



Quality Faculty Plan

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“Education is best experienced within a community of learning where competent professionals are actively and cooperatively involved with creating, providing, and improving the instructional program.”

North Central Association, Higher Learning Commission

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A. Introduction

The Quality Faculty Committee was established in February 2002. The committee consists of equal representation of arts & sciences and career and technical faculty and administration.

***Philosophy Statement:** The faculty and administration at Des Moines Area Community College are dedicated to supporting and advancing teaching and learning in providing quality education to promote student success. To accomplish this, the faculty development program shall focus on the development of the faculty member as a professional teacher, scholar and individual.*

The faculty development program shall include regular faculty who are at the following career stages:

a. Orientation Level:

- New faculty (Arts & Sciences or Career and Technical Education) with no previous teaching experience.
- New faculty (Arts & Sciences or Career and Technical Education) with previous teaching experience.
- New faculty (Career and Technical Education) with technical experience but no teacher preparation courses.
- New faculty in areas other than Arts & Sciences or Career and Technical Education which could include Academic Achievement Center, Corrections, Youth at Risk, Counselor, Librarians or other programs.

b. Probationary Level:

- Faculty who are within their first three years at DMACC.

c. Experienced Level:

- Faculty who are beyond probationary level.

d. Adjunct Faculty

B. Implementation Schedule

The New Faculty Orientation program was implemented in August 2002. A faculty mentoring program was piloted in August 2012 and has been revised each year since the pilot. The Quality Faculty Plan was approved by the Board of Directors in May 2003 and implemented July 1, 2003.

C. Faculty Status Definitions/Guidelines

- a. **New hire status** - Newly hired contracted faculty in the process of acquiring DMACC-acceptable teaching/professional experience or newly hired full-time faculty already possessing DMACC-acceptable teaching experience and/or professional skills.
- b. **Probationary status** - Contracted faculty while in their first three contract years at DMACC.
- c. **Full status** - Contracted faculty having successfully completed their three-year probationary status.

D. Policies

- a. **New faculty orientation** - Newly hired contracted faculty shall attend the New Faculty Orientation program that begins prior to the first day of each semester. They are introduced to classroom management, student assessment, teaching/learning styles, lesson planning, presentation techniques, instructional strategies and technology, and related topics. Adjunct faculty shall be encouraged to attend a single-day "Orientation to College Teaching" prior to their first semester of service. Experienced mentors shall be assigned to each newly hired faculty member. Program Chairs or Group Leaders are charged with adjunct faculty mentoring duties. Counselors and librarians will have the option of attending the teaching orientation and will be required to attend an orientation specific to their areas.
- b. **Teacher improvement events** - All contracted faculty shall participate in Teacher Improvement (TI) events relating to either the faculty member's expertise and/or to education as a profession. Clock hours spent in TI events shall be used as the accounting measure.
- c. **Record keeping and documentation plans** - Human Resources maintained records of each faculty's developmental needs, completed TI events and hours, and demonstrated competencies from 2001-Spring, 2016. In Fall, 2013, each faculty member became responsible for submitting TI events and hours into an electronic data base for approval by the Associate Executive Director of Human Services. This system provides a running record of all accumulated TI's to both individual faculty members and his/her supervisor.

- d. Faculty development plan assessment** - A 6-member committee comprised of 4 faculty members and 2 administrators (dean or director level) shall ensure DMACC's Quality Faculty Plan continuously improves through assessment and revision. The committee shall manage an assessment process to measure and guide the overall improvement of college instruction. The committee will meet annually to review improvement issues, faculty progress, processes and exceptions, TI event quality and scheduling, TI event instructors and new initiatives. This process shall be administered and maintained by personnel in the office of the Associate Executive Director of Human Resources.
- e. Iowa Administrative Code provisions** - Records shall be maintained by the office of the Associate Executive Director of Human Resources who shall be responsible for coordination and approval of TI events. This office shall maintain DMACC's Quality Faculty Plan in order to guarantee inclusion and adherence to the following verbatim Iowa Administrative Code Provisions (see 2002 Iowa Acts, House File 2394).
- An implementation schedule for the plan
 - Orientation of new faculty
 - Continuing professional development for faculty
 - Procedures for accurate record keeping and documentation for plan monitoring
 - Consortium arrangements where appropriate, cost-effective and mutually beneficial
 - Specific activities that ensure faculty attain and demonstrate instructional competencies and knowledge in their subject or technical areas.
 - Procedures for collection and maintenance of records demonstrating that each faculty member has attained or documented progress towards attaining minimal competencies
 - Compliance with the faculty accreditation standards of 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

E. Faculty Development Process

- a. New hire development** - The first stage of faculty development, the "New Faculty Orientation," begins prior to the start of each semester and continues throughout the year. New-Hire Status faculty (see page 4) attend this seminar. Both contracted and adjunct faculty members are compensated at their contracted daily rates or at a prescribed daily sum for the week, respectively. An abbreviated evening session is

offered prior to both fall and spring semesters for adjunct faculty. Counselors and librarians will have the option of attending the teaching orientation and will be required to attend an orientation specific to their areas. New-Hire Status faculty members are also assigned a faculty mentor.

- b. Teaching Improvement** - The office of the Associate Executive Director of Human Resources and Director of Teaching and Learning coordinate a variety of TI events throughout the year. These events include but are not limited to 1-, 2-, 4-, and 6-hour workshops, seminars, and off-campus learning opportunities. These TI events address identified faculty development competencies.
- c. Probationary status** - By the completion of the first three contract years of employment, all contracted faculty members shall have participated in at least 96 clock hours of TI events.
- d. Full status** - Full Status faculty shall participate in a minimum of 100 clock hours of related TI events every five contract years for the duration of their employment. TI events are scheduled through the office of the Associate Executive Director of Human Resources.
- e. Record keeping and documentation plans** - Associate Executive Director of Human Resources personnel oversees the electronic system that records each faculty's TI Activities. Electronic records of completed TI Units are available to both faculty and supervisors through this system.
- f. Practitioner assessment process plans** - Faculty Individual Development Plans (IDP) are revised and reviewed annually with respective deans; the TI event accumulation section of the IDP is an essential element of this process.

F. Consortium Arrangements

DMACC has a history of partnering with area education agencies, Regents institutions and four-year colleges to provide faculty development opportunities. Consortium arrangements will continue to be established where appropriate, cost-effective and mutually beneficial. For example, DMACC offers a Summer Institute for regular, adjunct, and HS concurrent faculty members using presenters from DMACC and other area Higher Education Institutions focusing on various themes connected to improving educational opportunities for students at DMACC.

G. Instructional Competencies

The Quality Faculty Plan committee identified the following faculty minimum competencies with feedback from faculty. A variety of activities including workshops, on-line training, seminars and courses, etc. can be used to help faculty develop these competencies:

- 1) Demonstrates competence in content knowledge appropriate to the faculty position and/or to meet applicable workplace/accreditation standards.
- 2) Demonstrates competence in planning, research and preparation for instruction/counseling/library services.
- 3) Demonstrates an understanding and ability to use a variety of instructional strategies to engage students and to encourage development of critical and creative thinking, problem solving and performance skills.
- 4) Incorporates a variety of methods to determine the effectiveness of teaching/counseling activities and evaluate student learning and personal development.
- 5) Selects strategies to create a safe environment that promotes positive social interactions, engagement and self-motivation.
- 6) Demonstrates professional commitment and responsibility to the institution as it applies to teaching and learning.
- 7) Demonstrates competence in using instructional technology to support teaching and learning.

H. Supporting Documents

The following list of documents, letters, committees, record keeping processes, etc. will support the DMACC faculty development process. Each has a similar 'design theme' and articulates as needed with other documents.

- Personal letters of welcome (VP Academic Affairs, Academic and Campus Deans)
- Schedule of New Faculty Orientation.
- User-friendly description of DMACC's faculty development process.
- A consistent new-hire visit agenda for the Associate Executive Director of Human Resources.
- Up-to-date records – TI accumulation monitoring and reporting software.
- Automated e-mail reminder methodology and processes.
- A 6-person oversight committee that meets regularly with the Associate Executive Director of Human Resources.

- Computer-generated reports identifying faculty who may require oversight to complete required TI activities. Failure to meet minimum expectations will result in written documentation and potential disciplinary actions.

I. Compliance with Faculty Accreditation Standards

DMACC will comply with the faculty accreditation standards of the North Central Association of Colleges and Schools in addition to those standards required under specific programs offered by DMACC that are accredited by other agencies.

L. Request for Teaching Improvement (TI) Units

a. Procedure - An instructor wishing to receive Teaching Improvement Units for an activity must verify completion of the activity by submitting requested information on line at the following site: <https://infopath.dmacc.edu/HR/TIU/SitePages/Home.aspx>. The Request must be submitted along with proof of attendance/supporting evidence. Applicants will be notified of approval or disapproval of their request and the number of TI Units to be awarded. Supporting evidence may include but is not limited to copies of grade reports, certificates of completion, conference agendas, or e-mails confirming attendance.

b. Guidelines

- By the completion of the first three years of employment, all contracted faculty shall have participated in at least 96 clock hours of TI events. The three-year cycle begins with the date of hire.
- Full status faculty shall participate in a minimum of 100 clock hours of TI units every five years for the duration of their employment.
- Only one competency may be used per request, select the one that is most fitting. *Additional information on competencies & sub-competencies provided in Appendix A.*
- A TI unit is generally equal to a clock hour but not all TI units are measured by time commitment. All submissions are explained on the on-line area for each item.
- Non-probationary faculty who are completing degrees can use all/any of their credits for their required 100 TI units with the exception of thesis or dissertation credits. A maximum of 15 research hours may be used. Probationary faculty completing degrees will be handled on a case-by-case basis.
- Faculty who present at workshops, seminars, etc. will receive 2X the clock hours.
- TI units are not granted for travel time, social time, meals, etc. for conferences, meetings, etc.
- If the required number of TI units are met prior to the end of the 3 or 5 year cycle, 20 TI units may be carried over to the next cycle.

- The Quality Faculty Plan Committee, consisting of faculty and administrators, is responsible for handling any issues related to TI units.
- A number of the activities listed below have ranges of TI units. Some areas have been limited in order to guarantee faculty members are earning TI's through multiple activities.
- TI units are tracked in the Human Resources Office. Requests must be approved by the Associate Executive Director, Human Resources.
- Counselors and Librarians are included in the Quality Faculty Plan.
- Adjunct faculty are encouraged to participate in all professional development activities, but are not required to record Teaching Improvement Units.

Below is a suggested list of activities for the competencies listed in this Quality Faculty Plan. It is not all inclusive and faculty may request TI units for activities not listed below.

Sample Activities that may be approved for TI Units as follows:

Credit courses	1 TI for each contact hour (15 TI for each graduate credit hr)
Continuing Ed courses	1 TI for each contact hour
Seminars, conference, training dates	1 TI for each contact hour
Presenting or instructing one of the above competencies...	2 TI for each contact hour
Travel experiences related to field of study.....	1 TI per semester
Professional reading related to field of study.....	1 TI per reading
Publishing in professional discipline.....	3-10 TI's depending on where published
Manuscript reviews related to professional discipline.....	1 TI unit per review
Coordinating DMACC student club or group	1 TI per 10 hours of service
Participating in DMACC sponsored travel.....	1-3 TI per event
Volunteer at DMACC related events	1 TI per event
Membership in Professional Organization.....	1 TI per year
Serve on Committee in State or National Organization....	3 TI per year
Serve as Officer in State or National Organization.....	5 TI per year
Serve as Editor in State or National Organization.....	10 TI per year
Committee chair beyond expectation*	1 TI per committee/semester
Faculty Mentor Program	10 TI per semester
Honors Faculty Sponsor.....	5 TI per student (cap of 10 TI/yr)

**Beyond expectation means over and above the institution building in the Load Policy.*

APPENDIX A

Competencies and Sub-Competencies - Below is a list of the seven competencies with supporting sub-competencies. The sub-competencies are listed here to assist faculty in determining the correct competency to associate with their class or activity.

- 1) ***Demonstrates competence in content knowledge appropriate to the faculty position and/or to meet applicable workplace/accreditation standards.***
 - a. understands the central concepts and structures of the discipline being taught.
 - b. updates subject knowledge to meet applicable workplace standards and accreditation standards.
 - c. engages in continuing education to understand legal issues in education and their workplace.

- 2) ***Demonstrates competence in planning, research and preparation for instruction/counseling/library services.***
 - a. uses a variety of instructional techniques necessary to allow for easy transitions between activities and to promote interest in the content.
 - b. engages in continuing education to stay current on teaching practices and effective strategies.

- 3) ***Demonstrates an understanding and ability to use a variety of instructional strategies to engage students and to encourage development of critical and creative thinking, problem solving and performance skills.***
 - a. understands how students learn and takes into consideration the diverse backgrounds students bring.
 - b. encourage student participation by developing higher level thinking skills that go beyond knowledge level questions.
 - c. designs learning opportunities that promote the development of student life skills and facilitates the students' (1) appreciation for self and others, (2) gradual assumption of responsibility for making informed decisions, and (3) formulation and execution of their educational, career, and life plans.

- 4) ***Incorporates a variety of methods to determine the effectiveness of teaching/counseling activities and evaluate student learning and personal development.***
 - a. uses formal and informal assessment.
 - b. examines the effectiveness of teaching and assessment methodologies in terms of student learning

- c. structures course activities that require students to develop skills that match course competencies and assess those skills to a standard that meets industry requirements.
 - d. analyzes the relationship between instruction and student learning in order to improve teaching practice through reflection and self-evaluation.
- 5) ***Selects strategies to create a safe environment that promotes positive social interactions, engagement and self-motivation.***
- a. develops an effective communication network with and among all students through a positive learning environment.
 - b. addresses how contextual characteristics of the community, classroom and students have implications for instructional planning and assessment.
- 6) ***Demonstrates professional commitment and responsibility to the institution as it applies to teaching and learning.***
- a. improves content knowledge and understanding of subject matter and/or discipline.
 - b. collaborates with representatives from the workplace, administration and other faculty to develop programming, course competencies and course activities to meet the needs of students, employers and the community.
- 7) ***Demonstrates competence in using instructional technology to support teaching and learning.***
- a. demonstrates learning activities that reflect a variety of technological instruction strategies/techniques and explain why they use those specific activities.
 - b. discusses the use of educational technology.