



EASTERN IOWA COMMUNITY COLLEGES  
CLINTON ♦ MUSCATINE ♦ SCOTT

# Quality Faculty Plan

2019-2020

# EICC Quality Faculty Plan

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## Preface

The EICC faculty and staff who drafted the initial plan came together at the prompting of the Iowa legislature, which in April of 2002 determined that local boards, not the State of Iowa, should be responsible for guaranteeing the quality of community college faculty. Each of the fifteen community colleges was charged with developing a plan to meet local needs while adhering to Higher Learning Commission (HLC) and Iowa State Department of Education accreditation standards.

As soon as the initial committee began the planning process at EICC, they discovered:

- EICC hiring practices already conformed to the guidelines of the State of Iowa, and our accrediting agencies.
- Comprehensive campus and district orientation were already in place.
- Continuing professional development was already a part of the faculty evaluation process.
- The relationship between administration and the faculty association was one of cooperation and respect.

The members of the initial committee worked over the period of several months to draft several versions of this plan and in the end agreed that simple was better, and an individualized approach served our needs well. The plan was designed to be flexible in meeting faculty professional development needs and to focus on the improvement of teaching and student learning. It is agreed that when the plan is in conflict with the master contract, the resolve will be in favor of the contract.

The original committee consisted of: Laurie Adolph, Jeff Armstrong, Dan Baldwin, Kirk Barkdoll, Carol Cunningham, Lana Dettbarn, Aaron Doyle, Roger Johnson, Paul Martin, Lanell Mogab, Mark Newman, Ron Serpliss, Diane Underwood, Karen Vickers, Deb Walker, and Lori Walljasper.

In 2008, a revision committee was formed to revisit the plan. The members of the 2008 revision committee have worked over a period of several months to update the May 2003 Board Approved Quality Faculty Plan. These 15 members met as a whole and independently as “Existing Plan” and “Adjunct Plan” subcommittees to ensure each of the following components were included in the revised plan.

1. Plan maintenance provisions.
2. Determination of the employees to be included in the plan.
3. Orientation for new faculty.
4. Continuing professional development for faculty.
5. Procedures for accurate recordkeeping and documentation.
6. Consortium arrangements where appropriate, cost-effective, mutually beneficial.
7. Activities to ensure faculty attain and demonstrate instructional competencies and knowledge within their subject or technical areas.
8. Procedures for collection and maintenance for records demonstrating each faculty member has attained or documented progress toward attaining minimum competencies.
9. Compliance with the faculty accreditation standards of the HLC and with the faculty standards required under specific programs offered by the community colleges that are accredited by other accrediting agencies.

The existing plan subcommittee members were: Mark Newman, Curt Putman, Thomas Coley, Dean Stone, Gail Spies, George Varchola, Jerry Wilkerson and Paul Wilts.

The adjunct plan subcommittee members were: Teresa Paper, Lanell Mogab, Reg Shoesmith, Kathleen Conway, George Varchola, Brad McConnell, Ron Serpliss and Janelle Torres y Torres.

The 2008 Quality Faculty Plan Committee consisted of Thomas Coley, Kathleen Conway, Brad McConnell, Lanell Mogab, Mark Newman, Teresa Paper, Curt Putman, Ron Serpliss, Reg Shoesmith, Gail Spies, Dean Stone, Janelle Torres y Torres, George Varchola, Jerry Wilkerson, and Paul Wilts.

During the 2013/2014 academic year a Quality Faculty Plan Committee was formed to revisit and revise the existing plan. Care was given that all nine state requirements for the plan were retained. The plan was approved by the EICC Board of Trustees at their July 2014 meeting.

The 2014/2015 Quality Faculty Plan Committee consisted of Barb Adlam, Janet Coogan, Paula Finch, Laurie Hanson, Heidi Hilbert, Christopher Legel, Rob Lipnick, Dan Martin, Samantha Nelson, Ron Serpliss, Alan Shaw, and Gail Spies.

The 2015/2016 academic year Quality Faculty Plan Committee consisted of Barb Adlam, Laurie Adolph, Janet Coogan, John Dabeet, Heidi Hilbert, Joan Kindle, Christopher Legel, Rob Lipnick, Daniel Marvin, Samantha Nelson, Jeremy Pickard, Ron Serpliss, Ruth Sueverkuebbe, and Andrea Williams.

The 2016/2017 academic year Quality Faculty Plan Committee consisted of Barb Adlam, Laurie Adolph, John Dabeet, Heidi Hilbert, Paula Finch, Joan Kindle, Christopher Legel, Rob Lipnick, Daniel Marvin, Samantha Nelson, Ron Serpliss, Ruth Sueverkuebbe, and Andrea Williams.

The 2017/2018 academic year Quality Faculty Plan Committee consisted of Barbara Adlam, Laurie Adolph, Bill Backlin, John Dabeet, Paula Finch, Joan Kindle, Katja Leesemann-Johnson, Christopher Legel; Rob Lipnick; Daniel Marvin, Ron Serpliss, and Andrea Williams.

The 2018/2019 academic year Quality Faculty Plan Committee consisted of John Dabeet, Debora Sullivan, Christopher Legel, Daniel Marvin, Cheryl Welsch, and Andrea Williams.

## **1. Implementation Schedule**

### **Original Timelines**

October 1, 2002.....	Committee to develop college plan formed
April 2003 .....	Committee completes its work and recommend
May 2003 .....	Plan is presented to EICC Board of Trustees for approval
June 2003 .....	Plan submitted to the Iowa Department of Education
July 1, 2003.....	Quality Faculty Plan Implemented – Licensure Eliminated
2003-2006 .....	Department of Education conducts on site visits to colleges to assure compliance and progress with plan
2007-Ongoing.....	Department of Education reviews plan and its implementation during accreditation site visits.

## **2. Orientation for New Full-Time Faculty**

EICC will provide new faculty with an orientation at each of its colleges (Clinton Community College, Scott Community College and Muscatine Community College) designed to meet the needs of new community college faculty. This orientation may include, but is not be limited to, student advising, classroom management, evaluation procedures, Board policies and a campus tour. This campus-based orientation will take place during the first semester of teaching.

Additionally, each new faculty member will participate in a district orientation which may include such topics as the EICC Mission; an overview of EICC Colleges, programs, and services; and EICC policies and procedures.

In order to reinforce and enhance both the EICC campus and district orientation learning experiences all new faculty may use EICC’s Employee Orientation Web site, which provides access to all forms, operational policies, procedures and services.

### 3. Professional Development for Faculty

The general purpose of the *EICC Quality Faculty Plan* is to provide a consistent methodology for improving both individual faculty and overall institutional performance. Within this context, several important purposes are served by an effective system. These purposes are:

1. To assess instructional processes to promote student learning;
2. To assess strengths and opportunities for improvement of faculty to promote professional development;
3. To provide information for instructional, program, and institutional improvement; and
4. To maintain a process to provide accountability to EICC's constituencies, such as its accrediting agencies, students, advisory committees, community, etc.

#### 3.A. Continuing Full-Time Faculty

**Professional Development:** Faculty professional development activities and programs should have a direct relationship to the role and performance of EICC faculty. These activities might include, but are not limited to: faculty mentoring, technology integration including e-Learning certification courses, graduate coursework, mandatory professional certification activities, short-term training, or educational workshops. See *Appendix F* for more examples. Travel time is not to be counted as professional development session time. Fall Development Day sessions, Spring Symposium Day sessions, and campus start-up days sessions may count for professional development, but no more than 8 hours (total together) per year may be used to fulfill the professional development requirement. Participation in Assessment Day activities will count as one hour for each Assessment Day.

Continuing full-time faculty will show evidence of activity defined above meeting the equivalent of 45 clock hours, to be completed during the three-year cycle of continuing faculty evaluation. Beginning in Fall 2019, five hours of the required 45 hours must be earned from assessment related professional development activities. Evidence of faculty professional development activities must be documented by the faculty member. Hours greater than 45 may be recorded, but will not carry over into the next evaluation period.

#### 3.B. New Full-Time Faculty

The first three consecutive years of employment are considered a probationary period for EICC full-time faculty. New faculty will show evidence within the first three years of employment of:

- Participation in a campus-based faculty orientation
- Participation in the EICC district orientation process
- Participation in a course in delivering e-Learning courses
- Participate in activities in areas such as the following (with the exact areas to be determined in consultation with their supervising dean)
  - ✓ Diverse Learners
  - ✓ Technology (classroom- administrative)
  - ✓ Community College Philosophy and History
  - ✓ Instructional Strategies
  - ✓ Evaluation and Assessment of Learning Outcomes

NOTE: The above checked areas would be satisfied by participation in the district-conducted *New Faculty Development Course*.

### 3.C. Adjunct Faculty

During the first semester of the employment of adjunct faculty at EICC, documentation and verification of completion of the *Adjunct Faculty Handbook* by each adjunct faculty member will be recorded electronically within EICC's Professional Development Registration/Record System.

- (1) Overview of EICC's mission and the Iowa Community College System
- (2) Legal and Policy Aspects of Teaching
- (3) Technology
- (4) Faculty Evaluation
- (5) Syllabus Development and Course Development Models

Adjunct Faculty who continuously teach for EICC more than four years must show evidence of six clock hours every three years of continuing professional development.

## 4. Procedures for Accurate Recordkeeping and Documentation

In order to support accurate record keeping and documentation for plan monitoring and verification, each faculty member is responsible for documenting each professional development activity using the EICC Professional Development Record System. This system is designed as an electronic database that contains records as evidence for the EICC Professional Development Verification Form (see *Appendices B, C, D*) that will be used by the faculty member and reviewed with his or her supervisor.

## 5. Consortium Arrangements Where Appropriate, Cost-Effective, and Mutually Beneficial

EICC was a founding member of the Quad City Professional Development Network (QCPDN). In Spring 2018, there was a decision to disband the QCPDN, as it no longer met the needs of all member institutions.

EICC is not currently a member of a professional development consortium.

## 6. Professional Standards for EICC Faculty

The EICC has established areas of competency and will ascertain that faculty will continually work toward developing the following competencies:

### Professional Standards for EICC Faculty

(Adapted from State of Iowa Professional Standards for Teachers)

1. **Student Learning:** The faculty member understands how students learn, and provides learning opportunities that support their intellectual, career, and social development.
2. **Diverse Learners:** The faculty member understands how students differ in their approaches to learning, both individually and culturally, and creates instructional opportunities that are equitable and adaptable to diverse learners.
3. **Instructional Planning:** The faculty member plans instruction based on understanding of subject matter, students, the community, and curriculum goals and standards.
4. **Instructional Strategies:** The faculty member understands and uses appropriate instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.

5. **Learning Environment/Classroom Management:** The faculty member uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. **Communication:** The faculty member uses knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry and collaboration, and support interaction in educational settings.
7. **Assessment:** The faculty member understands and uses formal and informal assessment strategies to evaluate student learning, and participates in program and institution-wide outcomes assessment.
8. **Professional Development:** The faculty member continually reflects on and assesses the effects of his or her choices and actions on others, and actively seeks out opportunities to grow professionally by maintaining professional competency in his or her field of expertise.
9. **Collaboration, Ethics and Relationships:** The member fosters professional relationships with students, colleagues and the community to support learning.
10. **Technology Related to Instruction:** The faculty member uses appropriate technology in the planning, delivery and assessment of instruction.
11. **Community College:** The faculty member understands the mission and history of community colleges and the structure and scope of the community college that employs him or her.
12. **Contribution to the College:** The faculty member contributes to the institution through active participation in departmental and institutional tasks.

## 7. Procedures for Collection and Maintenance of Records

The college's Human Resource office will maintain records related to the Professional Development process, specifically:

- Records documenting actions related to initial orientation and attainment of professional standards of new Faculty in accordance with state and federal laws;
- A record documenting a faculty member is making progress toward or has met minimum hiring standards specified in Iowa Code; and
- The individual professional development records will be maintained electronically as needed.

### Appeals Committee

A district-wide Appeals Committee will be appointed as needed. The Committee shall consist of six members, three faculty members (appointed by the Faculty Association), two administrators, and one college president (appointed by the Chancellor). The Appeals Committees will meet when any appeal is pending. A quorum of Committee members must be present in order to review an appeal. A quorum will consist of four committee members evenly distributed between faculty and administrator representation.

### Appeals Process

- An employee shall have twenty working (20) days from the meeting date at which he/she and his/her dean/administrator discussed the employee's EICC Faculty Professional Development Portfolio Form used to file an appeal.
- The appeal must be filed on the *EICC Faculty Professional Development Portfolio Appeals Form (Appendix E)* and be submitted to the Vice Chancellor for Education & Training with a copy given to the

college president's office and the Faculty Association President. A copy of the *EICC Faculty Professional Development Portfolio Form* must be attached to the *EICC Faculty Professional Development Portfolio Appeals Form*.

- The dean/administrator and the appellant shall be given the opportunity to meet individually with the district-wide Appeals Committee.
- The district-wide Appeals Committees shall have thirty working (30) days in which to issue their decision after meeting and evaluating disapproval.
- The timeline for the process may be extended by mutual agreement due to extenuating circumstances.
- If the appellant does not meet the required time line, the original decision is considered upheld. If the Appeals Committee does not meet its time line, the original decision is considered reversed.
- A majority vote of the quorum of the district-wide Appeals Committee is required to reverse the decision of the dean/administrator.

## **8. Compliance with Faculty Accreditation Standards of HLC and with Faculty Standards required under Specific Program Accrediting Agencies**

### **Hiring Practice for Faculty**

College hiring practices will ensure the following credentials for fulltime faculty: faculty 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.36 Section 8.

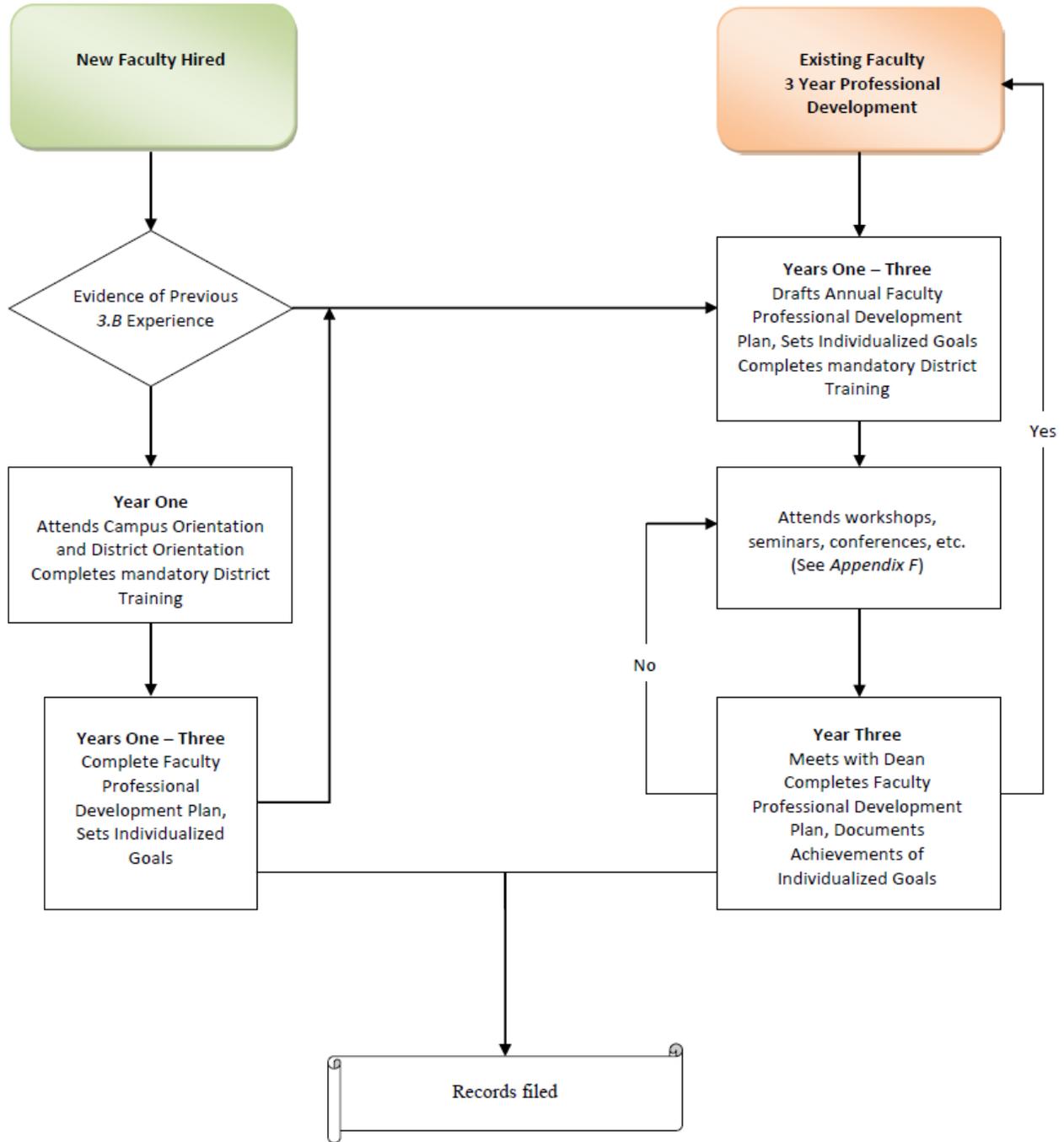
All hiring is in compliance with the faculty credentialing standards of the Higher Learning Commission (HLC), the Iowa Code, and with faculty standards required under specific programs offered by the community college that are accredited by other accrediting agencies.

## **9. Evaluation of the Quality Faculty Plan**

A committee will be appointed annually to review and/or revise this plan. At least once every three years, the plan will be taken to the EICC Board of Trustees for approval.

**Appendix A**

**EICC Full-Time Quality Faculty Plan**



## Appendix B

This completed form will be generated through the EICC Professional Development Record System

### EASTERN IOWA COMMUNITY COLLEGES

#### Professional Development Verification Form for Continuing Full-Time Faculty

Employee: \_\_\_\_\_ Employee ID #: \_\_\_\_\_

EICC is committed to advancing our values, encouraging continuous professional development for our work force, and ensuring compliance with Federal standards. To this end, six specific courses are to be completed by all EICC employees regardless of employment classification (administrative/professional, faculty, staff) or status (full-time, part-time, adjunct, temp). The courses are listed in the first table below and are to be completed using on-line training on any computer with access to the Internet.

Required Course Titles	Date Completed
Bloodborne Pathogens	
Child Abuse Awareness and Prevention	
Discrimination and Harassment Prevention for Higher Education	
Diversity Benefits for Higher Education Employees	
FERPA for Higher Education	
Preventing Discrimination and Sexual Violence: Title IX VAWA and Clery Act for Faculty and Staff	

#### Staff Development Courses, Workshops, & Seminars, etc.:

Course, Workshop, or Seminar Title	Faculty/Presenter or Agency	Date Completed	Session Hours
<b>Required</b>			
Assessment 101			
<b>Optional Activities</b>			

Total Session Hours =

#### College/University Credit Coursework:

Course Title	College/University	Date Completed	Credit Hours

Total Credit Hours =

Faculty Signature: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_

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

**Appendix C**

This completed form will be generated through the EICC Professional Development Record System

**EASTERN IOWA COMMUNITY COLLEGES**

**Professional Development Verification Form for Continuing Full-Time Faculty**

**Employee:** \_\_\_\_\_ **Employee ID #:** \_\_\_\_\_

EICC is committed to advancing our values, encouraging continuous professional development for our work force, and ensuring compliance with Federal standards. To this end, six specific courses are to be completed by all EICC employees regardless of employment classification (administrative/professional, faculty, staff) or status (full-time, part-time, adjunct, temp). The courses are listed in the first table below and are to be completed using on-line training on any computer with access to the Internet.

Required Course Titles	Date Completed
Bloodborne Pathogens	
Child Abuse Awareness and Prevention	
Discrimination and Harassment Prevention for Higher Education	
Diversity Benefits for Higher Education Employees	
FERPA for Higher Education	
Preventing Discrimination and Sexual Violence: Title IX VAWA and Clery Act for Faculty and Staff	

**Staff Development Courses, Workshops, & Seminars, etc.:**

Course, Workshop, or Seminar Title	Faculty/Presenter or Agency	Date Completed	Session Hours
<b>Required</b>			
Campus Orientation			N/A
District Orientation			N/A
Delivering e-Learning Courses			N/A
Assessment 101			N/A
<b>Optional Activities</b>			

**Total Session Hours =**

**College/University Credit Coursework:**

Course Title	College/University	Date Completed	Credit Hours

**Total Credit Hours =**

**Faculty Signature:** \_\_\_\_\_

**Supervisor Signature:** \_\_\_\_\_

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

**Appendix D**

This completed form will be generated through the EICC Professional Development Record System

**EASTERN IOWA COMMUNITY COLLEGES**

**Professional Development Verification Form for New Full-Time Faculty**

**Employee:** \_\_\_\_\_ **Employee ID #:** \_\_\_\_\_

EICC is committed to advancing our values, encouraging continuous professional development for our work force, and ensuring compliance with Federal standards. To this end, six specific courses are to be completed by all EICC employees regardless of employment classification (administrative/professional, faculty, staff) or status (full-time, part-time, adjunct, temp). The courses are listed in the first table below and are to be completed using on-line training on any computer with access to the Internet.

Required Course Titles	Date Completed
Bloodborne Pathogens	
Child Abuse Awareness and Prevention	
Discrimination and Harassment Prevention for Higher Education	
Diversity Benefits for Higher Education Employees	
FERPA for Higher Education	
Preventing Discrimination and Sexual Violence: Title IX VAWA and Clery Act for Faculty and Staff	

**Staff Development Courses, Workshops, & Seminars, etc.:**

Course, Workshop, or Seminar Title	Faculty/Presenter or Agency	Date Completed	Session Hours
<b>Required</b>			
Campus Orientation			N/A
District Orientation			N/A
Delivering e-Learning Courses			N/A
Assessment 101			N/A
<b>Optional Activities</b>			

**Total Session Hours =**

**College/University Credit Coursework:**

Course Title	College/University	Date Completed	Credit Hours

**Total Credit Hours =**

**Faculty Signature:** \_\_\_\_\_

**Supervisor Signature:** \_\_\_\_\_

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

**Appendix E**

**EICC Faculty Professional Development Portfolio Appeals Form**

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

**College:** \_\_\_\_\_

**Date Filed:** \_\_\_\_\_

**Appeal:**

- Activity
- Contact hours assigned

**Denied by:** \_\_\_\_\_

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

**Justification for appeal:**

**Signature:** \_\_\_\_\_

<b>Appeals Committee</b>
<b>Date of meeting:</b> _____
<b>Outcome of appeal:</b>
<b>Response sent to Faculty and Dean:</b> _____

Please submit appeals form to Vice Chancellor for Education & Training  
with copies to College President and Faculty Association President

## **Appendix F**

### **Examples of Common Appropriate Professional Development Activities and the Method to figure Session Hours:**

- e-Learning workshops in Canvas use
  - Determined by training hours: 1 hour clock time = 1 hour session time
- e-Learning workshop on online teaching
  - 1 hour clock time = 1 hour session time
- Professional certification
  - Hours set by meeting with your dean
- Shows/exhibits related to your discipline
  - Hours set meeting with your dean
- Published work
  - Hours set by meeting with your dean
- Participate at a regional/state/national conference
  - Determined by training hours: 1 hour clock time = 1 hour session time
- Present at a regional/state/national conference
  - Hours set by meeting with your dean
- Participate in a webinar
  - 1 hour clock time = 1 hour session time
- Lead a webinar
  - Hours set by meeting with your dean
- College or university non-credit course
  - 1 hour clock time = 1 hour session time
- EICC advanced technology training session
  - 1 hour clock time = 1 hour session time
- International travel related to your discipline
  - Hours set by meeting with your dean
- CLIC/LINC
  - 1 hour clock time = 1 hour session time
- L.E.A.D. Institute
  - 1 hour clock time = 1 hour session time
- Diversity Academy
  - 1 hour clock time = 1 hour session time
- New Faculty Development Course
  - 1 hour clock time = 1 hour session time
- The Great Teachers Workshop
  - 1 hour clock time = 1 hour session time
- Professional Consulting
  - Hours set by meeting with your dean
- Attending a trade show
  - 1 hour clock time = 1 hour session time
- Other
  - Hours set by meeting with your dean