IOWA CENTRAL COMMUNITY COLLEGE
QUALITY FACULTY PLAN

VISION STATEMENT

Iowa Central Community College is the learning college of choice, meeting the needs of those we serve in an ever-changing, global environment. Innovation and excellence, with continuous improvement, define this institution where the focus is on the learner and on the appreciation of diversity.

This Quality Faculty Plan serves as an avenue by which we endeavor to achieve our vision. Through implementation of this plan the college develops and maintains a student-centered faculty that continually strives for excellence.

Quality Faculty Standards of Performance

This Quality Faculty Plan is based on activities that are designed to help faculty strengthen themselves in areas listed in the Standards of Performance. A complete listing of faculty Essential Duties/Standards of Performance is located in Appendix A and can be summarized in five categories.

I. Instructional Standards state that all faculty:
   - A. teach in accordance with developed syllabi
   - B. demonstrate current knowledge
   - C. encourage active student involvement
   - D. assess by using multiple classroom assessment techniques
   - E. provide frequent and specific student feedback on class progress
   - F. display evidence of organization and planning
   - G. enhance teaching with varied materials and resources
   - H. use varied teaching strategies and techniques
   - I. develop and utilize strategies based upon current research

II. Student Rapport Standards state that all faculty:
   - A. treat all students with respect
   - B. modify instruction to meet academic needs
   - C. communicate with students in a positive impartial manner
   - D. use good judgment in dealing with classroom problems
   - E. maintain confidentiality

III. Professional Development Standards state that all faculty:
   A. annually engage in professional development

IV. Department Related Standards state that all faculty:
   A. contribute to department mission, objectives, and responsibilities
   B. develop and update course guides
   C. prepare and distribute syllabi
   D. encourage regular attendance and retention
   E. meet classes in accordance with College policy
   F. maintain scheduled office hours
   G. maintain adequate and accurate records
   H. participate in student recruitment
   I. interact with adjunct instructors
   J. request in written form instructional equipment and supplies.

V. College Related Standards state that all faculty:
   A. support and promote the vision/mission of the College
   B. exercise stewardship of College property
   C. demonstrate good public relations
   D. interact professionally with students, staff and community
   E. demonstrate effort to maintain good working relationships
   F. communicate consistently with students and staff using appropriate means
   G. support College-sponsored activities and events
   H. attend meetings as required

Hiring Practices

College hiring practices ensure the following minimum credentials for Iowa Central Community College full-time and adjunct instructors in Arts and Sciences and Applied Sciences/Career Education. Standards are to be general in nature (as to apply to more than one specific program of instruction). However, standards shall, at a minimum, require that full-time Iowa Central Community College instructors meet the following requirements:

I. Applied Sciences/Career Education Instructors

   A. Instructors shall possess knowledge and competencies in their subjects or discipline areas as documented by the attainment of the minimum hiring requirements specified in 260C.48 subsection 1, Iowa Code 2001.
   B. Instructors shall be registered, certified, or licensed in the occupational area in which the state requires registration, certification, or licensure, and shall hold the appropriate registration, certificate, or license for the occupational area in which the instructor is teaching, and shall meet either of the following requirements:

      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 classes if the instructor possesses less than a baccalaureate degree.

Instructors may have additional specific requirements based upon external certification standards in particular programs.

II. Arts and Sciences Instructors

A. Instructors shall possess knowledge and competencies in their subjects or discipline areas as documented by the attainment of the minimum hiring requirements specified in 260C.48, subsection 1, Iowa Code 2001.

B. Instructors shall meet either of the following qualifications:
Instructors shall possess a masters degree from a regionally accredited graduate school and a minimum of twelve (12) graduate-level credit hours in each field of instruction in which the instructor is teaching classes.

Or

Instructors shall 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, including, but not restricted to, engineering, law, law enforcement, and medicine.

III. Developmental Education Instructors

These instructors may or may not meet minimum requirements, depending on: their teaching assignments and relevancy of standards to the courses they are teaching and the transferability of such courses. If teaching credit courses reported in Arts and Sciences or Career and Technical education, instructors are recommended to meet minimum standards noted in sub-rule 281—21.3(1) either (a) or (b), Iowa Code 2001.

IV. Hiring Compliance

All hiring shall be in compliance with the faculty accreditation standards of the North Central Association of Colleges and Schools (NCA) and with faculty standards required under specific programs offered by Iowa Central Community College that are accredited by other accrediting agencies. The result of Iowa Department of Education on-site visits required in Iowa Code, subsection 260C.36(1)“h” and (3), requiring compliance with faculty accreditation standards of the higher learning commission of the NCA, shall be reported to Iowa Central Community College, with such information being used in accreditation visits starting in year 2006. Beginning July 1, 2006, the state accreditation process shall incorporate the standards developed pursuant to Iowa Code, section 260C.48, subsection 4.

At the discretion of the vice president of instruction, or appointed designee, a candidate who has not attained the minimum hiring requirements specified in 260C.48, subsection 1, Iowa Code 2001, and one or more of the above requirements in their area(s) of instruction, may be hired on provisional status for a maximum of three years from the date of hire. Those hired on provisional status must have attained the minimum hiring requirements within the time frame set by the vice president of instruction before the contract can be renewed.

Iowa law may require that an instructor be fingerprinted and submit to a background check. The Personnel Services office notifies faculty members who must meet this requirement.

Costs associated with fulfilling requirements of certification, education, or other accreditation, as outlined above, are the responsibility of the instructor.

V. Documentation

The College's Personnel Services office maintains documentation related to the hiring process, specifically:

A. Records documenting actions related to hiring new instructors in accordance with state and federal laws.
B. Records documenting that an instructor has passed a background check, if required.
C. Records documenting that an instructor is making progress toward or has met minimum hiring standards specified in the Iowa Code.

Orientation

To forge a strong connection between new full-time instructors and the College, the College provides orientation activities beginning within six months of the hiring date.

I. Required participation in an orientation, including but not limited to the following sessions:
   A. Panel discussion with experienced instructors
   B. Presentation by an association representative
   C. Presentation on faculty rights and responsibilities
   D. Presentation on the Employee Handbook and the Master Agreement
   E. Presentation on the College as a learning-centered institution
   F. Presentation on working with students with disabilities and ADA requirements
   G. Presentation on counseling services available
   H. Presentation on student behavior guidelines
   I. Presentation on services available to students
   J. Presentation on human relations and diversity
   K. Presentation on office telephone and computer use

II. Assigned mentors for new instructors.

III. Required group meetings of new instructors, which would include, but not be limited to, sessions on the following:
   A. Enrollment Services
   B. Financial Aid
   C. Off-campus Centers
   D. Alternative delivery systems
   E. Scholarship opportunities for students
   F. Continuing Education (Workforce Training Services)

IV. New faculty introduction to the Board of Trustees

V. Documentation
   A. Records of attendance at orientation activities are kept by department chairs and filed with Personnel Services.

Professional Preparation for New Full-Time Faculty

Iowa Central Community College has established Standards of Performance that are included in all faculty job descriptions. A goal of the Quality Faculty Plan is to have all new faculty meet these standards.

I. New full-time instructors demonstrate progress toward meeting these Standards of Performance when:

   A. They attend and successfully complete an approved faculty workshop within their probationary period unless otherwise designated in an individual professional development plan.
   B. They set up an individual professional development plan with the department chair within one academic semester of the hire date. This plan serves as a mechanism to assist faculty in meeting the Standards of Performance. Department chairs may request an extension by contacting the vice president of instruction. The department chair and the vice president of instruction monitor progress, following master agreement evaluation procedures
   C. The completed individual professional plan should include content from the following areas: curriculum development, classroom techniques or methodology, active learning, methods of assessment, history and philosophy of community colleges.

II. New faculty members are required to meet the following minimum requirement of activities that provide continuing professional development.

A. A total of 45 contact hours of continuing development activities is required of all faculty every three (3) years.
   1. New faculty will be placed into the three-year cycle all full-time faculty are currently in, according to the following:
      a. Entering during the first year: a total of 45 contact hours of continuing development activities is required over the next three (3) years.
      b. Entering during the second year: a total of 30 contact hours of continuing development activities is required over the next two (2) years.
      c. Entering during the third year: a total of 15 contact hours of continuing development activities is required over the next one (1) year.

B. New faculty members are encouraged to participate in some learning activities each year, but no yearly minimum is required.

C. The College does not pay for hours applied for advancement on the salary schedule.

III. Documentation

Records documenting professional development activities are submitted by the instructor to his or her department chair, and maintained in the instructor's file located in the Personnel Services office.

<u>Continuing Professional Development Practices for Full-time Faculty</u>

Iowa Central provides and/or supports opportunities for continuing professional development for full-time faculty in content areas and instructional strategies. A goal of the Quality Faculty Plan is to have all faculty individually demonstrate improvement in meeting the Standards of Performance.

I. Faculty demonstrate improvement in meeting the Standards of Performance when:
   A. They set up an individual professional development plan with the department chair annually.
   B. They document in their individual professional development plan activities that may include, but are not limited to II and III below.

II. Opportunities may include:
   A. College courses
   B. Technical certifications and licenses
   C. Professional conferences and workshops
   D. Industry experience
   E. Presenter at Staff Development sessions

F. Faculty learning teams

III. Topics for learning experiences that strengthen pedagogy may include, but are not limited to, the following:

A. Adult learners
B. Teaching methodology
C. Content specific information
D. Issues in education
E. Assessment practices
F. Evaluation
G. Non-traditional students
H. Minority students
I. Critical thinking strategies
J. Designing learning goals
K. Human relations
L. Diversity
M. Equity issues

IV. Faculty are required to meet the following minimum requirement of activities that provide continuing professional development.

A. A total of 45 contact hours of continuing development activities is required of all faculty every three (3) years.
B. Faculty members are encouraged to participate in some learning activities each year, but no yearly minimum is required.
C. The College does not pay for hours applied for advancement on the salary schedule.

V. Noncompliance

A. Faculty who do not meet the 45 contact hours during a three (3) year period will receive a mark on their Faculty Evaluation Form.

VI. Documentation

Documentation of continuing professional development activities is submitted by the instructor to his or her department chair who apprises the Iowa Central Personnel Services office.

A. The Iowa Central Personnel Services office maintains the official records of learning experiences and hours for each faculty member.
B. The department chair approves learning experiences that reflect faculty development hours. The vice president of instruction acts as a resource when needed.

Continuing Professional Development Practices for Adjunct Faculty

Iowa Central provides and/or supports opportunities for continuing professional development for adjunct faculty in content areas and instructional strategies. A goal of the Quality Faculty Plan is to have all adjunct faculty individually demonstrate improvement in meeting the Standards of Performance.

I. Adjunct faculty demonstrate improvement in meeting the Standards of Performance when:
   A. They document in their individual professional development plan activities that may include, but are not limited to II and III below.

II. Opportunities may include:
   A. College courses
   B. Technical certifications and licenses
   C. Professional conferences and workshops
   D. Industry experience
   E. Presenter at Staff Development sessions
   F. Faculty learning teams

III. Topics for learning experiences that strengthen pedagogy may include, but are not limited to, the following:

   N. Adult learners
   O. Teaching methodology
   P. Content specific information
   Q. Issues in education
   R. Assessment practices
   S. Evaluation
   T. Non-traditional students
   U. Minority students
   V. Critical thinking strategies
   W. Designing learning goals
   X. Human relations
   Y. Diversity
   Z. Equity issues

IV. Documentation

   Documentation of continuing professional development activities is submitted by the adjunct instructor to his or her department chair who apprises the Iowa Central Personnel Services office.

   A. The Iowa Central Personnel Services office maintains the official records of learning experiences and hours for each adjunct faculty member.

B. The department chair approves learning experiences that reflect adjunct faculty development hours. The vice president of instruction acts as a resource when needed.

Definition of Terms

- Full-time Instructor/Faculty: An instructor or faculty member shall be considered to be full-time if the Iowa Central Community College board of directors designates the instructor as full-time. Consideration of determining this full-time status is based on local board-approved contracts.

- Individual Full-Time Professional Development Plan: An instructor's individual professional development plan is one that meets goals set by the individual instructor and the department chair and is submitted to the vice president of instruction. Documentation of progress and completion of this plan is kept by Personnel Services.

- Instructor Meeting Minimum Requirements: An Iowa Central Community College full-time instructor meeting the minimum requirements of the Iowa Code, subsection 260C.48, paragraph 1, is a full-time instructor who is teaching college credit courses. Credit courses should meet requirements as specified in rule 281—21.2 of the Iowa Code, and meet program requirements for college parallel, career and technical education, and career-option programs as specified in rule 281—21.4 and Iowa Code chapter 260C.

- Minimum of Twelve (12) Graduate Credit Hours: Full-time Arts and Science instructors must possess a masters degree and complete a minimum of twelve (12) graduate credit hours in their field of instruction. The twelve (12) graduate credit hours may be within the masters degree requirements or independent of the masters degree.

- Relevant Work Experience: An hour of recent and relevant work experience shall be equal to sixty (60) minutes. Iowa Central Community College determines what constitutes recent and relevant work experience that relates to the instructor's occupational and teaching area. The College maintains documentation of instructors' educational and work experiences.

- Field of Instruction: The determination of what constitutes each field of instruction shall be based on accepted practices of regionally accredited two- and four-year institutions of higher education.

APPENDIX A

ESSENTIAL DUTIES/STANDARDS OF PERFORMANCE:

Instructional

1. Effectively organize and teach course work in accordance with established and/or developed syllabi.

2. Demonstrate current knowledge of the subject matter being taught through presentations, activities, questions, and responses relevant to the course syllabus.

3. Use class time to encourage active student involvement in the learning process.

4. Assess the overall student learning in the class by using multiple classroom assessment techniques, documents the assessment, and uses the assessment data for instructional improvement.

5. Monitor and provide frequent and specific feedback to students regarding the attainment of the course outcomes and their progress in the course.

6. Consistently display evidence of organization and planning, including materials being available and the instructional sequence progressing logically.

7. Use a variety of materials and resources that enhance the teaching of the course objectives.

8. Make use of a variety of teaching strategies and technologies appropriate for the courses taught.

9. Develop and utilize teaching strategies based upon current research.

10. Prepare/type and submit to the copy center instructional materials.

Student Rapport

11. Treat all students with respect.

12. Communicate with students in a positive, impartial manner.

13. Exercise good judgment in dealing with classroom problems and assumes responsibility for those actions.

14. Maintain confidentiality of student information.

Professional Development

15. Annually engage in professional development activities and seek information about academic trends and ideas relating to teaching.

Department Related

16. Utilize Triton Pass to submit print requests, technology requests, work requests, leave requests, etc.

17. Contribute to the achievement of the division, department, and program mission, goals/objectives, and responsibilities.

18. Develop and/or update courses and course guides as assigned by the Dean.

19. Prepare/type, distribute, and submit syllabus for all sections assigned to the faculty member in accordance with College policies.

20. Encourage regular attendance and retention of students, including personally contacting students following absences to offer assistance and concern for their welfare.

21. Meet scheduled classes in accordance with College policy, beginning and ending class sessions according to published schedules, including finals week.

22. Maintain approved published office and availability schedule to ensure accessibility to students and colleagues.

23. Maintain current and accurate records on class attendance and student grades through Web Advisor. These records are submitted by the faculty member according to College policy and established deadlines.

24. Participate in student recruitment.

25. Participate in professional activities that enhance the interaction with adjunct instructors.

26. Request instructional equipment and supplies for classroom/laboratory use through college approved procedures.

College Related

27. Support and promote the vision/mission of the College and works to achieve the vision/mission of the College.

28. Exercise stewardship of College facilities, equipment, and materials, including properly using College facilities, equipment, and materials, reporting needed repairs, and supervising students regarding use of facilities and equipment.

29. Demonstrate good rapport with patrons and community members.

30. Professionally interact with students, staff, and members of the community.

31. Maintain a good working relationship with employees of the College.

32. Communicates consistently with students and staff using means established by the College, including e-mail and voice mail.

33. Support College-sponsored activities and events.

34. Attend meetings as required by the College.