



Quality Faculty Plan

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“Education is best experienced within a community of learning where competent professionals are actively and cooperatively involved with creating, providing, and improving the instructional program.”

North Central Association, Higher Learning Commission

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A. Introduction

The New Faculty Orientation program was implemented in August 2002. A faculty mentoring program was piloted in August 2012 and has been revised each year since the pilot. The Quality Faculty Plan was approved by the Board of Directors in May 2003 and implemented July 1, 2003.

***Philosophy Statement:** The faculty and administration at Des Moines Area Community College are dedicated to supporting and advancing teaching and learning to provide quality education and promote student success. To accomplish this, the faculty development program shall focus on developing faculty as professional teachers, scholars, and individuals.*

B. Faculty Status Definitions

- a. Probationary status** - Contracted faculty while in their first three contract years at DMACC.
- b. Full status** - Contracted faculty having successfully completed their three-year probationary status.
- c. Adjunct status** – Non-contracted faculty limited to 30 ECH in a summer, fall, spring term timeframe and a load limit of less than 8 ECH during either the fall or spring terms.

C. Policies

- a. New faculty orientation** - Newly hired contracted faculty shall attend the New Faculty Orientation program offered prior to the first day of each semester. They are introduced to classroom management, student assessment, teaching/learning styles, lesson planning, presentation techniques, instructional strategies and technology, and related topics. Adjunct faculty shall be encouraged to attend a single-day Orientation to College Teaching prior to their first semester. Experienced mentors shall be assigned to each newly hired instructor. Program chairs or group leaders are charged with adjunct faculty mentoring duties. Counselors and librarians will have the option of attending the teaching orientation, and will be required to attend orientations specific to their areas.

- b. Teacher improvement units** - All contracted faculty shall participate in accruing and documenting teacher improvement units (TIUs) relating to their expertise and/or professional education.
- c. Record keeping and documentation** - From 2001 – 2020, Human Resources have maintained records of each faculty’s developmental needs, completed TIUs and hours, and demonstrated competencies. In fall 2013, each faculty member became responsible for submitting TIUs and hours into an electronic data base for approval by the Associate Executive Director of Human Services. A running record of all accumulated TIUs are available to both individual faculty and their supervisors.
- d. Faculty development assessment** - A six-member committee comprised of four faculty and two administrators (dean or director level) shall ensure DMACC’s Quality Faculty Plan continuously improves through assessment and revision. The committee shall manage an assessment process to measure and guide overall college instruction improvement. The committee will meet annually to review and update the plan. Personnel in the Associate Executive Director of Human Resources office shall administer and maintain this process.
- e. Iowa Administrative Code provisions** - The office of the Associate Executive Director of Human Resources shall maintain records, and coordinate and approve TIUs. This office shall maintain DMACC’s Quality Faculty Plan to guarantee inclusion and adherence to the following verbatim Iowa Administrative Code Provisions (see 2002 Iowa Acts, House File 2394):
- An 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 where appropriate, cost-effective and mutually beneficial
 - Specific activities that ensure faculty 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 towards attaining minimal competencies
 - Compliance with the faculty accreditation standards of North Central Association of Colleges and Schools and with faculty standards

required under specific programs offered by the community college that are accredited by other accrediting agencies

D. Faculty Development Process

- a. New hire development** – Along with attending the New Faculty Orientation, newly hired faculty are assigned an experienced faculty mentor.
- b. Teaching Improvement** - The office of the Associate Executive Director of Human Resources and Director of Teaching and Learning coordinate a variety of TIU events throughout the year, including but not limited to 1-, 2-, 4-, and 6-hour workshops, seminars, and off-campus learning opportunities. These events address identified faculty development competencies and are available to all regular and adjunct faculty.
- c. Probationary status** - After completing three probationary years, all contracted faculty shall have accrued and documented at least 96 TIUs.
- d. Full status** - Faculty shall accrue and document a minimum 100 TIUs every five contract years throughout their employment.
- e. Adjunct status** – HR 3207 (Quality Faculty Plan) states, and HR3230 (Performance Guidelines for Adjunct Instructors Teaching Credit Courses) reiterates that adjunct instructors are included in DMACC’s Quality Faculty Plan, and are encouraged to participate in orientation and continuing professional development whenever possible. Support services include but are not limited to attendance at a new adjunct orientation either on their home campus or on the Ankeny campus; orientation in their course and subject matter from a program chair, a regular instructor, or a designee of the provost/dean/director; and access to curriculum, tests, course competencies, published best practices and other instructional materials.

HR 3205 (New Adjunct Instructor Orientation) states that new adjuncts should attend a new adjunct instructor orientation within the first two semesters of teaching. If they do not, they cannot be rehired until completing the orientation. This requirement would be waived if adjuncts were formerly employed by DMACC as regular instructors or if they are employed as licensed high school instructors teaching dual credit courses. Adjunct instructors will be paid an hourly rate for attending orientation sessions, and payroll records will verify attendance.

To access curricula, tests, course competencies, published best practices and other instructional materials, adjunct instructors are members of Blackboard Community,

which also includes the Teaching and Learning and content area communities. The Teaching and Learning Community provides links to all DMACC offered professional learning opportunities including the Adjunct Professional Growth program and the Summer Institute, a one-day session focusing on best practices. Participation can be verified through registration and attendance records maintained by the Teaching and Learning Center. The Blackboard content community includes links to content-specific resources and professional development, sample syllabi, assessments, and teaching strategies for each course.

- f. **Record keeping and documentation plans** - Associate Executive Director of Human Resources personnel will oversee the electronic system that records all contracted faculty TI activities, and completed TIUs records are available to both faculty and supervisors.

E. Consortium Arrangements

DMACC historically partners with area education agencies, Regents institutions and four-year colleges to provide faculty development opportunities. Establishing consortium arrangements will continue where appropriate, cost-effective and mutually beneficial. For example, DMACC offers a Summer Institute for regular, adjunct, and high school concurrent faculty members using presenters from DMACC and other area higher education institutions focusing on themes connected to improving educational opportunities for DMACC students.

F. Instructional Competencies

With feedback from faculty at large, the Quality Faculty Plan Committee identified the following faculty minimum competencies. Faculty can develop competencies through various activities including workshops, on-line training, seminars and courses, etc.:

- 1) Demonstrates content knowledge appropriate to faculty position and/or to meets applicable workplace/accreditation standards.
- 2) Demonstrates competence in planning, research, and preparation for instruction/counseling/library services.
- 3) Demonstrates an understanding and ability to use multiple instructional strategies to engage students and develop critical and creative thinking, problem solving, and performance skills.
- 4) Incorporates multiple methods determining effectiveness teaching/counseling activities, and evaluating student learning and personal development.

- 5) Selects strategies to create safe environments that promotes positive social interactions, engagement, and self-motivation.
- 6) Applies teaching and learning commitment and responsibility to the institution.
- 7) Demonstrates competency using teaching and learning technology.

G. Supporting Documents

The following list of documents, letters, committees, record keeping processes, etc. will support the DMACC faculty development process. Each has a similar “design theme” articulated as needed with other documents:

- Personal letters of welcome (VP Academic Affairs, Academic and Campus Deans)
- Schedule of New Faculty Orientation.
- Description of DMACC’s faculty development process.
- A consistent new-hire visit agenda for the Associate Executive Director of Human Resources.
- Up-to-date records – TIUs monitoring and reporting software.
- Automated e-mail reminder methods and processes.
- A six-person oversight committee that meets regularly with the Associate Executive Director of Human Resources.
- Computer-generated reports identifying faculty who may require oversight to complete required TIUs. Failure to meet minimum expectations will result in written documentation and potential disciplinary actions.

H. Compliance with Faculty Accreditation Standards

DMACC will comply with the faculty accreditation standards of the North Central Association of Colleges and Schools, and standards required under specific programs DMACC offers that are accredited by other agencies.

I. Requesting Teaching Improvement Units (TIUs)

- a. **Procedure** - Faculty requesting TIUs must verify completion of the activity, and include proof of attendance and supporting evidence that may include but is not limited to copies of grade reports, certificates of completion, conference agendas, or e-mails confirming attendance. Faculty will be notified of approval or disapproval, and total TIUs awarded. Requests must be submitted online at:
<https://infopath.dmac.edu/HR/TIU/SitePages/Home.aspx>

Guidelines

- After completing the first three years of employment, all contracted faculty shall have accrued and documented 96 TIUs. The three-year cycle begins on the hiring date.
- Full status faculty shall accrue and document 100 TIUs every five years throughout their employment.
- Faculty may use only one competency per request, and should select the most fitting competency (see Appendix A for additional competencies and sub-competencies information).
- Some TIUs equal clock hours. Some items are formula driven. Some have limits. Submissions for each item are explained online.
- Non-probationary faculty completing degrees can apply any or all of their credits toward their required 100 TIUs with the exception of theses or dissertations. They may apply a maximum 15 research hours. Probationary faculty completing degrees will be addressed case-by-case.
- Faculty who present at workshops, seminars, etc. will receive 2x clock hours.
- TIUs are not granted for conference or meeting travel time, social time, meals, etc.
- Up to 20 TIU’s accrued above the required amount prior to the end of the three or five-year cycle will carry over to the next cycle.
- The Quality Faculty Plan Committee will address issues concerning TIUs.
- Several activities listed below span multiple TIUs ranges, though some have been limited to guarantee faculty earn TIUs through diverse activities.
- TIUs are approved by the Associate Executive Director of Human Resources, and are tracked in Human Resources.
- Counselors and Librarians are included in the Quality Faculty Plan.
- Adjunct faculty are encouraged to participate in all professional development activities, but are not required to record TIUs.

General Activities that may be approved for TI units:

This is not exhaustive. Faculty may request TI units for activities not listed.

- Coursework taken for credit 1 TIU for each contact hour (15 TIUs for each graduate credit hr.)
- Continuing education courses 1 TIU for each contact hour
- Attending seminars, conference, or training 1 TIU for each contact hr.
- Presenting on one of the above competencies..... 2 TIUs for each contact hr.
- Applied travel experiences related to field of study..... 1-3 TIUs per event/semester

- Professional reading related to field of study..... 1 TIU per 10 hrs. of reading
- Publishing in professional discipline..... 3-10 TIUs depending on publication
- Volunteer at DMACC related events 1 TIU per event
- Coordinating DMACC student club or group 1 TIU per 10 hrs. of service
- Membership in Professional Organization 1-10 TIUs per yr.
- Committee or commission participation 1 TIU per committee/commission per semester
- Participation in Faculty Mentor Program 10 TIUs per semester for both new faculty and adjunct professional growth programs
- Participation as Honors Faculty Sponsor 5 TIUs per student (cap of 10 TIUs per yr.)

APPENDIX A

Competencies and Sub-Competencies – This list is to help pair activities with appropriate competencies.

- 1) ***Demonstrates content knowledge appropriate to faculty position and/or to meets applicable workplace/accreditation standards.***
 - a. Understands disciplines' central concepts and structures.
 - b. Updates subject knowledge to meet workplace and accreditation standards.
 - c. Engages in continuing education to understand legal education workplace issues.

- 2) ***Demonstrates competence in planning, research, and preparation for instruction/counseling/library services.***
 - a. Uses multiple instructional techniques allowing easy transitions between activities and promotes interest in content.
 - b. Engages in continuing education to stay current on effective pedagogy.

- 3) ***Demonstrates an understanding and ability to use multiple instructional strategies to engage students and develop critical and creative thinking, problem solving, and performance skills.***
 - a. Understands student learning and considers their diverse backgrounds.
 - b. Develops students' higher level thinking skills beyond knowledge level questions that encourage student participation.
 - c. Designs learning opportunities that develop life skills and facilitate students (1) appreciating self and others, (2) gradually assuming responsibility for making informed decisions, and (3) formulating and executing educational, career, and life plans.

- 4) ***Incorporates multiple methods determining effectiveness teaching/counseling activities, and evaluating student learning and personal development.***
 - a. Uses formal and informal assessment.
 - b. Examines the effectiveness of teaching and assessment methodologies.
 - c. Structures course activities matching course competencies and assesses that skills meet academic and vocational requirements.
 - d. Analyzes relationships between teaching and learning to improve pedagogy through self-evaluation.

- 5) ***Selects strategies to create safe environments that promotes positive social interactions, engagement, and self-motivation.***

- a. Develops effective communication networks with and among students through positive learning environments.
 - b. Ties relationships between instructional planning and assessment to community, classroom, and students' characteristics.
- 6) ***Applies teaching and learning commitment and responsibility to the institution.***
- a. Improves content knowledge and understanding of discipline.
 - b. Collaborates with colleagues, staff, and administration to develop programming, course competencies, and activities to meet students, workforce, and community needs.
- 7) ***Demonstrates competency using teaching and learning technology.***
- a. Explains and demonstrates activities reflecting technological instruction strategies and techniques.
 - b. Discusses applying educational technology.