



**SOUTHEASTERN**  
COMMUNITY COLLEGE

# Quality Faculty Plan

Revised 1/31/2018  
Approved by SCC Board of Trustees on February 19, 2018

# TABLE OF CONTENTS

- I. Introduction and Purpose
  - II. Procedures
  - III. Consortium
  - IV. Hiring Standards
    - A. Full-time Faculty, Adjunct Faculty, and Joint Enrollment Instructors
    - B. Orientation
  - V. Professional Development and Competencies
    - A. Professional Preparation for New Faculty
    - B. Continuing Professional Development for Non-Probationary Faculty
    - C. Continuing Professional Development – Adjunct Faculty and Joint Enrollment Instructors
- Appendix A

# I. Introduction and Purpose

On February 27, 2002 the Iowa House of Representatives passed File 2394. This act eliminates teacher licensure of community college faculty; which requires all community colleges in the State of Iowa to develop, approve, and implement a quality faculty plan. The quality faculty plan must include:

- Implementation schedule for the plan
- Orientation of new faculty
- Continuing professional development for faculty
- Procedures for accurate record keeping and documentation for plan monitoring
- Consortium arrangements when appropriate, cost-effective and mutually beneficial
- Specific activities that ensure faculty will 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 toward attaining minimal competencies
- Compliance with the faculty accreditation standards of the North Central Association of Colleges and other accrediting agencies

The following members comprise the Southeastern Community College Quality Faculty Plan Committee. The administrators were appointed by the college administration, and the faculty members were appointed by the Southeastern Community College Higher Education Association. Equally represented are arts and science faculty and vocational-technical faculty.

**Deanna Kline**

*Professor of Nursing  
Health Occupations*

**Tim Weaver**

*Assistant Professor of Automotive Collision  
Repair  
Applied Technologies*

**Stewart Jack**

*Assistant Professor of Information  
Technology  
Business and IT*

**Dr. Deborah Wright**

*Professor of Economics  
Humanities and Social Sciences*

**Dr. Forest Morrisett**

*Professor of Biology  
Math and Science*

**Suzanne Messer, Chair**

*Professor of Art  
English, Communications, Fine Arts, and  
Education*

**Dennis Marino**

*Registrar*

**Dr. Carole Richardson**

*Vice President of Academic Affairs*

# Purpose of the Individual Professional Development Plan

The purpose of the Professional Development Plan (PDP) is to give each faculty member the opportunity to create a plan for his or her own personal and professional development to enhance job performance. The goal is a plan which is continually implemented and reviewed.

## II. Procedures

### A. Definition of Faculty

For purposes of this Quality Faculty Plan, the definition of faculty includes fulltime and regular part-time instructors, librarians, and counselors. In order to reflect changes in the Iowa Code, this plan includes media specialists; however, SCC does not have media specialists at this time.

### B. Committee Membership

#### 1. Composition and Selection

*a. Two Administrators* to serve on the committee shall be designated by the President of Southeastern Community College or his/her designee.

*b. Six Faculty*, one member from each academic department, to serve on the committee shall be appointed by the President of the Southeastern Community College Higher Education Association or the Association in general assembly, as determined by the membership of the association.

Beginning in May 2003, appointees for the coming year shall be made by the Association and communicated in writing to the Chair of the Professional Development Committee by the last day of the academic year.

The committee membership will include representation from both campuses (Keokuk & West Burlington).

#### **2. Additional considerations in selecting faculty members of the committee**

In selecting faculty members to serve on the committee, the Association or its President shall give due consideration to the legal requirement that the entire committee shall be gender-balanced.

#### **3. Replacement members and non-participation**

In the event a member of the committee resigns from the committee or is unable or unwilling to continue to serve on the committee for any reason, that member shall be replaced as soon as possible. In the event a member of the committee fails to participate, the chair of the committee shall notify the President of the College or the President of the Association to select an alternate.

## **C. Committee Rules and Procedures**

### **1. Voting Procedures**

Whenever possible, decisions of the committee shall be arrived by a consensus. When a formal vote of the committee is required, a decision shall require the affirmative votes of a majority.

### **2. Quorum**

A Quorum to conduct the business of the committee shall constitute a simple majority.

## **D. Recordkeeping**

1. The college will maintain records related to the hiring process, specifically:
  - a. Records documenting the actions of administration are maintained by the Human Resources Office.
  - b. Records documenting that adjunct faculty have met the minimum requirements specified in Iowa Code 260C.36 are also maintained by the Human Resources Office for the length of the instructor's employment with the college.
2. Records of attendance at orientation activities will be kept by Human Resources.
3. Records documenting the successful completion of professional development activities will be submitted by the individual full-time, part-time, adjunct, or joint enrollment instructor and will be maintained in Human Resources.
4. Full-time, part-time, adjunct, and joint enrollment instructors shall submit all updated certifications, licensure documentation, resumes, or curriculum vitas to Human Resources to update employment files as needed (annually preferred).

## **E. Duties**

1. The Committee shall monitor compliance with the plan by the college; assess the effectiveness of the plan; and modify the plan, where necessary. In modifying the plan, the Committee shall consider data collected in the assessment of the plan.
2. The Committee will develop guidelines for reviewing all Professional Development Plans.
  - a. **Procedure for Approval of Professional Development Plans**
    - (1) Professional Development Plans will be submitted by the individual full-time, part-time, adjunct, or joint enrollment instructor to their supervisor after peer review. If the supervisor has concerns regarding the faculty member's PDP, the supervisor will direct their concerns to the QFP Chair and direct the faculty member to the QFP Chair for consultation and/or revision assistance regarding his or her PDP. After the supervisor has signed the PDP, the employee will deliver his or her PDP to Human Resources to be approved by the Chair of the QFP committee or a QFP committee member.
    - (2) Approved PDP's with all required signatures will be maintained in Human Resources. The QFP chair or his/her designee will file each PDP and record submission.

- (3) The QFP committee will monitor and maintain all PDP's and notify individuals of due dates for state compliance according to the minimum competencies defined by the Iowa Code 260C.36.

#### **b. Procedure for Approval of Annual Logs**

- (1) Annual logs completed by individual full-time, part-time, adjunct, or joint enrollment instructors require the signature of the QFP chair or designated QFP committee member.
- (2). Annual logs will be submitted to the HR office by May 31 of each year for collection by the QFP chair.
- (3). The QFP chair or his/her designee will file the annual logs with the faculty member's current PDP and record their submission for each faculty member.

### **III. Consortium**

Southeastern is working with other community colleges on consortium agreements to provide professional development programs beneficial to faculty and the institution.

### **IV. Hiring Standards**

#### **A. Full-time Faculty, Adjunct Faculty, and Joint Enrollment Instructors**

1. Southeastern Community College will adhere to the following guidelines when hiring all faculty:
  - a. Faculty members 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 260C.48 or
  - b. Hiring is in compliance with accreditation standards of the Higher Learning Commission of North Central Association of Colleges and Schools and with standards required under specific programs offered by the community college that are accredited by other accrediting agencies.
2. Faculty must submit to a background check. The Director of Human Resources will oversee this process. The cost is borne by the college
3. Costs associated with fulfilling 1a above are the responsibility of the faculty member, portions of which may be refundable.

#### **B. Orientation**

1. Full-time Faculty: to create a strong connection between new faculty and the college, Southeastern Community College will provide orientation activities as described below, beginning within six months of hire date:
  - a. Require participation in orientation activities.
  - b. Assign mentors for new faculty as outlined in the HEA Bargaining Agreement and mentoring handbook.
  - c. Explain classroom observation/evaluation process.
2. Adjunct Faculty and Joint Enrollment Faculty  
The College will provide orientation activities as described below.
  - a. Requested participation in an orientation, held before the beginning of each academic year.
  - b. Opportunity to work with a mentor / faculty department chair.

## V. Professional Development and Competencies

### A. Professional Preparation for New Faculty

1. Southeastern Community College has established areas of competency for new faculty. The Chief Academic Officer will ascertain that new faculty have attained competencies necessary to teach at the collegiate level as indicated below:
  - a. Fulltime and Regular Part-Time Instructors:
    - (1) Course Organization and Planning: Objectives for the course are made clear and there is agreement between the objectives and what is actually taught. The instructor is well prepared for each class and uses class time efficiently.
    - (2) Methods of Presentation: The instructor explains subject matter competently, displays interest and enthusiasm, and makes effective use of visual aids, supplemental materials, activities, and other resources. The instructor adds knowledge beyond materials found in the textbook or lab manual, and encourages students to ask questions and express ideas.
    - (3) Assessment: The instructor understands and uses formal and informal assessment strategies to evaluate student learning. The instructor clearly explains in advance the assessment and evaluation procedures to students.
  - b. Fulltime and Regular Part-Time Instructors, Faculty Librarians and Counselors:
    - (1) Professional Relationships: The faculty member fosters professional relationships with students, colleagues and the community to support learning. The faculty member treats all students with respect, is fair and impartial, and encourages students in a positive manner.
    - (2) Contribution to the College: The faculty member contributes to the institution through active participation in departmental, institutional, and community activities.
  - c. On being hired, the new faculty member will work with his/her immediate supervisor and mentor(s) to develop a professional development plan (PDP). The professional development plan will be reviewed within six (6) months from date of hire.
2. Competency Development– New faculty lacking the competencies required to teach at the college level will attain the competencies listed above by the following:
  - a. Competencies may be attained through prior education, prior experience, workshop(s) for new instructors and/or the successful completion of activities as outlined in Appendix A.
  - b. Progress towards attaining competencies must be continuous and be completed before the end of the faculty member's probationary period.

### B. Continuing Professional Development for Non-Probationary Faculty

1. Faculty will develop a three-year Professional Development Plan (PDP) in order to improve their instructional competencies and/or knowledge of their

subject or technical areas. A list of suggested activities, have been developed by the Professional Development Committee (Appendix)

2. Peer assessment is required to assess each faculty member's 3-year PDP. Each faculty member will choose their own peer within the discipline of the faculty member or a closely related discipline to read and sign their 3-year PDP. The peer will provide the faculty member with an assessment of his/her PDP activities according to the criteria for peer review developed by the QFP committee.

3. Plans will be reviewed by - the faculty member's supervisor and the Quality Faculty Plan Committee once every three years. The supervisors will review the faculty PDP during the faculty member's scheduled evaluation.

4. Continuing professional development is a component of the assessment process for faculty. A log of professional development activities shall be updated annually by the faculty member by logging professional development activities on the annual log form and submitting the updated annual log form to Human Resources as outlined in the procedures section of this document. Faculty are encouraged to submit updated certifications, licensure documentation, resumes, and/or curriculum vitas with their annual logs.

**C. Continuing Professional Development – Adjunct Faculty and Joint Enrollment Instructors**

1. Adjunct and joint enrollment instructors will be encouraged to continue their professional development activities. Each adjunct and joint enrollment instructor must complete a professional development plan and annual log in accordance with the procedures section of this document.
2. A minimum of one discipline-related professional development activity is required for during each semester that the instructor is teaching for the college.
3. Adjunct instructors will be invited to the College's professional development activities each school year.

## Appendix A

The plan could include both traditional continuing education and creative endeavors beyond the faculty member's regular responsibilities including but not limited to:

- Credit classes
- Professional meetings
- Membership in professional organizations
- Presentations at professional meetings
- Professional readings including books, journal subscriptions, listserv subscriptions, etc.
- Mentoring new or adjunct faculty
- Active SCC committee membership
- Participation in SCC sponsored workshops, including Professional Development Day.
- Workshops and On-line seminars
- Publications of books, articles, or creation of other professional media
- Portfolio of Professional Work
- Travel including attendance of concerts, museums, performances (both live and on film)
- Sponsoring student groups and activities
- New course development/course redesign/ improve pedagogy
- Community/Public Services including membership and participation in community groups or public boards