



# **Quality Faculty Plan**

***July 1, 2009***

# Quality Faculty Plan

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# NORTHEAST IOWA COMMUNITY COLLEGE

## *Quality Faculty Plan*

**History:** In accordance with legislation passed by the 79<sup>th</sup> General Assembly of the Iowa Legislature (H.F. 2394) and signed by Governor Vilsack on March 29, 2002 (H.J. 1117) and Iowa Code 260C.36, Northeast Iowa Community College appointed a 23-member Quality Faculty Plan Committee for the purpose of developing and administering a plan to hire and develop quality faculty. The Board of Trustees of Northeast Iowa Community College was briefed on the establishment of the committee and updated on their progress throughout the development of the plan. This plan was submitted to the NICC Board of Trustees at their monthly meeting on June 9, 2003 and was approved by the Board at that meeting. The original NICC *Quality Faculty Plan* took effect on July 1, 2003.

**Revision of Plan in 2008-2009:** Legislation passed by the Iowa Legislature (2008 Iowa Acts, House File 2679) required the revision of community college quality faculty plans. A December 17, 2008 memo from the Iowa Department of Education notified all community colleges that revisions to their institution's quality faculty plan were required. A deadline of July 1, 2009 was imposed and notification was also given that the revised plan was to be approved by the college board of trustees.

The NICC Quality Faculty Plan Committee, a standing committee of the College, undertook the revisions to the plan. The subcommittees divided responsibility for plan revisions with the entire committee providing oversight and final approval. The plan was presented to the NICC Board of Trustees for their approval on June 15, 2009.

**Orientation and Mentoring Program for New Faculty:** Northeast Iowa is committed to the orientation of new members of its faculty. The orientation process includes both a general orientation to the College and a targeted faculty orientation. An outline for and description of the faculty orientation process can be found in *Appendix B*. The QFP Orientation Subcommittee is responsible for oversight of the faculty orientation process. NICC also supports mentoring activities for new faculty as being important to quality instruction. An outline for and description of the NICC Faculty Mentoring Program can be found in *Appendix C*. The QFP Mentoring Subcommittee oversees the faculty mentoring program.

**Initial Credentialing and Requirements for Continuous Development:** Hiring faculty members who have the educational preparation to allow them to provide competent instruction is necessary to the success of the College. In a collaborative process, members of the Quality Faculty Plan Committee developed and have now revised a comprehensive program for faculty credentialing and continuous development. This program exceeds the minimum standards set forth by the Iowa Department of Education in their administrative rules for community college faculty credentialing. The program was developed with extensive input from the faculty and administration of NICC, including those who did not serve on the QFPC. The program can be found in *Appendix D*.

The responsibility for ensuring compliance with minimum requirements for hire as a member of the NICC faculty rests with the department dean or the immediate supervisor of the faculty member.

The responsibility for encouraging continuous development, sponsoring development activities on campus, and approving requests for development funding has been given to the Faculty Development Committees of the College. The responsibility for approving requests for CEU credit for college-sponsored faculty development activities has been given to the QFP Professional Development Subcommittee.

**Record Keeping for Initial and Renewal Credentialing and Continuous Development:** Upon hire, the faculty member is responsible for providing all documents requested by the College to substantiate his/her compliance with hiring requirements. These documents are inspected by the department dean or immediate supervisor for omissions. When all documents are available, they are forwarded to the Human Resources Office where a faculty development file is established.

Faculty members are responsible for submitting the proper documentation to their dean or immediate supervisor to substantiate continuous development activities in compliance with the Quality Faculty Plan. Upon approval by the dean or immediate supervisor, this documentation is forwarded to the Human Resources Office for inclusion in the faculty development file. An appeal process has been established to provide intervention when the dean or supervisor does not approve a development activity.

The NICC Human Resources Office maintains each faculty member's professional development file. Additionally, every professional development activity recorded by individual faculty members, approved by the dean or supervisor, and forwarded to the Human Resources Office is recorded in the Datatel information management system. The credentialing renewal dates, the records for each development event submitted by the faculty members, and the total CEUs to date are available for each member of the faculty.

The NICC Human Resources Office provides annual notification to all NICC faculty members regarding their faculty credentialing status. This notification includes the number of credits/CEUs on file and the date by which the faculty member must renew his/her credentials. It is the responsibility of each NICC faculty member to prepare the appropriate application for credentialing and to submit it for signature to his/her immediate supervisor and to the VP for Academic Affairs. After the requisite signatures have been secured, the faculty member is responsible for submission of the application to the NICC Human Resources Office on or before the renewal date. The deans and other faculty supervisors are also provided with the faculty credentialing status information.

**Plan Monitoring:** The Quality Faculty Plan Committee is responsible for plan monitoring which includes monitoring College compliance with the plan and all elements of the plan and suggesting revisions to the plan as required by changes in state law, administrative rules, or other actions that require revisions. The

QFP Plan Compliance, Implementation, and Review Subcommittee has been charged with these responsibilities.

**Instructional Competencies and Evaluation and Record Keeping for Competencies:** The QFPC developed an inclusive and challenging list of instructional competencies and a guide to the most viable methods for evaluating these competencies. These competencies and the evaluation methods are intended to be used as development opportunities for faculty on a voluntary basis. Formal evaluation of faculty performance is guided by the Master Agreement. The developmental competencies can be found in *Appendix G* along with the listings of evaluation tools for each competency. A grid that illustrates these evaluation tools can be found in *Appendix H*. To the extent that achievement of instructional competencies can be measured through the faculty evaluation process, the progress of individual faculty members toward achieving instructional competencies will be monitored and reported.

With assistance from deans and other supervisors, the Human Resources Office is responsible for compiling accurate records of aggregate progress toward achievement of instructional competencies by members of the NICC faculty, and is responsible for reporting this achievement as required by the Iowa Department of Education.

**Consortium Arrangements:** Northeast Iowa Community College will participate in consortium arrangements that support the Quality Faculty process when they are deemed to be appropriate, mutually beneficial, and cost effective. These arrangements must be approved by the Quality Faculty Plan Committee and the President's Cabinet prior to commencement of participation.

**Compliance with the Faculty Accreditation Standards of the Higher Learning Commission of the North Central Association of Colleges and Schools and with Standards for Various College Program Offerings:** Northeast Iowa Community College is a member of the Academic Quality Improvement Project (AQIP) of the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC/NCA). NICC maintains compliance with all faculty accreditation standards of HLC/NCA and with all faculty standards required under specific programs that are offered by NICC that are accredited by other accrediting agencies.

**Approval of the Plan:** The Quality Faculty Plan for Northeast Iowa Community College was recommended for approval to the Board of Trustees of the College and was approved by the Board as attested by the signature of its President below.

**Approved by the NICC Board of Trustees**

*Ken G. Reimer, DVM*  
\_\_\_\_\_  
**Ken G. Reimer, DVM, President**

15 June 2009  
\_\_\_\_\_  
**Date**



# Quality Faculty Plan Appendices

**Note:** These appendices are supplemental to the NICC Quality Faculty Plan and are subject to change.

## QUALITY FACULTY PLAN COMMITTEE INFORMATION

### IOWA ADMINISTRATIVE RULES REGARDING QFP COMMITTEES:

The community college must establish a quality faculty committee consisting of instructors and administrators to develop and maintain a plan for hiring and developing quality faculty. The committee must have equal representatives of arts and sciences and career and technical faculty with no more than a simple majority of members of the same gender. Faculty must be appointed by the certified employee organization representing faculty, if any, and administrators must be appointed by the college's administration. If no faculty-certified employee organization representing faculty exists, the faculty will be appointed by administration pursuant to Iowa Code section 260C.48(4). The committee must submit the plan to the board of directors for consideration, approval and submittal to the department of education. (*Iowa Administrative Code 21.3(6), 2009*)

### NICC QUALITY FACULTY PLAN COMMITTEE:

**History and Purpose:** The NICC Board of Trustees established the NICC Quality Faculty Plan Committee (QFPC) in October of 2002 for the purpose of drafting and presenting to the Board for their approval of the NICC Quality Faculty Plan. These tasks were accomplished and the Plan was submitted to the Iowa Department of Education prior to the July 1, 2003 deadline. The Plan called for the continuance of the Quality Faculty Plan Committee as a standing committee of the College.

The Committee is charged with the following responsibilities:

- interpreting, reviewing, and revising the Plan.
- overseeing the Mentoring, Orientation, and Credentialing activities established by the Plan.
- working with the campus-based Faculty Development committees to provide faculty development activities that meet the needs of the faculty.
- reviewing statistical reports generated in connection with the Plan.

**Committee Composition:** The committee shall be composed as follows:

**Faculty:** All faculty representatives on the NICC Quality Faculty Plan Committee must be appointed or approved by the Northeast Iowa Community College Higher Education Association (NICC-HEA) within the following guidelines:

- Minimum of 16 faculty members with a maximum of 20 faculty members
- Sixteen members being full-time or three-quarter time faculty
- Four members being part-time faculty, adjunct faculty, Learning Center faculty, NICC Center faculty, and/or counselors
- Equal balance between the Calmar and Peosta campuses
- Equal balance between Career & Technical faculty and Arts & Sciences faculty
- No more than a simple majority of members of the same gender

**Administrative Staff Members:** All administrative representatives on the NICC Quality Faculty Plan Committee must be appointed or approved by the President's Cabinet within the following guidelines:

- Vice President for Academic Affairs, District
- Academic Dean, Calmar Campus or District-wide Dean
- Academic Dean, Peosta Campus or District-wide Dean
- Faculty Development Coordinator, Calmar Campus
- Faculty Development Coordinator, Peosta Campus
- Director of Human Resources, District

### **Terms of Service**

**Faculty Member Terms:** Faculty terms of service on the committee shall be three (3) years with the following provision. Beginning in 2009, terms shall be staggered (1, 2, and 3 year terms) by drawing lots. When a faculty member's terms of service expires, the NICC-HEA shall select, appoint, or approve a new member to the committee from the same area (Career & Technical or Arts & Science) as the faculty member leaving the committee. A faculty member may succeed him/herself on the committee if approved by the NICC-HEA.

**Administrative Member Terms:** Administrative staff members, except academic deans, serve by virtue of their position and shall remain members of the QFP committee as long as they remain in their position. Each academic dean shall serve a three-year term. The President's Cabinet shall appoint a new academic dean to the committee. An academic dean may succeed him/herself on the committee if approved by the President's Cabinet.

**Meetings:** Meetings of the committee will be held as needed with a minimum of two meetings per academic year.

**Committee Chair, Vice-Chair, and Secretary:** The NICC Quality Faculty Plan Committee shall elect a Chair, Vice-Chair, and Secretary. The Chair and Vice-Chair shall be appointed for a three-year term. The Secretary shall be appointed on a semester by semester basis.

The QFP Committee Chair and Vice-Chair appointments should align with the state's requirements for serving on the state's Community College Faculty Advisory Committee. Thus, the Chair shall also serve as the NICC's representative on the Iowa Department of Education's Community College Faculty Advisory Committee and the Vice-Chair will serve as NICC's representative as the alternate on the Iowa Department of Education's Community College Faculty Advisory Committee.

The QFP Committee Chair shall be appointed from either the Calmar or Peosta Campus and the Vice-Chair shall serve from the other campus.

**Duties of the QFP Committee Chair:** The Chair shall be responsible for:

- scheduling and presiding over QFP committee's meetings
- representing NICC on the state's Community College Faculty Advisory Committee
- maintaining QFP minutes, membership, and other records
- posting the QFP minutes and records for public access once approved by the QFP committee
- informing NICC faculty of updates to the QFP and other relevant information
- working with the faculty development committees in providing professional development opportunities for faculty
- update faculty on current faculty credentialing and professional trends and requirements
- be a voice for faculty on the campus the Chair resides on

**Duties of the QFP Committee Vice-Chair:** The Vice-Chair shall be responsible for:

- presiding over QFP meetings when the Chair cannot be present
- serving as NICC's alternative on the state's Community College Faculty Advisory Committee when the Chair cannot
- assisting the QFP Chair needed
- be a voice for faculty on the campus the Vice-Chair resides on

**Duties of the Secretary:** The Secretary shall be responsible for:

- recording QFP committee minutes
- forwarding the minutes to the QFP chair

**Subcommittees:** In order to accomplish the work of the QFP Committee, five subcommittees have been established. Subcommittee members are appointed annually by the Quality Faculty Plan Committee. These committees and their charges include:

**Competencies and Evaluation:** At the direction of the QFPC, the Competencies and Evaluation subcommittee is charged with the following responsibilities:

- review of and revision to Appendices X and X in the *NICC Quality Faculty Plan* dealing with faculty competencies and evaluation.
- providing input to the College regarding the faculty evaluation process and form.
- providing input to the College regarding the student evaluation of faculty process and form.
- providing input to the College regarding administrator-evaluator competencies and training.

**Mentoring:** At the direction of the QFPC, the Mentoring subcommittee is charged with the following responsibilities:

- review of and revision to Appendix C in the *NICC Quality Faculty Plan*.
- oversight of the faculty mentoring program, including annual review.
- addressing problems and/or concerns that arise concerning the program.
- review of the deans' summary form and addressing problems and/or concerns that arise.

**Orientation:** At the direction of the QFPC, the Orientation subcommittee is charged with the following responsibilities:

- review of and revision to Appendix B in the *NICC Quality Faculty Plan*.
- providing consultation to the Vice President of Academic Affairs and Director of Human Resources in the planning and execution of the semi-annual faculty orientation programs.

**Plan Interpretation, Compliance, & Review:** At the direction of the QFPC, the Plan Interpretation, Compliance, and Review (PICR) subcommittee is charged with the following responsibilities:

- reviewing the *NICC Quality Faculty Plan* and making recommendations for revisions to the plan to the QFPC. This subcommittee is responsible for review of and revision to Appendix D in the plan.
- responding to requests from the QFPC and the college community for interpretation of the *NICC Quality Faculty Plan*.
- monitoring and advising the QFPC on issues related to compliance with the *NICC Quality Faculty Plan*.
- reviewing and acting on appeals for CEU approval denied by the dean or immediate supervisor.

**Professional Development:** At the direction of the QFPC, the Professional Development subcommittee is charged with the following responsibilities:

- review of and revision to Appendix E in the *NICC Quality Faculty Plan*.
- providing oversight for CEU programming for faculty originating at NICC including the required credentialing courses and programs developed by NICC faculty members and others.
- working cooperatively with the campus-based Faculty Development committees and with the NICC Continuing Education division regarding issues related to faculty development and CEUs.

## OUTLINE FOR FACULTY ORIENTATION FOR NEW FACULTY MEMBERS

- I. Course Management, Classroom Management and Teaching Skills.**
  - A. Management of the Learning/Classroom Environment.
  - B. Getting the School Year Started.
  - C. Adjusting to the Demands of Teaching.
  - D. Improving Teaching Skills/Methodology.
  - E. Assistance with Developing Curriculum.
  - F. Use of Technology—Gradebook, PowerPoint, etc.
  - G. Course Guides.
  - H. Course Syllabi.
  - I. NICC Xpress.
    - 1. General Use Orientation.
    - 2. Class Lists, Gradebook, and other Teaching Aids.
  
- II. Assessment, Placement, and Advising.**
  - A. Assessment and Placement.
    - 1. ACCUPLACER Placement Test
    - 2. Placement Scores
    - 3. Appeal/Retesting
    - 4. Advising and Placement.
  - B. Advising Duties for Faculty.
    - 1. Office Hours
    - 2. Advising Tips
  
- III. Evaluation Procedures.**
  - A. Evaluation by Supervisor.
  - B. Evaluation by Students.
  
- IV. Student Record Management Issues.**
  - A. Attendance.
  - B. Early Alert System.
  - C. FERPA in the Classroom.
  - D. Grading—Incompletes, Posting.
  - E. Grading scales—Program Specific.
  
- V. Distance Education.**
  - A. On-line.
  - B. Arranged Courses.
  - C. Iowa Communications Network (ICN).
  - D. Other.

**VI. Post-Secondary Enrollment Option (PSEO) and High School Contracted Classes.**

**VII. Student Support Services.**

- A. Learning Center.
- B. Accommodations for Students with Disabilities.
- C. TRiO.
- D. Financial Aid.
- E. Counseling.
- F. Career and Employment Assistance.
- G. Student Activities.

**VIII. Faculty Support Services.**

- A. Library.
- B. Audiovisual Equipment.
- C. Computer Information Services.
  - 1. Network Account
  - 2. E-mail
  - 3. Course software
  - 4. Accessing Files and E-mail from Off-campus
  - 5. Help Desk
- D. Telecommunications.
- E. Central Printing Use and Guidelines.
- F. Marketing Department.

**IX. Bookstore and Textbooks.**

- A. Textbooks—Ordering, selection, etc.
- B. Course supplements—Overheads, textbook supplements.

**X. Employment Contract, Classifications and NICC Quality Faculty Plan.**

- A. Faculty contract.
  - 1. Full-time, Part-time Regular, and Adjunct status
  - 2. Hiring Guide
  - 3. Loading
  - 4. Salary advancement
  - 5. Leave Requests
  - 6. Sabbaticals
- B. Quality Faculty Plan.
  - 1. Initial credentialing
  - 2. Probationary Period
  - 3. Continuing Professional Development
  - 4. Faculty Development Committee
  - 5. Record-keeping

**XI. Committees, Program Review, and Curriculum Development.**

A. NICC Committees.

1. Standing Committees
2. Ad Hoc Committees
3. Advisory Committees
4. Committee Membership and Classroom Responsibilities
5. College Senate

B. Program Review.

C. Curriculum Development.

1. Developing New Courses
2. Approvals from Other Faculty and Deans
3. Curriculum Committee Approval
4. Other Approvals—Accrediting Agencies, etc.

## OUTLINE FOR FACULTY MENTORING PROGRAM

### GOALS OF THE NICC FACULTY MENTORING PROGRAM:

1. Assist the new faculty member in becoming acculturated to the history, mission, vision, and goals of NICC, in order to achieve a broad understanding of College operations, programs, services, department policies and procedures.
2. Develop a regular support system that will facilitate excellence in instruction.
3. Support continuous professional development by creating opportunities for personal and professional contributions to students, the department, the College, and the community.

**ACTIVITIES OF THE MENTOR PROGRAM:** The following activities will be included in the NICC Faculty Mentoring Program:

- Mentor training.
- Orientation for the mentor and mentee to the Mentor Program.
- Mentor and mentee attend NICC New Faculty Orientation together.
- Regularly scheduled mentoring sessions.
- Informal reciprocal classroom visits.
- Organized College-wide and campus-based mentor/mentee events.
- At least one scheduled meeting between mentor, mentee, and department dean at the end of Fall and Spring semesters.

**QUALIFICATIONS OF A MENTOR:** Faculty members who participate in the NICC Faculty Mentoring Program as a mentor must meet the following criteria:

- Be able and willing to give time for:
  - impromptu discussions.
  - regular meetings with the new faculty member.
  - attending a mentor training workshop prior to the start of the first mentoring relationship.
  - attending new faculty orientation with mentee.
  - participating in reciprocal classroom visits.
- Have at least five (5) years of successful teaching experience.
- Have a strong working knowledge of College programs, policies, resources, and procedures.

**SELECTION AS A MENTOR:** All NICC faculty members who meet the qualifications are welcomed to participate in the NICC Faculty Mentor Program. The department dean must support participation.

**DUTIES OF A MENTOR:** Completion of the following duties is expected of a faculty member serving as a mentor:

- Attend mentor training workshop prior to beginning the first mentoring assignment and whenever the workshop is revised.
- Attend NICC New Faculty Orientation with mentee.
- Attend all scheduled mentoring sessions.
- Participate in and assist with scheduling informal reciprocal classroom visits.
- Attend organized College-wide and campus-based mentor/mentee events.
- Attend the scheduled meeting between mentor, mentee, and department dean.

- Document all mentoring activities.
- Assist the mentee in development of effective teaching strategies and classroom management techniques.
- Respect confidentiality between mentor and mentee.
- Provide constructive feedback and evaluation of the mentor and the mentoring program using a form supplied by the dean.
- Submit monthly report to dean on form supplied by the dean.
- Complete entire mentoring contract (one year).

**EVALUATION OF MENTOR:** The mentor's performance in the NICC Faculty Mentoring Program will be informally evaluated:

- By the mentee using the supplied feedback form.

**QUALIFICATIONS OF A MENTEE:** Faculty members who participate in the NICC Faculty Mentoring Program as a mentee must meet the following criteria:

- Be a newly-hired faculty member at NICC.
- Possess less than five (5) years of community college teaching experience.
- Commit to participation at minimum levels.
- Participate in evaluation of mentor.

**DUTIES OF A MENTEE:** Completion of the following duties is expected of a faculty member participating as a mentee:

- Select a mentor from a list supplied by mentee's dean.
- Attend NICC New Faculty Orientation with mentor.
- Attend all scheduled mentoring sessions.
- Participate in and assist with scheduling informal reciprocal classroom visits.
- Attend organized College-wide and campus-based mentor/mentee events.
- Attend the scheduled meetings between mentor, mentee, and department dean.
- Provide constructive feedback and evaluation of the mentor and the mentoring program using a form supplied by the dean.
- Respect confidentiality between mentee and mentor.

#### **DUTIES OF THE MENTEE'S DEAN**

- Keep a list of potential mentors and guide mentee in finding appropriate mentor.
- Schedule a conference between dean, mentor, and mentee at the end of Fall and Spring semesters.
- Review monthly report submitted by the mentor.
- Summarize feedback and extent of participation to mentoring committee.

#### **DUTIES OF THE MENTORING COMMITTEE**

- Oversee the mentoring program.
- Address problems or concerns that arise.
- Review deans' summary form and address problems and concerns that arise.
- Review program annually.

#### **DUTIES OF THE HUMAN RESOURCES OFFICE**

- Supply and track mentor/mentee contracts.

## USE OF THE CCM COMMUNITY COLLEGE MENTORING PROGRAM MENTOR-MENTEE HANDBOOK

- Each mentor will be given a copy of the handbook.
- The mentor and mentee will initially meet to determine what sections of the handbook the mentee wants to incorporate into their mentoring plan. The mentor will submit the plan to the mentee's dean as part of the first month's report.

## MENTOR-MENTEE PROGRAM OUTCOMES

The mentor and mentee should develop a plan to achieve measurable outcomes for each of the three goals. Examples of outcomes will be included in supplied materials.

**Goal 1:** Assist the new faculty member in becoming acculturated to the history, mission, vision, and goals of NICC, in order to achieve a broad understanding of College operations, programs, services, department policies, and procedures.

**Goal 2:** Develop a regular support system that will facilitate excellence in instruction.

**Goal 3:** Support continuous professional development by creating opportunities for personal and professional contributions to students, the department, the College, and the community.

## FACULTY CREDENTIALING AND CONTINUOUS PROFESSIONAL DEVELOPMENT

Minimum standards for all Iowa community college faculty are set by the Iowa Department of Education. The standards are set forth in the Code of Iowa, Chapter 260C, Section 48 and in the Iowa Administrative Code, Chapter 28, Section 21.3. These standards, provided cited for reference, provide the basis for the NICC Quality Faculty Plan's faculty credentialing requirements.

### IOWA ADMINISTRATIVE CODE 2009

#### Community College Faculty Minimum Standards—Chapter 281—21.3 (260C)

**21.3(1) *Minimum standards.*** Community college-employed instructors who are under contract for at least half-time or more and teach in career and technical education or arts and sciences shall meet minimum standards. By July 1, 2011, all instructors who teach in career and technical education or arts and sciences shall meet minimum standards. In accordance with Iowa Code Supplement section 260C.48(1) as amended by 2008 Iowa Acts, House File 2679, standards shall at a minimum require that community college instructors who are under contract for at least half-time or more, and by July 1, 2011, all instructors, 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 6,000 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 have successfully completed a minimum of 12 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.

- c. Developmental education and adult education instructors employed half-time or more 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 set forth in subrule 21.3(1), paragraph “a” or “b.” By July 1, 2011, all instructors teaching credit courses designed to transfer or to complete a degree shall meet minimum standards.

### **NICC WAIVER TIMELINES FOR MINIMUM STANDARDS:**

- **Arts & Science Faculty:**

Faculty members who meet the educational requirements of the minimum standards but do not have 12 graduate credit hours in the area assigned to teach may be hired with the provision that the instructor obtains the 12 graduate hours in the assigned teaching area no later than the end of the academic year following the initial assignment.

*Example: A faculty member without 12 graduate credits in the discipline who is assigned to teach in the Fall 2009 term must complete the 12 graduate credits no later than August 15, 2010 in order to continue to teach in that discipline.*

- **Career and Technical Faculty teaching transfer level courses:**

Career and technical faculty members who meet the educational requirements of the minimum standards seeking to teach transfer level courses must meet one of the following criteria:

- Enrollment in an accredited Master’s degree program with a minimum completion of 50% of the total credits in the declared graduate program at hire or upon assignment to teach transfer level courses. Within 30 days of being assigned to teach a transfer level course(s), the faculty member must file a plan with his/her dean and the Human Resources Office that shows how he/she will complete the remaining credits in the declared graduate degree program within three (3) years.
- 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. Examples include: a CPA may teach transfer level accounting or an attorney may teach law.

### **INITIAL CREDENTIALING REQUIREMENTS:**

***New Part-Time Regular and Full-Time Faculty:***

All unit-eligible faculty (part-time regular or full-time) must meet the credentialing requirements of the NICC Quality Faculty plan within the first three years of initial hire. These requirements include:

- Compliance with the minimum standards for community college faculty.
- Have completed or will complete in first three years of teaching:
- New Teacher's Workshop OR a minimum of three (3) years\* previous teaching experience.
- Choice of two of the following:
  - Diverse Learners
  - History of Community Colleges
  - Teaching Methods/EvaluationOR proof of completion from an accredited teacher-preparation program and previous community college teaching experience.
- Faculty members who have completed an accredited teacher-preparation program but who do not have previous *community or technical college* teaching experience must complete one of the following courses within the first three years of teaching at NICC:
  - Diverse Learners
  - History of Community Colleges
  - Teaching Methods/Evaluation

\* the three (3) years must be three years teaching full-time or the equivalent in part-time teaching at any level.

**Requirements for initial certification within the first three years (probationary period) for part-time regular and full-time faculty:**

- Individuals who are required to meet any of the initial credentialing course requirements above must meet the following requirements for initial credentialing.
  - 6 credits or 9 CEUs are required for initial certification if any of the initial credentialing course requirements have not been previously been met. The CEUs for the initial credentialing courses will be part of these 9 CEUs required for initial credentialing. (See requirements for initial credentialing above.)
  - Successful evaluation by supervisor.
- Individuals who are not required to meet any of the initial credentialing course requirements above must meet the following requirements for initial credentialing:
  - 4 credits or 6.0 CEUs or equivalent combination which include one or more of the following:
    - Credit(s) completed which may not lead to degree but which add greater depth/breadth to present teaching assignment requirement.
    - Credit(s) completed which leads toward the completion of a planned Master's degree, specialist's, or doctoral degree program.
    - Credit(s) completed which may not lead to a degree but which leads to completion of requirements for additional teaching assignments.

- Credit(s) or CEUs completed through professional development courses, seminars, or activities approved through guidelines established by the Quality Faculty Development Committee. Credits or CEUs taken must add greater depth/breadth to teaching assignment requirements.
- Successful evaluation by supervisor'

***New Counselors:***

For initial credentialing to serve as a counselor, an applicant must hold a Master's degree in counseling or in psychology or student personnel work with an emphasis in counseling from an accredited graduate school. Preparation shall include six semester hours of professional preparation appropriate for community college counseling, or adequate experience in college teaching, counseling or the equivalent. Recognition shall be given to the value of employment experience outside of education in appointing counselors to work with students.

***New Adjunct Faculty (including high school instructors teaching contracted or PSEO courses):***

All adjunct faculty members must meet the adjunct credentialing requirements of the NICC Quality Faculty plan. These requirements include:

- Compliance with the minimum standards for community college faculty.
- Have completed or will complete in first academic year of teaching:
  - New Teacher's Workshop
- Adjunct faculty members who do not have previous *community or technical college* teaching experience must complete one of the following courses within the first three years of teaching at NICC:
  - Diverse Learners
  - History of Community Colleges
  - Teaching Methods/Evaluation

**Requirements for initial certification for counselors and adjunct faculty:**

In addition to the requirements listed above for counselors and adjunct faculty the initial credentialing application requires 4 credits or 6.0 CEUs or equivalent combination which includes one or more of the following:

- Credit(s) completed which may not lead to degree but which add greater depth/breadth to present teaching assignment requirement.
- Credit(s) completed which leads toward the completion of a planned Master's degree, specialist's, or doctorate degree program.
- Credit(s) completed which may not lead to a degree but which leads to completion of requirements for additional teaching assignments.
- Credit(s) or CEUs completed through professional development courses, seminars, or activities approved through guidelines established by the Quality Faculty Development Committee. Credits or CEUs taken must add greater depth/breadth to teaching assignment requirements.
- Successful evaluation by supervisor

### **Requirements for Teaching Online Courses:**

In order to receive online course assignment, members of the NICC faculty must take **one** of three NICC faculty development courses. The courses include:

- TRN 101 for instructors new to online teaching
- TRN 201 for instructors converting a WebCT course to Xpress
- TRN 301 for instructors who already teach online in Xpress

*Notes:*

1. *Faculty may carry forward from this three-year period to the next five-year period no more than 2 credits or 3 CEUs or the equivalent in credits and CEUs earned in excess of meeting the credentialing requirements.*
2. *Part-time faculty members who meet initial credentialing requirements and subsequently become full-time faculty members will not be required to repeat credentialing requirements during their full-time probationary period.*
3. *This credentialing plan shall not supersede requirements and conditions set forth by Northeast Iowa Community College for any faculty or staff member to meet minimum standards or attain degrees required to maintain their position with the College.*

### **RE-CREDENTIALING REQUIREMENTS:**

- **Professional development credentials required every five years for Arts and Sciences Faculty, Career and Technical Faculty, and Counselors:**
  - 4 credits or 6.0 CEUs or equivalent combination which include one or more of the following:
    - Credit(s) completed which may not lead to degree but which add greater depth/breadth to present teaching assignment requirement.
    - Credit(s) completed which leads toward the completion of a planned Master's, Specialist's, or Doctorate degree program.
    - Credit(s) completed which may not lead to a degree but which leads to completion of requirements for additional teaching assignments not currently held.
    - Credit(s) or CEUs completed through professional development courses or seminars, activities approved through guidelines established by the Quality Faculty Plan Professional Development Subcommittee. Credits or CEUs taken must add greater depth/breadth to teaching/counseling assignment requirements.
    - Thirty hours of work experience, other than teaching/counseling, would equal 1 CEU, for a maximum of two CEUs per renewal period.
    - Professional certification in a teaching/counseling area is valued at 2 CEUs if current at the time of credential renewal.
    - Proficiency testing for CISCO will be valued at .1 CEUs for each 1.0 hour of testing with a maximum of 1.0 CEU allowed per renewal period.
    - A maximum of 1.0 CEU will be granted for each scholarly publication earned. A sample of the writing (or the writing in its entirety if the length is not prohibitive) must be attached to the *Application for CEUs*. Evidence of the publication in which the writing appeared must also be provided. This can include a Table of Contents or Index page or other such evidence noting the

author's name and the name of the publication. A maximum of 3.0 CEUs will be allowed for writing for publication per renewal period. Examples of *scholarly writing* include: journal articles for peer reviewed or juried publications, book chapters for published works, and contributing to study guides, test banks for published texts, and grant writing. The faculty supervisor (dean or other administrator) will judge whether the writing qualifies as scholarly when the *Application for CEUs* is submitted.

The QFP-PICR subcommittee will review the *Application for CEUs* on appeal if the request is denied by the faculty member's supervisor.

- Workshop preparation time may NOT be used for CEU credit.

Notes:

1. Faculty may carry forward from any five-year period to the next five-year period no more than 2 credits or 3 CEUs or the equivalent in credits and CEUs earned in excess of meeting the credentialing requirements.
2. This credentialing plan shall not supersede requirements and conditions set forth by Northeast Iowa Community College for any faculty or staff member to meet minimum standards or attain degrees required to maintain their position with the College.

## DEFINITION OF AND BACKGROUND INFORMATION ON CEUs:

*Note: CEU=Continuing Education Unit, FDU=Faculty Development Unit*

- .1 (one-tenth) CEU is equal to 60 minutes of core seminar time.
- 1 CEU is then equal to 600 minutes of core seminar time; OR 1 CEU is equal to 10 hours of core seminar time.
- 1 credit hour is equal to 880 minutes.  
Thus, 880 minutes divided by 600 minutes equals 1.46 CEUs, or most closely equals 1.50 CEUs. So, 4 credits for renewal after five years then equates to 6 CEUs.

*Example:* Staff and Faculty Development Days equate to 5 hours of core seminar time, or .5 CEUs, which leads to 2.5 CEUs in five years.

**Note: Conversion factor for FDUs to CEUs: 1 FDU is equal to 1.5 CEUs.**

### In order to receive CEUs:

1. Each participant must provide appropriate information and documentation:
  - a. Brochure with detailed agenda or other documentation appropriate to the activity.
  - b. Academic objectives and goals.
  - c. Timetable of activities.
  - d. CEU form completed in full, including all signatures required.
  - e. CEUs requested based on .1 CEU for every hour of core time
2. Faculty members are encouraged to reach agreement with their dean or supervisor regarding the CEU value of a professional development event prior to the event. If prior agreement is not reached, the faculty member risks the CEU value or no value being accepted for the professional development event.
3. All professional development events participated in for CEU value must be submitted within one academic year of the occurrence.

**Appeal of CEU Applications Not Endorsed by the Faculty Supervisor:**

Any application that is not endorsed by the faculty supervisor shall be sent by the faculty supervisor to the Director of Human Resources within three (3) days of the refusal to endorse. The Director of Human Resources shall request a meeting of the Plan Review, Interpretation, and Compliance subcommittee of the Quality Faculty Plan Committee where the appeal will be reviewed. The decision of the subcommittee shall be made known to the faculty member and the faculty supervisor within three (3) days of the subcommittee meeting. The decision of the Plan Review, Interpretation, and Compliance subcommittee shall be final.

**Examples of items for faculty members to consider earning CEUs:**

- \* Writing for publications
- \* Professional presentations
- \* Internships
- \* Professional consulting
- \* Job shadowing
- \* Computer training
- \* Faculty workshop
- \* Joint academic projects between NICC and other educational institutions and/or business
- \* Work experience related to teaching assignment outside normal work duties
- \* New program development
- \* Grant writing
- \* Mentoring
- \* New curriculum development
- \* Workshops and seminars
- \* Academic study groups
- \* Presentations at faculty workshops

**DEADLINES, PENALTIES, AND EXTENSIONS**

**Plan Requirements for Notification and Renewal:**

The NICC Human Resources Office will provide annual notification to all NICC faculty members regarding their faculty credentialing status. This notification will include the number of credits/CEUs on file and the date by which the faculty member must renew his/her credentials. It will be the responsibility of each NICC faculty member to prepare the appropriate application for credentialing and to submit it for signature to his/her immediate supervisor and to the VP for Academic Affairs. After the requisite signatures have been secured, the faculty member is responsible for submission of the application to the NICC Human Resources Office on or before the renewal date.

**Deadlines:**

***Initial credentialing:*** Faculty members are required to comply with the initial credentialing requirements and to make application for initial credentialing on or before the third anniversary of their hire date. *For example: A faculty member hired on August 16, 2009 will be required to meet initial credentialing requirements on or before August 16, 2012.*

***Renewal Credentialing:*** Faculty members must renew their credentialing on or before the renewal date on their most recent NICC Quality Faculty Plan credentialing certificate.

**Penalties:**

***Initial credentialing:*** A unit-eligible probationary faculty member who does not meet his/her initial credentialing requirements by the credentialing renewal date will be recommended for termination. A faculty member who is not unit-eligible shall create and file a plan with his/her faculty supervisor for meeting initial credentialing requirements. An adjunct or high school contracted faculty member who does not meet his/her initial credentialing requirements by the credentialing renewal date will not be assigned additional courses until the requirements are met.

***Renewal Credentialing:*** A unit-eligible continuing faculty member who does not meet his/her renewal credentialing requirements by the credentialing renewal date may apply for an extension to provide the necessary time to earn and/or report the CEUs needed for renewal. If the credentialing renewal requirements are not met after an extension has been granted, the faculty member will be recommended for termination.

An adjunct or high school contracted faculty member who does not meet his/her renewal credentialing requirements by the credentialing renewal date shall create and submit a plan for meeting renewal credentialing for approval from his/her faculty supervisor. If the renewal credentialing is not accomplished by the deadline set in the plan, no courses will be assigned until the requirements are met.

**Extensions:**

When extenuating circumstances prohibit a unit-eligible continuing faculty member from completing his/her credentialing renewal requirements in a timely manner, he/she may apply for an extension. The extension request form must be completed by the faculty member and submitted to the faculty supervisor at least ninety calendar (90) days prior to the credentialing renewal date.

The faculty supervisor shall review the extension request and make a written recommendation regarding the request within ten (10) days of receiving it. The request shall be forwarded by the faculty supervisor to the Chair of the Quality Faculty Plan. The Chair will call a meeting of the Quality Faculty Plan Committee for the purpose of acting on the extension request. The Committee must meet and forward the decision to the faculty member no later than thirty (30) calendar days before the credentialing renewal date. The Committee shall have the authority to increase or decrease the time requested in the extension request.

Any faculty member who fails to complete an extension request form ninety (90) days prior to the credentialing renewal date or who does not complete the requirements for credential renewal within the extension deadline given will be recommended for termination.

## PROCEDURE FOR APPROVAL OF CEUs FOR FACULTY DEVELOPMENT COURSES

Faculty development is valuable as it allows instructors to improve skills and increase knowledge. Instructors need to continually enhance their teaching skills, update their subject expertise, and learn about new instructional technology. Faculty at Northeast Iowa Community College have valuable expertise that can assist peers and have the opportunity to develop courses to be used for CEUs for teaching recertification of colleagues. Examples of possible types of CEU courses are listed in the Quality Faculty Plan. This document explains the procedure for submitting a CEU course proposal.

Faculty will need to complete two proposal forms. The Application for Teaching Faculty Development Continuing Education Units form and corresponding documentation will be reviewed by the QFP Committee. The QFP Committee is the governing body to review and approve appropriate topics and course objectives for CEU issuance. If the course is approved, the CEU Program Approval Form will be signed by the QFP Committee Chair and sent to Continuing Education, where courses are administered.

Upon completion of a course, faculty should provide a required Continuing Course Evaluation form for all participants. This document should be sent to Continuing Education.

After receiving students' names and completion or grade information, the Continuing Education department will maintain responsibility for issuing completion certificates to individual students. Individual faculty/students can send the certificates to Human Resources to record CEUs.

Faculty instructors can request to receive the same number of CEUs provided in the course (only one time the course is taught), receive payment for the course, or offer to teach the course without pay or credit. Continuing Education works with faculty on payment, which is based on education and experience on a case-by-case basis. In addition to tuition, Continuing Education will establish a standard fee per person to include CEU costs and administration fees.

CEU courses may be made available to non-instructional staff at NICC and faculty at other institutions.

## COMPETENCIES FOR QUALITY FACULTY

**NOTE:** These competencies and the evaluation methods are intended to be used as development opportunities for faculty on a voluntary basis. Formal evaluation of faculty performance is guided by the Master Agreement.

1. **DISCIPLINE KNOWLEDGE:** The instructor demonstrates proficiency in his/her discipline and actively engages in opportunities for continued professional growth.
2. **STUDENT-CENTERED:** The instructor understands how students differ in their approaches to learning and creates instructional opportunities that are adaptable to diverse learners.
3. **INSTRUCTIONAL PLANNING STRATEGIES:** The instructor plans instruction and uses appropriate instructional strategies based on subject matter and curriculum standards to encourage student development of critical thinking, problem-solving, and performance skills.
4. **MANAGEMENT OF LEARNING ENVIRONMENT:** The instructor uses individual and group motivation and behavior theories/techniques to create an environment that encourages active engagement in learning and positive social interaction.
5. **COMMUNICATION:** The instructor uses effective verbal (written and oral) and non-verbal communication that fosters active inquiry and collaboration.
6. **TECHNOLOGY RELATED TO INSTRUCTION:** The instructor uses technology, when appropriate, in the planning, delivery, and assessment of instruction.
7. **ASSESSMENT:** The instructor uses formal and informal assessment strategies to evaluate student learning.
8. **INTEGRITY:** The instructor demonstrates fairness, respect, and objectivity in their interactions with students, colleagues, and the educational community.
9. **COMMUNITY COLLEGE:** The instructor values the mission and history of community colleges and actively contributes to the unique vision of Northeast Iowa Community College.

## QUALITY FACULTY COMPETENCIES AND EVALUATION

### Potential Evaluation Tools for Faculty Development Activities

1. Classroom observation tools.
2. Hiring competencies.
3. Peer evaluation.
4. Self-evaluation. (For example: Videotape of classes, Reflections, Journaling)
5. Student Outcomes. (For example: Successful completion rates, Boards passed, Grading curve)
6. Faculty Referrals to Student Support Services.
7. Student Focus Groups and/or Course Evaluation Feedback.
8. Physical Evidence of Curriculum and Course Management (For example: Syllabi, Sample assignments, Tests, Texts, Additional reading material)
9. Documented On-going Professional Development Activities. (For example: Discipline-specific, Teaching, Personal)
10. Contributions to the College. (For example: Committee Work, Community Work, Student organizations)
11. Portfolio.
12. Willingness to invest in and utilize technology.

### Potential Evaluation Tools Matched to Competencies

\*\* (*indicates most viable tools at this time*)

#### **Competency One: DISCIPLINE KNOWLEDGE**

1. Initial hiring competencies/credentials and/or practical experience in specific fields.\*\*
2. Documented discipline-specific professional development activities.\*\*
3. Contributions to college (professional presentations, publications).\*\*
4. Portfolio.
5. Peer evaluation.

#### **Competency Two: STUDENT-CENTERED**

1. Student focus groups or course evaluation tools.\*\*
2. Faculty referrals to student support services.\*\*
3. Documented teaching-specific professional development activities.\*\*
4. Use of technology.
5. Self-evaluation.
6. Peer-evaluation.
7. Portfolio.
8. Classroom observation.

#### **Competency Three: INSTRUCTIONAL PLANNING STRATEGIES**

1. Physical evidence of curriculum and course management.\*\*
2. Classroom evaluation.\*\*
3. Self-evaluation.
4. Peer evaluation.
5. Student outcomes.
6. Portfolio.

**Competency Four: MANAGEMENT OF LEARNING ENVIRONMENT**

1. Classroom observation.\*\*
2. Student focus groups or course evaluation tools.\*\*
3. Self-evaluation.
4. Peer evaluation.
5. Use of Technology.
6. Portfolio.

**Competency Five: COMMUNICATION**

1. Classroom observation.\*\*
2. Physical evidence of curriculum and course management.\*\*
3. Student focus groups or course evaluation tools.\*\*
4. Contributions to college.\*\*
5. Self-evaluation.
6. Peer evaluation.

**Competency Six: TECHNOLOGY RELATED TO INSTRUCTION**

1. Willingness to use technology.\*\*
2. Classroom observation.\*\*
3. Peer evaluation.
4. Self-evaluation.
5. Student focus groups or course evaluation tools.
6. Portfolio.

**Competency Seven: ASSESSMENT**

1. Physical evidence of curriculum and course management.\*\*
2. Classroom observation.\*\*
3. Student outcomes.
4. Peer evaluation.
5. Self-evaluation.
6. Portfolio.

**Competency Eight: INTEGRITY**

1. Student focus groups/evaluation.\*\*
2. Classroom evaluation.\*\*
3. Contributions to the college.\*\*
4. Peer evaluation.
5. Self-evaluation.

**Competency Nine: COMMUNITY COLLEGE**

1. Contributions to the college.\*\*
2. Documentation of ongoing professional development.\*\*
3. Peer evaluation.
4. Self-evaluation.
5. Portfolio.

# EVALUATION TOOLS

TEACHING COMPETENCIES	Classroom Observation	Hiring Competencies	Peer Evaluation	Self-Evaluation	Student Outcomes	Faculty Referrals to Student Support Services	Student Focus Group, Course Evaluations and Feedback	Physical Evidence of Curriculum & Course Management	Documented Ongoing Professional Development Activities	Contributions to College	Portfolio	Willingness to invest in and utilize technology
1. Discipline Knowledge		** X	X						** X	X	X	
2. Student-Centered	X		X	X		** X	** X		** X		X	X
3. Instructional Planning and Strategies	** X		X	X	X			** X			X	
4. Management of the Learning Environment	** X		X	X			** X				X	X
5. Communications	** X		X	X			** X	** X		** X		
6. Technology Related to Instruction	** X		X	X			X				X	** X
7. Assessment	** X		X	X	X			** X			X	
8. Integrity	** X		X	X			** X			** X		
9. Community College			X	X					** X	** X	X	

\*\* Indicates most viable tools at this time.

APPENDIX H



# Quality Faculty Plan

## Appendix I: Forms

- Application for Continuing Education Units (CEUs)
- Application for Initial Faculty Credentialing
- Application for Renewal Faculty Credentialing
- Application for CEU Credit for Faculty Professional Development Course



*District Office*  
 P.O. Box 400 ■ Calmar, IA 52132-0400  
 563.562.3263 or 800.728.2256 ■ fax: 563.562.3719 ■ www.nicc.edu

**APPLICATION FOR CONTINUING EDUCATION UNITS (CEUs)**

**Section I**

Applicant's Last Name \_\_\_\_\_ First Name \_\_\_\_\_

Datatel ID #: \_\_\_\_\_ Department/Campus \_\_\_\_\_

**Type of Development Activity (Must circle 1, 2, 3, or 4)**

- |   |  |
|---|--|
| 1. University or College course ( <i>Official transcript must be attached</i> ) | One semester hour earns 1.5 CEUs                           |
| 2. Work Experience  | 30 clock hours earns one CEU                               |
| 3. Seminar, Workshop, or Independent Study                                      | 10 clock hours earn one CEU                                |
| 4. Other Activity _____<br><i>(Briefly describe activity here)</i>              | Dependent upon activity (30 clock hours or 10 clock hours) |

*Additional information regarding CEU calculation can be found in the NICC Quality Faculty Plan.*

Name of Activity	Institution	# of Seminar Hours Work Hours, or Hours Spent in Activity	Beginning / Ending Dates	# of CEUs Requested
------------------	-------------	---	-----------------------------	------------------------

**Credit to be used for: (check one or both)**

Credential Renewal \_\_\_\_\_ Salary Advancement \_\_\_\_\_

**Cost Paid by (check all that apply):**

NICC \_\_\_\_\_ Self \_\_\_\_\_ Other \_\_\_\_\_ (please specify)

**Note:** *If this is an application for salary advancement, no part of the cost of the event, including transportation, may be paid by NICC.*

**Applicant:** Attach a copy of the brochure, topical outline, or an outline of the activity's objectives. Applications for approval of occupational experience hours *must* include a full description of the activity including the company/firm/agency for which the work will be done, the name of the person supervising the activity and the number of hours that will be worked. **Note:** *If this section is not completed PRIOR to the event and signed by the immediate supervisor, it may not be approved for CEU credit.*

\_\_\_\_\_  
Applicant Signature

\_\_\_\_\_  
Date

**Faculty Member: Forward to Immediate Supervisor**

**Action of Immediate Supervisor:**

\_\_\_\_\_ I endorse this application.

\_\_\_\_\_ I do not endorse this application for the following reasons:

\_\_\_\_\_  
Dean/Supervisor

\_\_\_\_\_  
Date

**Dean or Supervisor:** *If endorsed, please return this application to the applicant.*

**If not endorsed,** (1) please inform the applicant, and (2) forward original application to the Chair of the Faculty Development Committee for appeal.

**If appealed, action of QFP Plan Interpretation, Compliance, and Review (PICR) subcommittee:**

Date of Meeting at which appeal was considered: \_\_\_\_\_

\_\_\_\_\_ Recommended for credential renewal

\_\_\_\_\_ Recommended for salary advancement

\_\_\_\_\_ Do not recommend for credential renewal/salary advancement for the following reasons:

\_\_\_\_\_  
PICR Subcommittee Chair

\_\_\_\_\_  
Date

**Section II:** To be completed by the **Applicant** following the event.

Attach tangible evidence of attendance at or completion of this activity to this form. This evidence may include an attendance certificate, agenda provided at the event, a grade report, or a transcript. For work experience hours, the purpose for the hours worked must be described by the applicant and documented and signed by an on-site supervisor. *Note: If this application is not received within ONE YEAR of the event, it will not be approved for CEU credit.*

**I certify that I completed this activity for the CEUs requested on the front side of this form.**

\_\_\_\_\_  
Applicant's Signature

\_\_\_\_\_  
Date

**Applicant:** Please forward the original of this form and all documentation of the activity to the **Human Resources Office, Administration Building, Calmar** where it will be filed in your Faculty Development folder. If this is an application for salary advancement, a copy will must also be forwarded **by the faculty member** to the Vice President for Academic Affairs (VPAA) for signature. **The original or a copy of this form must be included with the Salary Advancement Request when it is sent for processing and approval.**

\_\_\_\_\_ Copy to VPAA  
(for salary advancement)

\_\_\_\_\_  
Date

\_\_\_\_\_ Received in Human Resources Office

\_\_\_\_\_  
Date

\_\_\_\_\_ Copy to applicant's file

\_\_\_\_\_  
Date



*District Office*  
 P.O. Box 400 ■ Calmar, IA 52132-0400  
 563.562.3263 or 800.728.2256 ■ fax: 563.562.3719 ■ www.nicc.edu

## APPLICATION FOR INITIAL FACULTY CREDENTIALING

**Applicant's Last Name, First Name** \_\_\_\_\_

**Date of Application** \_\_\_\_\_

**Datatel ID #:** \_\_\_\_\_ **Department:** \_\_\_\_\_

**Area(s) of Instruction:** \_\_\_\_\_

### Initial Credentialing Requirements:

**Professional development credentials required IF the requirements shown in Appendix D of the plan HAVE NOT been previously met:**

- 6 credits or 9 CEUs, or equivalent combination\*
  - Must include:
    - New Teacher's Workshop\*\*
    - Choice of **two** of the following (full-time and PT regular faculty) or **one** of the following (adjunct faculty without prior community/technical college teaching experience):
      - Diverse Learners
      - History of Community Colleges
      - Teaching Methods/Evaluations

**Professional development credentials required if the requirements shown in Appendix D of the plan HAVE been met:**

- 4 credits or 6.0 CEUs or equivalent combination which include one or more of the following:
  - Credit(s) completed which may not lead to degree but which add greater depth/breadth to present teaching assignment requirement.
  - Credit(s) completed which leads toward the completion of a planned Master's degree, specialist's, or doctorate degree program.
  - Credit(s) completed which may not lead to a degree but which leads to completion of requirements for additional teaching assignments.
  - Credit(s) or CEUs completed through professional development courses, seminars, or activities approved through guidelines established by the Quality Faculty Development Committee. Credits or CEUs taken must add greater depth/breadth to teaching assignment requirements.
- Successful evaluation by supervisor

\*When calculating equivalent combination, 1 academic credit = 1.5 CEUs.

\*\*Unit-eligible faculty members with a minimum of three (3) years full-time teaching experience at any level are exempt from the New Teacher's Workshop requirement. ALL new adjunct instructors must complete New Teacher's Workshop within first year of teaching.

Name of Activity	Institution	# of Semester Hrs # of Occupational Hrs # of Workshop Hrs	Date(s) Activity Completed	# of CEUs/ Credits
New Teacher's Workshop				
Diverse Learners				
History of Community Colleges				
Teaching Methods/Evaluations				

(over)

Name of Activity	Institution	# of Semester Hrs # of Occupational Hrs # of Workshop Hrs	Date(s) Activity Completed	# of CEUs/ Credits
			<b>TOTAL CEUs/CREDITS</b>	

**APPLICANT:**

I verify that I have completed the activities listed above, that I have submitted documentation for each activity, and that I am eligible for initial credentialing under the *NICC Quality Faculty Plan*.

\_\_\_\_\_

**Applicant**

\_\_\_\_\_

**Date**

**DEAN/SUPERVISOR:**

I approve this application for initial credentialing under the *NICC Quality Faculty Plan* by this applicant who is under my supervision.

\_\_\_\_\_

**Dean/Supervisor**

\_\_\_\_\_

**Date**

**VICE PRESIDENT OF ACADEMIC AFFAIRS:**

I have reviewed this application for initial credentialing under the *NICC Quality Faculty Plan* by this applicant and recommend credentialing.

\_\_\_\_\_

**Vice President of Academic Affairs**

\_\_\_\_\_

**Date**

**HUMAN RESOURCES:**

Received: \_\_\_\_\_

By: \_\_\_\_\_

Credentials recorded: \_\_\_\_\_

By: \_\_\_\_\_

This credential must be renewed by: \_\_\_\_\_



**NORTHEAST IOWA  
COMMUNITY COLLEGE**

*District Office*  
P.O. Box 400 ■ Calmar, IA 52132-0400  
563.562.3263 or 800.728.2256 ■ fax: 563.562.3719 ■ www.nicc.edu

**APPLICATION FOR RENEWAL OF FACULTY CREDENTIALING**

\_\_\_\_\_  
**Applicant's Last Name, First Name** **Date of Application**

**Datatel ID #:** \_\_\_\_\_ **Department:** \_\_\_\_\_

**Area(s) of Instruction:** \_\_\_\_\_

**Requirements for Renewal of Credentials:**

- **Professional development credentials required every five years for Arts and Sciences Faculty, Career and Technical Faculty, and Counselors:**
  - 4 credits or 6.0 CEUs or equivalent combination\* which include one or more of the following:
    - Credit(s) completed which may not lead to degree but which add greater depth/breadth to present teaching assignment requirement.
    - Credit(s) completed which leads toward the completion of a planned Master's, Specialist's, or Doctoral degree program.
    - Credit(s) completed which may not lead to a degree but which leads to completion of requirements for additional teaching assignments not currently held.
    - Credit(s) or CEUs completed through professional development courses or seminars, activities approved through guidelines established by the Quality Faculty Development Committee. Credits or CEUs taken must add greater depth/breadth to teaching/counseling assignment requirements.
    - Thirty hours of work experience, other than teaching/counseling, would equal one (1) CEU, for a maximum of two (2) CEUs per renewal period.
    - Professional certification in your teaching/counseling area is valued at 2 CEUs if current at the time of credential renewal.
    - A maximum of one (1) CEU may be earned for individual scholarly publications, and a maximum of three (3) CEUs per renewal period will be allowed for scholarly publication.

\*When calculating equivalent combination, 1 academic credit = 1.5 CEUs.

Name of Activity	Institution	# of Semester Hrs # of Occupational Hrs # of Workshop Hrs	Date(s) Activity Completed	# of CEUs/ Credits

(over)

Name of Activity	Institution	# of Semester Hrs # of Occupational Hrs # of Workshop Hrs	Date(s) Activity Completed	# of CEUs/ Credits
			<b>TOTAL CEUs/CREDITS</b>	

**APPLICANT:**

I verify that I have completed the activities listed above, that I have submitted documentation for each activity, and that I am eligible for renewal of credentials under the *NICC Quality Faculty Plan*.

\_\_\_\_\_

**Applicant**

\_\_\_\_\_

**Date**

**DEAN/SUPERVISOR:**

I approve this application for renewal of credentials under the *NICC Quality Faculty Plan* by this applicant who is under my supervision.

\_\_\_\_\_

**Dean/Supervisor**

\_\_\_\_\_

**Date**

**VICE PRESIENT OF EDUCATIONAL SERVICES:**

I have reviewed this application for renewal of credentials under the *NICC Quality Faculty Plan* by this applicant and recommend credentialing.

\_\_\_\_\_

**Vice President of Academic Affairs**

\_\_\_\_\_

**Date**

**HUMAN RESOURCES:**

Received: \_\_\_\_\_

By: \_\_\_\_\_

Credentials recorded: \_\_\_\_\_

By: \_\_\_\_\_

This credential must be renewed by: \_\_\_\_\_

**APPLICATION FOR CEU CREDIT FOR  
FACULTY PROFESSIONAL DEVELOPMENT COURSE**

Name of Faculty Presenter \_\_\_\_\_

Department/Campus \_\_\_\_\_

Title of Faculty Professional Development Course \_\_\_\_\_

Date of Faculty Professional Development Course \_\_\_\_\_

Number of CEUs/Credit Hours requested \_\_\_\_\_

*(One semester hour earns 1.5 CEUs, 10 clock hours earn one CEU  
Additional information regarding CEU calculation can be found in the NICC Quality Faculty Plan.)*

**Brief description of activity:**

*(Attach a copy of the training objectives and course outline, ensuring the course meets the attached competency requirements.)*

\_\_\_\_\_  
Applicant Signature

\_\_\_\_\_  
Date

-----  
**Approval and Endorsement**

*This course has been reviewed by the Professional Development Subcommittee of the Quality Faculty Plan Committee.*

\_\_\_\_\_ Course is recommended for CEU credit

\_\_\_\_\_ Course is NOT recommended for CEU credit

\_\_\_\_\_  
Professional Development Subcommittee Chair

\_\_\_\_\_  
Date

*The Quality Faculty Plan Committee has voted on this course.*

\_\_\_\_\_ Approved/endorsed

\_\_\_\_\_ Not approved/endorsed

\_\_\_\_\_  
NICC Quality Faculty Plan Committee Chair

\_\_\_\_\_  
Date