculty members are required to attend an in-house faculty development program for the day, working on important development needs for the institution. Faculty development days can be scheduled two to four times per year, and managed by school leadership or by the director of education. The development day can include instruction from internal or external instructors; interaction among faculty, and between faculty and administration during the program creates and atmosphere for greater success.

Conferences:

Professional conferences for teaching, occupational, and leadership skills are widely available for educators. The conferences offer a variety of presentations on various subtopics within the theme or broad focus of the conference. Conferences also offer an excellent opportunity for networking that can enhance learning. As an added bonus, employees often feel as if attending a conference is a reward, creating a positive feeling toward the learning experience. On the down side, conference attendance, especially those involving travel, can be very expensive and takes the instructor away from the classroom.

Professional Organizations:

Membership and attendance in professional organizations can be beneficial to participants as they provide access to information from distributed reading materials, websites, and meetings as well as facilitating opportunities to attend conferences, workshops, and other networking activities. Profession groups can provide leadership opportunities as well. These groups can relate to one specific industry, such as The National Institute for Automotive Service Excellence (ASE), or an association for an educational skill set, such as the Association for Career and Technical Education (ACTE).

Training Workshops:

Training workshops refer to training experiences provided outside of the educational institution and by non-school personnel. An almost infinite number of opportunities are available although not always practical; internet-based training may help with the practicality of certain types of training. A faculty member may attend a structured class offered, for example, by a vendor on operating a piece of equipment that the faculty member will have to teach to the students. Taking advantage of relationships with equipment vendors, who may be willing to include your faculty in their training classes, as well as pursuing joint ventures with other institutions can help keep external training costs down.

Continuing and Formal Higher Education:

A faculty member may benefit by pursuing and completing continuing education units or an Associates, Bachelor's, Master's, or Doctoral degree in education, school administration, or in the occupational area. Pursuing a degree can enhance the ability of the instructor and the further the reputation of the institution. Many colleges are now offering courses online, which helps with scheduling in the busy lives of teaching professionals. To encourage faculty members, institutions should consider providing incentives, including offering to pay tuition up front, offering tuition reimbursement for relevant coursework, and offering a higher salary upon degree completion.

Faculty Exchanges:

Your institution might work with others to create a faculty exchange program. In this type of program, your faculty member would teach at another institution for a limited period of time, possibly one semester or one school year. The faculty member may teach a course that is similar to the one offered at your institution, or one that stretches the faculty member's talent into a different area. Faculty

exchanges can provide a refreshing experience for faculty members further along in their careers and can bring new ideas to improve courses and teaching methods.

Consulting:

The faculty must stay in touch with the business and industry related to their programs to provide students with relevant instruction. One way to foster this education to real world connection is through permitting and providing release time for consulting. A business instructor, for example, may teach a process in a course. If the instructor consults with a business using that process, the instructor can bring that real world experience into the classroom, making it more meaningful and interesting to the students. A bonus to having your faculty producing successful projects in business in industry: a quality reputation for your institution. This may in turn provide greater opportunities for graduates from the program to get a job with participating companies.

Internships:

Usually, students complete internships. Think outside the box on this one: a faculty member who requires occupational knowledge and skills might benefit from a similar type of internship experience. Internships provide in-depth training experiences that may not be accessible in any other format. The difficulties may be in finding a willing employer and in filling the instructor's role if he or she cannot teach at the same time. If skills to be gained by the internship are needed, it may be worth the trouble of working out the details.

Sabbaticals:

Sabbaticals often lie within the realm of the university. Universities recognize the value in allowing long-term faculty members an opportunity to refresh in an environment away from the university while focusing

on a particular project of value to the member's career. The project for the sabbatical must be approved in advance by school administration and results shown upon return. A typical time frame for a sabbatical would be after 7-10 years of employment. Career schools and colleges might consider a similar experience for their long-term faculty.

Each of these activities is geared toward improving the faculty member's ability to provide the best educational experience for the students. It is the role of school administration to support this effort. The result should match the desired outcome: improved student learning and success.

Also, as a means to show the kind of development activities faculty engage in, the school administration should ensure that appropriate documentation is kept on file, such as minutes from the faculty meeting or training completion certificates. Documentation of faculty development activities for in-house events should identify the faculty members in attendance and provide a comprehensive overview of the information covered. This kind of documentation will be useful in the accreditation process.

Creating a Mentorship System

Mentoring is an effective yet often overlooked form of faculty development. Mentoring places a more experienced faculty member in a role to support, encourage, advise, and provide information to a less experienced colleague. Mentoring can occur without a formal program, but without structure, formal mentoring does not often occur. A mentorship system provides formality and structure to ensure an effective process that includes specific objectives for all participants. Instructors that have not previously taught in a post-secondary career school or college need mentoring on teaching, technical occupation skills, and other education-related skills needed to succeed in the classroom. These new teachers should be the primary target of a mentoring program. Instructors who are new to the institution but have taught elsewhere may need mentoring on how to work effectively in the new environment. Particular times in the careers of experienced teachers call for mentoring. For example, a mentor can assist an experienced teacher who begins teaching in a new program or serving in a new leadership role. While the type of support and the length of time needed for mentoring vary, all faculty members at various stages of their careers benefit by the mentoring process.

To set up a mentoring program, consider the following program elements:

- How do I get a mentor? Who assigns a mentor to a mentee?
- Can either party request a change? How?
- Can a mentor have more than one mentee, and a mentee have more than one mentor?
- How long does the formal relationship last?
- What are the expectations of the mentor?
- What are the expectations of the mentee?
- What are the frequency and duration of meetings between the mentor and mentee?
- Can the mentee also contact the mentee at other times for assistance?
- Does the mentor have any involvement during performance review for the mentee?
- What are the guidelines for confidentiality of information passed between the mentee and mentor?

Define these elements as they fit the institution. Please note that the mentor does not take the place of the program chair, division, or department head. The primary role of the mentor is to focus on providing support and encouraging the mentee. The mentor should not be in the primary role of manager and evaluator for pay and for promotion. Beyond the meetings with the mentee, the mentor should conduct formalized, periodic evaluation of the junior faculty member's courses and teaching.

The institution should provide an evaluation instrument for the mentor and train the mentor on the use of this instrument. The mentor observes the mentee in classes and labs and evaluates the mentee's ability to teach the materials. The mentor also reviews any materials created or inserted into the course by the mentee and provides feedback. The evaluation helps the mentor to guide the mentee's development and gives the mentee immediate feedback on actual performance in the classroom.

School or departmental leadership can improve the mentoring process by providing other resources for the mentor and mentee. Workshops or Brown Bag Sessions can provide information useful to all mentees at the same stage. A mentoring website with references to institutional resources, useful external website links, reading materials, workshops, and other information would be useful to both mentor and mentee.

Provide training and information to the mentors prior to their first mentoring experience to cover the process and to reinforce appropriate mentoring behaviors. These behaviors would include listening, providing feedback including positive reinforcement, modeling successful behaviors, and sharing information, ideas, and solutions. Institutions should choose mentors that exhibit these qualities and use the training to hone their skills.

In addition to traditional mentoring, peer groups lend a helping hand in keeping group members focused on their development efforts. Set up small groups of instructors in need of mentoring and provide opportunities for them to meet and discuss their development needs, plans, and activities. If members share development activities and their deadlines, the group can serve as a checkpoint for completion. The group members, having varied strengths and weaknesses, can help each other to problem solve and can provide emotional support through listening and empathy. Peer groups take some of the burden off the traditional senior faculty mentors, and in smaller institutions, peer groups can provide a mentoring benefit.

Faculty Development Through Career Stages

Faculty improvement is an ongoing process and the faculty development plan should be implemented for all faculty members in a systematic fashion. ACCSC has the expectation that faculty engage in continuous professional development, not merely as an isolated activity that is implemented to satisfy an accreditation requirement. The practical reality is that the need for improvement is perpetual and lasts the entirety of a faculty member's career. ACCSC recognizes that faculty members with 1 to 5 years of teaching experience have specific needs and inevitably, the needs are different from those faculty with 10 - 20+ years of teaching experience. For example, while a new faculty member would be required to attend an orientation to the institution and receive training on the current teaching technologies employed in the classroom, a teacher with 20 years experience using a variety of teaching technologies may not need that same development activity. However, the more seasoned and experienced faculty member might benefit from a sabbatical, consulting, or other opportunity to expand their breadth of knowledge. As a resource to support these life-long learning opportunities, an institution may want to consider developing a matrix to show development opportunities across the faculty career span. The following example shows a matrix for an institution requiring faculty development in teaching and occupational skills, and an optional school leadership career path.

Faculty Development by Career Stage

Years of Teaching Experience	Typical Development Needs (R) - Required; (L) - Leadership	Required / Recommended Development Activities
1st Year	Introduction to institution operations, policies, and procedures (R) New Employee Orientation (R) HR Courses in Diversity and Sexual Harassment Internal Training (R) Classroom Management (R) Basic Teaching and Presentation Skills/ Introduction to Learning Technology (R) Accreditation Standards and Process (R) Teacher Survival Skills Curriculum Understanding Overview Lesson Planning Teaching Technology Technical Occupation Skills Introduction to Performance Technology	Internal Training Work with a Mentor Internal or External Training Brown Bag Sessions Professional Organization Membership Teaching Groups Internal Training Training Workshops Conferences
1-5 Years	Course Development Program Development Advanced Teaching Skills/Learning Technology Technical Occupation Update (annual)/ Advanced Performance Technology	Receive Mentoring Projects Brown Bag Sessions Teaching Groups Internal Training Training Workshops Conferences Internships Professional Organization Membership Formal Education Consulting Sabbaticals

Years of Teaching Experience	Typical Development Needs (R) - Required; (L) - Leadership	Required / Recommended Development Activities
6-10 Years	Technical Occupation Update (annual)/ Master Performance Technology Master Teaching Skills/Learning Technology Field Leadership How to Mentor School Leadership and Administration (L)	Projects Faculty Exchanges Internal Training Training Workshops Conferences Internships Formal Education Consulting Sabbaticals
11+ Years	Technical Occupation Update (annual)/ Master Performance Technology Master Teaching Skills/ Learning Technology	Projects Brown Bag Sessions Faculty Exchanges Internal Training Training Workshops Conferences Internships Formal Education Consulting Sabbaticals
1-5 Years before Planned Retirement	Technical Occupation Update (annual)/ Master Performance Technology Master Teaching Skills/ Learning Technology Mentoring for Teaching and Technical Occupation Skill Development Retirement Planning Workshop (R) Transitioning to Limited Service	Internal Training Training Workshops

This table does not include all possibilities as it is only meant as an example.

When creating a system such as the one illustrated above, it is necessary to use the elements of your faculty development plan and incorporate those elements into this matrix system. The specific needs for a particular institution can be identified through a process of analysis. Analyzing for Faculty Improvement is the subject of our next section.

Analyzing for Faculty Improvement

Faculty improvement plans are derived from the identified needs. An institution's analysis of needs for faculty improvement begins with a review of institutional goals, and should include questions such as:

- What are the student outcomes we are trying to achieve?
- What are the objectives and tasks needed to achieve them?
- Are our faculty members prepared in their occupational and teaching skills to handle these outcomes? If not, where are the skill and knowledge gaps?

Institutional Analysis

In general, the faculty improvement needs will come from the institution's goals and how those filter down to the departments, programs, and faculty members. The overall needs will be decided as part of your institutional assessment and / or accreditation review concerning faculty improvement planning. Sometimes the needs will have an impetus to move from a lower level to a higher level as shown in the following model:
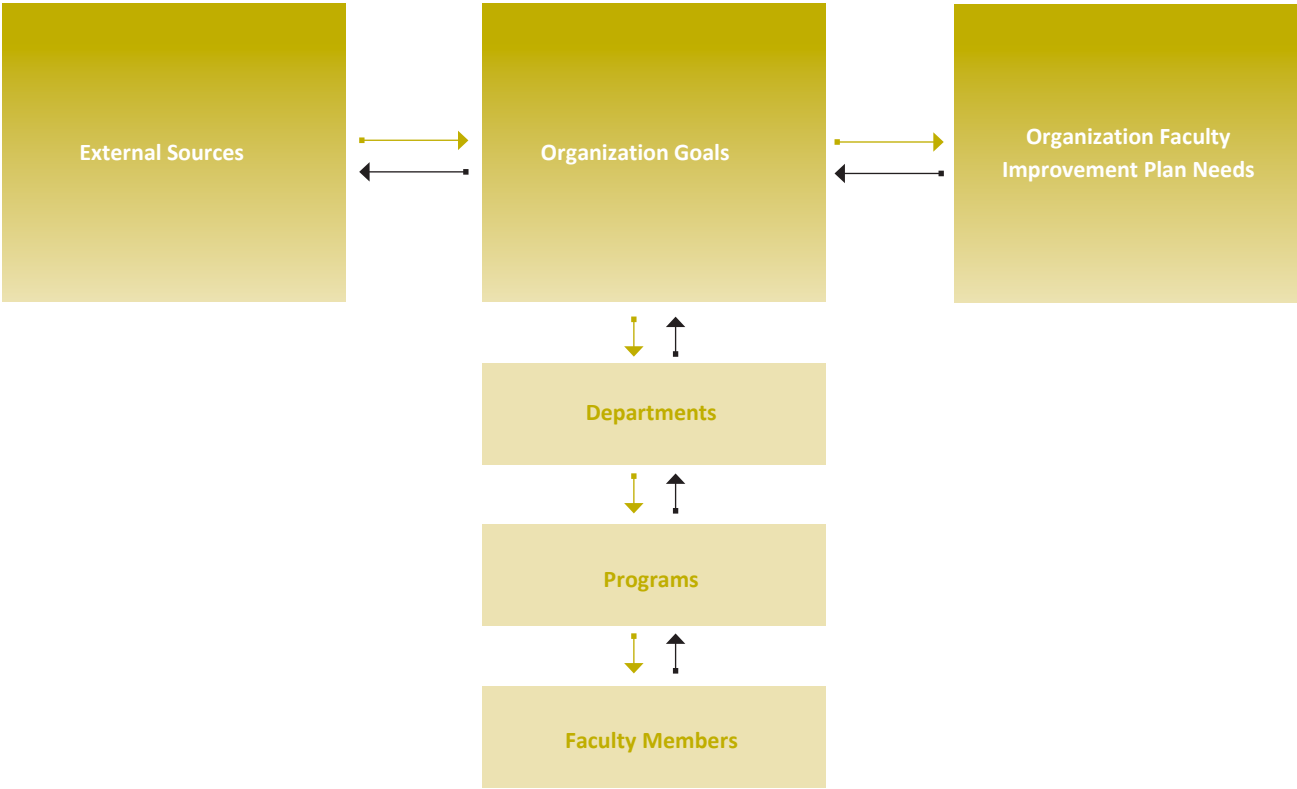
To identify the needs, start at the organizational level before moving downward to the department level, program level, and finally, the individual level. The institution will have widespread goals and objectives that will dictate, directly or indirectly, skills needed by faculty members. For example, the institution may upgrade a computer system used by the entire organization, and faculty must directly acquire these skills in order to facilitate the successful implementation. Goals for student graduation rates imply both teaching and occupational instruction skills that are spelled out at the lower levels. On the next level, a department may create a new program, or a program may develop a new option requiring an update of skills in this occupational area.

A department or program may require course updating on a periodic basis by faculty who may need to enhance their teaching skill set with course development. At the individual faculty member level, skills must align with the higher order goals. If they do not, then the faculty must

include areas for development in those areas that are deficient and in those areas that will enhance their ability to improve their teaching-related and occupation-related skills for the future.

External inputs may create a need for faculty development. For example, a major industry that hires graduates may require a new skill set due to process changes. In another example, the employer might express dissatisfaction with a skill set from employed graduates. Exploring these issues may show faculty improvement needs in order to increase successful student outcomes.

Let's look at this process of analyzing for faculty improvement needs which is another simple idea involving complex processes. In coordinating an institutional analysis begin at the top level and continuing on through the individual level. The process can work at any level. Following are the steps using a top-down approach:

■ STEP 1:

Determine the goal(s) or objective(s)

Regularly updated goals at the institutional, department and program level will indicate measures of faculty success. However, also consider changes and needs that occur between plan updates if they indicate measures related to teaching, learning, and student outcomes.

■ STEP 2:

Collect data

Use the best methods to determine the current outcome(s). Some sample methods are:

- Questionnaires or surveys
- Interviews
- Testing
- Focus groups
- Observations
- Review of records/existing data
- Work samples/portfolios

A variety of outcomes data is available in school records; however other opportunities to gather critical information are available, including interviewing or surveying Program Advisory Committee members, employers, faculty members, and students. Other options include the ability to test, observe, and review student work samples and portfolios to supply information for your analysis. Finally, institutions can establish a formal process to observe and evaluate the abilities and success of faculty members as they strive to transfer knowledge and skills to the students. In all cases, key factors to consider in the data collection process include identifying from whom you are collecting data and determining how that data can best be used given its source.

■ STEP 3:

Determine the current outcome(s)

Compile the data and input and summarize the current status of your faculty improvement program. Use the interview and survey data to compliment data from other sources. In other words, make the information meaningful.

STEP 4:

Compare the current outcome to the establish objective(s)

Are there any goals your institution is not meeting? Is there anything in the information collected to explain why the institution is not meeting certain objectives? Are there any red flags that indicate possible current or future problems? Using the information gathered, state why discrepancies between goals and outcomes exist and indicate strengths, weaknesses, and any key areas for improvement.

STEP 5:

Determine the possible development strategies

If your analysis indicates that your institution is not meeting a faculty improvement goal, determine the possible development opportunities to create faculty improvement success. Refer to the What is Faculty Improvement Planning and Implementation section of this monograph brochure for ideas. Look toward future goals

and developments in the occupational and teaching skills areas for long range planning.

STEP 6:

Fill out the individual faculty development plan

Identify strategies and specific development plans to achieve the outcomes and to create an evaluation plan to assess the effectives of the development plan upon completion. Detail the strategies with specific measures to achieve these goals which may include various experiences for learning and practice. Be sure to include dates and timelines as appropriate for the experiences and for a follow-up evaluation.

At this point, the institutional faculty development plan can be written using the results of this analysis. You will find further explanation on how to write the plan in a later section. The next section will continue on the topic of analyzing faculty improvement needs, focusing on the individual faculty member and the development plan.

Individual Faculty Development Analysis and Planning

The following section provides the steps for taking the institutional planning tool developed above and applying that plan to the individual faculty development plan. This example uses a fictitious Course 310 to show how to apply Steps 1-6 of the analysis.

STEP 1:

Determine the goal(s) or objective(s)

Fictitious Course 310: Computer Animation

Institution-wide goal: All programs will include instruction on the most advanced occupational technologies.

Department Goal: All courses will be updated regularly to include instruction on advancements in the field and on new occupational technologies.

Program Goal: Update all course materials annually to include instruction on advancements in the field and on new occupational technologies.

Faculty Member Goal: Update Course 310 materials at least annually to include instruction on advancements in the field and on new occupational technologies.

STEP 2:

Collect data

Example: Three methods required

- review of course materials
- test of student knowledge of new technologies
- review of teacher skills and experience through records and interviewing teacher

STEP 3:

Determine the current outcome(s)

Example: Four results

- course materials do not include instruction on the latest developments in animation software, graphics software, and graphics workstations

- students do not have sufficient knowledge of the latest developments in animation software, graphics software, and graphics workstations when tested

- instructor has basic but not sufficient knowledge of the latest developments in animation software, graphics software, and graphics workstations

- instructor does not have course development experience

STEP 4:

Compare the current outcome to the establish objective

Example: There are discrepancies between the goals and the outcomes.

Institution-wide goal: All programs will include instruction on the most advanced occupational technologies - Course 310 does not include instruction on latest developments in animation software, graphics software, and graphics workstations. It has not been updated within the past year.

Department Goal: All courses will be updated regularly to include instruction on advancements in the field and on new occupational technologies - Course 310 does not include instruction on latest developments in animation software, graphics software, and graphics workstations. It has not been updated within the past year.

Program Goal: Revise all course materials annually to include instruction on advancements in the field and on new occupational technologies - Course 310 does not include instruction on latest developments in animation software, graphics software, and graphics workstations.

It has not been updated within the past year and the students do not show knowledge of the new technologies.

Faculty Member Goal: Revise Course 310 materials at least annually to include instruction on advancements in the field and on new occupational technologies - Course 310 does not include instruction on latest developments in animation software, graphics software, and graphics workstations; Faculty member does not have experience with course development.

STEP 5:

Determine the possible development strategies

Example: Several strategies to cover faculty development in the necessary areas exist.

Institution-wide goal: Offer instructional design and development courses and provide or fund opportunities for occupational training needed to update the course. Offer a mentoring program to help new instructors through their first course update.

Department Goal: Require or encourage faculty members who need instructional design and development coursework to participate in the institution's course in this area. Facilitate the process of offering or funding occupational training. Facilitate mentoring participation.

Program Goal: Same as in Department Goal section.

Faculty Member Goal: Explore options to receive training in instructional design and development and occupational skills training on the latest developments in animation software, graphics software, and graphics workstations.

STEP 6:

Fill out faculty development plan

The faculty member fills out the form supplying information requested, ensuring that the information identifies the training and development activities selected along with their dates of completion.

For your reference, a faculty development plan template follows:

Professional Action Plan

Date

Name

Program

1. **Major Goal or purpose of your proposed plan:**

   a) **Learning Technology Goals**
      (skills, knowledge, equipment, software, theories, and processes that will help you become a better teacher in the classroom)

   b) **Performance Technologies Goals**
      (skills, knowledge, equipment, software, theories, processes that will help you support student performance in the classroom and laboratory)

   c) **Teaching Occupation Development Goals**
      (skills and techniques of transferring a teacher's knowledge skills and attitude to their students also including developing coursework, classroom management, and evaluating student work)

   d) **Technical Occupation Development Goals**
      (knowledge and skills for mastery of the occupational area taught)

   e) **Leadership, Service, Research, and other Development Goals**

2. **Problem to Overcome:**

3. **Approach: Describe the specific steps, resources, and persons essential to the accomplishment of your proposed action plan.**

4. **Timetable: Outline time allocated to various steps and points during which progress will be assessed.**

5. **Evaluation: Describe methods to be used in evaluating the effectiveness of the plan.**

6. **Outcomes: List expected outcomes from the proposed action plan.**

Date of next follow-up on action plan progress:

Name(s) of supporting colleague(s):

This template provides a good outline of the general information needed in order to document the implementation of the faculty improvement plan. Each section provides a brief explanation of what is needed on the form.

The individual faculty development plan will include the resulting needs from the analysis of goals and objectives. The format of your institution's plan may also include a more general review of strengths and areas for improvement. The faculty member may also anticipate changes on the horizon and indicate a need for development in areas to address those changes.

The needs for development that come from the individual plans will later be reflected in the overall institutional development plan if the organization collects the individual plans and assimilates the needs data. The goals and future development of the institution's programs have led to the need for faculty improvement, thus providing the input to the individual plans. The needs that are reflected in the individual plans become the basis of what is planned and offered across the institution, creating a flow of needs and faculty development planning through all of the levels of the needs analysis model.

From Goals and Outcomes to Skill Needs

Use the Faculty Development by Career Stage chart on pages 11 and 12 to find examples of typical needs in all areas except research. In each of these areas, a needs analysis will most likely result in defining current faculty development needs. Use input from both internal (e.g. director of education, faculty meetings, etc.) and external sources (e.g. Program Advisory Committees, employers, industry requirements, etc.) to determine the future skill needs. Future skill needs may change due to changes in occupational processes and in technology used by major employers. Other examples include: new employers that may be moving into the area, new regulations or accreditation requirements that are forthcoming or, new teaching methodologies or strategies that arise.

Additionally, as an institution seeks to build its team, the leadership may determine that a leadership career path should be on the horizon for particular faculty members. An institution should be proactive by anticipating future needs in the analysis and including leadership development opportunities for these faculty members. This helps to ensure that the institution continues to have the appropriate educational administrative staff and operational policies necessary to adequately support educational programs and faculty. Providing leadership training in order to facilitate a faculty member's ability to take on greater responsibilities at the institution will also help to ensure the continuity of instruction through the reasonable retention of the educational administrative staff and faculty.

When you are reviewing goals, collecting data, and filling out the plans, keep in mind the following possible faculty improvement need areas as they apply to your institution:

- Technical (Occupational) Skills
- Teaching Skills
- Service Skills
- Leadership Skills
- Research Skills

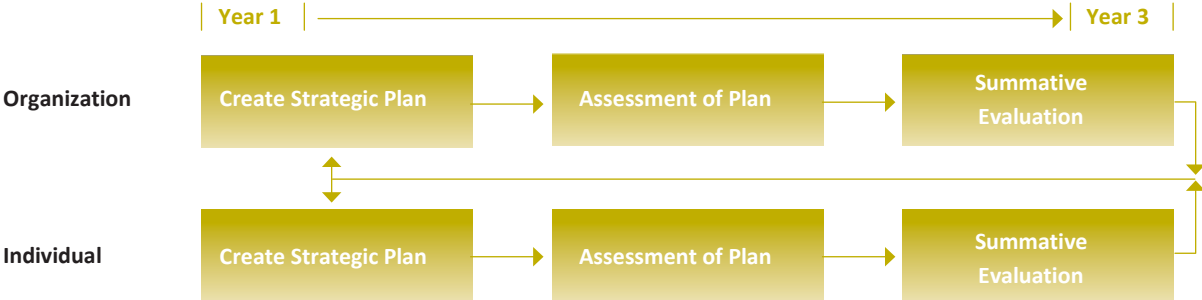# Designing and Administering a Faculty Improvement Program

The issue of who designs a faculty improvement program is an issue of scalability that depends on school size and resources available. In most cases, an institution's Director of Education would be charged with designing and supervising the implementation of the faculty improvement program. The Director of Education must have the qualifications required to meet ACCSC accreditation standards, which require that at least one on- site person at the institution have appropriate educational administration experience and competence necessary to lead and manage the instructional program(s) and overall educational experience in such areas as: curriculum development; educational effectiveness assessment and improvement; and faculty development and performance appraisals. For non-degree granting institutions, accrediting standards require the director of education to have an educational background equal to or exceeding the maximum credential offered by the institution. For degree granting institutions, the director of education must have an earned degree at least one level higher than the highest degree offered by the institution.

In addition to oversight and supervision by the Director of Education, an institution can form a faculty improvement committee to set up the policy, procedures, and development program plan. The committee could include representatives from a level of the institution that makes sense - divisions, departments, or programs. The committee, under the leadership of a faculty improvement coordinator (e.g, a lead faculty member or Director of Education), would have an agenda of projects, activities for the current year, and recommendations for the future according to the needs analysis and the institution's goals. In recognition that ACCSC accrediting standards require the school to demonstrate that it engages in ongoing faculty assessment and professional development activities, a recommended approach is a rolling three-year improvement plan implemented, supervised, and monitored by the Director of Education and a faculty improvement committee.

Developing a Three-Year Improvement Plan

The three-year faculty improvement plan model can be used for both the organizational level and the individual faculty member level. A plan is created in year one, assessed and revised if needed in year two, and evaluated in year three. Upon a completion of the three year plan, and after an assessment is conducted to determine the effectiveness of that plan for each individual instructor, a new plan is created beginning the cycle over again. Visualize it in this way:

Three-Year Faculty Improvement Plan Model

	Year 1		Year 3
Organization	Create Strategic Plan	Assessment of Plan	Summative Evaluation
Individual	Create Strategic Plan	Assessment of Plan	Summative Evaluation

The following section will cover writing and evaluating the organizational and individual plans. Think of each section in this three-year model framework.

Writing the Plan

A written, comprehensive institutional faculty development plan states the institution's commitment to faculty improvement and how that commitment will be met. ACCSC requires its accredited member institutions to not only create a plan for faculty improvement, but to maintain documentation throughout the term of accreditation in order to demonstrate the systematic implementation of the plan for each faculty member. Be sure to customize a plan to meet the needs of your institution, and to include basic elements such as:

Purpose:
State the purpose of the plan. Include a faculty development mission statement if one exists.

Plan Goals:
List faculty improvement plan goals. These goals are based on the established institutional assessment and improvement plan. The goals should be specific, measurable, and contain timelines for implementation.

Plan Administration:
In the Plan Administration section, identify and describe how the institution will manage its faculty improvement program. Is it lead by committee? How is representation determined? Is there a faculty improvement policy? Do procedures related to planning of the program exist? How do you evaluate program success? These questions and others that define the program should be answered in this section.

Marketing / Communications:
An effective way to show commitment to the faculty is to create awareness of faculty support programs. Make instructors aware of the faculty improvement program and plan and reconfirm the institution's commitment to faculty development. One idea previously mentioned is to tie the annual performance review for individual faculty members to faculty development activities. Using this approach, those faculty members that have actively engaged in faculty development are given more consideration when it comes time for an annual review, or salary evaluation.

In this section, describe a plan for faculty awareness, provide a list of activities to support their individual development plans, and define the faculty's role in the process.

Supported Development Opportunities:
The heart of the faculty improvement plan will be the list of available development opportunities created to support the institutional and individual faculty improvement goals. This may be a separate section, or may be listed in the goals section, showing how various opportunities support the goals. Answer questions such as these in this section: Do you allow for release time for sabbaticals? Do you fund conferences? If yes, define how much money is available for each faculty member in any given year in this regard. Does the institution provide teacher exchange programs and internships? Describe the process that outlines how faculty members can apply for funding for special projects.

Development Activities and Schedule:
For formal training offerings and scheduled Brown Bag Sessions, provide a list of the offerings, schedule, location, and sign-up information. Include key information on internet and computer-based courses as well.

Individual Faculty Development Plan:
Each faculty member should be required to fill out an individual faculty development plan similar to the sample provided earlier in this document. In this section, provide a blank copy of the plan and include instructions on filling out or turning in the plan. This is also a good place to list resources for help in filling out the plan and for finding and funding development opportunities. Having faculty members participate in the process directly assures the faculty member's interests are taken into account, allows for introspective reflection and self-evaluation, and serves to fulfill intrinsic motivations for improvement.

For the faculty improvement plan, the institution pulls together all of the information from the needs analysis and matches those needs to the guidelines and options from the faculty development program.

Integration with Individual Faculty Development Plans

The faculty improvement plan should reflect the intentions and opportunities available to meet the institution's faculty improvement goals and needs. Along with policy and procedure, individual faculty members should be able to either find an opportunity listed in the plan, such as a training program offered at the institution, or other options to meet the need for further training. For example, the faculty member might review the plan to find that an assigned project or an internship is an approved method to get the skills needed. The comprehensive plan should also spell out how the faculty member can get information or assistance with the program, how to apply for funds, how to complete the form, and other information needed.

Conversely, an institution that keeps a record of the individual plans can review them to find out what gaps exist in the faculty development offerings. This information can become part of the next needs analysis. In this way, the faculty improvement committee can keep pace with change and requirements based on faculty input.

Faculty Involvement in Planning

Instructors play a critical role in feeding needs into the comprehensive faculty improvement plan, creating their individual faculty development plan, and implementing their own plan. They can also become advocates for the faculty improvement efforts if their experiences are positive and if they can see results from their development efforts. Specifically, faculty members can play the following roles in the faculty development program:

- Director of Education or coordinator of the faculty improvement program committee
- member of the faculty improvement program committee
- participant in the needs analysis process
- creator and completer of self-development plan
- participant in evaluation of the faculty development program and self-development plan
- advocate for the faculty improvement program

Other than creating and completing their own plans, faculty roles may be voluntary or by appointment. Ideally, the faculty members will support administration's efforts and will participate fully. As with various continuous improvement processes ACCSC addresses in its Monograph Series Brochures, faculty will need some convincing to play their part in this effort. Let's get to the very basic question that is going to be asked. This question

will be asked verbally or non-verbally from every person involved in the faculty improvement process regardless of the institution:

What's in it for me?

If you cannot answer this question, you will have a difficult time involving anyone at the institution in the planning process. Faculty and staff need to know what the advantages are of getting involved in this "extra" work that distracts them from their "real" job of serving the institution and ultimately the students. Here are a few questions that you would ask (or consider asking) if you were in their shoes:

- How does this help me?
- What is my involvement?
- What is my time commitment?
- Will improve our institution?
- Do I believe in it?

The questions for each institution are as varied as the faculty and staff who serve the institution. Some will be intrinsically motivated to improve, others will want to see the end results, and still others will expect some type of reward for their efforts. It is up the institutional leadership to have the answers to these questions "first and foremost" when you ask for faculty involvement.

Program Advisory Committee Involvement in Planning

Program Advisory Committees (PACs) are a critical component of any academic institution's plans. The purpose of the PAC is to review the established curricula of the program, instructional-related program materials, equipment and facilities, and student achievement outcomes as a means to provide the institution with an external review of its programs. PACs are an institution's formal link to industrial standards and are a formalization of the institution's commitment to produce students with the knowledge, skills, and attitudes demanded by the employment community that you serve. Without PACs, an organization cannot effectively assess student readiness for employment. Student readiness depends a great deal on the quality of instruction and on the qualifications of the instructors. Each year, the institution should solicit input from each program's PAC on requirements for student readiness for employment. This input feeds into the faculty improvement needs analysis. More information on the effective use of PACs is covered in the *ACCSC Monograph Series Brochure: Maximizing Program Advisory Committees.*

Meeting Standards

Certain professions require certification or licensing making the student's ability to meet these standards more critical. If the students must be prepared to complete the established local, state, or national standard, the faculty must have the appropriate certifications or licensing along with the skills and knowledge to prepare the students for these licensing and certification requirements. Faculty improvement planning based on goals and objectives including the licensing and certification standards for the institution's programs will indicate needs for faculty development in this type of situation.

Review the ACCSC *Standards of Accreditation* when designing your faculty improvement program. The standards require faculty certification and licensing where required by law. The standards also state that the faculty members must have the appropriate qualifications for teaching and in their field and must be trained in instructional methods and teaching skills. These and other requirements are

critical your success in obtaining accreditation and can be found under *Section III, Substantive Standards, Standards of Accreditation,* which outlines ACCSC's requirements for institutions as they strive to retain a strong and experienced faculty that is continually attentive to the needs of the students, interested in strengthening the curricula, and obligated to continued self-improvement.

Integrating local "Best-Practices"

Benchmarking is an "improvement tool whereby a company measures its performance or process against other companies' best practices, determines how those companies achieved their performance levels, and uses the information to improve its own performance."[4] Best practices could come from within the same organization, if it is large enough, from a similar institution, or from a different type of institution. In our case, the best practices for faculty improvement would most likely come from other career schools and colleges of technology but could also come from community colleges and other educational institutions.

Local, national, and state organizations gather benchmarking information on successful institutional practices. The institution may have to be a member, participate in the benchmarking, or pay a fee to view the data. This type of benchmarking provides data across the members of the group rather than from individual members. Using this type of information allows comparison with a standard set by similar institutions which can lead to new goals for faculty improvement.

Maintaining and Assessing Faculty Improvement Plans

To simply talk about faculty improvement sounds good, but how do you know that your program is effective? The "year three" part of the three-year model calls for summative evaluation of both the organizational and the individual plans.

Summative Evaluation of the Organizational Plan

Summative evaluation compiles the outcomes of the programs to determine its strengths and weaknesses so that the program chair or director of education can act accordingly. Begin by identifying the purpose of the program. What are the goals that this program is trying to achieve? For example, the faculty improvement program could impact student performance, student retention, faculty retention, and employer satisfaction with graduates. Considering the specific goals for your program, collect data on how your faculty improvement program has contributed to the success of students and the overall effectiveness of the program.

Collecting hard data from records works for particular goals like faculty retention. Support these data collection efforts with questionnaires and interviews that show why these results have occurred. For example, "Why was faculty retention low?" A questionnaire can help you to find out if instructors were dissatisfied with the faculty development issues or some other issues such as their salary or the work environment. When you combine data from various sources, your findings will show the strengths of your program and areas that need improvement. By including action plans based on improvement needs in the three-year planning model, your faculty improvement plan strengthens with each cycle.

Summative Evaluation of Individual Plans

As each faculty member completes a three-year cycle of faculty development, measuring progress shows value in the process. Part of completing the plan is simply documentation that an activity took place, but this does not show if executing the plan has made a difference in faculty performance. Here are a few examples of the types of information to collect that would show results:

- Instructor was observed for teaching skills by an experienced faculty member and rated in key areas before and after the development period. The rating difference was _____.

- Instructor served as the leader of a committee following leadership development activities. Did the committee accomplish its goals? Yes _____ No _____. How did committee members rate the effectiveness of the leader? _____

- A lab was refitted with new equipment. Instructor attended vendor training. Instructor was observed and rated for effectiveness with a rating of _____. Students performed at _____(acceptable or unacceptable) level.

The ratings and acceptable levels for the above examples were left as blank spaces to show that each institution must customize its own measures to meet the goals defined in the development plan. The three-year cycle in the individual level, as on the organizational level, promotes individual faculty improvement on a continual cycle and the faculty member should learn, over time, to plan and enact the plan more effectively.

The Road to Continuous Performance Improvement

The goal of every organization, institution, business, or nonprofit organization is not only to survive and exist but to thrive and improve. Continuous improvement is the philosophy and practice that will move your institution past surviving and on to thriving and improving. As a philosophy, continuous improvement guides both long-term leadership and daily performance. Putting that philosophy into practice means an ongoing cycle of planning for success, putting that plan into action, evaluating performance, and making improvements. Continuous improvement, accountability, integrity, and community are the core values of ACCSC. As long as your organization has a valid mission and carries out its mission with integrity and accountability, aligning the continuous improvement cycle with this mission will facilitate the best opportunity for a quality educational institution.

The ACCSC Monograph Series are designed to help you along in the cycle of continuous performance improvement, self-evaluation, and self-improvement processes and practices. Each topic in the series covers a unique aspect of continuous improvement processes. The topics currently available are:

- Self-Evaluation Processes and Practices;
- Institutional Assessment and Improvement Planning/Implementation;
- Faculty Improvement Planning/Implementation;
- Learning Resource Systems; and
- Maximizing Program Advisory Committees.

Full-color PDF versions of the ACCSC Monograph Series are available as a free on-line download at www.ACCSC.org.

Endnotes

1   Wircenski, J. & Allen, J. (1998). Investigating the screwdriver: Vocational education
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     http://www.isixsigma.com/dictionary/.

About the Authors

Sage Performance

Jeff Allen is a distinguished teacher and scholar in the field of performance improvement. His research includes over 30 publications in the area of performance improvement, including the edited book titled, Leadership in Career and Technical Education: Beginning the 21st Century. He consults and teaches in the areas of performance improvement, career and technical education, and research methods. At the national level, provides leadership in numerous professional organizations and serves as a reviewer for nationally and internationally refereed publications. Jeff currently serves as the Interim Department Chair of Learning Technologies at the University of North Texas.

Denise Allen conducts the daily operations of Sage Performance. She is a business and education consultant in organization performance, training, instructional design and development, business and educational writing, and work-life balance programs with 20 years of experience in manufacturing, high- tech, service and marketing environments. Denise's experience spans large and small scale projects, working with individual contributors, management and executives in various occupations.

Michale S. McComis, Ed.D., ACCSC
Christopher D. Lambert, M.Ed., ACCSC