

# IVCCD Faculty Professional Development Plan

2021 – 2022 Revision

(Original Plan 2002-2003)

# Table of Contents

Statement of Purpose .....	3
Orientation Plan for New Instructional Staff .....	3
Orientation	
Instructional Staff	
Adjuncts	
CEP Adjuncts	
New Faculty Professional Development .....	4
Full-time Faculty	
Counselors	
Adjuncts	
CEP Adjuncts	
Mentoring .....	4
Hiring & Continuing Professional Development Plan for Instructional Staff.....	6
Hiring	
Instructional Competency Areas	
Professional Growth Areas	
Expectations.....	8
Recordkeeping & Documentation .....	8
Hiring	
Orientation	
Instructional Competency Areas	
Professional Growth Areas	
Appendix	
A: Quality Faculty Plan Committee 2020-2021.....	10
B: Professional Development Two-Year Plan Form (revised April 2016).....	11
C: Professional Development Two-Year Progress Report Form .....	12
D: CEP Forms.....	13
E: Faculty Professional Development Timeline.....	20
Mentoring Timeline .....	21
Definitions.....	23
F: Historical timeline.....	24

## Statement of Purpose

IVCCD recognizes and supports the critical academic need for college instructional staff to provide quality teaching and learning in the classroom. IVCCD also encourages strong and continuous professional development throughout the instructional staff member's career.

Prior to the 2002 -03 academic year, the IDOE determined that each community college must establish a Quality Faculty Committee consisting of instructors and administrators, to develop a plan for hiring and developing quality faculty. The plan shall include, at minimum: an implementation schedule for the plan; orientation for new faculty; continuing professional development for faculty; procedures for accurate recordkeeping 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 toward attaining minimal competencies; and compliance with the faculty standards required under specific programs offered by the community college that are accredited by other accrediting agencies. [Iowa Code 281—21.3 (4)] Note: Historical timeline has been moved to Appendix F.

## Orientation Plan for New Instructional Staff

- A. Orientation – The academic administrators will put together the mentor training materials and organize/administrate the orientation activities for new hires and mentors. Every new instructional staff member hired shall participate in the following orientation activities provided by the College in the first fall semester of employment:
  - a. Instructional Staff
    - i. Attend an orientation within two weeks of the start date, which involves exposure to some of the following: campus tour, student services, panel of faculty to answer questions, HR discussion of personnel issues, and mentoring activities (see detailed checklist in Appendix E).
    - ii. New faculty shall be introduced to the IVCCD Board of Directors at the first Board meeting held in their (ECC, MCC) community after the initial hire date. The new faculty's immediate supervisor (administration) and/or faculty mentor shall introduce the new faculty member at the meeting.
    - iii. As time allows, the new faculty member will be given a tour of the community and introduced to local leaders based upon a listing developed in each community for opportunities and tours (i.e.: business/school breakfast meetings). As list of these items will be attached to the Orientation Committee's checklist.
    - iv. Work with an assigned mentor and academic administrator officially for one year. The mentor will be a resource for academic concerns and questions as well as a sounding board for teaching and learning strategies.

- v. Regularly meet with other new faculty and their mentors to continue discussion of orientation topics. See mentoring timeline in Appendix E.
  - b. Adjuncts
    - i. Attend orientation within two weeks of the start date, which involves exposure to some or all of the following: campus tour, student services, college processes, division information, and technology issues Documentation of activities completed during orientation will be required.
    - ii. Complete all paperwork and processes required to teach at IVCCD.
  - c. CEP Adjuncts
    - i. Attend orientation with CEP coordinator and assigned faculty liaison to identify and discuss the requirements of college coursework, NACEP requirements regarding professional development, matched syllabus and content, matched assessment, and site visit schedule *before* classes begin.
- B. New Faculty Professional Development – Participation in the mentoring program will be an essential part of each new faculty member’s professional development plan.
  - a. Full-time Faculty
    - i. See Hiring & Continuing Professional Development for Faculty, sections B and C.
  - b. Counselors
    - i. Specific areas of professional development required for counselors will be noted in Hiring & Continuing Professional Development for Faculty, sections B and C. Their unique positions will also have counseling service development (using appropriate assessments and counseling techniques to provide academic, career, and personal counseling) and crisis intervention professional development (demonstrating an understanding of the dynamics of a crisis situation and helping meet concerns of all involved by working closely with students, staff, administrators, and community agencies).
  - c. Adjuncts
    - i. Adjunct faculty will be required to attend District-approved annual professional development opportunities (“Adjunct Dinners”) as well as participate in other general faculty professional development programs on issues such as technology or pedagogy with activities in several of the areas listed in Hiring & Continuing Professional Development for Faculty, sections B and C. This process will be documented.
  - d. CEP Adjuncts
    - i. Annual meeting site visit with faculty liaison is required during class time to ensure that content is delivered at the same rigor and level of expectations as the on-campus course.
    - ii. Annual professional development is required and may be completed by attendance at either a discipline-specific event or the combined events held at MCC and ECC. The CEP

Coordinator approval will be required to attend alternative professional development, if unable to attend.

- C. Mentoring – All instructional staff will be encouraged to participate in the professional development plan as a mentor, including the appropriate activities detailed above. Involvement as a mentor could be part of the mentor’s own professional development plan. Adjuncts will continue to be mentored by the academic administrator office as well as an academic office staff and faculty members in the division in which they teach.

## Hiring & Continuing Professional Development Plan (PDP) for Instructional Staff

Faculty will plan with the academic administrator(s) in the choices of instructional competencies and professional growth areas. A list of sample activities is provided to instructional staff for suggestions.

- A. Hiring – College hiring practices will ensure the following credentials for faculty. Faculty, at the time of hire, have attained knowledge and competencies in their subjects or discipline areas as documented by the attainment of the minimum requirements specified in the Iowa Code.
  - a. All hiring is in compliance with the faculty accreditation standards of the 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.
  - b. College hiring practices will ensure that candidates for faculty positions have passed an appropriate background check as determined by the Human Resources office.
- B. Instructional Competency – College continuing professional development practices will ensure that all faculty are competent in the following teaching areas. Counselors will demonstrate competency in areas a, b, f, g, h, and i as well as counseling services and crisis intervention described in Orientation Plan for New Instructional Staff, Section Bb. The College will ascertain and document that all faculty members continuously update and obtain knowledge and/or skills in the following:
  - a. Student Learning – How students learn and how to provide opportunities to support student intellectual, career, and social development.
  - b. Diverse Learning – How students differ in their approaches to learning, both individually and culturally, and how to create opportunities that are equitable and adaptable to diverse learning.
  - c. Instructional Planning – How to plan and strengthen instruction based on understanding of subject matter, student ability, the community, curriculum goals and standards, and transfer articulations.
  - d. Instructional Strategies – Integrate instructional strategies to encourage students’ development of critical thinking, problem solving, teamwork, and performance skills.
  - e. Learning Environment/Classroom Management – How to use individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
  - f. Communication – How to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, effective research and collaboration, and to support student interaction in educational settings.
  - g. Assessment – How to use formal and informal assessment strategies to monitor and evaluate student learning.
  - h. Collaboration, Ethics, and Professional Relationships – How to foster professionalism with students, colleagues, and the community to support learning.
  - i. Instructional Technology – How to use appropriate technology in planning, delivery, and assessment of instruction.

- C. Professional Growth – College continuing professional development practices will ensure that the College will ascertain and document that all faculty members continuously update and obtain knowledge and/or skills in the following areas. Counselors will demonstrate competency in all areas below except section c.
- a. Reflection/Assessment of Professional Growth – How the faculty member reflects and assesses the effects of choices and actions on others, and actively seeks out opportunities to grow professionally by maintaining professional competency in the individual’s discipline.
  - b. Contribution to the College – How the faculty member contributes to the institution through active participation in departmental and institutional tasks.
  - c. Instructional Competencies – How the faculty member improves or gains in an aspect of teaching and/or learning skills in the classroom as noted in part 1.
  - d. Continuous Quality Improvement – How the faculty member improves or gains in an aspect of the College culture/processes and/or relationships with students, colleagues, or community.
  - e. Collegiality – How the faculty member uses knowledge and skills toward the benefit of others in the College or community.
  - f. Subject Area Growth – How the faculty member updates understanding of teaching area with the additional component of how the instructional staff member translates the information into a stronger or more responsive program and College, and to provide learning and conveying information to students about educational pathways (such as programs of study, career pathways, articulations and transfer pathways) to assist them in reaching their goals.
  - g. Community College Mission, History, Current Issues, Structure & Financing – How the faculty member increases personal understanding of the community college mission, history, current issues, structure, and financing and how this knowledge applies locally to IVCCD.

## Expectations

The Faculty are expected to participate in activities designed to develop their instructional competencies, professional growth, and/or knowledge of their subject or technical areas. A guideline of activities which may be applied toward continuing professional development has been created and will be reviewed annually by the Quality Faculty Plan Committee. Documentation of professional development can be provided by various methods agreed to with appropriate administrator, including participation with sharing learnings from professional development activities through presenting, writing about, or sharing with others. Credit for other activities may be given if the committee agrees the activities have contributed to developing faculty instructional competencies, professional growth, and/or knowledge of their subject of technical areas. Instructional staff members may receive funding for professional development activities through the Staff Development Unit plan pending available funds.

## Recordkeeping & Documentation

1. Hiring – For full-time faculty, the Human Resources Director is responsible for maintaining records related to the hiring process of instructional staff, specifically records documenting the actions of hiring committees, administration and the HR office. The campus academic administrators are responsible for maintaining records documenting the hiring process of adjunct faculty. An electronic copy will be provided annually to the HR office. Documents include:
  - a. Application and interview materials.
  - b. Transcripts and documents noting requirements met according to Iowa Administrative Rules.
  - c. Background check documents.
2. Orientation – The Human Resources Director is responsible for maintaining records related to the orientation activities of new instructional staff, specifically records documenting the attendance and mentoring activities. The academic administrator's office will keep duplicates of these records as well as orientation records of adjunct faculty. Documents include:
  - a. Attendance and participation in orientation activities.
  - b. HR records regarding contract, benefits, and procedural signatures.
  - c. Mentoring notes and reflections will be kept by the academic administrator(s).
3. Teaching Competency Areas – The academic administrator's office is responsible for maintaining records related to the successful attainment/progress in the competencies where they will be reviewed annually. Ascertainment of attainment of competencies before the end of the new instructional staff probationary period may be achieved through the individualized activities approved by the professional development plan. Competencies may also be ascertained through prior education, prior experiences, or prior activities. For each faculty, documents will include:
  - a. A Professional Development Plan with signatures of both full-time faculty member and academic administrator a Professional Development Plan with signatures of both full-time faculty member and academic administrator and Documentation of successful experiences through approved courses, workshops, or activities.



- b. Documentation of successful experiences through approved courses, workshops, or activities utilizing a plan for sharing information with faculty and staff through writing, teaching, and other forms of sharing.
- c. Professional Growth Areas – The academic administrator’s office is responsible for maintaining records related to the successful attainment of professional growth where they will be reviewed annually. These records are kept for the length of employment at the College. For each faculty, documents will include a Professional Development Plan with signatures of both full-time faculty member and academic administrator and Documentation of successful experiences through approved courses, workshops, or activities.

## **APPENDIX A: Quality Faculty Plan Committee 2021-2022**

### Committee Makeup:

- Balance of MCC and ECC Faculty
- Balance of Faculty and Administration
- Balance of Arts/Science and Career & Technical Faculty
- Balance of Gender

### Faculty:

- Ramona Linville, MCC Sociology (A/S)
- Bobby Elam, MCC Mathematics (A/S)
- vacant, ECC (CTE)
- Barbara Hall, MCC/IVG Social Sciences (A/S)
- Rick Dorsey, MCC (CTE)
- Jim Cheaney, ECC Chemistry (A/S)
- Eric Weuve, ECC Agriculture (CTE)
- Shelley Larson, ECC (CTE)

### Administration:

- Nate Chua, MCC Dean of Students & Learning Services
- Beth Johanns, Associate Dean Nursing
- Vincent Boyd, MCC Dean of Academic Affairs
- Robin Lilienthal, MCC Provost
- MaryAnne Nickle, Dean of Grinnell Campus
- Martin Reimer, ECC Provost
- Gena Garber, Director HR
- Amanda Estey, ECC Dean of Academic Affairs

\*committee to be re-constituted during Fall 2020

# APPENDIX B: Professional Development Two-Year Plan (revised April 2016)



## Professional Development Plan

Date	Employee	Years teaching at IVCCD
Campus: ECC GRN MCC	Office Phone	Year of plan
	Department	

Instructions: For each of the professional development areas listed below, create a 2-year plan for growth and development. Refer to the Instruction Staff Professional Development Plan and Guidelines for specific information. Plans should include growth activities in 3-4 areas per year with all areas addressed over a 4-year period.

Instructional or Professional Competency Growth Plan: complete the following for each of your activities.

Check either Instruction Competencies (I) or Professional Objectives (P)			Instructional Competencies										Professional Objectives					
1. Write a brief description of activity:			Which competency(s) will be addressed by this activity? (see below)															
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
I	P	a.																
I	P	b.																
I	P	c.																
I	P	d.																

- Instructional Competencies:**
1. Student learning
  2. Diverse learning
  3. Instructional planning
  4. Instructional strategies
  5. Learning/Classroom environment
  6. Communication
  7. Assessment
  8. Collaboration, Ethics, and Relationships
  9. Technology related to instruction

- Professional Objectives:**
10. Reflection/Assessment of professional growth
  11. Contribution to the college
  12. Instructional competencies
  13. Continuous quality improvement
  14. Collegiality
  15. Subject/Technical area growth
  16. Community College mission/history/current issues/structure & financing

### 2. List the major steps to accomplish this activity

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### 3. Anticipated completion date for activity

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### 4. How will you document that you have completed this activity?

(ie: contribute to TLC blog, create workshop presentation, university transcripts, use of reflection/learning form, other)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# APPENDIX C: Professional Development Two-Year Progress Report

Name: \_\_\_\_\_  
Select Department  
 Years Teaching at IVCCD: \_\_\_\_\_

Extension: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Year of Plan: \_\_\_\_\_

College: Select College

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

*Instructions:* For each of the professional development areas listed below, summarize your progress in each activity on your Personal Professional Plan.

Activity Description	Major Steps Completed	Roadblocks Encountered	Questions or Concerns	Documentation Attached for Completed Activities	Instructional or Professional
1.					<input type="checkbox"/> I or <input type="checkbox"/> P
2.					<input type="checkbox"/> I or <input type="checkbox"/> P
3.					<input type="checkbox"/> I or <input type="checkbox"/> P
4.					<input type="checkbox"/> I or <input type="checkbox"/> P
5.					<input type="checkbox"/> I or <input type="checkbox"/> P
6.					<input type="checkbox"/> I or <input type="checkbox"/> P
7.					<input type="checkbox"/> I or <input type="checkbox"/> P
8.					<input type="checkbox"/> I or <input type="checkbox"/> P

Faculty Member Signature \_\_\_\_\_  
 CAO/Dean/DOI Signature \_\_\_\_\_

Date \_\_\_\_\_  
 Date \_\_\_\_\_



## CEP Orientation Checklist

Orientation meetings are arranged by the Dean and NACEP Coordinator. The CEP Adjunct meets with the Dean, the NACEP Coordinator, and his/her Faculty Liaison.

To ensure consistency of information provided to new CEP Adjuncts, the following topics should be covered during the orientation meeting:

### CEP Overview

- NACEP standards and accreditation process
- CEP Adjunct expectations  
(Refer to Handbook and CEP Adjunct Requirements form)
  - Faculty Liaison assignment
  - Annual reviews = Site Visit and Course Checkpoint
  - Annual professional development

#### Orientation Overview:

- CEP information
- Discipline-specific training

### Discipline-Specific

Be sure to complete and submit the Course Checkpoint form to the Office of Academic Affairs

- Syllabus development (provide a template, if needed)
  - Course Description
  - Quality Standards
  - Assessment Matrix
  - Grading Scale

\* CEP Adjunct must submit a syllabus for each course, at the start of each term

Required textbook or approved book list

Course delivery

Method of assessment

Course pedagogical, theoretical, and philosophical orientation

Dean \_\_\_\_\_ Date \_\_\_\_\_

Liaison \_\_\_\_\_ Date \_\_\_\_\_

Adjunct \_\_\_\_\_ Date \_\_\_\_\_

NACEP Coordinator \_\_\_\_\_ Date \_\_\_\_\_



# CEP Course Checkpoint

CEP Adjunct \_\_\_\_\_

Course Name \_\_\_\_\_

Faculty Liaison \_\_\_\_\_

Date \_\_\_\_\_

To ensure course comparability, this checkpoint should be completed by the Faculty Liaison and submitted as early as possible in the semester or prior to course start date.

## Course Review

Each checkpoint verifies comparability to the College section and indicates that the required components are included in the Adjunct syllabus.

### 1. Syllabus

- Course Description (same as listed in the Course Catalog)
- Quality Standards/Course Objectives (must match the Liaison's core standards)
- Assessment Matrix
- Grading Scale
- A copy of this semester's syllabus is on file at the College.

### 2. Textbook

- CEP students are using an approved course textbook.

### 3. Common Assessment

- A copy of both the Faculty Liaison's and CEP Adjunct's assessment is on file at the College.  
Each should submit a completed student assessment sample

## Professional Development

What support or professional development opportunities would best enhance your teaching of CEP courses?

List any discipline-specific topics/training suggestions that would benefit the Liaison and/or Adjunct.

### Course Pedagogical, Theoretical, Philosophical Orientation

1. For your discipline, briefly describe the pedagogical methods utilized in instruction.

2. For your discipline, briefly describe the theoretical and philosophical orientation of the department in the context of the college.

3. Please check which ways you verify the pedagogical methods utilized in instruction of the CEP course

- |  |  |
|--|--|
| <input type="checkbox"/> Classroom observation               | <input type="checkbox"/> Syllabus observation      |
| <input type="checkbox"/> Professional Development Discussion | <input type="checkbox"/> Discussion at orientation |
| <input type="checkbox"/> Regular communication               | <input type="checkbox"/> Mentoring                 |
| <input type="checkbox"/> Student comments                    | <input type="checkbox"/> Other _____               |

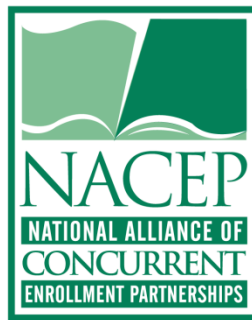
4. Please check which ways you verify the theoretical/philosophical orientation utilized in instruction of the CEP course:

- |  |  |
|--|--|
| <input type="checkbox"/> Classroom observation               | <input type="checkbox"/> Syllabus observation      |
| <input type="checkbox"/> Professional Development Discussion | <input type="checkbox"/> Discussion at orientation |
| <input type="checkbox"/> Regular communication               | <input type="checkbox"/> Mentoring                 |
| <input type="checkbox"/> Student comments                    | <input type="checkbox"/> Other _____               |

5. How do you assess the pedagogical, theoretical and philosophical orientation of your discipline?

6. Please check which ways you verify the similar assessment of the CEP course

- |  |  |
|--|--|
| <input type="checkbox"/> Classroom observation               | <input type="checkbox"/> Syllabus observation      |
| <input type="checkbox"/> Professional Development Discussion | <input type="checkbox"/> Discussion at orientation |
| <input type="checkbox"/> Regular communication               | <input type="checkbox"/> Mentoring                 |
| <input type="checkbox"/> Student comments                    | <input type="checkbox"/> Other _____               |



I, \_\_\_\_\_, Professor in the \_\_\_\_\_

Department, affirm that CEP Adjunct \_\_\_\_\_, meets the

following NACEP Standards in the teaching of the following course(s) \_\_\_\_\_

A1, "CEP students are held to the same standards of achievement as those expected of students in on campus sections;"

A2, "The college/university ensures that CEP students are held to the same grading standards as those expected of students in on campus sections;"

A3, "CEP students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as students in on campus sections;" and



C2, "College/university courses administered through a CEP reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college/university departments."

---

Print Name

---

Signature

---

Date



## CEP Adjunct Course Review – Site Visit

Course Name \_\_\_\_\_ High School \_\_\_\_\_

CEP Adjunct \_\_\_\_\_ Date of visit \_\_\_\_\_

Site visit begin time \_\_\_\_\_ End time \_\_\_\_\_ HS period \_\_\_\_\_

Annual site visits, of each CEP Adjunct, are required. Both the Liaison and the Adjunct must sign this form at the conclusion of the site visit.

---

### Observations

#### Instructional Delivery

To what extent do the teaching and learning practices meet or exceed IVCCD teach practices?

What are your impressions of student interest and involvement of the course?

#### Instructional Design and Assessment

To what extent is the course content representative of the on-campus course?

Ask to see some papers, activities, or assignment generated thus far in the course.

Are the depth and rigor equivalent to the on-campus course?

Are the evaluation processes similar to the on-campus course?

Other Any additional notes, recommendations and/or action plans?

**Liaison**

I have visited the CEP adjunct at the high school on the date above. The information on this form is correct. \_\_\_\_\_

Liaison signature

\_\_\_\_\_

Date

**CEP Instructor**

I have reviewed the Faculty Liaison comments and acknowledge the liaison's visit on the specified date.

\_\_\_\_\_

CEP Instructor signature

\_\_\_\_\_

Dated

## APPENDIX E: Faculty & Adjunct Professional Development Timeline/Checklist

1. Pre-Hire – LMS, email, and JICS orientation if possible, otherwise as soon as ID is established.
2. Orientation Day/Adjunct Workshop/Online – Blood borne pathogens and sexual harassment, Title IX video. Handbook (Mentoring or Adjunct) is distributed and key concepts shared.
3. First Days
  - a. FERPA (Family Educational Rights and Privacy Act)
  - b. Red Flag Rules (security of student and personnel files)
  - c. Copier and office equipment, including phone system
  - d. Safety procedures and Emergency Notification System (ENS)
  - e. Using the leave system
  - f. Syllabus
  - g. Grading processes
  - h. Teaching strategies (including technology in the classroom)
4. First Month – Mentoring processes and activities (through first year)
  - a. Evaluation
  - b. Board policies and procedures
  - c. Forms
  - d. Assessment practices (Including Common Learning Objectives)
  - e. Student disabilities and accommodations
  - f. Student Conduct form and Student Code of Conduct
  - g. Budget processes (ongoing throughout the year; for some faculty needs to be sooner)
  - h. Meeting with Board of Directors and key community leaders (could be within first year)
  - i. Blackboard training with Distance Learning Coordinator (online, grading and LMS advanced learning; for some faculty needs to be sooner)
5. First Semester
  - a. Sexual abuse training
  - b. Dependent adult abuse mandatory reporter training
  - c. Child abuse mandatory reporter training (every five years re-trained)
  - d. HR/IVCCD orientation including mission, vision, values, strategic agenda, and structure
  - e. Grants, advisory boards, and reporting (for career and technical/CTE instructors)
6. First Year to Second Year
  - a. Curriculum development and training
  - b. Scheduling processes
  - c. Advising processes
  - d. More on FERPA (Family Educational Rights and Privacy Act)
7. Annually – Quality Faculty Plan Professional Development documentation

## Mentoring Project Activities

In order to implement as effectively as possible the transition to teaching in a community college, please accomplish the activities during the weeks listed and record the date of the activity in the final column. This will be turned in to your Dean at the end of the year.

Mentor \_\_\_\_\_ New Faculty Member \_\_\_\_\_

Week of Academic Year	Activity	Date Completed
	<b>First Semester</b>	
During faculty work weeks	Dean, mentor and new faculty member go through New Faculty and Mentoring Handbook, discuss expectations of mentor/mentee relationship and start mentor/mentee activities.	
Prior to start of 1 <sup>st</sup> semester	Mentor and new faculty member review new faculty's course plans, student expectations, course management, course syllabi and course assignments in preparation for start of semester. At this time, classroom and office management should take place (printing/photocopying, telephone and voicemail setup, Outlook email and calendar, campus logistics, department budget, etc.). Pawpass, SharePoint and Blackboard (grades, online attendance, announcements, etc.) should also be addressed.	
	Assessment expectations and CSLO's should be discussed/reviewed/created	
Week 1 and 2	New faculty visits mentor's classroom/lab and discusses classroom observations.	
	Mentor visits new faculty member's classroom/lab and discusses observations.	
Week 3	Mentor reviews early alert system with new faculty member.	
	Next semester's 1 <sup>st</sup> round of scheduling should begin to be discussed. (Textbooks, class times, course load, new classes, etc)	

	Professional Development Plan (PDP) forms and expectations should be discussed and completed.	
Week 7 and 8	Mentor and new faculty member review exams and grading processes.	
	Continue 2 <sup>nd</sup> and 3 <sup>rd</sup> round of scheduling.	
Week 12 or 13	Mentor visits new faculty member's classroom/lab and discusses observations. Review for student behavior issues and withdrawal policies. Discussion of final exam, final grading processes and semester assessment completion.	
	<b>Second Semester</b>	
During faculty work weeks	Mentor and new faculty member attend Orientation and discuss assessment procedures in depth.	
	Mentor visits new faculty member's classroom/lab and discusses observations.	
During registration	Mentor and new faculty member sit in on advising session.	
End of 2 <sup>nd</sup> semester	Mentor and new faculty member fill out the Mentoring form to Dean.	

\_\_\_\_\_Mentor

\_\_\_\_\_New Faculty

\_\_\_\_\_ Date Completed

## **Definitions**

**Instructional Staff:** Includes faculty and counselors (not including adjunct faculty).

**Faculty:** Includes faculty, counselors, part-time faculty, and adjunct and CEP adjunct faculty.

**Academic Administrators:** Includes provosts, deans of instruction, dean of students & academic affairs, and dean of Grinnell campus

## APPENDIX F: Historical Implementation Plan

### From 2007-2008 update: 260C.36

1. The community college administration shall establish a committee consisting of instructors and administrators, equally representative of the arts and sciences faculty and the vocational-technical faculty, which has no more than a simple majority of members of the same gender. The faculty members shall be appointed by the certified employee organization if one exists and if not, by the College administration. The administrators shall be appointed by the College administration. The committee shall develop and maintain a plan for hiring and developing quality faculty that includes all of the following:
  - a. Implementation schedule for the plan.
  - b. Orientation for new faculty.
  - c. Continuing professional development for faculty.
  - d. Procedures for accurate recordkeeping and documentation for plan monitoring.
  - e. Consortium arrangements when appropriate, cost-effective, and mutually beneficial.
  - f. Specific activities that ensure faculty attain and demonstrate instructional competencies and knowledge in their subject or technical areas.
  - g. Procedures for collection and maintenance of records demonstrating that each faculty member has attained or documented progress toward attaining minimal competencies.
  - h. Compliance with the faculty accreditation standards of the 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.
  - i. Determination of the faculty that will be included in the plan including but not limited to all instructors, counselors, and media specialists. The plan requirements may be differentiated for each type of employee.
2. The committee shall submit the plan to the IVCCD Board of Directors, which shall consider the plan and, once approved, submit the plan to the Department of Education and implement the plan not later than July 1, 2003.
3. The administration of the College shall encourage the continued development of faculty potential by doing all of the following:
  - a. Regularly stimulating department chairpersons or heads to meet their responsibilities for the continued development of faculty potential.
  - b. Reducing the instructional loads of first-year instructors whose course preparation and in-service training demand a reduction.
  - c. Stimulating curricular evaluation.
  - d. Encouraging the development of an atmosphere in which the faculty brings a wide range of ideas and experiences to the students, each other, and the community.



## **Implementation Timeline**

**Sept. 20, 2002 and Oct. 25, 2002** – The initial Professional Development Committee consisting of four faculty and four administrators met to begin planning process for hiring and developing quality instructional staff.

**Oct. 7-11, 2002** – Selected members of the committee attended ISEA/Department of Education conference as well as ISEA information meeting on planning for performance-enhancing professional development.

**Nov. 22, 2002 - Jan. 31, 2003** – Draft of plan reviewed by committee and delivered to all District instructional staff and the administrative team for additional input and modifications. The committee was expanded to eight faculty and six administrators to get broader input.

**February to March 2003** – A modified draft with additional instructional staff/administrator input was delivered to the President for approval.

**April 2003** – The Professional Development Plan was submitted to the IVCCD Board of Directors for District approval and incorporation into Board Policy.

**July 1, 2003** – All new and existing instructional staff members begin participation in the approved Board Plan.

**Fall 2003 and Each Year Thereafter** – The implementation of the plan for current instructional staff members follows the timeline in the Appendix. Each instructor will meet with academic administrator to review the two-year plan and/or develop a progress statement on his/her professional development plan, depending on the instructor's timeline of participation.

**2008-2009 Academic Year and Each Year Thereafter** – The IVCCD Quality Faculty Plan Committee meets annually to review the plan by April 30 and updates the processes with any new state information.