



Quality Faculty Plan

Academic Affairs

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Introduction

In 2002 Iowa Code Section 260C.36 was revised to replace the process of permanent professional licensure with Quality Faculty Plans to guide the hiring and professional development of fulltime community college faculty. The Hawkeye Community College Quality Faculty Plan was implemented July 2003 as a collaborative effort by a committee consisting of faculty, staff and administration with the goal of assisting faculty in determining and attaining professional development to meet certification requirements.

The Quality Faculty Plan Committee membership consists of representation from arts and sciences faculty, career and technical faculty, developmental studies faculty, and administration. Faculty are appointed by the Hawkeye Professional Educators' Association (HPEA). There is no simple majority of members of the same gender. The mission of the committee is to develop a system to support faculty as they attain "units" for their Hawkeye Community College certification as required by the Iowa Department of Education. A "unit" is defined as a documented activity to fulfill a specified category.

The Quality Faculty Plan applies to faculty who are classified as:

- New Full time – faculty who are in the initial certification period at Hawkeye Community College.
- Full time – faculty who have completed their initial certification.
- Counselors – faculty whose primary duty is to counsel students.
- Adjunct – faculty who are employed without a continuing contract, whose teaching load does not exceed one-half time for two full semesters per calendar year.

The Quality Faculty Plan is reviewed annually and updated as needed by the Quality Faculty Plan Committee.

Nondiscrimination Statement

Hawkeye Community College does not discriminate on the basis of sex; race; age; color; creed; national origin; religion; disability; marital status; sexual orientation; gender identity; genetic information; political affiliation or belief in its employment practices; educational programs and activities; admission procedures; outreach and recruitment; counseling and guidance; testing; selection, placement, appointment, and referral; or promotion/retention. Veteran status in educational programs, activities, employment practices, or admission procedures is also included to the extent covered by law. Students, prospective students, employees, or applicants for employment alleging a violation of equity regulations shall have the right to file a formal complaint. Inquiries concerning application of this statement should be addressed to: Equity Coordinator, Human Resource Services, Hawkeye Community College, 1501 East Orange Road, P.O. Box 8015, Waterloo, Iowa 50704-8015, telephone 319-296-4405.

Record Keeping and Documentation

Academic Affairs shall maintain detailed and organized records of each faculty member's Quality Faculty Plan activities and the number of completed units in each of the required categories.

Quality Faculty Plan documents, can be found on the Academic Affairs My Hawkeye site at:

<https://my.hawkeyecollege.edu/dept/AcademicAffairs/Quality%20Faculty%20Plan/Forms/AllItems.aspx?InitialTabId=Ribbon%2EDocument&VisibilityContext=WSSTabPersistence>

In addition, a three-ring binder shall be given to each full time faculty member for the purpose of organizing their own records and documentation in the form of a portfolio.

When faculty portfolios are reviewed and found to have met all requirements for each five year cycle, a letter will be sent to the faculty member stating that the certification requirements have been met for that recertification period.

Hiring Requirements

Faculty hired by Hawkeye are required to meet the faculty standards as specified in Iowa Code Supplement Section 260C.48(1) as amended by 2008 Iowa Acts, House File 2679.

Arts and Science Faculty

Possess a master's degree from a regionally accredited graduate school and have successfully completed 12 credit hours of graduate level courses in each field of instruction the instructor is teaching.

OR

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 (e.g. law, engineering, accounting, medicine).

Career and Technical Education Faculty

Possess a baccalaureate or graduate degree in the area or related area of study or occupational area in which the instructor is teaching classes.

OR

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.

Also, all career and technical education instructors must be registered/certified/licensed in the occupational area if required by the state.

Developmental Education Faculty

Developmental 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.

New Full Time Faculty

New full time faculty must participate in a two year induction and mentoring program coordinated by the Brobst Center for Teaching and Learning Services. This two-year program is designed to provide a welcoming climate at Hawkeye Community College by:

- Building positive relationships through mentoring and by using faculty and administrators to facilitate learning.
- Strengthening teaching through learning, modeling, and application of research-based instructional practices.

The program includes the following:

- New Faculty Orientation
- Teaching for Learning at Hawkeye
- Strategies for Effective Online Learning
- Assessment of Student Learning
- History & Philosophy of the Community College
- Two Year Faculty Mentoring

Course offerings are promoted on the Brobst Center for Teaching and Learning Services website at: <http://www.hawkeyecollege.edu/employees/teaching-and-learning-services/professional-development/default.aspx>

All Full Time Faculty

Professional Development

All full time faculty will meet with their respective Deans for an informal conversation on an annual basis to discuss their plans/goals towards improving their teaching and learning. At that time, faculty will have an opportunity to voice their intentions about their professional development toward improving their teaching and learning. This time may also be used to review their progress on their Quality Faculty Plan portfolio. The Deans will have the opportunity to guide and support faculty with their plans/goals. If faculty receive special assignment pay for an activity, they are not eligible to receive certification units.

The following are required within each five-year certification renewal period:

Full-time Faculty Requirements:

- 5 units in Teaching & Learning (one unit per year).
- 5 units in Personal & Professional Development (one unit per year).
- 5 units in Contributions (one unit per year).

15 total units earned per each five year period.

A “unit” is defined as an activity to fulfill a specified category. Evidence of a unit may be a certificate of completion, transcript, program brochure, etc.

Professional development opportunities and information are available through the Brobst Center for Teaching and Learning.

Note for New Faculty:

- Internal contributions during the first two years at Hawkeye require Dean approval.
- External contributions are optional.
- It is required that the contribution category be fulfilled beginning in year three whether it be external or internal.

Competencies / Categories

Teaching and Learning (One Unit per Year)

Activities which develop knowledge and skills that can be applied in the classroom to enhance student learning.

Examples:

- Learning Management System (LMS) workshops
- Brobst Center offerings
- Courses and workshops that emphasize teaching and/or assessment strategies
- Content development specific to teaching assignment
- Faculty Learning Community that seeks to develop awareness about how to meet the needs of diverse learners
- Professional experiences for the purpose of continuous improvement

Personal and Professional Development (One Unit per Year)

Activities which an individual has chosen for the purpose of continuous improvement.

Examples:

- HCC Quality Service workshops
- Organizational memberships
- Conferences
- Higher-education coursework
- Wellness
- Professional certification and courses towards an additional degree or certification

Contributions (One Unit per Year)

Activities in which faculty actively and voluntarily participates in order to share knowledge, improve processes, or impact results for the purpose of positively enhancing the reputation of the college.

Examples:

- Various HCC committees
- Community/Organization volunteering
- Publications/Presentations
- Mentoring
- Community/Organization memberships
- Leadership for student clubs

Preapproval/Modification Requests

If an individual needs to modify a plan, modify a goal, or is unsure if an activity will be approved, that individual will complete the Request for Preapproval/Modification Form (Appendix A) and submit it to the appropriate dean.

Activities that are listed below are preapproved and do not require a Preapproval/Modification form. Attendance will be taken at each event. This includes:

- Faculty In-service workshops
- Employee Development Day breakout sessions (if applicable)
- Faculty professional learning communities
- Committee participation

Preapproval/Modification Request forms are available on the Academic Affairs My Hawkeye Web Page or from the Academic Affairs Office.

Quality Faculty Plan Checklist

- ✓ Draft a goal for each category (Teaching & Learning, Professional Development, Contributions)
- ✓ Determine what activities will help you to achieve your goals as discussed and approved by your Dean at your annual meeting
- ✓ Participate in the activities to help you achieve your goals
- ✓ When your activities are completed, finalize the goals on your sheet and write reflections.
- ✓ Feedback will be given by the Dean in your annual meeting. In addition, next years' goals and activities can be discussed with your Dean as well. A Portfolio Feedback form will be used (Appendix B) to document the meeting.
- ✓ At the end of each five year cycle, the Dean will complete a Portfolio Review Form (Appendix C) and forward it to the Vice President of Academic Affairs for approval.
- ✓ Upon approval, the Academic Affairs office will generate a letter and certificate for the faculty and copy the Dean documenting the approval.

Portfolio

What is a teaching portfolio?

The teaching portfolio is a collection of artifacts, such as student learning data, reflection of thinking and professional development experiences, which provide evidence of a person's teaching accomplishments. These accomplishments are unique because they are connected to the person's teaching philosophy, specific courses and contexts. The word portfolio – used as a verb, rather than a noun – can be thought of as a process of archiving the teacher you are becoming.

What goes into a teaching portfolio?

The first thing that should be included in your portfolio is your teaching philosophy. There are a variety of artifacts/reflections that could go into a portfolio such as syllabi, samples of student work, a video tape of your teaching, self-reflections, reports representing classroom research, a peer coach review, a chart showing student performance over time, written comments from student evaluations, faculty development certificates, and honors or other recognition. Throughout the year, collect a variety of artifacts. At year end, select the most essential items to place in your portfolio.

The best way to decide whether an artifact should go into the portfolio is your answer to this question, "Does this artifact directly evidence progress on the goal I have set and/or the story I am trying to tell? If the answer is yes, put it in your portfolio with a brief caption about why you selected it for inclusion.

What are the benefits of a teaching portfolio?

There are a variety of benefits for using teaching portfolios. Faculty who have a portfolio find them helpful in:

- documenting their growth over time,
- evidencing the quality of their teaching,
- using them when interviewing for new positions, and
- having an opportunity to share student learning results with their administrator.

Counselor Quality Faculty Plan

Counselors follow the same process as full time faculty with the exception that they develop a Counselor Philosophy rather than a Teaching Philosophy. See the section “All Full Time Faculty” on page 5.

Adjunct Quality Faculty Plan

Adjunct faculty will follow the Adjunct Quality Faculty Plan (AQFP). The purpose of the AQFP is to provide an on-going program of professional development for all faculty who are currently teaching at the college and are not employed full time.

Overview

Adjunct faculty may participate in professional development opportunities in either of two areas:

- Teaching and Learning- Activities which develop knowledge and skills that can be applied in the classroom to enhance student learning.
- Personal and Professional Development- Activities which an individual has chosen to develop themselves for the purpose of continuous improvement.

One unit per year is required of all adjunct faculty. A “unit” is defined as an activity to fulfill one of the categories. Evidence of a unit may be a certificate of completion, transcript, program brochure, etc.

Adjunct Quality Faculty Plan Checklist

- ✓ Determine a goal for one of the categories.
- ✓ Identify an activity that will satisfy your goal. Preapproved activities include: Faculty In-service workshops, Faculty professional learning communities, Committee participation, and Brobst Teaching and Learning Center workshops. Attendance will be taken at each event. *For other activities you should check with your Dean before attending.*
- ✓ Attend/participate in the activity.
- ✓ Submit completed AQFP Unit Request form (Appendix D) to your Dean, along with evidence of completion of the activity. Indicate on the form how the Dean will receive the evidence.
- ✓ The Dean will review the AQFP Unit Request form. Faculty will be informed upon completion of the review.

If participation in more than one professional development opportunity occurs, you are encouraged to write a reflection and submit to the Dean.

APPENDIX A Request for Preapproval/Modification

Name _____ ID# _____

Program/Department _____

Date _____

Title _____

Sponsoring Institution _____

Dates from _____ to _____

Category: _____
(choose one of the following: Teaching & Learning, Professional Development or Contributions)

Rationale for why you are requesting a preapproval or modification.
Include how this activity/class improves competence, teaching skills and/or professionalism.

Upon completion of requested activity, submit evidence of completion to the appropriate dean. Examples of evidence may include grade reports, conference schedules, itineraries, e-mail confirming attendance and number of hours, etc.

Faculty Member _____ Date

Dean _____ Date

Date Evidence of Completion Received _____

Portfolio Review

Instructor Name:	Department:
Goals for this Portfolio Review:	Certification Renewal Date:
Meeting Date:	Year in Portfolio:

Portfolio Feedback:

What follows is feedback of your portfolio that was presented as evidence of your professional growth. Your portfolio is a work in progress and will grow over the certification period. Suggestions of how you might improve the pattern of evidence have been indicated. Some items may be minor and can be added easily to the portfolio. Other items will require an investment of time in learning, reflecting, and application. Progress in each portfolio category is recorded with a status key: 1 = No evidence, 2 = Work progressing, 3 = Completed.

1. Teaching Philosophy: What would you want your students to genuinely say about you as a teacher? Your teaching philosophy is less about explaining the activities you use in your classroom and more about explaining why you use the activities, resources, and strategies you choose. What theories and/or principles guide your instructional practices?		
Status Key: 1 = No Evidence 2 = Work Progressing 3 = Completed		
Date	Comments	Status

2. Teaching and Learning: Those activities which develop knowledge and skills that can be applied in the classroom to enhance student learning. <i>Sample possible means:</i> Brobst Center offerings, courses and workshops that emphasize teaching and/or assessment strategies, Content, Developing awareness and meeting the needs of diverse learners.			
Status Key: 1 = No Evidence 2 = Work Progressing 3 = Completed			
Means/Evidence	Date	Comments	Status

3. Personal and Professional Development: Those activities which an individual has chosen to develop themselves for the purpose of becoming a better professional. <i>Sample possible means:</i> HCC Quality Service workshops, Organizational memberships, Conferences, Higher-education coursework, Wellness activities, Professional Certification and coursework toward an additional degree or certification, Learning experiences for becoming a better professional.			
Status Key: 1 = No Evidence 2 = Work Progressing 3 = Completed			
Means/Evidence	Date	Comments	Status

4. **Contributions:** Those activities in which faculty actively and voluntarily participate in sharing knowledge, improving processes or impacting results for the purpose of positively enhancing the reputation of the College.
Sample possible means: HCC committees, United Way representative, publishing, mentoring, community memberships, leadership for student clubs.

Means/Evidence	Status Key: 1 = No Evidence 2 = Work Progressing 3 = Completed		
	Date	Comments	Status

GENERAL COMMENTS:

Goals for Next Year: What follows is a recording of your goals for the upcoming year as discussed at the portfolio meeting.
Teaching & Learning Goal(s)
Personal & Professional Development Goal(s)
Contributions Goal(s)

GENERAL COMMENTS:

Documentation:

I have submitted a professional growth portfolio and have participated in a feedback conference including goal setting for next year, and I have read this document.

Instructor: _____

Date: _____

Dean: _____

Date: _____

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APPENDIX C

Hawkeye Community College

Portfolio Final Review

Faculty name: _____

Department: _____

Certification Renewal Date: _____

The above named faculty member has completed the requirements for completion of their portfolio. This satisfies the certification and Quality Faculty Plan requirements for the 5 year period of _____ to _____.

New Certification Renewal Date: _____

Faculty Signature

Date

Dean Signature

Date

VP, Academic Affairs Signature

Date

09/14

APPENDIX D

Request for AQFP Unit (s)

Please submit this form to the drop box in your LMS Adjunct Quality Faculty Plan class section.

Name _____ ID# _____

Program/School _____

Academic Year _____

1. Choose one of the following activity areas.

Teaching & Learning

Examples:

- LMS workshops
- Courses and workshops that emphasize teaching and/or assessment strategies
- Brobst Center offerings
- Diversity awareness in the classroom
- Individual professional or discipline-specific reading
- Content area development

Personal & Professional Development

Examples:

- HCC Quality Service workshops
- Conferences
- Higher education coursework
- Organizational memberships
- Wellness
- Professional certification

Title of activity _____

Sponsoring Institution _____

Dates from _____ to _____

2. Provide rationale for how you expect this activity will improve competence, teaching skills and/or professionalism. Please type directly below.

3. Describe and/or submit evidence of completion of your activity. Examples of evidence may include grade reports, screen shots of modified curriculum, conference schedules, itineraries, e-mail correspondence regarding workshop attendance/topic/hours, etc. If you cannot insert into, or attach your evidence to, this form, indicate below the format in which you will submit the evidence.

Angel hard copy to dean email scanned image

meeting with dean Other

Please discuss your evidence of completion here.

4. Provide a written reflection of your activity. You should describe any goals that you set for the activity as well as how and when you achieved them. Of importance in the reflection – how did this activity improve student learning? What went right, what went wrong, and what are your next steps. To help you get started, you may choose to use some or all of the sentence starters listed below.

- The questions I have answered are...
- Some questions that arose or remain are...
- An adjustment I need to make for next semester is...
- These are some results I see in _____(student learning/motivation/engagement) I'm beginning to see...
- Some of the ways I see myself changing as a teacher include....
- My next step is....
- I am happy with...
- I am dissatisfied with....

Please type your reflection here.

Documentation

I have completed and submitted this form. I will read the dean's feedback and respond to his/her comments as needed.

Instructor: _____ Date: _____

5. Goal and feedback – completed by dean.

Goal and Evidence	Status Key: 1 = No Evidence 2 = Work Progressing 3 = Completed		
	Date	Dean's Comments	Status

General Comments

Dean: _____ Date: _____