QUALITY FACULTY PLAN

IOWA WESTERN COMMUNITY COLLEGE

April 2009

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PREFACE

In 2002 the Iowa General Assembly revised the state code regarding community college instructor licensure. Sec. 5. Section 260C.36, Code 2001, was amended to eliminate teacher licensure of community college faculty. House File 2394 requires community colleges to develop, approve and implement a quality faculty plan and provide for related matters and effective dates.

In accordance with this act Iowa Western Community College administration established a committee consisting of administrators and instructors equally representative of the Arts and Sciences faculty and the Vocational and Technical faculty, with no more than a simple majority of members of the same gender. This committee, The Quality Faculty Plan Task Force, was charged with the responsibility of developing a plan for hiring and developing quality faculty.

The Task Force has completed its directive. The Quality Faculty Plan developed for Iowa Western Community College is outlined in the remainder of this document.

QUALITY FACULTY PLAN TASK FORCE MEMBERS

The following members comprise the Iowa Western Community College Quality Faculty Plan Task Force. The administrators were appointed by the college administration, and the faculty members were appointed by the Iowa Western Higher Education Association.

ADMINISTRATORS

Dr. Robert Exley - Vice President Academic Affairs
Tim Nichols - Director Clarinda Campus
Anne Pellett - Coordinator Continuing Education
Barbara Vredeveld - Dean of Planning & Institutional Research, Task Force Chair

FACULTY

Dr. Julie Barclay - Assistant Professor, Social Sciences and Statistics
Arts and Science Faculty
Steve Glennon - Professor, Social Sciences
Arts and Science Faculty
Jerry Nissen - Instructor, Automotive Technology
Career and Technical Faculty
Donna Scarlett - Professor Office Technology, Business and Computer Science
Career and Technical Faculty
John Shorey - Associate Professor History
Arts and Science Faculty
Sue Smith - Assistant Professor, Nursing
Career and Technical Faculty

STATEMENT OF PURPOSE

The primary purpose of the Quality Faculty Plan is to foster the professional growth of faculty and to enable them to strive towards excellence in teaching. While competencies and professional development are definite criteria for performance evaluation, the Quality Faculty Plan is not intended to be utilized as an evaluative tool; rather, it is the basis for the encouragement of professional growth. The 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.

QUALITY FACULTY PLAN PURPOSE
In support of the mission and beliefs of Iowa Western Community College, the Quality Faculty Plan Task Force has developed its purpose statement:

1. The college will hire faculty who are competent in their area of expertise and are motivated with the desire to encourage student learning.
2. The college will support faculty in pursuing their professional growth throughout their employment at Iowa Western Community College.
3. The faculty will continuously strive to enhance and expand their fund of knowledge in their teaching field.
4. The faculty will work to master their craft as teachers, learners and scholars.
5. The Quality Faculty Plan will provide the framework for and documentation of faculty professional development as they determine and implement their own individualized Quality Plan by practicing academic freedom through inquiry and independent thinking.

In concert with this purpose, the Quality Faculty Plan Task Force established a framework to guide the quality faculty initiative. The framework addresses expectations for faculty concomitant with the plan.

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.

SEQUENCE OF THE QUALITY FACULTY PLAN:

The Quality Faculty Plan is designed to provide an appropriate combination of experiences that are general in nature as well as specific to individual needs. The level of "prescriptiveness" shall decrease over the life of the employee with the greatest level being in the first year of employment.

IMPLEMENTATION SCHEDULE

The Quality Faculty Plan Task Force shall develop and submit the plan no later than July 1, 2003.

Iowa Western Community College has developed the following timeline for implementation of the Quality Faculty Plan:

ANNUAL QUALITY FACULTY DEVELOPMENT SCHEDULE

January
- Conduct spring orientation experience for new faculty
- Conduct spring semester faculty development week activities

February
- Finalize plans for faculty development day in March

March
- Conduct faculty development day
- Assess feedback from faculty development day

April – June
- Review and evaluate past year's activities
- Develop preliminary plan for next academic year
- Plan orientation experience for new faculty
- Plan mentor program for faculty
- Plan fall faculty development week activities

July – August
- Plan and conduct fall orientation experience for new faculty
- Plan and conduct fall adjunct faculty workshop
- Initiate planning for October faculty development day
- Plan annual mentor program
- Develop annual report of faculty development initiatives

September
- Conduct annual professional development needs assessment
- Develop annual college-wide and individual professional development plans
- Develop general academic year faculty development plan
- Implement mentor program
- Finalize plans for faculty development day in October

October
- Conduct October faculty development day
- Assess feedback from faculty development day

November – December
- Plan spring semester faculty development week
- Initiate planning for March faculty development day
- Plan for spring orientation experience for new faculty

January
- Repeat annual activity timeline

OVERVIEW OF QUALITY FACULTY PLAN

The Quality Faculty Plan Task Force recognizes that Iowa Western Community College faculty are life-long learners constantly striving to improve their performance and professional knowledge. Newly hired instructors as well as experienced faculty encompass a continuum of teaching and professional abilities and expertise.

The Quality Faculty Plan as outlined in this document identifies two levels of faculty development at Iowa Western Community College within this continuum. Briefly, these levels are:

- Beginning Professional
- Professional

The professional development needs of each category will be delineated later in this plan.

HIRING OF FACULTY

The Quality Faculty Plan Task Force has developed 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 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.

Full-time developmental education and adult education instructors must meet minimum standards stated above.

Hiring of full-time 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.

ORIENTATION FOR NEW FACULTY

The Division of Instruction at Iowa Western Community College shall provide an orientation and mentoring program and activities for new faculty. The orientation program shall be designed to allow new faculty the opportunity to learn about Iowa Western Community College as well as faculty responsibilities and expectations. The mentoring program shall provide guidance and coaching by professional faculty. This program shall be scheduled prior to the start of the fall and spring terms. All new full-time and regular part-time faculty members shall be required to participate in an orientation experience within six months of hire.

The scope of the orientation experience required of new faculty shall be planned at the time of hiring. An individual New Hire Faculty Review Committee shall be formed for each full-time and regular part-time faculty member hired by Iowa Western Community College after July 1, 2003. This individualized committee shall be comprised of:

- Dean of the Academic Division
- Professional faculty member in the department/division
- Professional faculty member outside the division

The New Hire Faculty Review Committee shall assess the level of proficiency in instructional competencies and determine the classification level of the new faculty member. The delineation shall be the demonstration and/or documentation of minimum competencies. A new faculty member shall be classified as either a:

- Beginning Professional or
- Professional

Prior teaching experience as well as academic credentials and transcripts shall be evaluated as part of the process to determine classification level for the newly hired faculty member. The New Hire Faculty Review Committee shall assess through faculty demonstration and/or documentation minimum competencies in the following areas:

A. Instructional Planning/Curriculum

B. Methods of Instruction/Learning Theory/Student Characteristics

C. Classroom Management

D. Testing/Assessment

Based upon this review, the New Hire Faculty Review Committee shall determine the classification level for the newly hired faculty. In the event that the faculty member disagrees with the classification, he/she can appeal the decision to the Vice-President of Academic Affairs at Iowa Western Community College.

Pending final determination of the new faculty member's classification level, he/she shall be assigned to one of two orientation tracks:

Track I

- Orientation Experience
- Mentor Program (maximum of three years)
- Minimum Competency Development Plan

Track II

- Orientation Experience
- Mentor Program (minimum of one year)
- Individual Faculty Development Plan

Track I new faculty shall participate in an orientation experience and the mentor program. In conjunction with the recommendations of the New Hire Faculty Review Committee, the faculty member shall also develop a plan to achieve competence in one or more of the four areas of deficiency identified by the committee. Track I faculty shall progress through his/her minimum competency development plan as determined by the New Hire Faculty Review Committee. Track I faculty shall be allowed three years to develop minimum competence.

Track II new faculty shall participate in an orientation experience and the mentor program. Certain components of the orientation experience may be omitted based upon the recommendation of his/her New Hire Faculty Review Committee. Track II faculty shall develop an individual faculty development plan integrating the orientation experience, mentoring program and specific professional goals.

THE ORIENTATION EXPERIENCE

Track I and Track II new faculty shall participate in an orientation experience. The orientation program may include, but not be limited to the following content:

- Overview of the community college and its mission
- Characteristics of Iowa Western Community College
- College organizational structure
- Iowa Western Community College as a learning college
- Academic culture
- Honor code
- Program and curriculum organization
- Basic information regarding teaching
- Characteristics of learners
- Principles of learning
- Teaching methods and styles
- Syllabus development
- Lesson planning and objectives
- Assessment
- Test construction and grading
- Classroom management
- Classroom climate
- Academic policies and procedures
- Academic advising
- Technology tools
- A.D.A. guidelines and special populations
- Diversity Issues

THE MENTOR PROGRAM

The mentor program shall provide guidance and coaching by professional faculty for the newly hired faculty member. The mentor shall assist the new faculty member with college and departmental policies and procedures and the development of minimum competencies. This program shall rely upon professional faculty to serve as mentors. One goal of the Quality Faculty Plan is to compensate and/or recognize in some manner, faculty members who serve as mentors.

The yearlong mentor program shall be offered semi-annually and shall include:

- Selection process for professional faculty to become mentors
    - Professional faculty members may self-identify to serve as mentors. The Academic Deans shall be responsible for encouraging such participation.
    - Academic Deans may nominate professional faculty members to serve as mentors.
    - Participation in the mentor program as a mentor shall be voluntary.
    - A list of potential mentors shall be on file in the office of the Vice President of Academic Affairs at Iowa Western Community College.

- Training in the role of mentoring
    - A one-day training experience shall be conducted annually to provide specific information and build skills for professional faculty who are interested in serving as mentors.
    - Experienced mentors shall be polled to determine their needs. Appropriate training experiences shall be developed.

- Assigning of mentors to new faculty
    - The Academic Dean, with input from the newly hired faculty, shall select a mentor from a list of professional faculty willing to be mentors.
    - This person may, but does not have to be, from the same academic area.
    - The mentoring relationship shall be reviewed after one month for suitability. If the relationship is not compatible, the process may be repeated.

- Mentor activity plan
    - The goal of the mentor program is to help the newly hired faculty to develop and enhance:
        - **Competence**- in the following general areas:
            1. Instructional planning/curriculum,
            2. Methods of instruction/learning theory/student characteristics,
            3. Classroom management,
            4. Testing/assessment
        - **Self-confidence**- in one's ability to make good decisions, to be responsible and to be in control of their teaching,
        - **Self direction**-in the assurance and ability to take charge of one's personal, professional and career development,
        - **Professionalism**- in understanding and assuming the responsibilities and ethics of the teaching profession.

- To achieve this goal, the mentor shall perform a variety of functions that may include:
    - Informal contact with the newly hired faculty
    - Role modeling
    - Direct assistance
    - Demonstration
    - Observation and feedback
    - Assistance with the development of the individual faculty development plan
    - Attendance at mentor program meetings
- A record of these activities shall be communicated to the newly hired faculty member's Academic Dean as well as a record of the experience.

During the first three years of employment, each new faculty member shall demonstrate progress through his/her minimum competency development plan and/or individual faculty development plan as determined by the Dean of the relevant academic division, his/her mentor and the faculty member.

ONGOING PROFESSIONAL DEVELOPMENT

Beginning Professional and Professional faculty shall continue to demonstrate professional growth and competence. Professional faculty shall develop a three-year individual faculty development plan. Newly hired faculty shall develop his/her three-year individual faculty development plan within six months of hire. The timeline for currently employed professional faculty to submit an individual faculty development plan shall be scheduled in relation to the year that current Department of Education licensure was due to expire. The schedule shall be as follows:

- Provisional licensure faculty and those with Department of Education occupational and postsecondary endorsements and licensure through July 1, 2003 shall submit their Individual Faculty Development Plan no later than October 1, 2003.
- Faculty with Department of Education occupational and postsecondary endorsements and licensure valid from July 1, 2003 through July 1, 2005 shall submit their Individual Faculty Development Plan no later than October 1, 2004.
- Faculty with Department of Education occupational and postsecondary endorsements and licensure valid from July 1, 2005 through July 1, 2007 or later as well as faculty with permanent professional licensure shall submit their Individual Faculty Development Plan no later than October 1, 2005.

The individual faculty member shall design this plan. The role of the Dean of the Academic Division is to encourage, provide support and coach the professional faculty as he/she develops the plan. The plan shall be developed based upon the mutual trust between the professional faculty member and his/her Dean. Once developed, the plan shall be submitted to the Dean of the Academic Division. The Dean shall forward the plan to the Department of Human Resources. The Department of Human Resources shall maintain the individual faculty development files. The individual faculty development plan may be modified during succeeding years. The individual faculty development plan shall be on file prior to consideration for college funding in support of individual faculty development activities.

The professional requirements grid designed to guide the planning of individual faculty development plans is included in the appendix.

Professional development may include but is not limited to activities within the following general content areas:

- Development of instructional materials
- Curriculum design
- Student learning styles
- Teaching methodologies
- New technology
- Classroom environment and management
- Assessment strategies
- Continued professional development in one's discipline

Examples of potential activities within each general area include:

- Attend IWCC in-service training
- Attend the Academy for Teaching Excellence
- Attend a conference/seminar/workshop in one's subject area
- Present at an in-service/conference/seminar/workshop
- Complete course work in one's field
- Participate in technical training
- Membership in professional organizations
- Design or revise a course or program
- Participate in curriculum development

- Membership on IWCC and community committees
- Observe instruction
- Produce articles or publications
- Community activities to promote education
- Enhance classroom instruction content and strategies
- Develop service learning projects
- Semester sabbatical to pursue educational objective
- Travel for educational purposes
- Work experience
- Professional portfolio
- Participate in the IWCC Mentor Program
- Other activities as specified by the faculty

Annual activities may collectively comprise the three-year individual faculty development plan or be in addition to an overall plan developed by the faculty member.

CONSORTIUM ARRANGEMENTS

Iowa Western Community College may develop consortium arrangements to offer college-wide and individual professional development programs as appropriate, cost effective, and beneficial to the faculty and the institution. The potential for this collaboration may be pursued and evaluated in conjunction with the evolving needs of the college.

PROCEDURES FOR ACCURATE RECORD-KEEPING AND DOCUMENTATION FOR PLAN MONITORING

Iowa Western Community College's Quality Faculty Plan (QFP) specifies the following data collection procedures to demonstrate how each full-time faculty member has attained and documented progress toward obtaining minimal competencies as decided by the Quality Faculty Plan Task Force under Section f. of Sec. 5. Section 260C.36, Code 2001 of the State of Iowa's House File 2394.

RECORD KEEPING

The following documentation will be included in each faculty member's individual faculty development file and maintained in the Human Resources Department at Iowa Western Community College.

Newly hired faculty:

- Assessment of minimum competencies by a New Hire Faculty Review Committee
- Orientation program
- Mentor program
- Minimum competency development plan or individual faculty development plan

Professional faculty:

- Assessment of minimum competencies
- Individual faculty development plan

COLLEGE PROFESSIONAL DEVELOPMENT PROGRAMS

The Department of Institutional Effectiveness, in conjunction with the Cabinet, shall plan, organize and coordinate college-wide faculty development programs. The committee shall develop objectives, program schedules, time-lines and attendance tracking for each college-sponsored professional development program. The Director of Institutional Effectiveness shall forward this information to the Human Resources Department. Individual attendance documentation shall also be forwarded to the Human Resources Department at the conclusion of the program. This information shall be recorded in the individual faculty development plan files.

INDIVIDUAL FACULTY DEVELOPMENT ACTIVITIES

It shall be the responsibility of the faculty member to submit to his/her respective Dean documentation of individual professional development activities within 60 days of completing of the activity. This documentation shall include confirmation of participation in or achievement of instructional competencies and other pedagogical enhancement activities. The Dean shall then forward the documentation to the Human Resources Department. This information shall be recorded in the individual faculty development plan file.

MAINTENANCE OF RECORDS

The Human Resources Department at Iowa Western Community College shall be responsible for the maintenance of individual faculty development records including attainment status of minimum competencies. These records shall, at minimum, incorporate the current Iowa Department of Education's data submission requirements in accordance with the Management Information System (MIS) data files.

The Human Resources department shall update professional development information pertinent to individual faculty records within 30 days of receipt of information.

By July of each academic year, the Human Resources department shall provide a summative annual report to the Cabinet documenting individual progress toward attaining minimal competencies as outlined in the Quality Faculty Plan. The Human Resources department shall also provide a summative report to the Cabinet summarizing individual faculty development activities during the academic year. Historical maintenance of records shall be in accordance with the requirements and standards established for accreditation compliance records for the North Central Association of Colleges and Schools.

EVALUATION AND MONITORING OF PLAN

The evaluation and monitoring process for the Iowa Western Community College Quality Faculty Plan shall be comprised of two main segments:

1) Ongoing Evaluation of Faculty Professional Development Data, and
2) Quality Faculty Plan Monitoring and Modification

Ongoing Evaluation of Faculty Professional Development Data

Evaluation of data generated by the various components of the Quality Faculty Plan is divided into four components. Each component is intended to provide feedback to assist in assessing the strengths and concerns regarding the faculty development program. This comprehensive model shall evaluate the effectiveness of the orientation and mentoring programs as well as ongoing faculty development initiatives and activities. The components include:

1. Annual survey of faculty.
2. Annual summary report of college-wide faculty development activities.
3. Annual individual faculty development activities summary report.

These components are explained in greater detail as follows.

1. The Department of Institutional Effectiveness shall annually survey faculty regarding the college's faculty development program and activities. A summary of this survey shall be submitted annually to the Cabinet and the Faculty Plan Monitoring Team for review. The survey shall:
   - Assess the current status and effectiveness of individual as well as college-wide faculty development activities,
   - Identify concerns and suggestions regarding the faculty development program, and
   - Solicit ideas for future college-wide faculty development programming.

2. The Department of Institutional Effectiveness shall annually submit a report of college-wide faculty development activities to the Cabinet and the Faculty Plan Monitoring Team. The report shall identify college-wide activities conducted during the year and provide a summative assessment by participants.

3. The Human Resources Department shall annually provide a status report to the Cabinet and the Faculty Plan Monitoring Team regarding the activities and progress of individual faculty members and their individual plans.

Quality Faculty Plan Monitoring and Modification

A Faculty Plan Monitoring Team shall be established to provide recommendations regarding the effectiveness of The Quality Faculty Plan. The team will be responsible for

1) Clarifying interpretation of the approved Iowa Western Community College Quality Faculty Plan after it is submitted to the Iowa Department of Education.
2) Recommending changes to the Quality Faculty Plan.

Selection of Faculty Plan Monitoring Team:
The first team will be selected by July 1, 2003. There will be eight members on the team: four administrative members appointed by the President of Iowa Western Community College, and four faculty members appointed by the President of the Iowa Western Higher Education Association. Two of the administrative and two of the faculty team members will be appointed for a two-year term, the other four will be appointed for a three-year term. The team will be gender-balanced.

A quorum to conduct business of the team shall constitute a simple majority of the administrative members of the team and a simple majority of the faculty members of the team. **In the event a member** of the team resigns, is unable or is unwilling to continue to serve on the team, that member shall be replaced as soon as possible, using the selection guidelines above.

Duties of the Faculty Plan Monitoring Team:
This team shall:

- Meet at least annually. Each member of the team will have the right to call additional meetings if events and conditions warrant.
- Monitor compliance with, and assess the effectiveness of, the currently approved Quality Faculty Plan, utilizing data collected in the Ongoing Evaluation of Faculty Professional Development Data mentioned above, as well as other appropriate input.
- Develop a Quality Faculty Plan evaluation report to submit annually to the Cabinet;
- Submit recommendations for modifications to the Quality Faculty Plan to the Board of Trustees for approval.

(Add dates for reporting? Tie them to other items in the monthly implementation schedule?)

COMPLIANCE WITH FACULTY ACCREDITATION STANDARDS

Iowa Western Community College's Quality Faculty Plan (QFP) process shall be integrated with the faculty accreditation standards of the North Central Association of Colleges and Schools and other specific program-required accrediting agencies.

The Vice President of Academic Affairs at Iowa Western Community College shall be responsible for identifying specific faculty accreditation requirements needed to teach within specific programs offered by the college.

The Vice-President of Academic Affairs and the Dean of the Academic Division shall be responsible for evaluating individual faculty credentials applicable to course teaching assignments in conjunction with accreditation requirements.

The Cabinet shall be responsible for ensuring compliance with accreditation reporting requirements for the Iowa Department of Education, the North Central Association of Colleges and Schools, and pertinent accreditation agencies.

IOWA WESTERN COMMUNITY COLLEGE

QUALITY FACULTY PLAN

APPENDIX

PROFESSIONAL REQUIREMENTS

PROFESSIONAL ACTIVITIES

		Attend In-Service Conference, Workshop, Seminar	Present at Conference, Workshop, Seminar	Mentor Colleague	Membership in Professional Organizations	Civic Community Involvement	Active IWCC Committee Member-ship and Other Committees	Course Work	Professional Awards	Course/ Program Develop-Ment	Technical/ echnology Training	College Activities	Articles/ Pub-lications	Portfolio	Work Experience	Student Evaluations	Other as Specified by Faculty
PROFESSIONAL DEVELOPMENT	Instructional Materials																
	Curriculum Design																
	Student Learning Styles																
	Teaching Methodologies																
	New Technology																
	Managing Classroom Environment																
	Assessment Strategies																
	Continued Professional Development in One's Discipline																