

**North Iowa Area Community College**  
**Professional Development Program for Community College**  
**Adjunct Credit Instructors**  
Approved by NIACC Board May 21, 2009

**PROGRAM PHILOSOPHY**

**Desired Program Impact**

Through active participation in the program, NIACC adjunct credit instructors will offer students a creative learning environment, leading to increased achievements and satisfying careers for both educators and students.

**Program Vision**

Create an on-going, proactive program of professional growth and development for community college adjunct credit instructors. This includes programs, events and activities, addressing the following areas:

- **Teaching Methodology and Student Learning**
- **Content Expertise Specific to Discipline**

**Program Features**

New Teacher Orientation and Support  
Adjunct Credit Instructors Mentoring  
Sharing Successes  
Individual Flexibility  
Institutional Focus

**Program Goals**

1. Provide an opportunity for all adjunct credit instructors to tailor the program to their individual needs.
2. To promote professional standards and ethical conduct.
3. To foster leadership development.
4. To enhance communications among professionals and strengthen college, community, and statewide support groups.
5. To forge a strong connection between new and existing instructors.
6. To develop or enhance teaching skills to facilitate better student learning.
7. To respond proactively to societal changes and strengthen instructors' abilities to be change agents.
8. To strive for balanced, productive, and fulfilling lives.

**Values**

- Self and Student Development
- Lifelong Learning
- Teaching as a Profession
- Building Community

The NIACC Professional Development Program recognizes that a teacher's professional development is a dynamic process extending from initial preparation over the course of an entire career. Professional teachers are responsible for planning and pursuing their ongoing learning, for reflecting with colleagues on their practice, and for contributing to the profession's knowledge base. Our institution is responsible for investing in the growth of knowledge for individual teachers and the profession as a whole, and for establishing policies, resources, and organizational structures that guarantee continuous opportunities for teacher learning.

## **PROGRAM IMPLEMENTATION**

All aspects of this plan will be in place July 1, 2009, for new hires with a two-year phase-in for current adjunct instructors. All adjunct credit instructors will be included in the plan beginning July 1, 2011.

### **I. HIRING**

#### Practices:

College hiring practices will ensure the following credentials for adjunct 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 and the related administrative rules.
2. All hiring is in compliance with the accreditation standards of the Higher Learning Commission of the North Central Association of College and Schools and with adjunct credit instructors standards required under specific programs offered by the community college that are accredited by other accrediting agencies.
3. College hiring practices will ensure that candidates for instructional staff positions have passed an appropriate background check as determined by the Human Resources office.

#### Record Keeping:

The College's Human Resources office will house records related to the hiring process and will be maintained by the Evening Dean.

1. Records documenting actions related to hiring new instructors in accordance with state and federal laws.

## **II. PROFESSIONAL DEVELOPMENT FOR NEW ADJUNCT CREDIT INSTRUCTORS** **NIACC Minimum Identified Teaching Competencies**

NIACC has established critical areas of instructional competencies that serve as elements of effective teaching (Appendix). The Quality Faculty Plan addresses these elements and recognizes the importance of attainment of required minimal competencies for new adjunct credit instructors and continued growth by experienced adjunct credit instructors. The following competencies have been identified as essential for successful instruction and student learning.

### **Instructional Planning**

*The instructor plans and manages instruction based on understanding of subject matter and curricular goals as they relate to students and stakeholders.*

### **Instructional Strategies**

*The instructor understands and uses appropriate instructional strategies and technology to encourage students' development of critical thinking, problem solving, and performance skills.*

### **Assessment, Diagnosis, and Evaluation**

*The instructor understands and utilizes a variety of diagnostic tools and assessment strategies to evaluate student learning.*

#### **Practices:**

Ascertaining that new adjunct credit instructors have attained the competencies listed above will be achieved by the following:

1. Complete an online orientation within the first two semesters of teaching.
2. Satisfy minimum competency requirements within two years from the date of hire. An extension of a third year may be made for exceptional conditions.
3. Complete a Professional Development Plan. Note: Completion of the Plan is necessary but not sufficient condition for continued employment.
4. Participate in the Mentor Program. Note: Required of all adjunct credit instructors.

The Evening Dean and Division Chairs will review the credentials of all new instructors for attainment of minimum competencies and will develop a Professional Development Plan (Appendix) with the newly hired instructors to satisfy these minimum competencies.

#### **Record Keeping:**

1. The College's Human Resources office will house records related to the hiring process and will be maintained by the Evening Dean.
2. The Evening Dean will provide annual progress summaries, documenting the attainment of the required competencies for each new adjunct credit instructor.

## **Orientation**

In the desire to forge strong connections between new adjunct credit instructors and the College, NIACC will provide orientation activities beginning within six months of the hiring date. The new instructors will be:

1. Required to attend one *adjunct dinner*/academic year held in the evening during Staff Development Week of the fall and spring semesters. Divisional meetings will take place as well as continued development opportunities.
2. Encouraged to attend Staff Development Week activities.
3. Required to complete a 30-question on-line assessment covering information in the *Handbook for Adjunct Credit Instructors* within the first month of the hiring date.

### Practices:

The Evening Dean and the Human Resources office will schedule and implement orientation activities. Division chairs, the Vice President for Academic Affairs, and faculty mentors will participate as requested.

### Record Keeping:

Records documenting attendance at orientation activities will be kept by the Evening Dean and Director of Career Link/School Partnerships and maintained in the newly hired adjunct instructor's personnel file in the Human Resources office.

## **Mentor Program**

In order to provide continuing support to NIACC adjunct credit instructors, the newly hired instructors will be assigned to a veteran mentor to help them acclimate to the culture, divisional needs, and the expectation of quality teaching and student learning.

The Mentor Program, established by the Quality Adjunct Credit Instructors Plan, will assist adjunct credit instructors to meet the challenges of guiding all students in achieving higher standards of learning and development.

### Practices:

Division chairpersons will work with the Evening Dean to identify a suitable mentor.

### Record Keeping:

Records documenting all mentoring assignments and activities will be kept by the Evening Dean and Director of Career Link/School Partnerships and maintained in the newly hired adjunct instructor's personnel file in the Human Resources office.

### **III. CONTINUED PROFESSIONAL DEVELOPMENT**

NIACC'S Professional Development Program will ensure career-long development of adjunct credit instructors whose competence, expectations, and actions influence the teaching and learning environment. The components of a high quality professional development plan include rigorous and relevant content, approved objectives, sound implementation strategies, organizational support, reflection, and promote collegial leaning.

#### **Definitions of Professional Growth Areas**

***Teaching Methodology and Student Learning*** -- This area deals with the identified teaching competencies and focuses on the instructor as being the most important factor influencing student learning and achievement. Continued Professional Development Plan (CPDP) activities should enhance and improve the instructor's

- Commitment to students and learning processes
- Management and monitoring of the student learning environment
- Development and utilization of teaching strategies and technology
- Preparation, delivery, and evaluation of subject matter

***Content Expertise Specific to Discipline*** -- This area focuses on the instructor's knowledge of content and skills associated with the subject matter that is taught. CPDP activities should develop further expertise in subject content.

#### **Self-Determined Professional Growth Activities**

When considering a particular professional development activity, the adjunct credit instructor should consider the following questions to determine the potential effectiveness of the experience. While all professional development activities may not meet each of these criteria, the potential for success increases with each positive response. Does the professional development activity

- Reflect identified college priorities?
- Have institutional support for implementation (time and resources)?
- Provide a means for determining the impact on student learning and performance?
- Reflect current understanding of best practice for learners?
- Encourage teachers to be active, investigative, and reflective practitioners?

#### **Institutional Professional Growth Activities**

The institution has a responsibility to identify priority areas and provide staff development activities on campus or online to support those priority areas.

#### **Other Professional Growth Activities**

Secondary school professional development activities may meet NIACC professional development requirements. Subject to College approval.

### **Continued Professional Development Plan**

Adjunct credit instructors will develop an individual CPDP each year.

1. The Plan will include at least one approved activity from each of the two categories of Professional Growth. (*Teaching Methodology and Student Learning, Content Expertise Specific to Discipline*)

Record Keeping:

1. Adjunct credit instructors are required to annually document and share their CPDP with the Evening Dean. The Evening Dean may consult with the Division Chair on appropriate professional growth activities as needed. Sample formats of plans appear in the Appendix.
2. Records documenting adjunct credit instructor's evaluation, with its tie to the CPDP, will be signed by the adjunct credit instructor and placed in the adjunct credit instructor's permanent file.

## APPENDIX

### NIACC Minimum Teaching Competencies

All aspects of this plan will be in place July 1, 2009, for new hires with a two-year phase-in for current adjunct instructors. All adjunct credit instructors will be included in the plan beginning July 1, 2011.

It is understood that all adjunct credit instructors will continue to improve their teaching competencies through continuing professional development.

#### Demonstrating Teaching Competencies

Competency	Means	Evidence
<b>Instructional Planning</b>	Curriculum Development: Application to Community Colleges	IOWA Transcript
<i>The instructor plans and manages instruction based on understanding of subject matter and curricular goals as they relate to students and stakeholders.</i>	Curriculum and Instruction	ISU Transcript
	Instructional Design for Technical Education	UNI Transcript
	Self-directed learning (with approval of QFP committee)	Certificate
	Related college credit course (with approval of QFP committee)	Transcript
<b>Instructional Strategies</b>	Curriculum Development: Application to Community Colleges	IOWA Transcript
<i>The instructor understands and uses appropriate instructional strategies and technology to encourage students' development of critical thinking, problem solving, and performance skills.</i>	Curriculum and Instruction	ISU Transcript
	Instructional Design for Technical Education	UNI Transcript
	Self-directed learning (with approval of QFP committee)	Certificate
	Related college credit course (with approval of QFP committee)	Transcript
<b>Assessment, Diagnosis, and Evaluation</b>	Curriculum Development: Application to Community Colleges	IOWA Transcript
<i>The instructor understands and utilizes a variety of diagnostic tools and assessment strategies to evaluate student learning.</i>	Curriculum and Instruction	ISU Transcript
	Instructional Design for Technical Education	UNI Transcript
	Self-directed learning (with approval of QFP committee)	Certificate
	Educational Measurement and Evaluation	NIACC Transcript
	Related college credit course (with approval of QFP committee)	Transcript

## *Professional Development Plan for Minimum Competencies*

Name: \_\_\_\_\_

Department: \_\_\_\_\_

Hire Date: \_\_\_\_\_

*Competencies Completion Date*

**1. Instructional Planning:** The instructor plans and manages instruction based on understanding of subject matter and curricular goals as they relate to students and stakeholders. **Sample possible means:** Prior experience, Curriculum Development: Application to Community Colleges (IOWA), Curriculum and Instruction (ISU), Instructional Design for Technical Education (UNI), New Teacher Workshop (IOWA).

Means/Evidence Selected	Evidence Status: (1 = No Evidence; 2 = Work Progressing; 3 = Completed)		
	Date Reviewed:	Comments:	Status:

**2. Instructional Strategies:** The instructor understands and uses appropriate instructional strategies and technology to encourage students' development of critical thinking, problem solving, and performance skills. **Sample possible means:** Prior experience, Curriculum Development: Application to Community Colleges (IOWA), Curriculum and Instruction (ISU), Instructional Design for Technical Education (UNI).

Means/Evidence Selected	Evidence Status: (1 = No Evidence; 2 = Work Progressing; 3 = Completed)		
	Date Reviewed:	Comments:	Status:

**3. Assessment, Diagnosis, and Evaluation:** The instructor understands and utilizes a variety of diagnostic tools and assessment strategies to evaluate student learning. **Sample possible means:** Prior experience, Curriculum Development: Application to Community Colleges (IOWA), Curriculum and Instruction (ISU), Instructional Design for Technical Education (UNI), New Teacher Workshop (IOWA).

Means/Evidence Selected	Evidence Status: (1 = No Evidence; 2 = Work Progressing; 3 = Completed)		
	Date Reviewed:	Comments:	Status:

# Instructor Professional Preparation Master Status Record

Name: \_\_\_\_\_

Evidence Completion Date: \_\_\_\_\_

<b>Competency</b>	<u>Year 1 Evidence Status</u> Date:	<u>Year 2 Evidence Status</u> Date:	<u>Year 3 Evidence Status</u> Date:
1. Instructional Planning			
2. Instructional Strategies			
3. Assessment, Diagnosis, and Evaluation			

# Continued Professional Development Plan

(Possible Format)

Name: \_\_\_\_\_  
(Instructor)

Division: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_  
(Period of Plan)

## **Teaching Methodology and Student Learning**

What do I want to learn	What will I do to achieve it	How will I know I have succeeded	What resources/support will I need	Target Date for completion
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Prior Year's Activity -

Possible Activity -

## **Content Expertise Specific to Discipline**

What do I want to learn	What will I do to achieve it	How will I know I have succeeded	What resources/support will I need	Target Date for completion
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Prior Year's Activity -

Possible Activity -

# Continued Professional Development Plan

(Possible Format)

Name: \_\_\_\_\_  
(Instructor)

Division: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_  
(Period of Plan)

What do I want  
to learn

What will I do to  
achieve it

How will I know  
I have succeeded

What resources/support  
will I need

Target Date  
for completion

## **Teaching Methodology and Student Learning**

Reflection on Prior Year

Goals for Next Year

## **Content Expertise Specific to Discipline**

Reflection on Prior Year

Goals for Next Year