

QUALITY
FACULTY
PLAN

IOWA WESTERN
COMMUNITY
COLLEGE



IOWA
WESTERN

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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.

QUALITY FACULTY PLAN MONITORING COMMITTEE MEMBERS

In accordance with this House File 2394, Iowa Western Community College administration established a committee consisting of administrators and instructors with equal representation of the Arts and Sciences faculty and the Career and Technical faculty and with no more than a simple majority of members of the same gender.

Members comprising the Iowa Western Community College Quality Faculty Plan Monitoring Committee will contain two administrators and four faculty members. The administrators are appointed by the college administration and the faculty members are appointed by the Iowa Western Higher Education Association. Each member will serve a three year term, with members alternating their rotation off the committee.

STATEMENT OF PURPOSE

The primary purpose of the Quality Faculty Plan is to foster the professional growth of faculty, assist, as is needed, to identify/support personal needs and to enable the faculty to strive towards excellence in teaching. While technical competencies, comprehension of educational pedagogy 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 and is supported through the AQIP initiatives within which the college strives for continuous improvement. Use of the AQIP process encourages faculty to consistently listen, watch and question opportunities to support faculty development.

MISSION STATEMENT of Iowa Western Community College

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

BELIEFS

- Faculty, students, staff and community partners are equal stakeholders in the culture of our learning community.
- Community support depends upon identifying and meeting the diverse and changing needs of the people in Southwest Iowa.
- 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 the effort of all college employees.
- Cooperative partnerships foster college and community growth.

QUALITY FACULTY PLAN PURPOSE:

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

1. The college will hire faculty who are competent in their area of expertise and are motivated with the desire to encourage student learning and the student educational experience completion agenda.
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 the subject matter knowledge in their teaching field.
4. The faculty will work to master their skill and competence as teachers, learners and scholars and community resources.
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.

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 three years of employment.

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.

OVERVIEW OF QUALITY FACULTY PLAN

The Quality Faculty Plan Task Force recognizes that Iowa Western Community College faculty is 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 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: The minimum faculty standards are classified by arts and sciences faculty and career technical education faculty. New faculty are not offered employment until these critical criteria are determined evident as assessed by the academic dean with formal evidence of compliance.

- 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 one of the following qualifications:
 - 1) Possess a master's degree in the discipline or subfield from a regionally accredited graduate school in which the instructor is teaching classes.
 - 2) Possesses a master's degree from a regionally accredited graduate school and has successfully completed 18 credit hours of graduate level courses in the discipline or subfield of instruction in which the instructor is teaching classes.
 - 3) Has 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.
 - 4) Possesses a baccalaureate degree in the discipline or subfield from a regionally accredited school in which the instructor is teaching classes and meets the HLC's guidelines pertaining to 'tested experience'.

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 Academic Affairs at Iowa Western Community College shall provide an orientation and mentoring program for new faculty. The orientation program shall be designed to allow new faculty the opportunity to learn about the culture of Iowa Western Community College, principles of community college education as well as faculty responsibilities, expectations, principles of educational pedagogy and various resources available on campus and online.

As a part of the orientation process, a mentor will be assigned to every new faculty member. The mentoring program shall provide guidance and coaching by professional faculty. The mentor/mentee assignment is carefully made by the academic deans following the formal orientation session, Reiver Week. Deans match new faculty with volunteers solicited in the spring of each year. This formal program shall be scheduled prior to the start of the fall term with informal assistance for midyear hires. New fulltime faculty hired after Reiver Week are expected to attend Reiver Week the next year. All new full-time faculty members shall be required to participate in an orientation experience within six months of hire. A formal orientation checklist identifies critical information to be addressed and delineates responsibility for orienting the new faculty member.

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 faculty member hired by Iowa Western Community College. 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, classroom observations as well as academic credentials, professional 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

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 identified as needing improvement 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 and culture of Iowa Western Community College
- College organizational structure
- Iowa Western Community College as a learning college
- Academic culture
- Honor code
- Academic division, program and curriculum organization
- Basic information regarding teaching
- Characteristics of learners
- Principles of learning
- Teaching methods and styles
- Syllabus development
- Lesson planning and measuring objectives
- Assessment including course and program
- Test construction and grading
- Classroom management
- Classroom climate and learning distractions
- Academic policies and procedures
- Academic advising
- Technology resources
- A.D.A. guidelines and special populations
- Diversity Issues
- FERPA and other state/federal regulatory policies

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.

The year-long mentor program shall be offered formally each fall and shall include:

- Selection process for professional faculty to become mentors
 - Chair of the Quality Faculty Planning Committee formally invites all fulltime faculty prior to the end of the spring term to serve as mentors the following year
 - Professional faculty members may self-identify to serve as mentors. The Academic Deans shall be responsible for encouraging such participation.
 - Participation in the mentor program as a mentor shall be voluntary.

- Training in the role of mentoring
 - A 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.
 - An academic dean-facilitated meet and greet social session with mentees to facilitate scheduling the mentor/mentee first private meeting

- Assigning of mentors to new faculty
 - The mentoring relationship shall be reviewed after one month for suitability. If the relationship is not compatible, the process may be repeated.
 - The mentor/mentee assignment is carefully made by the academic deans following the formal orientation session, Reiver Week.
 - Deans match new faculty and volunteer mentors solicited in the spring of each year.
 - Should the number of mentor volunteers exceed the number of new faculty, the chair of the Quality Faculty Planning Committee shall notify those not selected as a mentor, encouraging them to volunteer again.
 - The faculty member chosen as a mentor should be chosen from outside the mentee's division.

- 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
 - Classroom observation and feedback
 - Assistance with the development of the individual faculty development plan
 - Attendance at individual mentor program meetings
 - Attendance at mentor/mentee meetings as needed
- A listing of these activities shall be communicated to the newly hired faculty member's Academic Dean as well as a record of the experience.

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 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, reflecting personal growth and developmental needs.

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
- Formative and summative learning assessments

Examples of potential activities within each general area include:

- Attend IWCC in-service training, including webinars, face to face and on-line offerings
- 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
- Maintain continuing education credits in licensure-based disciplines
- Design or revise a course or program
- Participate in curriculum development
- Review and use of faculty resources posted on home page
- Membership on IWCC and community committees
- Observe instruction of other instructors
- Produce articles, publications, works of art, music or drama
- Provide interviews as subject matter experts
- 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
- Utilization of the Teaching Professor Resource Faculty
- 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.

COLLEGE-WIDE PROFESSIONAL ARRANGEMENTS

Iowa Western Community College may develop 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
- 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, with input from the academic deans, 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 office of the Director of Institutional Effectiveness shall forward this information to the Human Resources Department.

INDIVIDUAL FACULTY DEVELOPMENT ACTIVITIES

Individual attendance at professional development seminars, local or national events, online learning opportunities or other appropriate developmental opportunities will be submitted by the faculty member with appropriate documentation to the Continuing Education Department for recording on the faculty member's individual transcript at the conclusion of the program.

Faculty are encouraged to include a comprehensive list of all development activities in the individual self-assessment for performance evaluations.

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 Continuing Education department shall update professional development information pertinent to individual faculty records within 30 days of receipt of information.

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. A variety of survey(s) of faculty for group/personal needs, including but not limited to: Great Colleges to Work For, CCSSE, CTE Faculty Satisfaction Survey
2. Annual summary report of college-wide faculty development activities.
3. Annual individual faculty development activities summary report.

Quality Faculty Plan Monitoring and Modification

A Quality 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 was selected by July 1, 2003. There six members on the team: four two 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. All meeting minutes will be posted on the ROC Portal.
- Develop a Quality Faculty Plan evaluation report to submit annually to the Cabinet;
- Submit recommendations for modifications/updates to the Quality Faculty Plan Committee Charter to the Instructional Council for approval.

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 Deans 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/ Technology Training	College Activities	Articles/ Publications/ Art, performance, music	Portfolio	Work Experience	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																