

North Iowa Area Community College
Professional Development Program for Community College Faculty
A Plan for Continual Quality Faculty Improvement
Approved by NIACC Board – May 21, 2009

PROGRAM PHILOSOPHY

Desired Program Impact

Through active participation in the program, NIACC faculty 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 faculty. This includes programs, events and activities, addressing the following areas:

- **Teaching Methodology and Student Learning**
- **Content Expertise Specific to Discipline**
- **College Service**
- **Personal Growth**

Program Features

New Teacher Orientation and Support
Faculty Mentoring
Sharing Successes
Individual Flexibility
Institutional Focus

Program Goals

1. Provide an opportunity for all faculty members 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 faculty.
6. To develop or enhance teaching skills, facilitate better student learning.
7. To respond proactively to societal changes and strengthen our ability to be change agents.
8. To strive for balanced, productive and fulfilling lives.

Values

- Self and Student Development
- Lifelong Learning
- Teaching as a Profession
- College Involvement
- 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, 2003, per Board Policy (3.03). The Continuing Professional Development aspect of the plan will be a pilot project in spring 2003 and academic year 2003/2004. All faculty members will participate in Continuing Professional Development reporting beginning in academic year 2004/2005. The Steering Committee will reevaluate the Plan in spring 2004 and annually thereafter. The Committee will present proposed changes in the Plan to Instructional Council for approval.

I. HIRING

Practices:

College hiring practices will ensure the following credentials for full-time 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 faculty accreditation standards of the Higher Learning Commission of the North Central Association of College and Schools and with faculty 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 maintain records related to the hiring process.

1. Records documenting actions related to hiring new instructors in accordance with state and federal laws.
2. Records documenting an instructor is making progress toward or has met minimum hiring standards specified in Iowa Code.

II. PROFESSIONAL PREPARATION FOR NEW FACULTY

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 faculty and continued growth by experienced faculty. The following competencies have been identified as essential for successful instruction and student learning.

Subject Matter

The instructor has the knowledge of content and skill areas that he/she teaches.

Learning Process and Diverse Learners

The instructor understands the learning process and how students differ in learning styles.

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.

Learning Environment and Classroom Management

The instructor creates and manages an environment conducive to productive learning.

Assessment, Diagnosis, and Evaluation

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

Communication

The instructor understands and uses effective communication skills.

Community College

The instructor understands the mission and history of community colleges and the structure and scope of the community college that employs him or her.

Practices:

Ascertaining that new full-time instructors have attained the competencies listed above will be achieved by the following:

1. All new instructors will be required to attend and successfully complete an approved new teacher workshop before beginning instructional duties and preferably before Orientation.
2. All new instructors will be required to attend and successfully complete an approved course (credit or non-credit) on the history and mission of the community college before the end of the instructor's probationary period.
3. All new instructors will participate in the Orientation and Mentor Program.
4. Within 30 days of hire, the Vice President for Academic Affairs, and the Director of Human Resources will review the credentials of all new instructors for attainment of

minimum competencies. They will develop a Professional Preparation Plan (Appendix) with the newly hired instructor to satisfy these minimum competencies. The plan will be routed to the division chair and monitored by the Director of Human Resources.

5. New instructors will have two years from the date of hire to satisfy minimum competency requirements. An extension of a third year may be made for exceptional conditions on the recommendation of the division chair and the Vice President for Academic Affairs.
6. Completion of the Professional Preparation Plan is a necessary but not sufficient condition for continuous employment.
7. A new instructor's teaching load may be reduced to equal a two or three credit release in the first semester. The chair may also release a new instructor an additional three credits in subsequent semesters after consultation with the Vice President for Academic Affairs. All release time given for the purpose of completing minimum instructional competencies must be completed within the first five semesters of employment, not including summers.
8. Instructors hired before July 1, 2003, who hold provisional, conditional, or no licenses from the State of Iowa shall complete license requirements as defined before July 1, 2003, or engage in steps 1 through 4 listed above.

Record Keeping:

1. Records documenting professional development activities will be submitted by the instructor to his or her Chair and maintained in the Human Resources office.
2. The Human Resources office will provide annual progress summaries, documenting the attainment of the required competencies to the new fulltime instructor, the Chair, and the Academic Vice President.

Orientation

To forge a strong connection between new fulltime instructors and the College, NIACC will provide orientation activities as described in the Appendix beginning within six months of the hiring date.

1. Required participation in a five-day orientation held in August.
2. Additional meetings throughout the year to cover other NIACC policies and concerns.
3. Required participation at a progress meeting at mid-term in both fall and spring semester.

Practices:

1. The Human Resource office will schedule and implement the orientation session, additional meetings and the mid-term progress meeting. Division chairs, the Academic Vice President, and faculty mentors will participate as requested.

Record Keeping:

1. Records documenting attendance at orientation activities will be kept by the Human Resources office and maintained in the newly hired faculty member's personnel file until the end of the probationary period.

New Faculty Mentor Program

In order to provide continuing support to new NIACC faculty, the newly hired faculty 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 Faculty Plan will assist newly hired faculty to meet the challenges of guiding all students in achieving higher standards of learning and development. Division chairpersons will work with Vice President of Academic Affairs and Director of Human Resources to identify suitable mentor.

Practices:

1. Mentors should be current NIACC faculty members who illustrate knowledge about the college, who actively support the mission of the college, and who have worked for the college for a minimum of three years; they should represent the mission of the college in their teaching.
2. The mentors must be available at certain times during the week of NIACC's New Faculty Orientation in order to help acclimate the new hires to the NIACC culture, the division needs, and the basic teaching or working needs of an individual department or program.

III. CONTINUING PROFESSIONAL DEVELOPMENT (for all faculty beyond the probationary period)

NIACC'S Professional Development Program will ensure career-long development of faculty 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, and faculty reflection, and collegial learning.

Definitions of Professional Growth Areas (Approved by QFP committee 12/3/02)

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. Continuing Professional Development Plan 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. Continuing Professional Development Plan activities should develop further expertise in subject content.

College Service -- This area focuses on collegial and organizational improvement and is necessary for the full realization of the potential of the institution, its people and community to

develop and excel. Continuing Professional Development Plan activities reflect faculty involvement in the learning community and could result in

- Increased student enrollment
- Improvement of new faculty
- Development of effective leaders
- Effective college operation
- Development of partnerships which positively impact students with agencies and entities in the community

Personal Growth -- This area respects and nurtures the intellectual and leadership capacity of faculty. Continuing Professional Development Plan activities promote continuous inquiry and improvement of individuals embedded in the daily life in and outside the college and reflect the following:

- Promotion of professional standards and ethical conduct
- Service in professional organizations
- Community involvement
- Self-development
- Life enhancement

Self-Determined Professional Growth Activities

When considering a particular professional development activity, the faculty member 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

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

Institutional Professional Growth Activities

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

Other Professional Growth Activities

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

Continuing Professional Development Plan

Faculty members will develop an individual CPDP each year

1. The Plan will include at least one approved activity from each of the four categories of

Professional Growth. (*Teaching Methodology and Student Learning, Content Expertise Specific to Discipline, College Service, and Personal Growth*)

2. Three years worth of the Continuing Professional Development Plan will be reflected in the faculty evaluation process.
3. Approval of self-determined activities not on the approved activity list will be determined by the Quality Faculty Plan Committee during the two pilot years.

Record Keeping:

1. Faculty members are required to annually document and share their Continuing Professional Development Plan with Division Chairs and file it with the Director of Human Resources. Sample formats appear in the Appendix.
2. Records documenting faculty evaluation, with its tie to the Continuing Professional Development Plan, will be signed by the faculty member and division chair and placed in the faculty member's permanent file.

APPENDIX

Orientation for New Faculty added from subcommittee minutes (11/26/02)

2. The New Faculty Orientation Week

This week's events will change slightly from its original format to incorporate two new elements: the mentor program and more time for new faculty to prepare materials. A binder of the week's pertinent information will be designed for use by the new hire. Human Resources will be responsible for updating these binders on a regular basis. New faculty meetings will take place on a monthly basis concerning the following topics: assessment and accreditation; financial aid, athletics, outreach services and partnerships; committee awareness; scholarship information. Any additional topic suggestions to the monthly meetings are welcome.

Day 1

Welcome from President, Academic expectations by Academic Vice President, campus tour by Human Resources, reception by Admissions Office, and lunch with mentors. In the afternoon, mentors and new hires will meet to establish a working relationship and to plan a basic checklist (1-10) discussing syllabi, course outlines, textbooks, department philosophies and history, strengths and weaknesses, and issues the new hire wishes to develop.

Day 2

Instruction in technology use from Technology Services, introduction to forms and processes contained in the Quality Faculty Plan. The afternoon is available for course preparation and mentor meetings. In the evening, new hires and mentors will meet at the President's home for a hospitality gathering.

Day 3

Payroll and insurance information, information from the Business Office, academic calendar, grades, grievances, etc from Student Services. Photos will be taken. Preparation time in the afternoon.

Day 4

Library orientation, Student Learning Center orientation, and orientation on student policies (Student Services of student behaviors). Welcome from NIACC Board at Board meeting in evening.

Day 5

Discussion of instructional expectations with division or program chairs and Academic Vice-President, completion of Professional Preparation Plan for attaining NIACC minimum teaching competencies.

A tour of Mason City is provided in the afternoon.

NIACC Minimum Teaching Competencies – Draft #4

(Approved by Competency Committee 1/22/03)

New faculty (hired after July 1, 2003) and current faculty holding either probationary or provisional teaching licenses will provide evidence of successful completion of activities in teaching competencies in the areas listed below within the probationary period not to exceed five years. Note: Prior experience and/or certifications may be used to meet competencies at the discretion of the Division Chair if approved by the QFP Steering Committee. It is understood that all faculty will continue to improve their teaching competencies through continuing professional development.

Demonstrating Teaching Competencies

Competency	Means	Evidence
Subject Matter		Application process. Verification provided by HR and selection committee.
<i>The instructor has the knowledge of content and skill areas that he/she teaches.</i>	Instructor meets minimum standards as required by Iowa Law: House File 2394 Sec. 8. Section 260C.48 subsection 1, Code 2001.	
Learning Process and Diverse Learners	Teaching of Adults IOWA	Transcript
<i>The instructor understands the learning process and how students differ in learning styles.</i>	Self directed learning (with approval of QFP committee)	Certificate
	Related college credit course (with approval of QFP committee)	Transcript
Instructional Planning	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
Instructional Strategies	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
Learning Environment and Classroom Management	Teaching of Adults IOWA	Transcript
<i>The instructor creates and manages an environment conducive to productive learning.</i>	Self directed learning (with approval of QFP committee)	Certificate
	Related college credit course (with approval of QFP committee)	Transcript
Assessment, Diagnosis, and Evaluation	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
	Related college credit course (with approval of QFP committee)	Transcript
Communication	Interview process - sample teaching example	Selection Committee
<i>The instructor understands and uses effective communication skills.</i>		
Community College	The Community College IOWA	Transcript
<i>The instructor understands the mission and history of community colleges and the structure and scope of the community college that employs him or her.</i>	The Comprehensive Community College ISU	Transcript
	Self directed learning (with approval of QFP committee)	Certificate
	Related college credit course (with approval of QFP committee)	

Instructor Professional Preparation Record

Name: _____
 Hire Date: _____

Department: _____
 Competencies Completion Date _____

1. Subject Matter: The instructor has the knowledge of content and skill areas that he/she teaches. **Sample possible means:**

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

2. Learning Process/Diverse Learners: The instructor understands the learning process and how students differ in learning styles.
Sample possible means: Prior experience, New Teacher Workshop (IOWA), Teaching of Adults (IOWA).

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

3. 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:

4. 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:

5. Learning Environment/ Classroom Management: The instructor creates and manages an environment conducive to productive learning. **Sample possible means:** Prior experience, Teaching of Adults (IOWA), New Teacher Workshop (IOWA).

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

6. Communication: The instructor understands and uses effective communication skills. **Sample possible means:** Prior experience, Interview process-sample teaching example.

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

7. 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:

8. Community College: The instructor understands the mission and history of community colleges and the structure and scope of the community college that employs him or her. **Sample possible means:** Prior experience, The Community College (IOWA), The Comprehensive Community College (ISU).

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: _____

Competency	<u>Year 1 Evidence Status</u> Date:	<u>Year 2 Evidence Status</u> Date:	<u>Year 3 Evidence Status</u> Date:
1. Subject Matter			
2. Learning Process and Diverse Learners			
3. Instructional Planning			
4. Instructional Strategies			
5. Learning Environment/ Classroom Management			
6. Communication			
7. Assessment, Diagnosis and Evaluation			
8. Community College			

Continuing 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 -

College Service

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 for completion	Target Date
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Prior 's Activity –

Possible Activity -

Personal / Other Growth

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 -

Continuing 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

College Service

Reflection on Prior Year

Goals for Next Year

Personal/Other Growth

Reflection on Prior Year

Goals for Next Year