



Southwestern Community College

Quality Faculty Plan

Revised September 2015

Southwestern Community College exists in order that community members have the opportunity to gain skills and knowledge sufficient for successful employment, higher education, and lifelong learning.

SWiCC
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I. Introduction

In accordance with Iowa Code, Southwestern Community College established a Quality Faculty Plan Committee to develop a plan for hiring and developing quality faculty. The administrators were appointed by the college administration, and the faculty members were appointed by the Southwestern Community College Education Association. Equally represented are arts and sciences faculty and career and technical faculty, and there is no simple majority of members of the same gender.

FACULTY DEVELOPMENT COMMITTEE MEMBERS

ADMINISTRATORS

Jolene Griffith
Director of Human Resources

Lindsay Stoaks
Assistant Vice President of Instruction

Bill Taylor
Vice President of Instruction

FACULTY

Tim Leonard
Psychology Instructor

Gina Long
Web Design/Graphic Design Instructor

Steve Schmalzried
Automotive Repair Technology Instructor

Susan White
Nursing Instructor

II. History

A Committee was formed in September 2002. A written plan was developed by the Committee and submitted to Southwestern's Administrative Cabinet and the Southwestern Community College Education Association for review and recommendation for approval to the Board of Trustees. In May 2003, the final version was presented to the Board of Trustees and approved. All Southwestern faculty began participating in the Quality Faculty Plan effective July 1, 2003.

III. Faculty Development Committee

A. Selection

Selection to the Faculty Development Committee shall be on an annual basis. Administrators to serve on the committee shall be designated by the President of Southwestern Community College or his/her designee.

Faculty members to serve on the committee shall be appointed by the President of Southwestern Community College Education Association or the Association in general assembly, as determined by the membership of the Association. Appointees for the coming year shall be made by the Association and communicated in writing to the Chair of the Faculty Development Committee by the last day of Spring Semester.

There shall be four faculty members on the committee, selected as follows:

- Two instructors actively engaged in teaching arts and science courses, at least one of whom teaches a substantial part of his or her load in courses that are part of a Career Option program
- Two instructors actively engaged in teaching vocational courses, at least one of whom is actively engaged in teaching nursing courses.

B. Additional considerations in selecting faculty members of the committee

In selecting faculty members to serve on the committee, the Association or its President shall give due consideration to the legal requirement that the entire committee shall be gender-balanced.

C. Replacement members and non-participation

In the event a member of the committee resigns from the committee or is unable or unwilling to continue to serve on the committee for any reason, that member shall be replaced as soon as possible. In the event a member of the committee is chronically absent, the President of the College or the President of the Association may select an alternate whose teaching load qualifies him or her to serve in place of the missing member and who may participate in the absence of the person who resigns, or is unable or unwilling to continue to participate in the activities of the committee.

D. Voting procedures

Whenever possible, decisions of the committee shall be arrived by a consensus. When a formal vote of the committee is required, a decision shall require the affirmative votes of a majority of administrative members AND a majority of faculty members present and voting.

E. Quorum

A quorum to conduct the business of the committee shall constitute a simple majority of the administrative members of the committee and a simple majority of the faculty members of the committee.

F. Duties

The Committee shall monitor compliance with the plan by the College; assess the effectiveness of the plan; and modify the plan, where necessary. In modifying the plan, the Committee shall consider data collected in the assessment of the plan.

IV. Professional Development Opportunities/Consortium

Southwestern's Administrators will continue to explore professional development opportunities for the faculty when they arise and will keep faculty informed of such. Continuing professional development courses are often sponsored by Iowa's Regent Universities, (University of Iowa, University of Northern Iowa and Iowa State University), as well as by other community colleges across the state.

Southwestern will also continue to work with other Iowa community colleges on consortium agreements to provide professional development programs beneficial to faculty and the institution.

V. Full-time Faculty

A. Hiring

1. Practices

- a. Southwestern Community College will adhere to the following guidelines when hiring full-time instructors:
 - (1) Instructors 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.
 - (2) Hiring is in compliance with accreditation standards of the Higher Learning Commission and with faculty standards required under specific programs offered by the community college that are accredited by other accrediting agencies.
 - (3) Follow the College's written procedures, HR 35 and HR 36 regarding proper selection of qualified arts and sciences faculty members and qualified career and technical faculty members.
- b. According to college procedure, background checks will be conducted on all full-time faculty being considered as a final candidate for employment. The Director of Human Resources will oversee this process. Costs associated with fulfilling this requirement will be covered by the College.

2. Documentation

- a. The college's Human Resources office will maintain records related to the hiring process, specifically
 - (1) Documentation that hiring practices were in accordance with state and federal laws.
 - (2) Documentation that an instructor has passed a background check.
 - (3) Documentation that an instructor is making progress toward or has met minimum hiring standards specified in Iowa Code.

B. Orientation

1. Practices

(The college will provide orientation activities as described below, preferably prior to the beginning of the instructor's first full-time semester.)

- a. Required attendance orientation which will include but is not limited to the following sessions:
 - (1) Presentation by an Association representative
 - (2) Presentation on faculty rights and responsibilities
 - (3) Presentation on the employee handbook and the master agreement
 - (4) Presentation on working with students with disabilities and special needs
 - (5) Presentation on counseling services
 - (6) Presentation on services available such as:
 - a. Enrollment Services
 - b. Financial Aid

- c. Off-campus centers
 - d. Scholarship opportunities for students
 - e. Continuing Education (Workforce training services)
- (7) Tour of campus

b. Assigned mentors for new instructors.

c. The following subjects will also be covered either during orientation or during the Introduction to Post-secondary Education Training sessions:

- (1) Presentation on student behavior guidelines, plagiarism policy and productive learning environment statement
- (2) Alternative delivery systems
- (3) Assessment of student learning

2. Orientation Records

a. Documentation of attendance at orientation activities will be kept by Instructional administration. An orientation checklist will also be filed in each faculty member's personnel file.

C. Professional Preparation for New Faculty

1. Practices

a. The college has established areas of competency and will assure that new faculty have attained competencies as indicated below:

- (1) Student Learning: The instructor is able to articulate how students learn and provides learning opportunities that support students' intellectual, career, and social development.
- (2) Instruction: The instructor plans instruction based on understanding of subject matter, students, the community, and curriculum goals and standards.
- (3) Professional Relationships: The instructor fosters professional relationships with students, colleagues and the community to support learning.
- (4) Community College: The instructor demonstrates knowledge of the mission, history, and funding mechanisms of community colleges, and the structure and scope of the community college that employs him or her.
- (5) Professional Development: The instructor 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.

b. To ensure that new full-time instructors have attained the competencies listed above they will be required to complete the following, subject to modification by subparagraph 3(a) below:

- (1) All new instructors will be required to attend and successfully complete the Introduction to Post-secondary Education Training held at Southwestern during the summer or attend an approved new teacher workshop if possible before beginning instructional duties or as soon thereafter.

- (2) All new instructors will be required to attend and successfully complete an approved course (credit or non-credit) in the history and mission of the community college before the end of the instructor's probationary period.
- (3) Within the first semester, instructional administrators and the new full-time instructor will develop an individual Quality Faculty Plan (QFP) to ensure new instructors have identified how the competencies will be met. The plan will be submitted in accordance with the following:
 - (a) Competencies may be attained through prior education, prior experience, and/or the successful completion of activities, including those required in 1 and 2 above.
 - (b) All competencies must be attained before the end of the instructor's probationary period.
 - (c) Progress toward attaining competencies will be monitored by instructional administration, following normal evaluation procedures.
- c. Completion of the Quality Faculty Plan is a necessary but not sufficient condition for continuous employment.
- d. If an instructor and instructional administrator decide that a competency will be met through an activity for which tuition or another fee is charged, reimbursement for that cost may be requested, and will be awarded or denied in accordance with the Master Contract and consistently applied policies of the Division of Instruction.

D. Continuing Professional Development for Non-Probationary Faculty

1. Practices

- a. Full-time instructors are expected to participate in activities designed to develop their subject or technical areas as listed in the Quality Faculty Plan, Section VII. The committee may give credit for other activities if the committee agrees they have contributed to developing an instructor's instructional competencies and/or knowledge of their subject or technical area.
- b. Full-time instructors will be required to complete eight (8) renewal units every five (5) years.
 - (1) One renewal unit may be earned for each instructional contract year completed.
 - (2) One renewal unit may be earned for each semester hour of credit, which advances one toward the completion of a degree program.
 - (3) One renewal unit may be earned for each semester hour of credit completed which may not lead to a degree but which adds greater depth/competence to the endorsement(s) held or adds greater depth/competence in the theory or practice of instruction or instructional leadership.
 - (4) Renewal units may be earned upon the completion of staff development programs.
 - (5) Renewal credits may be earned through completing one or a combination of the experiences listed below: (Participants are encouraged to gain renewal credits from more than one category.)

- (a) University or college courses or offerings (degree or non-degree), one semester credit hour = 1 renewal credit.
 - (b) Structured occupational experiences, 40 hours = 1 renewal credit. This category includes working, supervising, or observing and studying the occupational area in which you teach. (Must be no less than ½ day.)
 - (c) Seminars, institutes or workshops, 15 contact hours = 1 renewal credit. This category includes: seminars, workshops, or professional meetings related to teaching and/or the occupational area in which you teach, and visitation to other institutions with similar programs. (Minimum of 1 hour increments to accumulate.)
 - (d) Presenting at professional workshops or conferences. Each hour of presenting equals two contact hours of attendance at seminar, workshop, or conference. The same presentation may only be counted once.
 - (e) Publication in a professional journal, or technical, literary, scientific magazine, or publication of an original literary work constitutes 1-3 renewal units. (500 words = 1 unit, 1000 words = 2 units, 1500 words or more = 3 units)
 - (f) A pre-approved visit to another institution of higher education for the purpose of achieving the mission and goals of Southwestern Community College constitutes equal credit to a workshop. Adequate documentation of hours spent in this activity must be submitted and approved to the appropriate Instructional Administrator.
- c. Continuing professional development is a component of the annual evaluation process for full-time instructors.
 - d. Continuing professional development may be used by full-time instructors to progress up the salary scale as described in the contract.
 - e. Completion of the Quality Faculty Plan is a necessary but not sufficient condition for continuous employment.
 - f. Full-time instructors may receive funding for professional development activities through the Professional Development Fund.
 - g. Full-time instructors who were employed by Southwestern Community College prior to July 1, 2003, and who hold a Permanent Professional Certificate issued by the Board of Educational Examiners are encouraged but not required to complete the renewal hours required under this section.

E. Professional Development Records for all Full-Time Faculty

1. Forms

- a. Extramural Leave Form: Faculty requesting attendance at meetings, workshops, and other professional development activities in lieu of a regularly scheduled work day must complete an Extramural Leave Form in advance of attending such activity. If they would like to receive professional development renewal credit under the Quality

Faculty Plan for this activity, they must check the appropriate box on the form and also complete an Activity Approval Form described in the following section.

- b. Activity Approval Form: Faculty requesting professional development renewal credit should complete the Activity Approval Form accompanied by a complete description of the activity which includes the date(s), hours of contact, and proof of completion.

2. Practices

- a. Records documenting professional development activities on an Activity Approval Form will be submitted by the instructor to instructional administration and forwarded to the Human Resources office to be recorded and filed in the faculty member's professional development file.
- b. The Human Resources office will document the attainment of the required competencies, will allow faculty access to their records as requested, and will provide progress summaries to instructional administrators when requested.

VI. Adjunct Instructors

A. Hiring

1. Practices

- a. Southwestern Community College will adhere to the following guidelines when hiring adjunct faculty:
 - (1) Instructors have attained knowledge and competencies in their subjects or discipline areas as documented by the attainment of the minimum requirements specified in Iowa Code.
 - (2) Hiring is in compliance with the faculty accreditation standards of the Higher Learning Commission and with faculty standards required under specific programs offered by the community college that are accredited by other accrediting agencies.
 - (3) Follow the College's written procedures, HR 35 and HR 36 regarding proper selection of qualified arts and sciences faculty members and qualified career and technical faculty members.
- b. Costs associated with fulfilling the above are the responsibility of the instructor.

2. Record Keeping

- a. The college will maintain records related to the hiring process, specifically
 - (1) Records documenting the actions of administration and maintained by the Human Resources Office.
 - (2) Records documenting that faculty have met the minimum requirements specified in Iowa Code are also maintained by the Human Resources Office for the length of the instructor's employment with the college.

B. Orientation

1. Practices: The College will provide orientation activities as described below.
 - a. Adjunct faculty will be invited to participate in an orientation held before the beginning of each academic year.
 - b. Other orientation activities requested of adjunct faculty will be identified in the Adjunct Faculty Handbook.
2. Record Keeping
 - a. Records of attendance at orientation activities will be kept by instructional administration.

C. Continuing Professional Development for Adjunct Faculty

1. Practices
 - a. Within the academic year of employment, each adjunct faculty member must complete one professional development activity.
 - b. Adjunct faculty will be welcome to participate in professional development activities held at the College.
2. Record Keeping
 - a. Records of attendance at professional development activities sponsored by the College will be kept by instructional administration. A copy of the documentation will be provided to the adjunct instructor as requested.

VII. Competencies

The college has established areas of competency for professional development. All instructors will be responsible for providing documentation of professional development to instructional administration for approval. Documentation includes a Quality Faculty Plan Activity Approval Form accompanied by a certificate, transcript, conference and/or workshop program or agenda, reflective journal, an oral presentation to colleagues, or other similar verification.

1. **Student Learning**: The instructor is able to articulate how students learn and provides learning opportunities that support students' intellectual, career, and social development. The instructor will demonstrate an understanding of:
 - Learning style diversity
 - Adult learner needs
 - Communication styles (verbal and nonverbal)
 - Cultural diversity
 - Individual and group motivation theory
 - Intellectual and social development
 - Positive learning environment

2. **Instruction:** The instructor plans instruction based on understanding of subject matter, students, the community, and curriculum goals and standards. The instructor will demonstrate an understanding of:
 - Subject matter and skill area
 - Effective teaching strategies
 - Lesson planning
 - Assessment
 - Classroom management
 - Use of technology
 - Curriculum development
 - Equity issues

3. **Professional Relationships:** The instructor fosters professional relationships with students, colleagues and the community to support learning. The instructor will demonstrate competency in his/her ability to maintain professional relationships with:
 - Students
 - Faculty
 - Administration
 - Department members
 - Non-instructional staff
 - Community

4. **Community College:** The instructor demonstrates knowledge of the mission, history, and funding mechanisms of community colleges, and the structure and scope of the community college that employs him or her. The instructor will demonstrate knowledge of community college:
 - Mission and history
 - Structure and scope
 - Student demographics
 - Funding sources
 - Local and institutional culture and governance

5. **Professional Development:** The instructor 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. The instructor will promote his/her own professional growth by:
 - Maintaining professional competency and certification(s)
 - Attending conferences and workshops in targeted areas
 - Participate in local, state, or national professional organizations related to field of instruction