QUALITY FACULTY PLAN for ADJUNCT FACULTY

IOWA WESTERN COMMUNITY COLLEGE

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STATEMENT OF PURPOSE

The primary purpose of the Adjunct Quality Faculty Plan is to foster the professional growth of adjunct faculty (employed less than half time) and to enable them to strive towards excellence in teaching. The Adjunct Quality Faculty Plan has been developed in concert with the established Mission Statement, Beliefs and Goals of the college.

MISSION STATEMENT

Iowa Western Community College is committed to excellence in meeting the educational needs and improving the quality of life through programs, partnerships, and community development.

BELIEFS

- Community support depends upon identifying and meeting diverse and changing needs.
- Each and every individual has dignity and worth.
- Each person deserves opportunities for lifelong learning and growth.
- Open, honest communication, through word and action, builds credibility and trust.
- Striving for excellence is worth all of our effort.
- Cooperative partnerships foster college and community growth.

STATEMENT OF FACULTY EXCELLENCE:

Faculty members at Iowa Western Community College will continuously strive to enhance and expand their fund of knowledge in their teaching field(s). They will work to master their craft as teachers, learners and scholars. They will strive to serve as a source of positive motivation for their students regarding all aspects of college life. And, they will demonstrate their commitment to students via their accessibility to them and their support of them.

HIRING OF FACULTY

The Adjunct Quality Faculty Plan has the following purpose statement:

The college will hire faculty who are competent in their area of expertise and are motivated with the desire to encourage student learning.

The Adjunct Quality Faculty Plan is predicated upon the principle that hiring practices shall be in compliance with Iowa Code Section 8, Section 260C.48. Instructors employed by the community college shall at a minimum meet the following requirements:

a. Instructors in the subject area of career and technical education shall be registered, certified, or licensed in the occupational area in which the state requires registration, certification, or licensure, and shall hold the appropriate registration, certificate, or license for the occupational area in which the instructor is teaching, and shall meet either of the following qualifications:

    1) A baccalaureate or graduate degree in the area or a related area of study or occupational area in which the instructor is teaching classes.

    2) Special training and at least six thousand hours of recent and relevant work experience in the occupational area or related occupational area in which the instructor teaches classes if the instructor possesses less than a baccalaureate degree.

b. Instructors in the subject area of arts and sciences shall meet either of the following qualifications:

    1) Possess a master's degree from a regionally accredited graduate school, and has successfully completed a minimum of twelve credit hours of graduate level courses in each field of instruction in which the instructor is teaching classes.

    2) Have two or more years of successful experience in a professional field or area in which the instructor is teaching classes and in which post baccalaureate recognition or professional licensure is necessary for practice, including but not limited to the fields or areas of accounting, engineering, law, law enforcement, and medicine.

Adjunct or part-time developmental education and adult education instructors may or may not meet minimum requirements depending on their teaching assignments and the relevancy of standards to the courses they are teaching and the transferability of such courses. If instructors are teaching credit courses reported in arts and sciences or career and technical education, it is recommended that these instructors meet minimum standards stated above.

Hiring of adjunct faculty shall be in compliance with the accreditation standards of The Higher Learning Commission of the North Central Association of Colleges and Schools. Faculty standards required for specific programs of study accredited by other accrediting bodies shall be followed.

Adjunct Faculty Orientation Checklist

Each new adjunct faculty employed at Iowa Western Community College will be given an orientation to the college. The orientation will be conducted by a member of department the adjunct faculty is employed to teach under. The orientation is designed to give the adjunct faculty member an exposure to the various departments of the college as well as to the specifics of the department they are employed. See appendix A for the check list used by Iowa Western Community College. Departments may modify the check list when appropriate to meet departmental needs.

Academy for Teaching Excellence

The Academy for Teaching Excellence is a professional development opportunity for Iowa Western Community College full time and adjunct faculty. The Academy for Teaching Excellence is designed for faculty to share successful instruction techniques with their peers. Iowa Western Community College adjunct faculty are strongly encouraged to attend at least one academy per year. In addition, Iowa Western Community College adjunct faculty are eligible for a one time $300 dollar stipend after attending 12 hours of academy sessions and the submission of a reflective paper. The Academy is held periodically throughout the academic year. The Academy for Teaching Excellence if free of charge for all Iowa Western Community College adjunct faculty.

Other Professional Development Opportunities

Adjunct faculty at Iowa Western Community College are invited to attend division and department meetings held at the college for which they are teaching. Adjunct faculty are also invited and encouraged to attend all professional development opportunities offered by the college including faculty in-service days. Adjunct faculty at Iowa Western Community College can also participate in the LENs (Learning Exchange Networks) modules online through the college's learning management system.

Adjunct Faculty Feedback Process

The adjunct faculty feedback process is meant to:

1. Provide an opportunity for division deans and program chairs to learn about what is happening in the classes taught by adjunct faculty.
2. Offer constructive feedback to assist adjunct faculty in developing as instructors.

The overall goal of the feedback process is to increase student learning and retention.

All new adjunct faculty will receive formal feedback from either the division dean or program chair in the discipline. Seasoned faculty are considered those who have successfully taught for the College for more than three years and will receive feedback according to the guidelines below.

Each academic division will give feedback to 1/3 of its total number of adjunct faculty every year.

New adjunct faculty will receive formal feedback within the first three terms taught. Seasoned adjunct faculty will receive feedback a minimum of once every three years they teach for the College.

The dean's secretary will schedule a time for the dean/program chair to make a classroom observation or the dean may choose to make unscheduled visits to the classroom. Every effort will be made to visit when the instructor is actively teaching the course. In other words, we would discourage doing an observation during sessions that are used for testing, student presentations, etc.

A self-assessment should be given to the instructor before the visits and returned for the dean/program chair to review and use when completing the feedback form.

The formal feedback could be shared with the instructor through e-mail, in person, or hard copy. The form should be signed and a copy stored in the division's personnel file.

See appendix B for an example of an Adjunct Faculty Feedback form and Adjunct Faculty self assessment.

Other feedback standards and processes may apply for clinical adjunct faculty and other classifications of adjunct faculty.

Appendix A

New Employee/Adjunct Orientation

Academic Affairs

Employee: _____ Title: _____ Hire Date: _____

Please complete this checklist by _____. Your division secretary _____ will be happy to help you with any questions.

Human Resources Office			Signature on Completion
✓	NA		
		Verify Completed Employment Paperwork	
		Receipt of Official Transcript(s)	
		Review Benefits: • Insurance • Flex Spending • Vacation • Personal leave • Tuition reimbursement (employee/family) • Retirement	
		Employee Policies (availability on website)	
		Use of ID cards for college events	
Academic Dean			**Signature/Date on Completion**
✓	NA		
		Minimum Faculty Standards Documentation	
		Introduction to the President	
		Mission & Beliefs	
		Learning College	
		Operational Objectives	
		Faculty Statement of Excellence	
		Organizational Charts	
		Quality Faculty Plan	
		Administrator Statement of Excellence	
		Academy for Teaching Excellence	
		Mentor Program	
		Copy of Job Description	
		Overview of Assignments (Academic Load)	
		Office Hours	
		Classrooms/Labs – Maintenance/Security	
		Class Breaks	
		Excused Student Absences	
		Faculty Absences/Leaves	
		Probation period and policies relating to it	
		Faculty Performance Review	
		Meetings and Committees Expectations	
		Graduation attendance/regalia	
		Faculty/Staff Development Days Emergency Response Plan (on the web?)	

		Time Sheets (if applicable)	
		Post welcome and introduction with name, title, office, and phone # on IWCC News	
		Campus Security	
Program Chair			Signature on Completion
✓	NA		
		Introductions to department staff	
		Program Policy Manuals	
		Program Special Events	
		Course materials/Textbooks	
		SAIL Requirements: • Syllabus Template • Grade Book • Attendance • Academic Alert	
		Process for Incomplete grades	
		Academic Integrity	
		Assessment process and forms	
		Department meetings	
		Student Drug Testing (when required)	
		Class Attendance	
		Student Evaluations done each semester	
		Evening contact person	
		Use of E-mail and Outlook (Reiver Web vs. SAIL)	
		Scantron (how to use/phone # to call with problems at night)	
		Department purchases and supplies	
Dean's Secretary			Signature on Completion
✓	NA		
		Gather Human Resource Paperwork • New Hire form • ID Number • Employment Application/Resume • W-4's (state & federal) • I-9 • Direct Deposit form	
		Order business cards (when appropriate)	
		Order name tag/door plates	
		Contact Switchboard with directory information	
		Contact mailroom	
		Driver's License information to Shelly McDonald (as needed)	
		Place employee's name on all lists	
		Parking Permit	
		Payroll pay dates and view pay advices on S.O.S.	
		Office/Desk - Phone Ext. – Computer	
		Phone Functions/Long Distance Code	
		Office Keys	
		College Calendar	
		School closings/calling tree	
		Building Abbreviations/Locations	
		Faculty Handbook (copy or location)	
		Student Development Hours	
		Important Drop/Add/Withdrawal dates (Reiver Web under SOS)	

		Copy of department staff listing	
		Contact IT department (ext. 3220) with classroom access issues	
		Operation of Business machines in office area	
		Copy Code(s) and Mailing Code(s)	
		Copy Center	
		Central Stores (internal supplies)	
		Help Star	
		Use of: • Travel Forms • Expense Sheets • Purchasing/Requisitions • Check Request Vouchers	
		Arrange for SOS/SAIL training	
Campus Tour with Secretary			Signature on Completion
✓	NA		
		Dean/Secretary Office	
		Switchboard – (Parking Permit and Regulations)	
		Admission/Registration	
		Student Services	
		HR/Payroll	
		Cashier's Office	
		IT Center	
		TRIO (F-133)	
		Mailroom	
		Copy Center	
		Student Center	
		Health Center	
		Cafeteria (apply money to ID for discount)	
		Tutoring Lab	
		Bookstore	
		Library	
		Wellness Center (Kanesville)	
Information Technology Center			Signature on Completion
✓	NA		
		ID Cards	
		Assign Password for Colleague/Datatel	
		Assign E-Mail Account (training can be arranged)	
		Computer Ethics and Use Policy	
		Reiver Alert System	
		SPAM Filters/Junk Emails	
		Audio Visual/Computer Cart Requests	
		Telephone Training	
		SOS/SAIL Training	
		Computer Software Purchase Program	
Director, Institutional Effectiveness			Signature on Completion
✓	NA		
		AQIP Process of Accreditation	
		AQIP 101	
		Quick Fix Process	
Dean, Enrollment Services			Signature on Completion
✓	NA		
		Advising/Faculty Advisor	

		Scholarship Program	
		Order regalia for graduation	
		Enrollment Services Processes	
		Program and Career Days	
		International Programs	
Dean, Student Life			Signature on Completion
✓	NA		
		Housing Facilities Information	
		Student Activities	
		Copy of Student Handbook	
		Student Behavior Issues	
Dean, Student Success Programs			Signature on Completion
✓	NA		
		TRIO/SSS Grant	
		Tutoring (C-025)	
		Services provided for students with disabilities and special needs (C-006)	
		Student Assistance Programs	

Comments/Suggestions:

What other items should we include in the orientation for new employees?

_____

_____

_____

_____

_____

I have completed the new employee orientation and have received information on all the items on this worksheet.

Employee Signature: _____

Date: _____

Appendix B

IOWA WESTERN COMMUNITY COLLEGE
Adjunct Faculty Feedback Form

The purpose of the adjunct faculty feedback form is to provide a base for conversation between the dean/chair and faculty member regarding his/her teaching. It is meant to serve as the catalyst for improving teaching, with the goal to result in better student learning and retention. This feedback is based on the following four areas of observation.

Each area is ranked on a scale of 1-5, with 5 being most positive.

	1	2	3	4	5
1. Class Organization					
Examples:	☐	☐	☐	☐	☐
Begins sessions with learning objectives	☐	☐	☐	☐	☐
Assesses student readiness to learn	☐	☐	☐	☐	☐
Is well-prepared	☐	☐	☐	☐	☐
Fosters a climate of openness	☐	☐	☐	☐	☐
Encourages student interactions	☐	☐	☐	☐	☐
Demonstrates attitude of acceptance	☐	☐	☐	☐	☐
Asks open-ended questions	☐	☐	☐	☐	☐
Shows enthusiasm	☐	☐	☐	☐	☐
2. Effectiveness of Teaching Methods					
Examples:	☐	☐	☐	☐	☐
Practices active learning	☐	☐	☐	☐	☐
Teaches to different learning styles	☐	☐	☐	☐	☐
Completes formal assessments	☐	☐	☐	☐	☐
Uses technology appropriately	☐	☐	☐	☐	☐
Demonstrates knowledge of subject area	☐	☐	☐	☐	☐
Maintains sufficient rigor	☐	☐	☐	☐	☐
3. Interaction with (and Among) Students					
Examples:	☐	☐	☐	☐	☐
Shows concern for student learning	☐	☐	☐	☐	☐
Encourages student interactions	☐	☐	☐	☐	☐
Provides timely feedback to students	☐	☐	☐	☐	☐
Demonstrates mutual respect to students and peers	☐	☐	☐	☐	☐
Responds appropriately to distractions	☐	☐	☐	☐	☐
Challenges critical thinking	☐	☐	☐	☐	☐

4. Follows College Policies and Procedures

Examples:					
Posts syllabus on SAIL by the end of the first week	☐	☐	☐	☐	☐
Meets class on agreed upon days and times	☐	☐	☐	☐	☐
Enters mid-term and final grades in a timely manner	☐	☐	☐	☐	☐
Completes and submits course assessments	☐	☐	☐	☐	☐

STRENGTHS:

AREAS FOR IMPROVEMENT:

PLAN OF ACTION:

WE WILL RE-VISIT WHEN:_____

Adjunct Faculty Signature:

_____

Academic Dean Signature:

_____

IOWA WESTERN COMMUNITY COLLEGE
Adjunct Faculty Self-Assessment Form

Name: _____ Date:_____

This form is one component of the overall feedback process of adjunct faculty at IWCC. Its purpose is twofold:

To provide an opportunity for self-analysis of your teaching and goals.
To identify ways in which IWCC can support your professional development.

Please complete and return the form to your Academic Dean by _____

A. Identify the strengths you bring to Iowa Western courses and students.

B. Identify knowledge and/or skills relative to your teaching that you wish to improve.

C. List and describe at least one goal for the coming semester you wish to attain related to your IWCC teaching. How will you know when you have achieved this goal?

D. List/explain ways in which IWCC can assist you in achieving your goal.