

## **FACULTY PERFORMANCE DEVELOPMENT (FPD) PROGRAM**

### 1. **REFERENCES:**

- a. Faculty Performance Evaluation System Manual
- b. DAU Directive 720, Copyright Policy

2. **PURPOSE:** The purpose of this directive is to promulgate DAU-wide policies on the performance development of all DAU personnel who serve in a faculty role or position. It serves to clarify the procedures and responsibilities of managing and executing the FPD program.

3. **DISCUSSION:** The DAU faculty is one of the university's primary assets in accomplishing its mission. The FPD program provides centralized training and development that fosters the knowledge, skills, and ability necessary for faculty to contribute at the highest levels across the entire Performance Learning Model (PLM). Learning Support Faculty members are hired based on their specific, technical expertise, and Career Faculty members are hired as subject matter experts (SMEs) in their particular acquisition field. More often than not, these faculty members are Defense Acquisition Workforce Improvement Act (DAWIA) Level III certified. While expert in their subject areas, the DAU career faculty members are not expected to have experience in teaching and learning, learning asset development, or mission assistance. This centralized FPD program ensures that all DAU faculty members receive consistent, high-quality training and performance development in the core faculty common competencies to support delivery of DAU learning assets. Centralizing the FPD program provides that resources and standard procedures are in place to deliver a continuum of training to develop and maintain critical faculty skills so faculty members can best leverage their subject matter expertise. A description of the FPD course structure can be found in Appendix A.

4. **POLICY:** The following policies apply:

a. The FPD program provides learning assets that support the faculty's ability to meet the university's core capabilities. The FPD program will consist of formal training courses to provide the skills and knowledge to ensure competent faculty and continuous learning opportunities--including workshops, conferences, and seminars on the competencies core--to teaching and learning, learning asset development, and mission assistance.

b. A FPD learning asset is one that is available and applicable to the entire DAU faculty. A FPD learning asset is neither one that is for general employee development nor one that is specific to the instructor certification process of one course or curriculum.

c. The FPD program supports the faculty core common competencies outlined in Reference 1.a. The program will be adjusted as needed based on the university's mission and identified faculty competencies.

d. FPD course prerequisites are developed to ensure successful accomplishment of course competencies. DAU faculty members are required to meet course prerequisite requirements prior

to the first day of the course. The FPD Guidance Council approves FPD course prerequisites recommended by the Chief Education Advisor (CEA) in coordination with the Course Manager (CM). A Dean can request that a prerequisite be waived by submitting the waiver to the Chief of Staff on a case-by-case basis.

e. All FPD courses have a recommended minimum and maximum enrollment based on balancing the costs of time and personnel with ensuring the best attainment of learning outcomes. Minimum enrollment is based on the number of DAU faculty and staff members enrolled.

f. DAU faculty members regardless of employment status (full-time, adjunct, intermittent, or contractor) and staff are eligible to enroll in an FPD course. The DAU faculty has priority over staff enrollment.

g. Unless approved by the Chief of Staff, guest enrollment in a scheduled FPD course is open to Federal Government employees only. Guest enrollment will only occur if space is available.

h. The FPD program relies on capable, qualified instructors within the DAU campuses to implement the program. DAU personnel who wish to be certified to teach a course in the FPD program must follow the process described in Section 6.

i. FPD CMs will be selected from within the faculty certified to teach the course. The FPD Coordinator will ensure both the nominee and the responsible Associate Deans for Academics or Business Unit Director/Leader fully understand the selection procedure, the responsibilities of an FPD CM, and the time required to fulfill those responsibilities for the FPD course in consideration. The CEA will approve all CM selections in conjunction with the following Directors or Defense Systems Management College Dean:

- (1) Teaching/Knowledge Management/Classroom technology; Global Learning Technology Center (GLTC)
- (2) Mission Assistance; Director, Mission Assistance
- (3) Learning Asset Management; Learning Capabilities Integration Center (LCIC)
- (4) Research/Case teaching; DSMC

5. **ROLES AND RESPONSIBILITIES:** The following are the roles and responsibilities associated with the management and execution of the FPD program.

a. **FPD Guidance Council:** The FPD Guidance Council consists of all deans and directors, the CEA, Director of Faculty Policy, the FPD Coordinator, and is chaired by the Chief of Staff. The council will at least annually review and approve the competencies in the FPD program; the FPD course structure, the fiscal year FPD class schedule, the FPD course prerequisites, and the FPD instructors and course manager structure. It also will approve recommendations and improvements to the overall FPD program.

b. **Chief Education Advisor**

- (1) Planning the overall lifecycle, budgeting, and resourcing for the FPD program.
- (2) Approving FPD course managers in conjunction with the appropriate Directors or DSMC dean.

- (3) Recommending FPD course prerequisites to the FPD Guidance Council.
- (4) Coordinating with appropriate Dean(s) and Directors(s) to resolve any resourcing issues.
- (5) Periodically assessing the status of FPD learning asset development efforts and rescheduling as necessary, consistent with fiscal and personnel resources.
- (6) Budgeting for FPD course pilots, including travel needed for initial instructor certification for new courses and other transition activities related to new curriculum development and fielding.
- (7) Performing duties as a SME when necessary.
- (8) Serving as member/recorder for the FPD Guidance Council.

c. **Coordinator, DAU FPD Program:** Responsible for the portfolio of FPD courses. The FPD Coordinator leads the Learning Asset Integrated Process Team (IPT) in overseeing revision and new course development within the FPD portfolio. Specific responsibilities include:

(1) **FPD Program Administration**

- (a) Producing and managing the annual FPD schedule with the Associate Dean for Academics (ADA) or Business Unit Director, including ensuring every requested session is staffed.
- (b) Managing program communications.
- (c) Coordinating FPD policy with the Director of Faculty Policy.
- (d) Creating and coordinating FPD business processes.
- (e) Identifying, estimating, and managing the budget and personnel resources required for course development and revision/maintenance efforts.
- (f) Designating the quality standards for and acceptability of any services or products for the purposes of the FPD program.

(2) **FPD Portfolio Administration**

- (a) Managing and coordinating all aspects of FPD learning asset development.
- (b) Analyzing student feedback data on a quarterly basis to identify systemic issues and recommend possible solutions to FPD CMs.
- (c) Ensuring that the job competencies upon which the FPD program is built are identified and maintained.
- (d) Performing competency traceability analyses to FPD learning assets.
- (e) Conducting analysis to determine the most appropriate type of learning asset for ensuring adequate competency coverage that takes into account university strategic direction and resource constraints.
- (f) Reviewing Terminal Learning Objectives (TLOs) and Enabling Learning Objectives (ELOs) and controlling their portfolio allocation to learning assets, consistent with base-lined competency models.

(g) Coordinating assessments of the quality, currency, and consistency of learning products used for FPD certification purposes.

(h) Analyzing FPD curriculum and program evaluation metrics to determine possible deficiencies; and developing and implementing corrective action plans to address them as necessary.

(i) Monitoring consistency of FPD course execution in accordance with the course product baseline.

d. **Director of Faculty Policy:** Responsible for the coordination of Planning, Policy, Leadership and Support (PPLS) issues related to faculty development. Specific responsibilities related to the FPD program include:

(1) Coordinating with the FPD Program Coordinator to ensure the FPD program supports faculty policy directives relative to the faculty plan.

(2) Coordinating FPD policy matters from FPD Guidance Council and PPLS with the CEA and FPD Program Coordinator.

(3) Promoting the FPD program and other Employee Learning and Development programs to faculty members as part of their Individual Development Plans.

(4) In the role of the Director of Faculty Effectiveness, coordinating FPD requirements related to faculty development, including:

(a) Updating the Vice President as appropriate on significant matters relating to faculty development, effectiveness, and Excellence in Teaching.

(b) Serving as a member of the FPD Guidance Council.

(c) Coordinating with the FPD Program Coordinator to ensure the FPD program addresses faculty competency gaps.

e. **Deans and Directors:** Support overall FPD program efforts by providing the qualified personnel for delivering, developing, revising, maintaining, and administering FPD learning assets. Specific responsibilities include:

(1) Forecasting faculty performance development needs and faculty teaching requirements for input in annual FPD scheduling.

(2) Monitoring internal organizational efforts and identifying any schedule, resourcing or quality issues in a timely manner to the FPD Coordinator.

(3) Identifying faculty skill or competency gaps and providing that information to the FPD Program Coordinator and the Faculty Policy Director.

(4) Collaborating with the FPD Coordinator to adequately staff IPTs and course manager positions as needed for the management of FPD learning assets.

(5) Nominating personnel to serve as CMs or instructors for the FPD program when requested.

f. **FPD Course Manager:** FPD CMs are certified FPD faculty who have assumed a leadership role in the FPD program. As such, the FPD CM serves as the SME in the assigned FPD area and as the leader of the Learning Asset Integrated Product Team for the daily administration and maintenance of these products. When so designated by the FPD Coordinator and consistent with Dean-approved campus resourcing constraints, the CM also leads the Learning Asset IPT for revision and new course development. Because responsibilities include course maintenance and course administration duties, FPD CMs must complete FPD 200, Instructional Products Design, FPD 203, Developing Written Test Items, and FPD 210, Curriculum Management Roles and Responsibilities within six months of selection. Specific responsibilities include:

(1) **Course Maintenance/Revision Responsibilities:**

(a) Working closely with the FPD coordinator to ensure highest possible quality of FPD learning assets.

(b) Maintaining currency, relevancy, and quality of FPD learning assets, and identifying needed changes.

(c) Preparing a version change package that summarizes key aspects that have been changed or modified in a course and disseminating the package to affected faculty.

(d) Maintaining configuration control of fielded FPD learning assets and notifying certified faculty of pending version updates, facility requirements changes, and other changes in a timely manner.

(e) Identifying data rights issues and obtaining necessary clearances from copyright holders prior to incorporation into learning assets, in accordance with DAU Directive 720.

(f) Supporting and participating in student and faculty pilots.

(g) In coordination with the FPD Coordinator, developing and maintaining supporting course documentation, such as the Instructor Support Package, Program of Instruction, Course Syllabus, and any other required course-specific DAU documentation, and making such products centrally available.

(h) Supporting competency maintenance and review of FPD learning assets for alignment with relevant competencies in partnership with the FPD Coordinator.

(2) **CM Course Administration Responsibilities:**

(a) Teaching the course on campuses where there is no faculty certified for that course or coordinating with the FPD Coordinator to ensure teaching requirement is satisfied.

(b) Preparing and submitting course delivery resource requirements for consideration as part of the annual FPD budget to support delivery of fielded courses.

(c) Administering the course, including timely coordination of proposed schedules for the fielding of new course releases with faculty, FPD Coordinator, and other DAU organizations as needed.

(d) Participating in the faculty training and certification process.

(e) Maintaining currency in their area of expertise via such efforts as partnering and networking with DAU peers and educational institutions, and attending professional associations to identify potential content and best practices.

g. **FPD Faculty Members:** FPD faculty members, by virtue of position, serve as mentors demonstrating leadership through excellence. The FPD faculty is encouraged and expected to maintain currency through relevant professional development activities in the areas of adult teaching/training, education, learning, facilitation, curriculum development, and related topics. Specific responsibilities include:

- (1) Teaching the course.
- (2) Assisting with course maintenance when needed.
- (3) Coordinating with Dean or ADA and Business Unit Directors to determine the need for FPD offerings for that campus.
- (4) Advising the ADA (and FPD POC as so designated), Business Unit Director, CM, and FPD Coordinator on any issues related to the capacity and readiness to execute scheduled course offerings.

h. **FPD Points of Contacts (POCs):** FPD POCs within each campus serve as liaisons between the campus and the FPD Coordinator on matters of course enrollment and scheduling. FPD POCs responsibilities may include:

- (1) Coordinating with the Dean or Director to determine the need for FPD offerings for that site.
- (2) Managing the enrollment for FPD classroom courses held at their site.

#### 6. **FPD FACULTY CERTIFICATION PROCEDURES:**

a. Based on campus needs and the needs of the FPD program, a candidate is nominated to serve as an FPD instructor by the Dean or Director. Deans and Directors should consider the following criteria when designating faculty:

- (1) Obtains consistently high Metrics that Matter scores substantiated by comments and supervisor observations, as applicable.
- (2) Has a minimum of two years of experience as a DAU faculty member.
- (3) Is an SME in the proposed certification area.
- (4) Wants to contribute to the development of others.
- (5) Has mastered the competencies covered by the course for which the candidate is nominated to teach.

b. The FPD Coordinator reviews the nomination and discusses any findings or questions with the Dean or Director.

c. The FPD Coordinator forwards the request to the CM.

d. The candidate takes the course as a student. This requirement can be waived if the candidate has taken the course within the two preceding years, unless the course has undergone substantial revision during this period.

e. All FPD nominees must have completed FPD 100, Becoming a More Effective Instructor and FPD 105, Classroom Facilitation Skills prior to beginning the certification process, and FPD 107, Classroom Leadership and Administration and FPD 410, Blackboard Mechanics Workshop no later than 12 months after certification. In addition, instructors for online FPD courses must complete FPD 108, Orientation for Distance Learning Faculty, for e-learning courses.

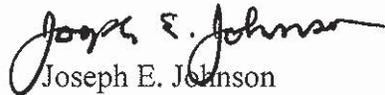
f. The candidate and CM create a teaching plan that allows the candidate the opportunity to teach and administer all elements of the course while supported by the CM. The plan must offer a minimum of two teaching opportunities.

g. The CM is required to observe the candidate throughout the completion of the teaching plan and provide both written and oral feedback to the candidate at the conclusion of each teaching activity. The written feedback should take the form of observational notes, whether recorded electronically or by hand, so the candidate receives detailed information about his or her performance.

h. The CM, using the Instructor Certification Worksheet found in DAU Directive 719, Instructor Certification, and the Instructor Certification Justification Form found in Appendix B, will determine the instructor's proficiency in teaching the course and document a recommendation to certify or not certify. This recommendation will be provided to the FPD Coordinator.

i. The Talent Management System (TMS) serves as the database of record for certifications. The FPD Coordinator files the FPD certification documents with Human Resources for input into TMS along with copies to the certified faculty member and the appropriate Dean or Business Unit Director, and the faculty member's supervisor.

j. FPD faculty will be subject to recertification if a teaching gap of greater than 24 months exists or the course has undergone major revisions, unless waived in accordance with Paragraph 4d.

  
Joseph E. Johnson  
Chief of Staff

Attachments:  
As stated

## **Faculty Policy Development(FPD) PROGRAM STRUCTURE**

The formal FPD courses are divided into four series. Each series focuses on one or more faculty competencies.

1. FPD 100 Series – These are courses that provide faculty with the knowledge and skills to promote effective learning and student mastery.
2. FPD 200 Series – These are courses that provide faculty with the knowledge and skills for learning asset development and management.
3. FPD 300 Series – These courses provide faculty with the knowledge and skills to support knowledge sharing, including mission assistance and research.
4. FPD 400 Series – These courses provide faculty with the knowledge and skills to use the technology that supports learning, knowledge sharing, and asset development.

**FACTULY POLICY DEVELOPMENT (FPD) INSTRUCTOR CERTIFICATION  
JUSTIFICATION FORM**

Course Number and Name: \_\_\_\_\_

INSTRUCTOR CONTACT INFORMATION

Name: \_\_\_\_\_

Email Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Campus: \_\_\_\_\_

PREREQUISITE TRAINING

FPD 100, Becoming a More Effective Instructor \_\_\_\_\_  
Date Completed

FPD 105, Classroom Facilitation Skills \_\_\_\_\_  
Date Completed

FPD 107, Classroom Management and Leadership \_\_\_\_\_  
Date Completed

FPD 410, Blackboard Mechanics Workshop \_\_\_\_\_  
Date Completed

MASTERY OF COURSE CONTENT AND DELIVERY

When did the instructor complete the course as a learner, if not listed above in PREREQUISITE TRAINING: \_\_\_\_\_  
Date Completed

When did the instructor teach the course under the observation of the course manager:

\_\_\_\_\_  
Date Completed

\_\_\_\_\_  
Date Completed

CERTIFICATION CONCURRENCE

Instructor: \_\_\_\_\_ Date \_\_\_\_\_

Course Manager: \_\_\_\_\_ Date \_\_\_\_\_

FPD Program  
Coordinator: \_\_\_\_\_ Date \_\_\_\_\_

Dean/Director: \_\_\_\_\_ Date \_\_\_\_\_

Chief Education  
Advisor: \_\_\_\_\_ Date \_\_\_\_\_

DISTRIBUTION

The FPD Program Coordinator retains the original copy of the completed form and coordinates with HR to enter in to TMS. Copies should be given to the Instructor, Course Manager, Instructor's Dean or Director, Instructor's Supervisor, and Director Faculty Policy.