

**IVCCD
Faculty
Professional Development Plan**

2016-17 Revision

Original Plan 2002-2003

Table of Contents

- I. Statement of Purpose
- II. Orientation Plan for New Instructional Staff
 - A. Orientation
 - 1. Instructional Staff
 - 2. Adjuncts
 - B. New Faculty Professional Development
 - 1. Full-time Faculty
 - 2. Counselors
 - 3. Adjuncts
 - C. Mentoring
- III. Hiring and Continuing Professional Development Plan for Instructional Staff
 - A. Hiring
 - 1. Faculty
 - 2. Adjuncts
 - B. Teaching Competency Areas
 - C. Professional Growth Areas
- IV. Expectations
- V. Record Keeping and Documentation of Personal Professional Plans
 - A. Hiring
 - B. Orientation
 - C. Teaching Competency Areas
 - D. Professional Growth Areas

Appendices

- Appendix A: Professional Development Committee
- Appendix B: Implementation Timeline of the Plan for Instructional Staff
- Appendix C: Professional Development 2-Year Plan Form (revised 2016)
- Appendix D: Professional Development Progress Report Form
- Appendix E: Professional Development 4-year summary
- Appendix F: Adjunct Professional Development/Instructional Competency Form
- Appendix G: Adjunct & Faculty Professional Development Timeline

Definitions:

Instructional Staff:

Includes faculty and counselors (not including adjunct).

Faculty:

Includes faculty, counselors, part-time faculty, and adjunct faculty

Academic Administrators:

Includes provosts, deans of instruction, dean of students & academic affairs, and dean of Grinnell campus.

I. Statement of Purpose

IVCCD recognizes and supports the critical academic need for college instructional staff to provide quality teaching and learning in the classroom. IVCCD also encourages strong and continuous professional development throughout the instructional staff member's career.

Each community college must establish a quality faculty committee consisting of instructors and administrators by October 1, 2002 to develop a plan for hiring and developing quality faculty. The plan shall include, at minimum, the following: an implementation schedule for the plan; orientation for 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; and compliance with the faculty standards required under specific programs offered by the community college that are accredited by other accrediting agencies. This paragraph is from Iowa Code 281—21.3 (4).

From 2007-2008 update: 260C.36

1. The community college administration shall establish a committee consisting of instructors and administrators, equally representative of the arts and sciences faculty and the vocational-technical faculty, which has no more than a simple majority of members of the same gender. The faculty members shall be appointed by the certified employee organization if one exists and if not, by the college administration. The administrators shall be appointed by the college administration. The committee shall develop and maintain a plan for hiring and developing quality faculty that includes all of the following:
 - a. Implementation schedule for the plan.
 - b. Orientation for new faculty

- c. Continuing professional development for faculty.
 - d. Procedures for accurate recordkeeping and documentation for plan monitoring.
 - e. Consortium arrangements when appropriate, cost-effective, and mutually beneficial.
 - f. Specific activities that ensure faculty attain and demonstrate instructional competencies and knowledge in their subject or technical areas.
 - g. Procedures for collection and maintenance of records demonstrating that each faculty member has attained or documented progress toward attaining minimal competencies.
 - h. Compliance with the faculty accreditation standards 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.
 - i. Determination of the faculty that will be included in the plan including but not limited to all instructors, counselors, and media specialists. The plan requirements may be differentiated for each type of employee.
2. The committee shall submit the plan to the board of directors, which shall consider the plan and, once approved, submit the plan to the department of education and implement the plan not later than July 1, 2003.
 3. The administration of the college shall encourage the continued development of faculty potential by doing all of the following:
 - a. Regularly stimulating department chairpersons or heads to meet their responsibilities for the continued development of faculty potential.
 - b. Reducing the instructional loads of first year instructors whose course preparation and in-service training demand a reduction.
 - c. Stimulating curricular evaluation.
 - d. Encouraging the development of an atmosphere in which the faculty brings a wide range of ideas and experiences to the students, each other, and the community.

II. Implementation Timeline

A. September 20, 2002 and October 25, 2002

The initial Professional Development Committee consisting of 4 faculty and 4 administrators met to begin planning process for hiring and developing quality instructional staff.

B. October 7- 11, 2002

Selected members of committee attended ISEA/Department of Education conference as well as ISEA information meeting on planning for performance-enhancing professional development.

C. November 22-January 31, 2002

Draft of plan reviewed by committee and delivered to all district instructional staff and the administrative team for additional input and modifications. The committee was expanded to 8 faculty and 6 administrators to get broader input.

D. February –March 2003

Details of draft with additional instructional staff/administrator input modified and delivered to the President for approval.

E. April 2003

Professional Development Plan given to IVCCD Board of Directors for district approval and incorporation into board policy.

F. July 1, 2003

All new and existing instructional staff members begin participation in the approved Board Plan.

G. Fall 2003 and Each Year Thereafter. The implementation of the plan for current instructional staff members follows the timeline in the Appendix. Each instructor will meet with Academic Administrator(s) to review 2-year plan and/or develop progress statement on personal professional plan depending on the individual's timeline of participation.

H. 2008-2009 Academic Year and Each Year Thereafter. The IVCCD Quality Faculty Plan committee meets annually to review the plan by April 1st and updates the processes with any new state information.

III. Orientation Plan for New Instructional Staff

A. Orientation – The Academic Administrators will put together the mentor training materials and organize/administrate the orientation activities for new hires and mentors. Every new instructional staff member hired shall participate in the following orientation activities provided by the college in the first fall semester of employment:

1. Instructional Staff

- a. Attend an orientation within two weeks of the start date, which involves exposure to some of the following informational areas: campus tour, student services available, panel of faculty to answer questions, HR discussion of personnel issues, and mentoring activities. See detailed checklist in Appendix G.
- b. New faculty shall be introduced to the IVCCD Board of Directors at the first board meeting held in their (ECC, MCC) community after the initial hiring date. The new faculty's immediate supervisors (administration) and/or faculty mentor shall introduce the new faculty member at the meeting.
- c. As time allows, the new faculty member(s) will be given a tour of the community and introduced to the local leaders based upon a listing developed in each community for opportunities and tours (i.e.: business/school breakfast meetings). As listing of these items will be attached to the Orientation Committee's checklist.
- d. Work with an assigned Mentor and Academic Administrator officially for one year. The Mentor will be a resource for academic concerns and questions

as well as a sounding board for teaching and learning strategies.

- e. Regularly meet with other new faculty and their Mentors to continue discussion of orientation topics.

2. Adjuncts

- a. Attend orientation(s) within two weeks of the start date, which involves exposure to some or all of the following informational areas: campus tour, student services available, college processes, division information, and technology issues. Documentation of activities completed during orientation will be required. See expanded checklist in Appendix G.
- b. Complete all paperwork and processes required to be ready to teach at IVCCD.

B. New Faculty Professional Development – Participation in the mentoring program will be an essential part of the new hire’s personal professional development plan of each new faculty member.

- 1. Instructional Staff (See section IV B and C)
- 2. Counselors

The specific areas of professional development required for counselors will be noted in section IV B and C. Their unique positions will also have counseling service development (using appropriate assessments and counseling techniques to provide academic, career and personal counseling) and crisis intervention professional development (demonstrating an understanding of the dynamics of a crisis situation and help meet concerns of all involved by working closely with students, staff, administrators, and community agencies).

3. Adjuncts

Adjunct faculty will be required to attend district approved annual professional development opportunities on issues such as technology or pedagogy with activities in several of the areas listed in IV B and C. This process will be documented. See Appendices F and G.

- C. Mentoring – All instructional staff will be encouraged to participate in their professional development plan as a Mentor including the appropriate activities detailed above. Such involvement as a Mentor could be a part of the Mentor’s personal professional development plan. Adjuncts will continue to be mentored by the academic administrator office staff as well as a faculty member in the department in which they teach coursework.

IV. Hiring and Continuing Professional Development for Faculty

Faculty will plan with the Academic Administrator(s) in the choices of instructional competencies and professional growth areas. A list of sample activities is provided to instructional staff for suggestions.

A. Hiring - College hiring practices will ensure the following credentials for faculty. Faculty, at the time of hire, have attained knowledge and competencies in their subjects or discipline areas as documented by the attainment of the minimum requirements specified in the Iowa Code.

1. All hiring is in compliance with the faculty accreditation standards 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.
2. College hiring practices will ensure that candidates for faculty positions have passed an appropriate background check as determined by the human resources office.

B. Instructional competency - College continuing professional development practices will ensure that all faculty are competent in the following teaching areas. Counselors will demonstrate competency in areas 1, 2, 6, 7, 8, 9 as well as counseling services and crisis intervention described in section III B. The college will ascertain and document that all faculty members continuously update and obtain knowledge and/or skills in the following:

1. Student learning—how students learn, how to provide opportunities to support student intellectual, career, and social development.
2. Diverse learning—how students differ in their approaches to learning, both individually and culturally, and how to create opportunities that are equitable and adaptable to diverse learning.

3. Instructional planning—how to plan and strengthen instruction based on understanding of subject matter, student ability, the community, curriculum goals and standards, and transfer articulations.
4. Instructional strategies—integrate instructional strategies to encourage students’ development of critical thinking, problem solving, teamwork, and performance skills.
5. Learning environment/Classroom management—how to use 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—how to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, effective research, and collaboration, and to support student interaction in educational settings.
7. Assessment—how to use formal and informal assessment strategies to monitor and evaluate student learning.
8. Collaboration, Ethics, and Professional Relationships—how to foster professionalism with students, colleagues, and the community to support learning.
9. Technology related to instruction—how to use appropriate technology in planning, delivery and assessment of instruction.

C. Professional Growth - College continuing professional development practices will ensure that the college will ascertain and document that all faculty members continuously update and obtain knowledge and/or skills in the following. Counselors will demonstrate competency in all areas below except section 3.

1. Reflection/Assessment of professional growth—how the faculty member reflects and assesses the effects of choices and actions on others, and actively seeks out

- opportunities to grow professionally by maintaining professional competency in the individual's discipline.
2. Contribution to the college—how the faculty member contributes to the institution through active participation in departmental and institutional tasks.
 3. Instructional competencies—how the faculty member improves or gains in an aspect of the teaching and/or learning skills in the classroom as noted in part 1.
 4. Continuous quality improvement—how the faculty member improves or gains in an aspect of the college culture/processes and/or relationships with students, colleagues, or community.
 5. Collegiality—how the faculty member uses knowledge and skills towards the benefit of others in the college or community.
 6. Subject area growth—how the faculty member updates understanding of teaching area with the additional component of how the instructional staff member translates the information into a stronger or more responsive program and college, and to provide learning and conveying information to students about educational pathways (such as programs of study, career pathways, articulations and transfer pathways) to assist them in reaching their goals.
 7. Community College Mission, History, Current Issues, Structure & Financing—how the faculty member increases personal understanding of community college mission, history, current issues, structure and financing and how this knowledge applies locally to IVCCD.

V. Expectations

Faculty is expected to participate in activities designed to develop their instructional competencies, professional growth and/or knowledge of their subject or technical areas. A guideline of activities which may be applied toward continuing professional development has been created and will be reviewed annually by the

Professional Development Committee. Credit for other activities may be given if the committee agrees the activities have contributed to developing faculty' instructional competencies, professional growth and/or knowledge of their subject of technical areas. *Instructional staff members may receive funding for professional development activities through the Staff Development Unit plan pending available funds.*

VI. Record Keeping and Documentation

A. Hiring – The Vice Chancellor of Administrative Services is responsible for maintaining records related to the hiring process of instructional staff, specifically records documenting the actions of hiring committees, administration and the HR office. The campus academic administrators are responsible for maintaining records documenting the hiring process of adjunct faculty. An electronic copy will be provided annually to the Human Resources office.

Documents include:

1. Application and interview materials
2. Transcripts and documents noting requirements met according to Iowa Administrative Rules.
3. Background check documents

B. Orientation – The Vice Chancellor of Administrative Services is responsible for maintaining records related to the orientation activities of new instructional staff, specifically records documenting the attendance and mentoring activities. The Academic Administrator's office will keep duplicates of these records as well as orientation records of adjunct faculty. Documents include:

1. Attendance and participation in orientation activities
2. HR records regarding contract, benefits, and procedural signatures
3. Mentoring notes and reflections will be kept by the Academic Administrator(s).

C. Instructional Competency Areas – The Academic Administrator’s office is responsible for maintaining records related to the successful attainment/progress in the competencies where they will be reviewed annually. Ascertainment of attainment of competencies before the end of the new instructional staff probationary period may be achieved through the individualized activities approved by the professional development plan. Competencies may also be ascertained through prior education, prior experiences, or prior activities. For each faculty, documents will include:

1. A Personal Professional Development Plan with signatures of both full-time faculty member and Academic Administrator(s); a Personal Professional Development Plan form with signatures of both counselor and their supervisor(s); or a Personal Professional Development form with signatures of both adjunct faculty and Academic Administrator.
2. Documentation of successful experiences through approved courses, workshops, or activities.
3. A 4-year progress summary (Appendix E) documenting the attainment of instructional competency areas and signed by the faculty member and Academic Administrator(s) or supervisors (counselors).

D. Professional Development Areas – The Academic Administrator’s Office is responsible for maintaining records related to the successful attainment of professional growth where they will be reviewed annually. These records are kept for the length of employment at the college. For each faculty documents will include:

1. A Personal Professional Development Plan with signatures of both full-time faculty member and Academic Administrator(s); a Personal Professional Development Plan form with signatures of both counselor and District Dean of Enrollment Services; or a

- Personal Professional Development form with signatures of both adjunct faculty and Academic Administrator.
2. Documentation of successful experiences through approved courses, workshops, or activities.
 3. A 4-year progress summary (Appendix E) documenting the attainment of instructional competency areas and signed by the faculty member and Academic Administrator(s) or supervisor (counselors).

APPENDIX A: QUALITY FACULTY PLAN COMMITTEE 2015-16

Committee Makeup:

- Balance of MCC and ECC Faculty
- Balance of Faculty and Administration
- Balance of Arts/Science and Career & Technical Faculty
- Balance of Gender

Faculty:

- Ken Bell, ECC Marketing (CTE)
- Donna Beltrame, ECC Physical Education (A/S)
- Tim Castle, MCC Art (A/S)
- Vacant, ECC [male] (A/S)
- Dave Engel, MCC Speech (A/S)
- Ann Ersland, ECC Nursing (CTE)
- Barbara Hall, MCC/IVG Social Sciences (A/S)
- Mary Means, MCC Welding (CTE)
- Vacant, ECC [male] (CTE)
- Al Parks, MCC Machine Tool Technology (A/S)

Administration:

- Nate Chua, MCC Director of Retention/Learning Services & TRiO
- Chris Duree, IVCCD Chancellor
- Barb Klein, ECC Dean of Enrollment Services
- Robin Lilienthal, MCC Provost
- MaryAnne Nickle, Dean of Grinnell Campus
- Martin Reimer, ECC Provost
- Vacant, MCC Dean Academic Affairs
- Colleen Springer, Vice-Chancellor of Administrative Services
- Lisa Stock, ECC Dean of Students and Academic Affairs

APPENDIX B: TIMELINES FOR FACULTY PERSONAL PROFESSIONAL PLANS

In the year that instructional staff are hired, a 2-year professional development plan (appendix C) is developed and then in the next year, the progress report is filed with the supervisor (appendix D). For every year that an adjunct faculty is hired, a professional development documentation form (appendix F) is filled out with the supervisor upon hire.

Historically, the rotation of professional development plans followed this sequence:

Instructional Staff A1: Current faculty without valid license as of July 1, 2002 or with provisional license

Instructional Staff A2: Current faculty with valid license as of July 1, 2002

Instructional Staff B: Hired Summer/Fall 2003

Instructional Staff C: Hired Spring 2004

Instructional Staff D: Hired Summer/Fall 2004

Instructional Staff E: Hired Spring 2005

AA: Academic Administrator

Provost: MCC or ECC Provost or Grinnell Vice-Provost

Group	Approval Process Leader	Plan Proposal Timeline (Instructor completes plan once every two years)	Plan Progress Report (Instructor completes progress report every other off-year)
All Faculty	Plan submitted for approval to AA	Fall 2003	Follow schedule below
A1	Academic Administrator	Fall or Spring 2003	Fall or Spring 2004
B	Academic Administrator	Fall 2003	Fall 2004
C	Academic Administrator	Spring 2004	Spring 2005
A2	Academic Administrator	Fall or Spring 2004	Fall or Spring 2005
D	Academic Administrator	Fall 2004	Fall 2005
E	Academic Administrator	Spring 2005	Spring 2006

The cycle repeats every two years with B and C part of A1 and D and E part of A2.

Appendix C: Professional Development 2-year Plan Form (revised 2016)



Professional Development Plan

Date	Employee	Years teaching at WCCCD
Campus: ECC GRN MCC	Office Phone	Year of plan
	Department	

Instructions: For each of the professional development areas listed below, create a 2-year plan for growth and development. Refer to the Instruction Staff Professional Development Plan and Guidelines for specific information. Plans should include growth activities in 3-4 areas per year with all areas addressed over a 4-year period.

Instructional or Professional Competency Growth Plan: complete the following for each of your activities.

Check either Instruction Competencies (I) or Professional Objectives (P)			Instructional Competencies										Professional Objectives					
1. Write a brief description of activity:			Which competency(s) will be addressed by this activity? (see below)															
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
I	P	a.																
I	P	b.																
I	P	c.																
I	P	d.																

- Instructional Competencies:**
1. Student learning
 2. Diverse learning
 3. Instructional planning
 4. Instructional strategies
 5. Learning/Classroom environment
 6. Communication
 7. Assessment
 8. Collaboration, Ethics, and Relationships
 9. Technology related to Instruction

- Professional Objectives:**
10. Reflection/Assessment of professional growth
 11. Contribution to the college
 12. Instructional competencies
 13. Continuous quality improvement
 14. Collegiality
 15. Subject/Technical area growth
 16. Community College mission/history/courtesy issues/structure & financing

2. List the major steps to accomplish this activity

- a. _____
- b. _____
- c. _____
- d. _____

3. Anticipated completion date for activity

- a. _____
- b. _____
- c. _____
- d. _____

4. How will you document that you have completed this activity?

(ie: contribute to TLC blog, create workshop presentation, university transcripts, use of reflection/learning form, other)

- a. _____
- b. _____
- c. _____
- d. _____

APPENDIX D: 2-YEAR PROGRESS REPORT

Name: _____ **Extension:** _____ **College:** Select College **Department:** Select Department **Date:** _____
Years Teaching at IVCCD: _____ **Year of Plan:** _____

Instructions: For each of the professional development areas listed below, summarize your progress in each activity on your Personal Professional Plan.

Activity Description	Major Steps Completed	Roadblocks Encountered	Questions or Concerns	Documentation Attached for Completed Activities	Instructional or Professional
1.					<input type="checkbox"/> I or <input type="checkbox"/> P
2.					<input type="checkbox"/> I or <input type="checkbox"/> P
3.					<input type="checkbox"/> I or <input type="checkbox"/> P
4.					<input type="checkbox"/> I or <input type="checkbox"/> P
5.					<input type="checkbox"/> I or <input type="checkbox"/> P
6.					<input type="checkbox"/> I or <input type="checkbox"/> P
7.					<input type="checkbox"/> I or <input type="checkbox"/> P
8.					<input type="checkbox"/> I or <input type="checkbox"/> P

Faculty Member Signature _____
CAO/Dean/DOI Signature _____

Date _____
Date _____

APPENDIX E:
Faculty Professional
Enhancement 4th Yr Summary



Ellsworth Community College Marshalltown Community College IVCC Grinnell

Faculty Name _____ Date _____

Year of Plan (1 through 4) _____

Professional Development Activities:

Reflection:	<input type="checkbox"/> Completed	<input type="checkbox"/> Underway	_____
Contribution:	<input type="checkbox"/> Completed	<input type="checkbox"/> Underway	_____
Instructional Competences:	<input type="checkbox"/> Completed	<input type="checkbox"/> Underway	_____
Continuous Improvement:	<input type="checkbox"/> Completed	<input type="checkbox"/> Underway	_____
Collegiality:	<input type="checkbox"/> Completed	<input type="checkbox"/> Underway	_____
Technical Growth:	<input type="checkbox"/> Completed	<input type="checkbox"/> Underway	_____
CC Understanding:	<input type="checkbox"/> Completed	<input type="checkbox"/> Underway	_____

Instructional Competency Activities:

Student Learning:	<input type="checkbox"/> Completed	<input type="checkbox"/> Underway	_____
Diverse Learning:	<input type="checkbox"/> Completed	<input type="checkbox"/> Underway	_____
Planning:	<input type="checkbox"/> Completed	<input type="checkbox"/> Underway	_____
Strategies:	<input type="checkbox"/> Completed	<input type="checkbox"/> Underway	_____
Environment:	<input type="checkbox"/> Completed	<input type="checkbox"/> Underway	_____
Communication:	<input type="checkbox"/> Completed	<input type="checkbox"/> Underway	_____
Assessment:	<input type="checkbox"/> Completed	<input type="checkbox"/> Underway	_____
Collaboration:	<input type="checkbox"/> Completed	<input type="checkbox"/> Underway	_____
Technology:	<input type="checkbox"/> Completed	<input type="checkbox"/> Underway	_____

Other Notes/Issues _____

Academic Administrator Signature

Date

Met with Faculty on Date

APPENDIX G: ADJUNCT & FACULTY PROFESSIONAL DEVELOPMENT TIMELINE/CHECKLIST

1. **Pre-hire.** LMS, email, and JICS orientation if possible—otherwise **as soon as** ID is established.
2. **Orientation** day/Adjunct Workshop/Online—Blood Borne Pathogens and Sexual Harassment. Title IX video. Handbook (Mentoring or Adjunct) is distributed and key concepts shared.
3. **First days --**
 - a. FERPA (Family Educational Rights and Privacy Act)
 - b. Red Flag Rules (security of student and personnel files)
 - c. Copier and Office Equipment including phone system
 - d. Safety procedures and ENS (Emergency Notification System) system
 - e. Using the leave system
 - f. Syllabus
 - g. Grading processes
 - h. Teaching Strategies (including Technology in classroom)
4. **First Month ---** Mentoring processes and activities (through first year)
 - a. Evaluation
 - b. Board Policies and Procedures
 - c. Forms
 - d. Assessment practices (Including Common Learning Objective)
 - e. Student Disabilities and Accommodations
 - f. Student Conduct Form and Student Code of Conduct
 - g. Budget processes (ongoing throughout the year) (For some faculty needs to be sooner)
 - h. Meeting with Board of Directors and Key Community Leaders (Could be within first year)
 - i. Schedule Blackboard Training with Distance Learning Coordinator (online, grading and LMS advanced learning) (For some faculty, needs to be sooner)
5. **First Semester --**
 - a. Sexual Abuse Training
 - b. Dependent Adult Abuse Training
 - c. Child Abuse Training (Mandatory Reporter Training) every five year re-trained
 - d. HR/IVCCD orientation including Mission, Vision, Values, Strategic Agenda & Structure
 - e. Career and Technical Instructors—Grants, Advisory Boards, Reporting
6. **First Year to Second Year**
 - a. Curriculum development and Curricunet training
 - b. Scheduling processes
 - c. Advising processes
 - d. More on FERPA (Family Educational Rights and Privacy Act)
7. **Annually.** Quality Faculty Plan Professional Development Documentation.