HAWKEYE COMMUNITY COLLEGE®

Academic Affairs

Quality Faculty Plan

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A Message from the Vice President

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 developed and implemented July 2003 as collaborative effort by faculty, staff and administration to assist faculty with determining and attaining goals necessary to meet professional certification requirements.

The Faculty Certification Plan detailed in this document was developed during spring 2007 as a pilot project to assist faculty in the process of determining and documenting certification requirements through the use of a new portfolio format. The requirements listed in this document mirror the certification requirements listed in the Hawkeye Quality Faculty Plan.

The Faculty Certification Plan pilot period began with portfolio construction workshops in August 2007 and concluded in April 2008 with a complete review and evaluation of the materials and processes used during the project. Pilot volunteers included both full-time and regular part-time faculty and were chosen because they represented faculty who were in various stages of completion of the requirements necessary for certification. The goal of the project was to gain input from the faculty pilot group regarding the Faculty Certification Plan and make revisions in preparation for full implementation college-wide fall 2008.

It is important to note that the faculty who have agreed to participate in the pilot project are owed a debt of gratitude for their willingness to volunteer their time and expertise to improve the certification process at Hawkeye Community College.

Introduction

The Certification Committee membership was expanded during 2006-2007 and the committee began meeting on a monthly basis. The committee has representation from arts & sciences faculty, applied science & technology faculty, and administration. 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 State of Iowa.

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

- Initial (Probationary) Certification – faculty who are in the initial certification period at Hawkeye Community College.
- Regular Part-time Faculty
- Full-time Faculty – faculty who are beyond initial certification.

Adjunct faculty are encouraged to participate in this plan but are not required to until 2011.

*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.

Implementation Schedule for the Plan

A pilot program began in August 2007 with portfolio training as well as training in ANGEL for those interested in creating/maintaining their portfolio electronically.

Starting in September 2007, feedback meetings took place allowing those in the pilot to ask questions and give feedback on their progress.

The pilot group also discussed strengths and opportunities for improvement in the certification process. Full implementation of the Quality Faculty Plan, with identified changes began fall of 2008.

Record Keeping and Documentation

The Academic Affairs office shall maintain detailed, organized, and easily accessible records of each faculty member's certification needs and the number of completed units toward those needs in each of the required categories. Electronic record keeping will also be maintained by Academic Affairs. The electronic record will be stored in the Datatel system, within the HR component.

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

When faculty have met all requirements, a letter will be sent to them stating their certification requirements have been met for that recertification period.

Initial (Probationary) Faculty Certification Plans/Goals

New faculty hired by Hawkeye Community College will have three years to complete the following:

- Hawkeye Community College's New Teacher Orientation
- History and Philosophy of the Community College*
- Linking Learning, Teaching, and Curriculum
- Evidencing Student Learning
- Creating Significant Learning Experiences in the College Classroom
- Diversity/Human Relations**

* requirement waived with evidence of successful completion of a similar workshop or course
** requirement waived with evidence of successful completion (30-hour workshop through Area Education Agency or 2 college-credit course)

Faculty Certification Plans/Goals

All faculty will be invited to meet with their respective Dean 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 certification. The Dean will have the opportunity to guide and support faculty with their plans/goals.

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

Full-time and Regular Part-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.

Credit 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:

- ANGEL 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 developing awareness about how to meet the needs of diverse learners
- Professional experiences for becoming a better teacher

Personal and Professional Development (One Unit per Year)

Activities which an individual has chosen to develop themselves for the purpose of becoming a better teacher.

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 sharing knowledge, improving processes, or impacting 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

How to Request Units for Certification

Preapproval to attend an activity is not required, however, it is recommended for activities which are not recognized certification activities to ensure a unit will be given. If a faculty member is unsure if a unit will be granted for an activity, a preapproval form is highly recommended.

Preapproval Request forms are available on the Connections Web Page or from the Academic Affairs office.

- Activities that are listed as pre-approved do not require Request for Certification forms. 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 forms received by Academic Affairs will be copied to Human Resources for reimbursement purposes. In addition, at the completion of that course, a reimbursement form needs to be completed and submitted to Human Resources by the faculty member. **Note:** Six credits per year will be reimbursed by the Human Resources office.

Guidelines:

- The Certification Committee, consisting of faculty and administrators, is responsible for handling any issues related to awarding of units.
- Academic Affairs maintains a record of all units received. Updates may be requested at any time by contacting Academic Affairs.
- If faculty receive special assignment pay for an activity, they are not eligible to receive certification units.
- A letter from Academic Affairs will be sent recognizing that you have met your five-year certification requirements.

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?

There are a variety of things that can 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 used them find them to be 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.

Reflections

A reflection is a written document which faculty include in their portfolio, and describes their experience with an activity.

It is recommended that faculty write a reflection upon completion of meaningful activities. Faculty may choose to write a semester summary reflection on a number of activities, or an annual summary about a number of activities as well.

This is an opportunity for faculty to show the Dean meaningful activities in which they have been a part, and to document how that activity has helped them grow in their teaching.

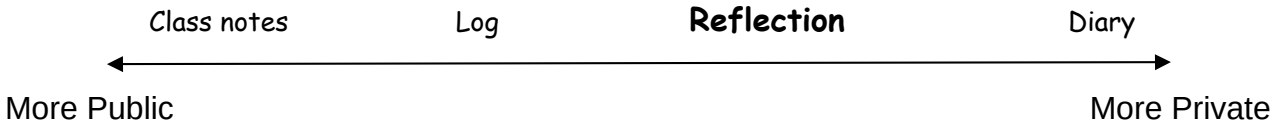
A reflection should be handed into the Dean prior to their annual evaluation. This piece will be reviewed by the Dean prior to the meeting, and used at the meeting to discuss faculty development.

About Reflections

Use these sentence starters as ideas for writing reflections about progress on your goals:

- These are the results in _____ (student learning/motivation/engagement) I'm beginning to see…
- An adjustment I need to make for the next semester is…
- I am proud of the way I…
- The questions I have answered are…
- The questions that remain are…
- Some ways in which I see myself changing include…
- What I think I'm learning about _____ is…
- My next step is…
- Future learning that may be helpful to me is _____ because…

How do I know if I have written a good reflection?



Just as we require evidence from students that they think critically, a good reflection will include elements of your critical thinking as it applies to teaching.

Some questions that are answered during reflective writing include:

- What did I do?
- Why did I do it?
- Did it work out the way I thought it would?
- What are some challenges I didn't anticipate?
- How can I make it better?
- What evidence do I have that is worth trying again?

Request for Certification Unit (s)

☐ Check here if this is a **preapproval** request.
(Submit to Academic Affairs at least 7 days prior to attending activity).

Name_____ID#_____

Program/Department_____

Date_____

Title_____

Sponsoring Institution _____

Dates from_____to_____

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

Teaching & Learning

Examples:
- ANGEL workshops
- Courses and workshops that emphasize teaching and/or assessment strategies
- Content area development
- Brobst Center offerings
- Diversity awareness in the classroom

Personal & Professional Development

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

Contributions

Examples:
- Various HCC committees
- Publishing
- Community memberships
- Volunteering
- Mentoring
- Leadership for student clubs

3. Rationale for how this activity/class improves competence, teaching skills and/or professionalism:

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

_____
Faculty Member Date

_____
Dean Date

_____
Vice President, Academic Affairs

Date Evidence of Completion Received _____