

# QUALITY FACULTY PLAN IOWA LAKES COMMUNITY COLLEGE

## Committee Members and Area of Representation

We gratefully acknowledge and thank the members of the Quality Faculty Committee, 2002 –2003, who devoted numerous hours to fact finding, study, consideration and guiding the development of this plan and the associated procedures, and provided leadership to assist their peers in understanding the philosophy, intent and processes guiding the implementation and continued refinement of the procedures.

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## **Introduction**

This *Quality Faculty Plan* is developed in response to requirements contained in House File 2394. The intent of this document is to provide a statement of institutional policy only. Procedural elements of the plan will be designed within the parameters established by this institutional policy statement. The Plan reflects an institution-wide scope and contains recommendations developed through extensive information gathering, thorough study of current practice and emerging needs, and thoughtful reflection. Input has been sought from administrators, faculty, counselors, librarians and media specialists, all of whom may potentially be impacted by both the policies and the procedures implemented as a result of Board of Trustees approval of this document. The Appendices that follow this Plan represent drafts of proposed procedures and are not part of the official Quality Faculty Plan.

### **Philosophy and Guiding Principles for Hiring and Developing Quality Faculty**

Design and implementation of this *Quality Faculty Plan* is consistent with the Iowa Lakes Community College core values and collegewide goals adopted by the Board of Trustees in October 2001. Specifically, the plan supports the following collegewide goals:

*Value the individual differences of learners, staff and communities by providing appropriate resources and opportunities for growth.*

*Support excellence in teaching with a focus on learning in an intellectually stimulating environment.*

By definition, “*policy*” is intended to prescribe a “*method of action selected from among alternatives and in light of given conditions to guide and determine present and future decision*” (Webster’s Collegiate Dictionary). This document establishes a statement of policy intended to act as a blueprint for designing and implementing operational procedures.

This Plan was designed to provide for maximum flexibility for designing and implementing procedures that readily and appropriately respond to the dynamic nature of a 21<sup>st</sup> Century institution of higher education and its faculty. A guiding principle for Plan development has been that supporting excellence in teaching requires procedural

elements to be evolutionary in nature if continuous quality improvement is to be achieved. Furthermore, the process must be nurtured in an environment that embraces change for the common good and supports lifelong learning.

#### **A. Chronology of Plan Development and Process Implementation**

October 2002	Quality Faculty Plan Committee membership established.
November 2002	Quality Faculty Plan Committee work initiated.
March 2003	First draft of <i>Quality Faculty Plan</i> endorsed by Committee. Faculty and staff meetings to review Plan and solicit comments.
April 2003	Quality Faculty Plan Committee approves completed plan and forwards to Board of Trustees for consideration and approval.  Initial review of Quality Faculty Plan at Iowa Lakes Community College Board of Trustees Retreat by CAO.
May 2003	Quality Faculty Plan presented to Iowa Lakes Community College Board of Trustees.
July 2003	Iowa Lakes Community College Board of Trustees approves <i>Quality Faculty Plan</i> . Iowa Lakes Community College <i>Quality Faculty Plan</i> filed with Iowa Department of Education.
August 2003	<i>Quality Faculty Plan</i> implemented.

#### **B. Orientation for New Faculty**

##### *Policy statement:*

In order to create strong connections between new instructors (including adjunct faculty) and the college, Iowa Lakes Community College shall provide orientation activities before and during the first semester of employment.

##### *Process Implementation Responsibility:*

The Human Resources Office shall coordinate the orientation of new faculty and provide a recordkeeping process to document orientation attendance.

*Process Modification Responsibility:*

Changes or modifications to the procedures associated with Faculty Orientation shall become effective only after review and approval by the Professional Employee Standards Committee.

**C. Continuing Professional Development for Faculty**

*Policy Statement:*

The purpose of continuing professional development at Iowa Lakes Community College is to ensure that all instructional personnel:

1. Maintain expertise in each individual's area of instruction. If appropriate, this includes professional certification/licensure within one's area.
2. Are aware of current educational trends, research concerning student learning, and the application of both to the classroom.

*Process Implementation Responsibility:*

The Human Resources Office shall coordinate the professional development process. Campus deans and faculty shall assume responsibility for developing professional development plans, ensuring an approved budget developed with sources of fiscal resources identified – including individual program budgets – to support approved plans, review plans periodically to ensure progress toward achieving plans is on schedule, and modify or update plans as appropriate to dynamic nature of individual professional growth.

*Process Modification Responsibility:*

All changes or modifications to the procedures associated with continuing professional development for faculty shall be reviewed and approved by the Professional Employee Standards Committee.

## **D. Procedures for Accurate Recordkeeping and Documentation for Plan Modification**

### *Policy Statement:*

Iowa Lakes Human Resources Office shall develop and maintain necessary recordkeeping and documentation to ensure compliance with the Iowa Lakes Community College Quality Faculty Plan. The files shall be audited annually, and appropriate supervisors notified of individual deficits.

### *Process Implementation Responsibility:*

Iowa Lakes Human Resources Office shall be responsible for implementation of all phases of this process.

### *Process Modification Responsibility:*

All changes or modifications to the procedures associated with Recordkeeping and Plan Modification shall be reviewed and approved by the Professional Employee Standards Committee.

## **E. Consortium Arrangements When Appropriate, Cost Effective and Mutually Beneficial**

### *Policy Statement:*

Iowa Code has established regulations and policies for community colleges to legally enter into consortium agreements. Strict compliance to these shall be the goal of any consortium agreement. Guiding principles for entering a consortium agreement for providing professional development to faculty shall include: [a] partnerships shall be mutually beneficial and cost effective, [b] partnership activities shall be consistent with the goals, objectives and intent of the Iowa Lakes Community College Quality Faculty Plan, and [c] partnership activities shall be consistent with the Trustee-approved mission, core values and institutionwide goals of Iowa Lakes Community College. One current example of such an arrangement is the Iowa Community College Online Consortium in which faculty training is provided as part of the consortium's operation plan. Federal and

state grant funding may also precipitate the need for establishing of a consortium to provide professional development activities.

*Process Implementation Responsibility:*

Iowa Lakes Board of Trustees in collaboration with the college president and executive staff shall be responsible for implementing consortium agreements.

*Process Modification Responsibility:*

All changes or modifications to the procedures associated with Consortium Arrangements shall be reviewed and approved by the Iowa Lakes Professional Employee Standards Committee.

**F. Specific Activities That Ensure Faculty Attain and Demonstrate Instructional Competencies and Knowledge in Their Subject or Technical Areas**

*Policy Statement:*

In order to assure all faculty attain and demonstrate instructional competencies and knowledge in their subject or technical area, the college shall evaluate each instructor on the competencies established by the Professional Employee Standards Committee. (Appendix III, supplemental to this document, contains an early draft of procedures, which are subject to change as procedures evolve and are modified by the Professional Employee Standards Committee.)

*Process Implementation Responsibility:*

Proper documentation shall be maintained by the Human Resources Office of the college. Evaluations shall be performed by qualified supervisors following procedures consistent with section 4.10: *Evaluation* of the Iowa Lakes Community College Employee Handbook and Article 3: *Evaluation and Assessment Procedures* of the Master Contract Agreement. (Both excerpts are included in Appendix III, supplemental to this document.)

*Process Modification Responsibility:*

All changes or modifications to the procedures associated with Faculty Demonstration of Instructional Competencies and Knowledge shall be reviewed and approved by the Professional Employee Standards Committee.

**G. Procedures for Collection and Maintenance of Records Demonstrating Faculty has Attained or Documenting Progress Toward Attaining Minimal Competencies**

*Policy Statement:*

Collection of documentation that each faculty has attained or made progress toward attaining minimal competencies shall be the responsibility of the assigned supervisor. The Human Resources Office shall be responsible for maintenance of all records regarding faculty plan compliance.

*Process Implementation Responsibility:*

The Human Resources Office of Iowa Lakes Community College shall provide administrative oversight to ensure that the process is implemented within the parameters of established policy and procedures.

*Process Modification Responsibility:*

All changes or modifications to the procedures associated with Records Collection and Maintenance shall be reviewed and approved by the Professional Employee Standards Committee.

**H. Compliance with the Faculty Accreditation Standards of the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools and with Faculty Standards Required under Specific Programs Offered by the Community College that are Accredited by Other Accrediting Agencies**

*Policy Statement:*

Iowa Lakes Community College shall continue to comply with the faculty accreditation standards of the Higher Learning Commission (HLC) of the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA). Faculty

standards required by other accrediting agencies of specific programs offered by Iowa Lakes Community College shall be observed and maintained.

*Process Implementation Responsibility:*

Appropriate substantiating data and records as currently required for accreditation by The Higher Learning Commission (HLC) shall be monitored by the Iowa Lakes Community College HLC Compliance Officer. The faculty records shall be maintained by the Human Resources Office.

*Process Modification Responsibility:*

All changes or modifications to the procedures associated with the compliance to standards for faculty accreditation shall be reviewed and approved by the Professional Employee Standards Committee.

## **I. Hiring Standards and Levels of Qualifications for All Faculty**

### *Faculty Teaching Arts & Science Courses*

**Required** – Teachers of arts and science courses must have earned a master’s degree with at least 12 graduate hours in the discipline, or closely related area.

**Desired** – It is desired that teachers of arts and science courses have earned a master’s degree with at least 18 hours in the discipline, or closely related area. Faculty members employed with less shall submit, for mutual agreement and approval, an annual personal education plan to appropriate dean or supervisor detailing the completion of this goal. The plan shall be reviewed annually by the supervisor and faculty member at evaluation.

Revised 11-12

*Faculty Teaching Career and Technical (Vocational) Courses*

**Conditional** – No conditional status is permitted for this area

**Required** – Teachers of career and technical (vocational) courses must have completed 6,000 hours of recent and relevant work experience in the occupational area or related occupational area in which the faculty teaches OR earned a bachelor's degree in that area, OR a comparable combination of education and work experience. Standards for nursing instructors are established by their state governing body and recognized by Iowa Lakes.

**Desired** – It is desired that teachers of career and technical (vocational) courses have completed 6,000 hours of recent and relevant work experience in the occupational area or related occupational area in which the faculty teaches and a bachelor's degree. Faculty members employed with less shall submit, for mutual agreement and approval, an annual personal education plan to appropriate dean or supervisor detailing the completion of this goal. The plan shall be reviewed annually by the supervisor and faculty member at evaluation. Program certification processes must be current. Program certification coursework may be substituted for college coursework at the discretion of the supervisor and the faculty member.

*Librarian/Learning Resource Specialist*

For authorization to serve as a librarian/learning resource specialist, an applicant shall hold a master's degree in library science from an accredited graduate school. The preparation shall include six semester hours of professional preparation appropriate for community college service, or adequate experience in college service or its equivalent.

*Media Specialist*

For authorization to serve as a media specialist, an applicant shall hold a master's degree in media specialization from an accredited graduate school. The preparation shall include six semester hours of professional preparation appropriate for community college service, or adequate experience in college service or its equivalent.

### *Counselor*

For authorization to serve as a counselor, an applicant shall hold a master's degree in counseling or in college 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 service, or adequate experience in college teaching or its equivalent. Recognition shall be given to the value of employment experience outside of education in appointing counselors to work with students.

### *Adjunct/Part-time/High School Instructors*

1. There shall be no differentiation between minimum hiring requirements of full time faculty, part-time faculty, or adjunct instructors including those teaching dual credit classes in high schools.
2. A mentoring program shall be established for adjunct instructors.
3. Staff development is expected of all employees. Those employed as teachers in a K-12 system shall satisfy any staff development requirements through their K-12 licensing requirements.

### **J. Professional Employee Standards Committee**

The Quality Faculty Plan establishes a standing committee to be called the Professional Employee Standards Committee.

1. The duties of the committee shall include:
  - a. Formulate and modify, as necessary, procedures for the effective implementation of the Quality Faculty Plan.
  - b. Review at least once a year the effectiveness and integrity of the application of the Quality Faculty Plan.
  - c. Serve to hear appeals as allowed by the Quality Faculty Plan and otherwise resolve disagreements and problems related to the Quality Faculty Plan.
  - d. Recommend to the Board of Trustees, for its consideration, possible amendments to the Quality Faculty Plan.

2. Committee by-laws shall include:
- a. The committee shall consist of eleven total members. Five of the members shall be administrators appointed by the President of the college. Six of the members shall be faculty members to be determined by the faculty bargaining unit. A good faith effort shall be made to have evenly balanced representation according to gender, disciplines and classifications.
  - b. One administrator selected by the administrative members and one faculty representative selected by the faculty members shall serve as co-chairs of the committee. Either may call a meeting of the committee.
  - c. Quorum for a meeting shall consist of at least four faculty members and at least three administrators.
  - d. A committee action shall require the affirmative vote of at least four faculty members and at least three administrators.
  - e. The committee shall meet on an as-needed basis but no less than annually.
  - f. The committee may establish and modify other by-laws, as it deems desirable.

**Plan Approval by the Iowa Lakes Community College Board of Trustees**

The Quality Faculty Plan was approved by the Iowa Lakes Community College Board of Trustees on *(insert actual date when Trustees approved the Plan, original signature copy on file in Human Resources Office)*.

*Janice K Lund*

President, Board of Trustees  
Iowa Lakes Community College

*Tony Condon*

Secretary, Board of Trustees  
Iowa Lakes Community College

*October 14, 2014*  
Date

*October 14, 2014*  
Date

# APPENDICES

The Appendices that follow represent drafts of proposed procedures and are not part of the official Quality Faculty Plan.

## **Appendix I:**

### **ORIENTATION OF NEW FACULTY**

#### *Quality Faculty Plan Policy Statement:*

In order to create strong connections between new instructors (including adjunct faculty) and the college, Iowa Lakes Community College will provide orientation activities before and during the first semester of employment. Human Resources will coordinate the orientation of new faculty and provide a recordkeeping process to document orientation attendance.

#### *Procedures:*

##### **I. First-time faculty**

- A. Required participation in the New Teacher's Workshop and orientation with Human Resources, Association Representatives and the Campus Dean which will include but not be limited to the following:
  - Presentation on the college as a learning-centered institution (including philosophical orientation of community colleges)
  - Presentation on student support services
  - Presentation on working with students with disabilities and ADA requirements
  - Presentation on counseling services
  - Presentation on collegewide assessment
  - Presentation on the AQIP accreditation process
  - Presentation on the employee handbook and master agreement
  - Tour of the campuses and facilities
  - Presentation by an association representative
  - Presentation on faculty rights
  - Review of job responsibilities
  - Presentation on internal college committees
  - Presentation on supervisor and student evaluations

- B. Required activity with the Board of Trustees scheduled during the Fall or Spring semester.
- C. Required group meeting of new instructors and mentors featuring opportunities for socialization and the continuation of orientation topics
- Computer System Usage
  - Alternative delivery systems
  - Enrollment Procedures and Services
  - Continuing Education Opportunities
  - Where Is Help?
  - Policies and Procedures
  - Student Handbook Familiarization
  - Academic Advising
  - Course Outline, Syllabi Preparation
  - Classroom Technology
- D. Required mentor/mentee sessions throughout the first six months of employment
- Records of participation will be kept by both the mentor and mentee.
  - Records will be submitted to the mentor's and mentee's supervisor(s).
- E. A New Teacher's Workshop will be offered, annually or as needed, and is required. It is open to other instructors. Those hired after a New Teacher's Workshop will be required to attend when next available or receive alternate and comparable training.

## II. First time new to the institution or Adjuncts returning after prolonged absence

- A. Participation is required in an evening or Saturday orientation session, which will include an abbreviated format of full-time topics as listed in [C] above. Adjunct instructors must also attend an Adjunct Faculty Workshop or supervisor approved alternate training.
- B. The Dean or immediate supervisor is responsible for disseminating information regarding college policies and procedures and arranging for an initial contact with an experienced instructor.

- C. Periodic contacts with an experienced instructor (3 or more times) either face to face or by telephone during the semester are strongly encouraged. The contacts shall be initiated by the adjunct instructor.
- D. An experienced instructor working with an adjunct instructor may use the experience toward their professional development or as one contract day per year, upon submission of contact documentation.

## **Appendix II:**

### **CONTINUING PROFESSIONAL DEVELOPMENT FOR FACULTY**

#### *Quality Faculty Plan Policy Statement:*

The purpose of continuing professional development at Iowa Lakes Community College is to ensure that all instructional personnel:

1. Maintain expertise in each individual's area of instruction. If appropriate, this includes professional certification/licensure within one's area.
2. Are aware of current educational trends, research concerning student learning, and the application of both to the classroom.

#### *Procedures:*

- a. Every instructional employee (full time, part time, and adjunct) shall meet with their immediate supervisor to review the employee's overall strengths and weaknesses. Together, they will form a plan for continuing development appropriate for each individual.
- b. The plan shall clearly state the desired outcomes, the means for achieving those outcomes, and a time frame for completion. The breadth and time commitment of the plan shall be reasonable when the teaching load, advising/recruiting duties, and committee assignments of the instructor are taken into consideration.
- c. The plan for each continuing employee shall be reviewed annually and modified as needed.
- d. If the employee and his/her supervisor are not able to agree on a development plan, the Professional Employee Standards Committee will review each party's position and determine the plan for that individual.
- e. The employee must be aware that failure to make a good faith effort to complete a plan may lead to disciplinary action being taken against the employee including the possible recommendation for termination of contract.
- f. The employee's supervisor will determine if a good faith effort is being made or not, however, the employee may appeal an unfavorable determination to the Professional Employee Standards Committee, whose decision will be final.

- g. Suggested types of development activities an employee may engage in include courses, workshops, conferences, industry internships, cooperatives and exchange programs, curriculum development, committee work, and self-directed studies. Other activities may be appropriate.
- h. In addition, Iowa Lakes Community College will offer at least two professional development activities a year. Examples of topics that may be considered include dealing with complexities of learners, skills in teaching adults, curriculum development, assessment, evaluation, enhancing the retention and success of our students, reaching non-traditional and minority students, improving skills in implementing technology and applied learning, leadership development, preparation for retirement, and wellness of employees.
- i. Continuing professional development may be used for salary increases under the Educational Advancement clause of the Master Contract. Also, instructors may receive funding for professional development through the Professional Employee Standards Committee.

***Adjuncts:***

An adjunct instructor who teaches for more than a single semester will be required to complete, and to provide documentation of, at least three (3) contact hours of professional development each semester. The documentation shall be provided to the adjunct instructor's supervisor for approval. Professional development may be attained from sources external to the college, including, but not limited to, school districts, Area Education Agencies, and other similar organizations. An adjunct instructor may satisfy this requirement by completing, and providing documentation of participating in, at least three Monday Morning Mentoring sessions provided through Iowa Lakes Community College. Revised 3/12/14

## Appendix III

### ACTIVITIES THAT ENSURE FACULTY ATTAIN AND DEMONSTRATE INSTRUCTIONAL COMPETENCIES AND KNOWLEDGE

#### *Quality Faculty Plan Policy Statement:*

In order to assure all faculty attain and demonstrate instructional competencies and knowledge in their subject or technical area, the college will evaluate each instructor on the competencies prescribed in the procedure section of the Quality Faculty Plan. These competencies will be demonstrated in various ways as indicated in the procedure section of the Quality Faculty Plan with proper documentation maintained by the Human Resources Office of the college.

#### *Procedures:*

##### **I. Instructor Competencies:**

The following should demonstrate classroom preparation for faculty.

- a. **Mastery of Subject Matter:** Arts and Science and Career Option Instructors will meet The Higher Learning Commission (HLC) of the NCA standards, verified by their college transcripts. Vocational instructors will complete 6,000 hours in the field or the minimum to obtain board certification, if appropriate. Standards for nursing instructors are established by their state governing body and recognized by Iowa Lakes.
- b. **Student Learning:** The instructor recognizes students' diverse learning styles and cultural backgrounds and provides appropriate learning opportunities.
- c. **Instructional Planning and Delivery:** The instructor demonstrates understanding of subject matter and curriculum through effective planning and delivery of course content.
- d. **Classroom Learning Environment:** The instructor interacts with students individually and as a class to create a positive environment conducive to learning for all students, and respectful, comfortable interaction between the instructor and the class ensues during class time.
- e. **Communication:** The instructor uses correct oral and written communication techniques in educational settings.

- f. **Assessment:** The instructor uses formal and informal assessment strategies to evaluate and enhance student learning.
- g. **Technology Use:** The instructor uses appropriate technology in the planning and delivery of course content.
- h. **Community College Philosophy**

## **II. Demonstrating Competencies:**

- a. **College transcripts** of appropriate classes, those meeting The Higher Learning Commission of the NCA Standards and reflective of teaching assignment.
- b. **Immediate supervisor's evaluation** via classroom observations and personal discussions.  

Supervisor will forward notes of observation and visits to H. R. for placement in faculty's file.
- c. **Student evaluations** will be considered only to determine the need for follow-up by the immediate supervisor.
- d. **On-going interaction with a mentor** as prescribed in Section B.  

Appropriate notes signed by both mentor and mentee will be forwarded to H. R. and placed in faculty's file.
- e. **Supervisor** will notify faculty once a year of their progress in obtaining/maintaining competencies.

**[Insert Competency Matrix, page 19]**

**ARTICLE 3**  
***Evaluation and Assessment Procedures***  
***From Master Contract Agreement***

**A. Purpose**

The purpose of the evaluation procedure is the improvement of instruction and the learning environment.

**B. Evaluation**

1. General – Within four (4) weeks of the beginning of employment, each employee shall be acquainted with the evaluation procedures by his/her immediate supervisor. The supervisor shall familiarize the employee with various evaluation criteria, instruments, instructional improvement aids, and other instruction-related resources of the College.
2. Form – The formal evaluation form shall reflect functional differences of job descriptions through the educational structure and as approved by the Board of Directors, and may differ from department to department. The form shall indicate the employee's overall performance status and clearly indicate if that status is unsatisfactory.
3. Process – Each probationary employee shall be evaluated by his/her immediate supervisor not less than two (2) times per year. All other employees shall be evaluated by his/her immediate supervisor not less than one (1) time per year, but not more than once per term.

The completed copy of the formal evaluation form shall be shared and discussed with the employee at an evaluation conference, which includes the employee and the employee's immediate supervisor, and which shall be held within ten (10) working days of evaluation. The employee shall have the opportunity to answer any part of the evaluation within ten (10) working days of the evaluation conference.

4. Records – The evaluation form shall be signed and dated by both parties. The employee’s signature indicates awareness of its contents and is not necessarily agreement with the same. One copy of the form shall be given to the employee and one copy shall be included in the employee’s personnel file to be kept in the Human Resources Office.
5. Accuracy of Evaluation – The parties agree that the evaluation procedure shall be administered in a manner consistent with this article to reflect in the evaluation record accurate information.

**C. Assessment**

If the above is deemed less than satisfactory, an assessment will be made to rectify the unacceptable items either through written suggestions for ways to improve or a personal development in-service plan.

**D. Student Survey**

1. Probationary Personnel – A minimum of two courses will be surveyed during each fall term and a minimum of one course will be surveyed during the spring term.
2. Continuing Personnel – A minimum of one course will be surveyed during the fall term each year.
3. The administration of student surveys may be done by a person other than the instructor being evaluated. Such persons might be the dean, a colleague, or designated office personnel who have been properly instructed in the administration procedures. (This process should reduce the possibility of bias entering into the student responses.)
4. The specific class(es) to be surveyed shall be determined jointly by the instructor and the respective dean. The final decision rests with the dean.
5. An instructor may voluntarily request that additional surveys be administered to his/her class(es). Instructors are encouraged to do this as often as possible to insure adequate student feedback. Any surveys which

are requested by the instructor shall not be made available to the instructor's executive dean unless the instructor so requests.

6. **The respective executive dean may**, with cause, request that additional surveys be administered to a designated instructor.
7. **The results of any student surveys** must be expeditiously distributed to the appropriate executive dean and instructor.
8. **Student surveys should be conducted** between the tenth and twelfth weeks of the term.
9. **Student surveys may only be used** to determine the need for follow-up by the immediate supervisor.

**E. Other Evaluative Material**

During the year, the employee will be given a written copy of any evaluative material including summaries of student surveys to be placed in his/her personnel file, both positive and negative. The supervisor and employee shall meet to discuss the contents of such document. The supervisor shall suggest, in writing, methods of improving any deficiencies noted in the document. The employee shall be entitled to respond to such documents and have it placed in his/her evaluation file within ten (10) working days of its receipt.

**F. Examination of Evaluation Material**

An employee shall have the right to examine all evaluation material in his/her file which is maintained in the Human Resources office. This file must contain copies of all evaluative materials held on that employee.

**G. Grievance**

A non probationary employee shall have the right to grieve an overall unsatisfactory evaluation.

#### **4.11 ORAL COMPETENCIES** **From Iowa Lakes Community College Employee Handbook**

Iowa Lakes Community College is committed to clear and appropriate instructor oral communication. To provide for this commitment, the following guidelines have been adopted in compliance with The Code of Iowa:

- 1) Upon recommendation of a candidate for employment as an instructor, the supervisor shall indicate the candidate's oral competence. If the indication by the supervisor is that the instructor may have problems with oral competence, an individual development plan shall accompany the recommendation.
  
- 2) The Supervisor in their yearly classroom/laboratory evaluation shall evaluate the instructor for their individual oral competence. The Supervisor is responsible to ensure that the instructor speaks understandable English.
  
- 3) The Instructor Oral Competencies Evaluation will be administered in conjunction with and on the same schedule as current student evaluations and in accordance with language in the current Master Agreement. That is, probationary personnel will have a minimum of two courses evaluated during each fall term and a minimum of one course in the spring term. Continuing personnel will have a minimum of one course evaluated in the fall term. The evaluations will be returned to the Supervisor who will handle them according to the language in the Master Agreement. 2/00

## Appendix IV

### COLLECTION AND MAINTENANCE OF RECORDS

#### *Quality Faculty Plan Policy Statement:*

The responsibility for collection and maintenance of records for faculty plan compliance will rest with the faculty member, the immediate supervisor and the Human Resources Office at Iowa Lakes Community College.

#### *Procedures:*

The Continuing Professional Development Plan Matrix will be completed by the employee and reviewed with their Dean/Supervisor prior to or at the beginning of the new academic year. (See following page for sample form.)

The responsibility for supplying necessary documentation of records demonstrating that each faculty member has attained or documented progress toward attaining minimal competencies will lie with the faculty member and the immediate supervisor for collection, approval and compilation of necessary records.

Upon the employee's completion of their staff development activities, the supervisor will forward the Continuing Professional Development Plan and all copies of documentation to the Human Resources Office, while maintaining a copy for both the faculty member and the supervisor.

The Human Resources Office staff will document the completion of the employee's Professional Development Plan in the datatel system and hard copies will be kept in individual personnel files.

Revised 2-10

**Iowa Lakes Community College  
Ways to Demonstrate Instructor Competencies**

Teaching & Instruction Evaluation Criteria As Defined by Master Contract Agreement	Mastery of Subject Matter	Student Learning	Instructional Planning & Delivery	Classroom Learning Environment	Communication*	Assessment	Technology Use	Community College Philosophy
Provides students with a course syllabus, outline or schedule at the beginning of the course.								
Makes effective use of time. Class presentations are well planned and organized.								
Methods of presentation are effective for the students and subject being taught.								
Interacts well with students and has established a positive instructor/student relationship.								
Maintains lab and classroom areas under the instructor's supervision in an orderly manner.								
Meets with classes regularly and is punctual.								
Encourages relevant student involvement in classroom activities.								
Encourages students to seek help when necessary and is available to students and has posted office hours.								
Designs evaluation instruments that measure student progress toward achieving course objectives.								
Possesses comprehensive knowledge of the subject matter and uses accurate up-to-date information.								
Reviews, previews and provides structure for learning.								
Gives timely and meaningful feedback to students on tests and papers.								
Maintains a disciplined atmosphere in the classroom.								
Understands and reacts to the concept of students as consumers.								
Ensures instructional materials are professional in appearance.								

\* Section 4.11 of the Iowa Lakes Community College Employee Handbook describes guidelines for evaluating Instructor Oral Competency. See page 21, following, for Section 4.11 contents.