



EASTERN IOWA COMMUNITY COLLEGES
CLINTON ♦ MUSCATINE ♦ SCOTT

Quality Faculty Plan

2015 – 2016 Academic Year Plan

Reviewed
EICC Board of Trustees approved June 16, 2014

Original QFP was Board Approved May 19, 2003

EICC Quality Faculty Plan

Table of Contents

1. Preface
2. Timeline
3. Orientation for New Full-Time Faculty
4. Continuing Professional Development for Faculty
 - A. Full-Time Faculty
 - B. New Full-Time Faculty
 - C. Adjunct Faculty
5. Procedures for Accurate Recordkeeping and Documentation
6. Consortium Arrangements
7. Specific Activities that Ensure Full-Time Faculty will Attain and Demonstrate Instructional Competencies and Knowledge in their Subject or Technical Area
8. Procedure for Collection and Maintenance of Records
9. Compliance
10. Evaluation of the Quality Faculty Plan

Appendices

- A. Process Map
- B. EICC Full-Time Faculty Professional Development Plan
- C. EICC Professional Development Verification Form for Full-Time Faculty
- D. EICC Professional Development Verification Form for New Full-Time Faculty
- E. EICC Professional Development Verification Form for Adjunct Faculty
- F. EICC Faculty Professional Development Portfolio Appeals Form
- G. EICC Examples of Appropriate Faculty Professional Development Activities

Preface

The EICC faculty and staff who drafted the initial plan came together at the prompting of the Iowa legislature, which in April of 2002 determined that local boards, not the State of Iowa, should be responsible for guaranteeing the quality of community college faculty. Each of the fifteen community colleges was charged with developing a plan to meet local needs while adhering to Higher Learning Commission (HLC) and State Department of Education accreditation standards.

As soon as the initial committee began the planning process at EICC, they discovered:

- EICC hiring practices already conformed to the guidelines of the State of Iowa, and our accrediting agencies.
- Comprehensive campus and district orientation were already in place.
- Continuing professional development was already a part of the faculty evaluation process.
- The relationship between administration and the faculty association was one of cooperation and respect.

The members of the initial committee worked over the period of several months to draft several versions of this plan and in the end agreed that simple was better, and an individualized approach served our needs well. The plan was designed to be flexible in meeting faculty professional development needs and to focus on the improvement of teaching and student learning. It is agreed that when the plan is in conflict with the master contract, the resolve will be in favor of the contract.

The original committee consisted of: Laurie Adolph, Jeff Armstrong, Dan Baldwin, Kirk Barkdoll, Carol Cunningham, Lana Dettbarn, Aaron Doyle, Roger Johnson, Paul Martin, Lanell Mogab, Mark Newman, Ron Serpliss, Diane Underwood, Karen Vickers, Deb Walker, Lori Walljasper.

In 2008, a revision committee was formed to revisit the plan. The members of the 2008 revision committee have worked over a period of several months to update the May 2003 Board Approved Quality Faculty Plan. These 15 members met as a whole and independently as “Existing Plan” and “Adjunct Plan” subcommittees to ensure each of the following components were included in the revised plan.

1. Plan maintenance provisions.
2. Determination of the employees to be included in the plan.
3. Orientation for new faculty.
4. Continuing professional development for faculty.
5. Procedures for accurate recordkeeping and documentation.
6. Consortium arrangements where appropriate, cost-effective, mutually beneficial.
7. Activities to ensure faculty attain and demonstrate instructional competencies and knowledge within their subject or technical areas.
8. Procedures for collection and maintenance for records demonstrating each faculty member has attained or documented progress toward attaining minimum competencies.
9. Compliance with the faculty accreditation standards of the HLC and with the faculty standards required under specific programs offered by the community colleges that are accredited by other accrediting agencies.

The existing plan subcommittee members were: Mark Newman, Curt Putman, Thomas Coley, Dean Stone, Gail Spies, George Varchola, Jerry Wilkerson and Paul Wilts.

The Adjunct plan subcommittee members were: Teresa Paper, Lanell Mogab, Reg Shoesmith, Kathleen Conway, George Varchola, Brad McConnell, Ron Serpliss and Janelle Torres y Torres.

The 2008 Quality Faculty Plan committee consisted of Thomas Coley, Kathleen Conway, Brad McConnell, Lanell Mogab, Mark Newman, Teresa Paper, Curt Putman, Ron Serpliss, Reg Shoesmith, Gail Spies, Dean Stone, Janelle Torres y Torres, George Varchola, Jerry Wilkerson, and Paul Wilts.

During the 2013/2014 academic year a Quality Faculty Plan Committee was formed to revisit and revise the existing plan. Care was given that all nine state requirements for the plan were retained. The plan was approved by the EICC Board of Trustees at their July 2014 meeting.

The 2014 Quality Faculty Plan committee consisted of Barb Adlam, Janet Coogan, Paula Finch, Laurie Hanson, Heidi Hilbert, Christopher Legel, Rob Lipnick, Dan Martin, Samantha Nelson, Ron Serpliss, Alan Shaw, and Gail Spies.

1. Implementation Schedules

Original Timelines

October 1, 2002.....Committee to develop college plan formed
April 2003Committee completes its work and recommend
May 2003Plan is presented to EICC Board of Trustees for approval
June 2003Plan submitted to the Iowa Department of Education
July 1, 2003.....Quality Faculty Plan Implemented – Licensure Eliminated
2003-2006Department of Education conducts on site visits to colleges to assure compliance and progress with plan

Revision/Update Timelines

October 20, 2008.....Committee to revise Board Approved 2003 plan formed
December 2, 2008Committee organizational meeting
January 15, 2009Existing Plan Subcommittee meeting
January 29, 2009Adjunct Plan Subcommittee meeting
February 17, 2009Committee meeting
March 31, 2009Committee meeting
April 2009Committee completes its work and recommends
May 2009Plan is presented to EICC Board of Trustees for approval
June 2009Plan submitted to the Iowa Department of Education
July 1, 2009.....Quality Faculty Plan Implemented

Update Timeline

January 2014Committee is formed to review existing plan
March 2014Committee meetings
April 2014Committee meetings
May 2014Committee faculty -chair presents plan to Instructional Council
June 2014Committee faculty -chair presents plan to EICC Board of Trustees
June 2014Plan submitted to the Iowa Department of Education
July 2014Plan implemented

2. Orientation for New Full-Time Faculty

EICC will provide new faculty with an orientation at each of its colleges (Clinton Community College, Scott Community College and Muscatine Community College) designed to meet the needs of new

community college faculty. This orientation may include, but is not be limited to, student advising, classroom management, evaluation procedures, Board policies and a campus tour.

This campus-based orientation will take place during to the first semester of teaching. Additionally, each new faculty member will participate in a district orientation which may include such topics as the EICC Mission; an overview of EICC Colleges, programs, and services; and EICC policies and procedures.

In order to reinforce and enhance both the EICC campus and district orientation learning experiences all new faculty may use EICC's Employee Orientation Web site, which provides access to all forms, operational policies, procedures and services.

3. Professional Development for Faculty

The general purpose of the *EICC Quality Faculty Plan* is to provide a consistent methodology for improving both individual faculty and overall institutional performance. Within this context, several important purposes are served by an effective system. These purposes are:

1. To assess instructional processes to promote student learning;
2. To assess strengths and opportunities for improvement of faculty to promote professional development;
3. To provide information for instructional, program, and institutional improvement; and
4. To maintain a process to provide accountability to EICC's constituencies, such as its accrediting agencies, students, advisory committees, community, etc.

A. Continuing Full-Time Faculty

Professional Development: Faculty professional development activities and programs should have a direct relationship to the role and performance of EICC faculty. These activities might include, but are not limited to: faculty mentoring, technology integration including e-Learning certification courses, graduate coursework, mandatory professional certification activities, short-term training, or educational workshops. See Appendix G for more examples. Fall and Spring District Staff Development Day sessions and campus start-up days sessions may count for professional development, but no more than 8 hours (together) per year may be used to fulfill the professional development requirement.

Continuing full-time faculty will show evidence of activity defined above meeting the equivalent of 45 clock hours, to be completed during the three-year cycle of continuing faculty evaluation. Evidence of faculty professional development activities must be documented by the faculty member.

B. New Full-Time Faculty

The first three consecutive years of employment are considered a probationary period for EICC full-time faculty. New faculty will show evidence within the first three years of employment of:

- Participation in a campus-based faculty orientation
- Participation in the EICC district orientation process
- Participate in activities in the following areas (with the exact areas to be determined in consultation with their supervising dean and/or department coordinator)
 - ✓ Diverse Learners
 - ✓ Technology (classroom- administrative)
 - ✓ Community College Philosophy and History
 - ✓ Instructional Strategies

- ✓ Evaluation and Assessment of Learning Outcomes

C. Adjunct Faculty

During the first semester of the employment of adjunct faculty at EICC, documentation and verification of completion of the *Adjunct Faculty Handbook* by each adjunct faculty member will be recorded electronically within EICC's Professional Development Registration/Record System.

- (1) Overview of EICC's mission and the Iowa Community College System
- (2) Legal and Policy Aspects of Teaching
- (3) Technology
- (4) Faculty Evaluation
- (5) Syllabus Development and Course Development Models

Adjunct Faculty who teach for EICC more than four years must show evidence of continuing professional development.

4. Procedures for Accurate Recordkeeping and Documentation

In order to support accurate record keeping and documentation for plan monitoring and verification, each faculty member is responsible for documenting each professional development activity using the EICC Professional Development Registration/Record System. This system is designed as an electronic database that provides hardcopy records as evidence for the EICC Professional Development Verification Form (see attached) that will be used by the faculty member and reviewed with his or her supervisor.

5. Consortium Arrangements Where Appropriate, Cost-Effective, and Mutually Beneficial

The EICC is a founding member of the Quad-City Professional Development Network (QCPDN). The mission of the QCPDN is to share resources and to create professional development opportunities for faculty that meet the common needs of member institutions: Augustana University, Black Hawk College, EICC, Palmer College of Chiropractic, St. Ambrose University, Trinity College of Nursing and Health Sciences, and Western Illinois University-Quad Cities.

Through the QCPDN, EICC faculty may enroll in individual professional development courses or a certificate program focused on "Excellence in College Teaching." Information about the QCPDN "Excellence in College Teaching" program can be found at <http://www.qcpdn.org>.

6. Professional Standards for EICC Faculty

The EICC has established areas of competency and will ascertain that faculty will continually work toward developing the following competencies:

Professional Standards for EICC Faculty *(Adapted from State of Iowa Professional Standards for Teachers)*

1. **Student Learning:** The faculty member understands how students learn, and provides learning opportunities that support their intellectual, career, and social development.

2. **Diverse Learners:** The faculty member understands how students differ in their approaches to learning, both individually and culturally, and creates instructional opportunities that are equitable and adaptable to diverse learners.
3. **Instructional Planning:** The faculty member plans instruction based on understanding of subject matter, students, the community, and curriculum goals and standards.
4. **Instructional Strategies:** The faculty member understands and uses appropriate instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.
5. **Learning Environment/Classroom Management:** The faculty member uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. **Communication:** The faculty member uses knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry and collaboration, and support interaction in educational settings.
7. **Assessment:** The faculty member understands and uses formal and informal assessment strategies to evaluate student learning, and participates in program and institution-wide outcomes assessment.
8. **Professional Development:** The faculty member continually reflects on and assesses the effects of his or her choices and actions on others, and actively seeks out opportunities to grow professionally by maintaining professional competency in his or her field of expertise.
9. **Collaboration, Ethics and Relationships:** The member fosters professional relationships with students, colleagues and the community to support learning.
10. **Technology Related to Instruction:** The faculty member uses appropriate technology in the planning, delivery and assessment of instruction.
11. **Community College:** The faculty member understands the mission and history of community colleges and the structure and scope of the community college that employs him or her.
12. **Contribution to the College:** The faculty member contributes to the institution through active participation in departmental and institutional tasks.

7. Procedures for Collection and Maintenance of Records

The college's Human Resource office will maintain records related to the Professional Development process, specifically:

- Records documenting actions related to initial orientation and attainment of professional standards of new Faculty in accordance with state and federal laws;
- A record documenting a faculty member is making progress toward or has met minimum hiring standards specified in Iowa Code; and
- The individual professional development registration forms will be maintained electronically as needed.

Appeals Committee

A district-wide Appeals Committee will be appointed. The Committee shall consist of six members, three faculty (appointed by the Faculty Association), two administrators, and one college president

(appointed by the Chancellor). The Appeals Committees will meet quarterly when any appeal is pending. A quorum of Committee members must be present in order to review an appeal. A quorum will consist of four committee members evenly distributed between faculty and administrator representation.

Appeals Process

- An employee shall have twenty working (20) days from the meeting date at which he/she and his/her dean/administrator discussed the employee's EICC Faculty Professional Development Portfolio Form used to file an appeal.
- The appeal must be filed on the EICC Faculty Professional Development Portfolio Appeals Form and be submitted to the District Human Resources Department with a copy given to the college president's office. A copy of the EICC Faculty Professional Development Portfolio Form must be attached to the Appeals Form.
- The dean/administrator and the appellant shall be given the opportunity to meet individually with the district-wide Appeals Committee.
- The district-wide Appeals Committees shall have thirty working (30) days in which to issue their decision after meeting and evaluating disapproval.
- The timeline for the process may be extended by mutual agreement due to extenuating circumstances.
- If the appellant does not meet the required time line, the original decision is considered upheld. If the Appeals Committee does not meet its time line, the original decision is considered reversed.
- A majority vote of the quorum of the district-wide Appeals Committee is required to reverse the decision of the dean/administrator.

8. Compliance with Faculty Accreditation Standards of HLC and with faculty standards required under specific program accrediting agencies

Hiring Practice for Faculty

College hiring practices will ensure the following credentials for fulltime faculty: faculty have attained knowledge and competencies in their subjects or discipline areas as documented by the attainment of the minimum hiring requirements specified in Iowa Code 260C.36 Section 8.

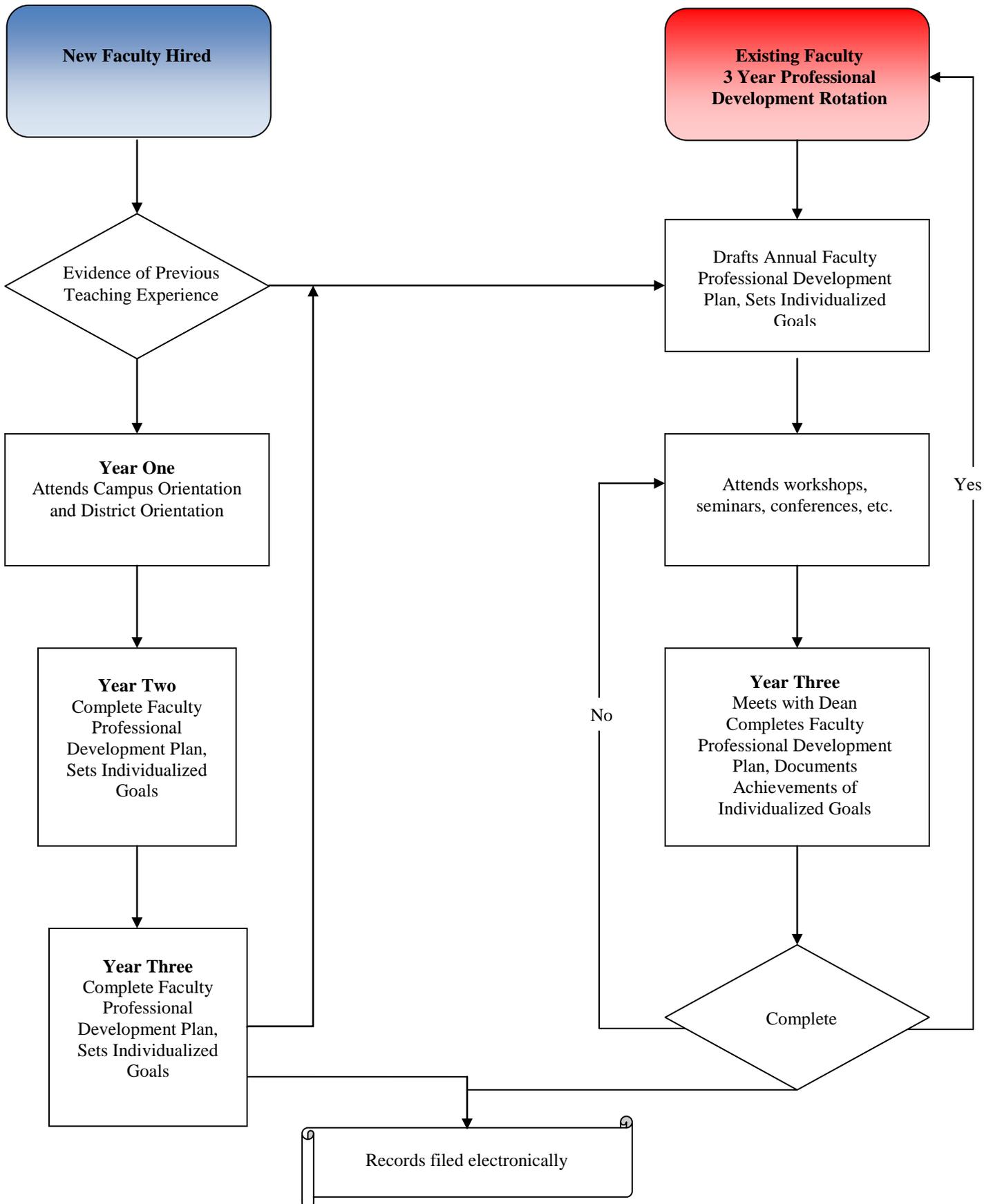
All hiring is in compliance with the faculty accreditation standards of the HLC and with faculty standards required under specific programs offered by the community college that are accredited by other accrediting agencies.

9. Evaluation of the Quality Faculty Plan

A committee will be appointed annually to review and/or revise this plan. When changes are made to the plan, it will be taken to the EICC Board of Trustees for approval.

A.

EICC Full-Time Quality Faculty Plan



B.

EICC Full-Time Faculty Professional Development Plan

Faculty:_____

Supervisor:_____

Date:_____

College:_____

I. Summary of Accomplishments

II. Plans for Next Year

III. Assistance needed from the College to help achieve Plan

Faculty

Date

Supervisor

Date

C.

EASTERN IOWA COMMUNITY COLLEGES
Professional Development Verification Form for Full-Time Faculty

Employee: _____

Social Security #: _____

College/University Credit Coursework:

Course Title:	College/University:	Date Completed:	Credit Hours:

Staff Development Courses, Workshops, & Seminars, etc.:

Course, Workshop, or Seminar Title:	Faculty/Presenter or Agency:	Date Completed:	Contact Hours:

Total Contact Hours =

Faculty Signature: _____

Supervisor Signature: _____

Date: _____

D.

EASTERN IOWA COMMUNITY COLLEGES
Professional Development Verification Form for New Full-Time Faculty Only

Employee: _____

Social Security #: _____

College/University Credit Coursework:

Course Title:	College/University:	Date Completed:	Credit Hours:

Staff Development Courses, Workshops, & Seminars, etc.:

Course, Workshop, or Seminar Title:	Faculty/Presenter or Agency:	Date Completed:	Contact Hours:
Campus Orientation			
District Orientation			
Delivering E-learning Courses			
Diverse Learning			
Technology			
CC Philosophy & History			
Instructional Strategies			
Evaluation / Assessment			

Total Contact Hours =

Faculty Signature: _____

Supervisor Signature: _____

Date: _____

E.

EASTERN IOWA COMMUNITY COLLEGES
Professional Development Verification Form for Adjunct Faculty Only

Employee: _____

Social Security #: _____

College/University Credit Coursework:

Course Title:	College/University:	Date Completed:	Credit Hours:

Adjunct Faculty Professional Development Requirement

Online Adjunct Faculty Handbook	Date Completed:	Contact Hours:
Overview of EICC		
Legal and Policy Aspects of Teaching		
Technology		
Faculty Evaluation		
Syllabus Development		

Total Contact Hours =

Faculty Signature: _____

Supervisor Signature: _____

Date: _____

F.

EICC Faculty Professional Development Portfolio Appeals Form

Name: _____

College: _____

Date Filed: _____

Appeal:

Activity

Development Units or hours assigned

Denied by: _____

Date: _____

Justification for appeal:

Signature: _____

Appeals Committee

Date of meeting: _____

Outcome of appeal:

Response sent to Faculty and Dean: _____

Please submit appeals form to Vice Chancellor for Education and Training

Revised April 2014

Appendix G

Examples of Appropriate Professional Development Activities:

- e-Learning certification courses
- Professional certification training/activities
- Participation in shows/exhibits
- Published work
- Present at regional/national/state conference
- Participation in workshops (i.e. The Great Teachers Workshop)
- Participation in and/or lead a Webinar
- College/University credit courses
- College/University non-credit courses
- Attend a discipline-based conference
- Participation in EICC technology training sessions
- Travel related to discipline
- Participation in the Quad-Cities Professional Development Network (QCPDN)
Excellence in College Teaching Certificate Program
- CLIC / LINC
- Professional consulting
- Fall and Spring District Staff Development Day sessions and campus start-up days sessions – no more than 8 hours per year
- Other activities are to be agreed upon by the faculty member and his/her supervisor prior to the activity