

Quality Faculty Plan Requirements and Minimum Faculty Standards

Response to Questions Raised by the Community College Human Resource Administrators - 8/21/2008

1. Would Iowa teaching certification qualify as professional licensure under 281-IAC 24.5(1)(b)(2)?

Probably not, unless the area in which the instructor is teaching is education/teacher preparation.

2. Do all adjuncts or only those teaching half-time or more have to complete quality faculty plans? In our case what this would mean evaluating the experience and credentials of adjunct faculty, including high school teachers, and would require those faculty to engage in professional development activities during their first three years at our college. This rises above the masters plus 12 credits requirement. We have eight areas that a new faculty member must possess minimum competency within the first three years. [Question revised for clarity 6/2009]

Please note that there is a difference between an institution's quality faculty plan and individual quality faculty plans.

According to Iowa Code Section 260C.36 (as amended by HF 2679), all instructors teaching college credit coursework, counselors, and media specialists must be included in colleges' institutional quality faculty plans. College QFP committees are provided with flexibility in determining plan requirements for various employee groups (e.g. the college may have different requirements for full-time faculty, faculty employed less than full-time, adjunct instructors teaching at the secondary level, media specialists, etc), provided those requirements are in compliance with the nine minimum components delineated in Iowa Code 260C.36(1)a-i. Oversight for the quality faculty plan process is provided through the state accreditation process.

The Department will be convening a statewide community college professional development advisory committee (per the recommendations of the Community College Quality Faculty Working Group and as mandated by HF 2679) which will review promising practices in institutional Quality Faculty Plans and address other professional development issues.

Additionally, Senior Year Plus legislation requires instructors teaching courses offered through Senior Year Plus (including supplementary weighted courses, PSEO courses, career academy courses, etc) to meet certain requirements. Instructors of contracted concurrent enrollment courses must meet the same requirements and standards as on-campus adjunct faculty. [Paragraph revised for clarity 6/2009]

3. Do high school teachers who teach college classes have to complete quality faculty plans? If yes, can we devise a modified set of requirements for adjunct, including high school teachers? [Question revised for clarity 6/2009]

See above.

4. Is there any piece of language that provides for some latitude in implementing QFPs for adjuncts?

Yes. See above.

In summary,

- All faculty teaching college credit courses, counselors, and media specialists must be included in colleges' institutional QFPs.
- Institutional QFPs may differentiate requirements for various employee groups (e.g. f/t faculty, adjuncts, counselors, etc).
- College QFP committees have flexibility in setting institutional plan requirements for various employee groups provided those requirements are in compliance with 260C.36 (e.g. recordkeeping provisions and activities to ensure faculty attain and demonstrate instructional competencies; orientation is offered; etc).
- Colleges are expected to revise their QFPs given the changes in the law and obtain board of trustees' approval. The new statewide professional development committee will serve as a vehicle for colleges to share and discuss promising practices in the QFP process.

The Department has determined that high school teachers employed as college adjunct faculty and delivering community college credit courses may meet different requirements than other faculty in the institution's QFP. High school level professional development plans may meet the requirement for continued professional development for those faculty members per 260C.36(1)f-g, however, they may not meet others such as the orientation provision in 260C.36(1)a. For example, colleges must maintain records detailing that these instructors have attained or documented progress toward attaining minimum competencies (as outlined in the college's QFP) in their subject or discipline area.