CLINTON ◆ MUSCATINE ◆ SCOTT
COMMUNITY COLLEGES
≡) EASTERN IOWA COMMUNITY COLLEGE DISTRICT

Updated
Quality Faculty Plan
Revision Yr. 2008-09

Original QFP: Board Approved May 19, 2003
Revised QFP: Board Approved May 18, 2009

EICCD Quality Faculty Plan

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Appendices

1. Preface

The EICCD faculty and staff who drafted the initial plan came together at the prompting of the Iowa legislature, which in April of 2002 determined that local boards, not the State of Iowa, should be responsible for guaranteeing the quality of community college faculty. Each of the fifteen community colleges was charged with developing a plan to meet local needs while adhering to Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) and State accreditation standards.

As soon as the initial committee began the planning process at EICCD, they discovered:

- EICCD hiring practices already conformed to the guidelines of the State of Iowa, and our accrediting agencies.
- Comprehensive campus and district orientation were already in place.
- Continuing professional development was already a part of the faculty evaluation process.
- The relationship between administration and the faculty association was one of cooperation and respect.

The members of the initial committee worked over the period of several months to draft several versions of this plan and in the end agreed that simple was better, and an individualized approach served our needs well. The plan was designed to be flexible in meeting faculty professional development needs and to focus on the improvement of teaching and student learning. It is agreed that when the plan is in conflict with the master contract, the resolve will be in favor of the contract.

The original committee consisted of: Laurie Adolph, Jeff Armstrong, Dan Baldwin, Kirk Barkdoll, Carol Cunningham, Lana Dettbarn, Aaron Doyle, Roger Johnson, Paul Martin, Lanell Mogab, Mark Newman, Ron Serpliss, Diane Underwood, Karen Vickers, Deb Walker, and Lori Walljasper.

The members of the 2008 revision committee have worked over a period of several months to update the May 2003 Board Approved Quality Faculty Plan. These fifteen members met as a whole and independently as "Existing Plan" and "Adjunct Plan" subcommittees to ensure each of the following components were included in the revised plan.

1. Plan maintenance provisions.
2. Determination of the employees to be included in the plan.
3. Orientation for new faculty.
4. Continuing professional development for faculty.
5. Procedures for accurate recordkeeping and documentation.
6. Consortium arrangements where appropriate, cost-effective, mutually beneficial.
7. Activities to ensure faculty attain and demonstrate instructional competencies and knowledge within their subject or technical areas.
8. Procedures for collection and maintenance for records demonstrating each faculty member has attained or documented progress toward attaining minimum competencies.
9. Compliance with the faculty accreditation standards of the HLC and with the faculty standards required under specific programs offered by the community colleges that are accredited by other accrediting agencies.

The Existing plan subcommittee members were: Mark Newman, Curt Putman, Thomas Coley, Dean Stone, Gail Spies, George Varchola, Jerry Wilkerson and Paul Wilts.

The Adjunct plan subcommittee members were: Teresa Paper, Lanell Mogab, Reg Shoesmith, Kathleen Conway, George Varchola, Brad McConnell, Ron Serpliss and Janelle Torres y Torres.

The 2008 Quality Faculty Plan committee consisted of: Thomas Coley, Kathleen Conway, Brad McConnell, Lanell Mogab, Mark Newman, Teresa Paper, Curt Putman, Ron Serpliss, Reg Shoesmith, Gail Spies, Dean Stone, Janelle Torres y Torres, George Varchola, Jerry Wilkerson, and Paul Wilts.

2. Implementation Schedules

Original Timelines
October 1, 2002	Committee to develop college plan formed
April 2003	Committee completes its work and recommend
May 2003	Plan is presented to EICCD Board of Directors for approval
June 2003	Plan submitted to the Iowa Department of Education
July 1, 2003	Quality Faculty Plan Implemented – Licensure Eliminated
2003-2006	Department of Education conducts on site visits to colleges to assure compliance and progress with plan

Revision/Update Timelines
October 20, 2008	Committee to revise Board Approved 2003 plan formed
December 2, 2008	Committee organizational meeting
January 15, 2009	Existing Plan Subcommittee meeting
January 29, 2009	Adjunct Plan Subcommittee meeting
February 17, 2009	Committee meeting
March 31, 2009	Committee meeting
April 2009	Committee completes its work and recommends
May 2009	Plan is presented to EICCD Board of Directors for approval
June 2009	Plan submitted to the Iowa Department of Education
July 1, 2009	Quality Faculty Plan Implemented

3. Orientation for New Full-Time Faculty

EICCD will provide new faculty with an orientation at each of its colleges (Clinton Community College, Scott Community College and Muscatine Community College) designed to meet the needs of new community college faculty. This orientation may include, but not be limited to, student advising, classroom management, evaluation procedures, Board policies and a campus tour. This campus-based orientation will take place during to the first semester of teaching. Additionally, each new faculty member will participate in a district orientation which may include such topics as the EICCD Mission, Leadership Responsibilities and Governance, Ethics Statement, an Overview of EICCD Colleges, Programs, and Services, Policies and Procedures, and Quality Vision. In order to reinforce and enhance both the EICCD campus and district orientation learning experiences, on an as needed basis, all new faculty may use EICCD's Employee Orientation Web site, which provides user-friendly access to all needed forms, operational policies, procedures and services. In addition, each new faculty member will attend a four-day Continuous Quality Improvement (CQI) Seminar.

4. Professional Development for Faculty

The general purpose of the EICCD Quality Faculty Plan is to provide a consistent methodology for improving both individual instructor and overall institutional performance. Within this context, several important purposes are served by an effective system. These purposes are:

1. To assess instructional processes to promote student learning;
2. To assess strengths and opportunities for improvement of faculty to promote professional development;
3. To provide information for instructional, program, and institutional improvement;
4. To maintain a process to provide accountability to EICCD's constituencies, such as its accrediting agencies, students, advisory committees, community, etc.

A. Continuing Full-Time Faculty

Assessment activities within the EICCD Quality Faculty Plan are organized around five broad areas of criteria. While these areas are interrelated, they may be separately identified as:

1. **Community Building:** Activities and opportunities that either support a sense of community among employees or help to integrate employees into the larger community college world. These activities might include, but are not limited to, Classroom Connections Programs (faculty mentoring, teaching circles, and teaching squares) and involvement with State and National organizations.
2. **Professional Development:** Activities and programs that have a direct relationship to the role and performance of employees. These activities might include, but are not limited to; faculty mentoring, teaching circles, teaching squares, technology integration including the delivery of E-learning courses, graduate coursework, mandatory certification activities, grant project work, short-term training, or educational workshops. Faculty may use EICCD's Center for Professional Development Web site as a resource.
3. **Personal Development:** Activities and programs have a direct impact on the growth of employees as individuals and as employees. These activities might include, but are not limited to; personal growth and development learning opportunities (examples available on EICCD's Center for Professional Development Web site), other benefits workshops, and health organization programs.
4. **Recognition and Appreciation:** Activities and programs that enable the college community to formally acknowledge the extraordinary contributions of colleagues. Types of recognitions might include state and national professional organization recognition, and professional educator of the year, etc.
5. **Negotiable:** This category leaves room for an individual instructor and his or her supervisor to develop a unique professional development approach. The negotiable category might include specific college projects, or focused projects of study. This category of professional development plan would require an additional signature of the President**.**

Faculty will show evidence of activity from one or more of the five areas defined above equaling five development units (one unit equals fifteen contact hours or one credit hour) completed during the three-year cycle. A minimum of three of the development units must be earned in the Professional Development Category. Evidence of activity must be documented.

B. New Full-Time Faculty

The first three consecutive years of employment are considered a probationary period. New faculty will show evidence within the first three years of employment of:

- Participation in a campus based faculty orientation
- Participation in Classroom Connections mentoring program
- Participation in the EICCD annual CQI Training
- Completion of Individual Professional Development Portfolio totaling five development units in one or more of the following areas:
    - ✓ Diverse Learners
    - ✓ Technology (classroom- administrative)
    - ✓ Community College Philosophy/History
    - ✓ Instructional Strategies
    - ✓ Evaluation/Assessment

C. Adjunct Faculty

During the first semester of employment, adjunct faculty will be expected to use the online Adjunct Faculty Handbook Adjunct Quality Faculty Plan – "Essential Knowledge & Skills" section as a resource for information and professional development in five areas:

(1) Overview (EICCD mission and Iowa Community College System)
(2) Legal and Policy Aspects of Teaching
(3) Technology
(4) Instructor Evaluation
(5) Syllabus Development and Course Development Model

Documentation and verification of completion of the Adjunct Faculty Plan Essential Knowledge & Skills section of the Adjunct Faculty Handbook by each adjunct faculty member will be recorded electronically within EICCD's Professional Development Registration/Record System.

5. Procedures for Accurate Recordkeeping and Documentation

In order to support accurate record keeping and documentation for plan monitoring and verification, each faculty member is responsible for documenting each professional development activity using the EICCD Professional Development Registration/Record System. This system is designed as an electronic database that provides hardcopy records as evidence for the EICCD Professional Development Verification Form (see attached) that will be used between the faculty member and his or her supervisor. The EICCD Faculty Professional Development Plan is not meant to be a part of the permanent file but simply as the name implies an internal planning document. The plan may be completed as early in the academic year as possible and will be completed with the faculty and his or her supervisor. During the third year, the EICCD Professional Development Verification form listing all professional development activities will be completed and sent to the EICCD Human Resource office to be kept on permanent file.

6. Consortium Arrangements Where Appropriate, Cost-Effective, and Mutually Beneficial

The EICCD is a founding member of the Quad-City Professional Development Network (QCPDN). The mission of the QCPDN is to share resources and to create professional development opportunities for faculty that meet the common needs of member institutions (Black Hawk College, EICCD, Palmer College of Chiropractic, St. Ambrose University, and Western Illinois University-Quad Cities).

Through the QCPDN, EICCD faculty may enroll in professional development courses or a certificate program focused on "Excellence in College Teaching." Also, the QCPDN embraces innovation, lifelong learning, collaboration and cost effectiveness as guiding principles.

Additionally, the EICCD is a member of the State-wide Community College Professional Development Advisory Committee. As state-wide programs are developed to support faculty professional development, EICCD faculty may enroll in these learning opportunities that support their Quality Faculty Plan.

7. Specific Activities that Ensure Full-Time Faculty will Attain and Demonstrate Instructional Competencies and Knowledge in their Subject or Technical Area

The EICCD has established areas of competency and will ascertain that faculty will continually work toward developing the following competencies:

Professional Standards for EICCD Faculty
(Adapted from State of Iowa Professional Standards for Teachers)

1. **Student Learning:** The instructor understands how students learn, and provides learning opportunities that support their intellectual, career, and social development.

2. **Diverse Learners:** The instructor understands how students differ in their approaches to learning, both individually and culturally, and creates instructional opportunities that are equitable and adaptable to diverse learners.

3. **Instructional Planning:** The instructor plans instruction based on understanding of subject matter, students, the community, and curriculum goals and standards.

4. **Instructional Strategies:** The instructor understands and uses appropriate instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.

5. **Learning Environment/Classroom Management:** The instructor uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. **Communication:** The instructor uses knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry and collaboration, and support interaction in educational settings.

7. **Assessment:** The instructor understands and uses formal and informal assessment strategies to evaluate student learning, and participates in program and institution-wide outcomes assessment.

8. **Professional Development:** The instructor continually reflects on and assesses the effects of his or her choices and actions on others, and actively seeks out opportunities to grow professionally by maintaining professional competency in his or her field of expertise.

9. **Collaboration, Ethics and Relationships:** The instructor fosters professional relationships with students, colleagues and the community to support learning.

10. **Technology Related to Instruction:** The instructor uses appropriate technology in the planning, delivery and assessment of instruction.

11. **Community College:** The instructor understands the mission and history of community colleges and the structure and scope of the community college that employs him or her.

12. **Contribution to the College:** The instructor contributes to the institution through active participation in departmental and institutional tasks.

The EICCD Instructor Professional Development Plan may be completed annually by all faculty using an individualized strategy which highlights the faculty member's areas of strengths and opportunities for improvement based on the recognized standards.

Faculty will show evidence of activity (i.e.; courses, workshops, seminars) equaling five development units (One unit equals fifteen contact hours). College course work may be used for development units. A minimum of three of the development units must be earned in the Professional Development Category. The additional two units may come from the other areas. Evidence of activity must be documented as part of the EICCD Professional Development Verification form every three years.

New faculty will complete the EICCD Instructor Professional Development Plan. The EICCD Instructor Professional Development Plan and the EICCD Instructor Professional Development Verification Form will document the instructor's participation in new faculty campus and district orientation, CQI training, and completion of an individualized professional development strategy which highlights the faculty member's areas of strengths and opportunities for improvement based on the recognized standards.

New faculty will show evidence within the first three years of employment of:
- Participation in campus based faculty orientation
- Participation in district-based orientation
- Participation in the annual CQI Training
- Completion of Individual Professional Development activity in the following areas:
  - ✓ Diverse Learners
  - ✓ Technology (classroom- administrative)
  - ✓ Community College Philosophy/History
  - ✓ Instructional Strategies
  - ✓ Evaluation/Assessment

College course work may be used for development units. A minimum of three of the development units must be earned in the Professional Development Category. The additional two units may come from the other categories. Evidence of activity must be documented as part of the EICCD Instructor's Professional Development Plan annually and EICCD Instructor Professional Development Verification form every three years.

8. Procedures for Collection and Maintenance of Records

The college's Human Resource office will maintain records related to the Professional Development process, specifically:

- Records documenting actions related to initial orientation and attainment of professional stands of new Faculty in accordance with state and federal laws.
- A record documenting an instructor is making progress toward or has met minimum hiring standards specified in Iowa Code.

Appeals Committee

At the commencement of each school year, a District wide Appeals Committee will be appointed. The Committee shall consist of six (6) members, three faculty, appointed by the Faculty Association, and two administrators, and one college president appointed by the Chancellor. The Appeals Committees will meet quarterly when any appeal is pending. A quorum of Committee members must be present in order to review an appeal. A quorum will consist of four committee members evenly distributed between faculty and administrator representation.

Appeals Process

- An employee shall have twenty (20) working days from the meeting date at which he/she and his/her Dean/Administrator discussed the employee's EICCD Faculty Professional Development Portfolio Form in which to file an appeal.
- The appeal must be filed on the EICCD Faculty Professional Development Portfolio Appeals Form and be submitted to the District Human Resources Department with a copy given to the College President's Office. A copy of the EICCD Faculty Professional Development Portfolio Form must be attached to the Appeals Form.
- The Dean/Administrator and the appellant shall be given the opportunity to meet individually with the District wide Appeals Committee.
- The District wide Appeals Committees shall have thirty (30) working days in which to issue their decision after meeting and evaluating disapproval.
- The timeline for the process may be extended by mutual agreement due to extenuating circumstances.
- If the appellant does not meet the required time line, the original decision is considered upheld. If the Appeals Committee does not meet its time line, the original decision is considered reversed.
- A majority vote of the quorum of the District wide Committee is required to reverse the decision of the Dean/Administrator.

9. Compliance with Faculty Accreditation Standards of HLC and with faculty standards required under specific program accrediting agencies.

Hiring Practice for Faculty

College hiring practices will ensure the following credentials for full-time faculty: Faculty have attained knowledge and competencies in their subjects or discipline areas as documented by the attainment of the minimum hiring requirements specified in Iowa Code 260C.36 Section 8.
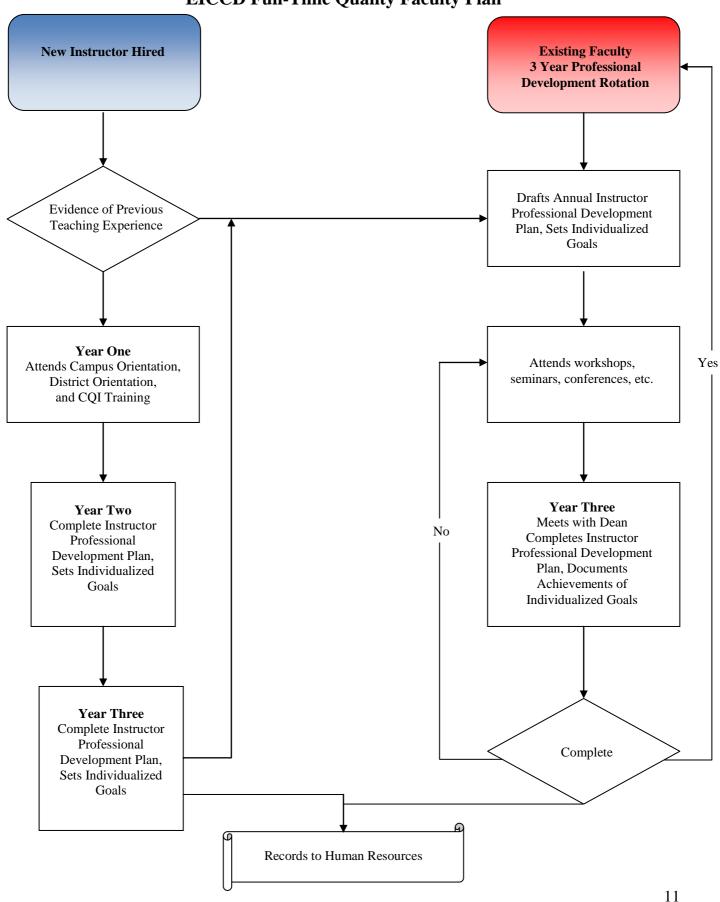
All hiring is in compliance with the faculty accreditation standards of the HLC and with faculty standards required under specific programs offered by the community college that are accredited by other accrediting agencies.

A candidate who has not attained the minimum hiring requirements specified in Iowa Code 260C.36 Section 8 may be hired on a provisional status. Those hired on a provisional contract must have attained the minimum hiring requirements before a third year's contract may be offered. Iowa law may require an instructor be fingerprinted and submit to a background check. The District will notify faculty who must meet this requirement.

10. Evaluation of the Quality Faculty Plan

The current committee appointed to revise the Board Approved May 2003 EICCD Quality Faculty Plan will remain in place until the Spring of 2011. The committee will meet annually to review individual faculty approved plans and recommend improvements to the overall plan.

A.

EICCD Full-Time Quality Faculty Plan

New Instructor Hired

**Existing Faculty
3 Year Professional
Development Rotation**

Evidence of Previous
Teaching Experience

Drafts Annual Instructor
Professional Development
Plan, Sets Individualized
Goals

Year One
Attends Campus Orientation,
District Orientation,
and CQI Training

Attends workshops,
seminars, conferences, etc.

Yes

Year Two
Complete Instructor
Professional
Development Plan,
Sets Individualized
Goals

No

Year Three
Meets with Dean
Completes Instructor
Professional Development
Plan, Documents
Achievements of
Individualized Goals

Year Three
Complete Instructor
Professional
Development Plan,
Sets Individualized
Goals

Complete

Records to Human Resources

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B.

EICCD Full-Time Faculty Professional Development Plan

Instructor:_____ **Supervisor:**_____

Date:_____ **College:**_____

   I.   SUMMARY OF ACCOMPLISHMENTS (consider each of the criteria areas – Community Building, Professional Growth, Personal Growth, Recognition and Appreciation and Negotiable. Consider attainment of previous year's plan.)

   II.   Plans FOR NEXT YEAR

   III.   ASSISTANCE NEEDED FROM THE COLLEGE TO HELP ACHIEVE Plan

_____ _____
Instructor **Date**

_____ _____
Supervisor **Date**

(Not to be included in the permanent file)

C.

EASTERN IOWA COMMUNITY COLLEGE DISTRICT
Professional Development Verification Form for Full-Time Faculty

Employee: _____   **Social Security #:** _____

College/University Credit Coursework:

Course Title:	College/University:	Date Completed:	Credit Hours:	Category and Developmental Units:

Staff Development Courses, Workshops, & Seminars, etc.:

Course, Workshop, or Seminar Title:	Instructor/Presenter or Agency:	Date Completed:	Contact Hours:	Category and Developmental Units:

Total Contact Hours =

Developmental Units: Professional, Community, Personal, Recognition, Negotiable

Faculty Signature: _____   **Supervisor Signature:** _____

Date: _____

(To be included in the permanent file.)

Revised April 2004

D.

EASTERN IOWA COMMUNITY COLLEGE DISTRICT
Professional Development Verification Form for New Full-Time Faculty Only

Employee:_____   **Social Security #:**_____

College/University Credit Coursework:

Course Title:	College/University:	Date Completed:	Credit Hours:	Category and Developmental Units:

Staff Development Courses, Workshops, & Seminars, etc.:

Course, Workshop, or Seminar Title:	Instructor/Presenter or Agency:	Date Completed:	Contact Hours:	Category and Developmental Units:
Campus Orientation				
District Orientation				
CQI Training				
Teaching Circles				
Teaching Squares				
Delivering E-learning Courses				
Diverse Learning				
Technology				
CC Philosophy & History				
Instructional Strategies				
Evaluation / Assessment				

Total Contact Hours =
Developmental Units: Professional, Community, Personal, Recognition, Negotiable

Faculty Signature:_____   **Supervisor Signature:**_____

Date:_____

(To be included in the permanent file.)

Revised April 2004

E.

EASTERN IOWA COMMUNITY COLLEGE DISTRICT
Professional Development Verification Form for Adjunct Faculty Only

Employee: _____   **Social Security #:** _____

College/University Credit Coursework:

Course Title:	College/University:	Date Completed:	Credit Hours:	Category and Developmental Units:

Adjunct Faculty Professional Development Requirement

Online Adjunct Faculty Handbook	Date Completed:	Contact Hours:	Category and Developmental Units:
Overview of EICCD			
Legal and Policy Aspects of Teaching			
Technology			
Instructor Evaluation			
Syllabus Development			

Total Contact Hours =
Developmental Units: Professional, Community, Personal, Recognition, Negotiable

Faculty Signature: _____   **Supervisor Signature:** _____

Date: _____

(To be included in the permanent file.)

April 2009

F.

EICCD Faculty Professional Development Portfolio Appeals Form

Name:_____   **College:**_____

Date Filed:_____

Appeal:
- ☐ Activity
- ☐ Category activity was placed
- ☐ Development Units or hours assigned

Denied by:_____   **Date:**_____

Justification for appeal:

Signature:_____

Appeals Committee

Date of meeting: _____

Outcome of appeal:

Response sent to Faculty and Dean: _____

Please submit appeals form to Vice Chancellor for Academic Affairs

Revised April 2004