

# QUALITY FACULTY PLAN IOWA LAKES COMMUNITY COLLEGE

## **Non-discrimination/ Equal Opportunity Statement**

It is the policy of Iowa Lakes Community College not to discriminate on the basis of race, color, national origin, sex, disability, age (employment), sexual orientation, gender identity, creed, religion and actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code §§216.6 and 216.9, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and Title II of the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

If you have questions or complaints related to compliance with this policy, please contact Kathy Muller, Equity & Title IX Coordinator, 19 South 7th Street, Estherville, IA 51334, 712.362.0433, kmuller@iowalakes.edu, or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison, Suite 1475, Chicago, IL 60661, phone number 312-730-1560, fax 312-730-1576.

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## Introduction

This *Quality Faculty Plan* is developed in response to requirements contained in House File 2394. The intent of this document is to provide a statement of institutional policy only. Procedural elements of the plan will be designed within the parameters established by this institutional policy statement. The Plan reflects an institution-wide scope and contains recommendations developed through extensive information gathering, thorough study of current practice and emerging needs, and thoughtful reflection. Input has been sought from administrators, faculty, counselors, librarians and media specialists, all of whom may potentially be impacted by both the policies and the procedures implemented as a result of Board of Trustees approval of this document. The Appendices that follow this Plan represent drafts of proposed procedures and are not part of the official Quality Faculty Plan.

## Philosophy and Guiding Principles for Hiring and Developing Quality Faculty

Design and implementation of this *Quality Faculty Plan* is consistent with the Iowa Lakes Community College core values and college-wide goals adopted by the Board of Trustees in October 2001. Specifically, the plan supports the following college-wide goals:

*Value the individual differences of learners, staff and communities by providing appropriate resources and opportunities for growth.*

*Support excellence in teaching with a focus on learning in an intellectually stimulating environment.*

By definition, “*policy*” is intended to prescribe a “*method of action selected from among alternatives and in light of given conditions to guide and determine present and future decision*” (Webster’s Collegiate Dictionary). This document establishes a statement of policy intended to act as a blueprint for designing and implementing operational procedures.

This Plan was designed to provide for maximum flexibility for designing and implementing procedures that readily and appropriately respond to the dynamic nature of a 21<sup>st</sup> Century institution of higher education and its faculty. A guiding principle for Plan development has been that supporting excellence in teaching requires procedural

elements to be evolutionary in nature if continuous quality improvement is to be achieved. Furthermore, the process must be nurtured in an environment that embraces change for the common good and supports lifelong learning.

### **A. Chronology of Plan Development and Process Implementation**

October 2002	Quality Faculty Plan Committee membership established.
November 2002	Quality Faculty Plan Committee work initiated.
March 2003	First draft of <i>Quality Faculty Plan</i> endorsed by Committee. Faculty and staff meetings to review Plan and solicit comments.
April 2003	Quality Faculty Plan Committee approves completed plan and forwards to Board of Trustees for consideration and approval.  Initial review of Quality Faculty Plan at Iowa Lakes Community College Board of Trustees Retreat by CAO.
May 2003	Quality Faculty Plan presented to Iowa Lakes Community College Board of Trustees.
July 2003	Iowa Lakes Community College Board of Trustees approves <i>Quality Faculty Plan</i> . Iowa Lakes Community College <i>Quality Faculty Plan</i> filed with Iowa Department of Education.
August 2003	<i>Quality Faculty Plan</i> implemented.
October 2014	<i>Quality Faculty Plan</i> revised.
February 2018	<i>Quality Faculty Plan</i> revised
September 2018	<i>Quality Faculty Plan</i> revised

### **B. Orientation for New Faculty**

#### *Policy statement:*

In order to create strong connections between new instructors (including adjunct faculty) and the college, Iowa Lakes Community College shall provide orientation activities before and during the first year of employment.

*Process Implementation Responsibility:*

The Human Resources Office shall coordinate the orientation of new faculty and provide a recordkeeping process to document orientation attendance.

*Process Modification Responsibility:*

Changes or modifications to the procedures associated with Faculty Orientation shall become effective only after review and approval by the Quality Faculty Plan Committee.

**C. Continuing Professional Development for Faculty**

*Policy Statement:*

The purpose of continuing professional development at Iowa Lakes Community College is to ensure that all instructional personnel:

1. Maintain expertise in each individual's area of instruction. If appropriate, this includes professional certification/licensure within one's area.
2. Are aware of current educational trends, research concerning student learning, and the application of both to the classroom.

*Process Implementation Responsibility:*

The Human Resources Office shall coordinate the professional development process. Campus deans and faculty shall assume responsibility for developing professional development plans, ensuring an approved budget developed with sources of fiscal resources identified – including individual program budgets – to support approved plans, review plans periodically to ensure progress toward achieving plans is on schedule, and modify or update plans as appropriate to dynamic nature of individual professional growth.

*Process Modification Responsibility:*

All changes or modifications to the procedures associated with continuing professional development for faculty shall be reviewed and approved by the Quality Faculty Plan Committee.

**D. Procedures for Accurate Recordkeeping and Documentation for Plan Modification**

*Policy Statement:*

Iowa Lakes Human Resources Office shall develop and maintain necessary recordkeeping and documentation to ensure compliance with the Iowa Lakes Community College Quality Faculty Plan. The files shall be audited annually, and appropriate supervisors notified of individual deficits.

*Process Implementation Responsibility:*

Iowa Lakes Human Resources Office shall be responsible for implementation of all phases of this process.

*Process Modification Responsibility:*

All changes or modifications to the procedures associated with Recordkeeping and Plan Modification shall be reviewed and approved by the Quality Faculty Plan Committee.

**E. Consortium Arrangements When Appropriate, Cost Effective and Mutually Beneficial**

*Policy Statement:*

Iowa Code has established regulations and policies for community colleges to legally enter into consortium agreements. Strict compliance to these shall be the goal of any consortium agreement. Guiding principles for entering a consortium agreement for providing professional development to faculty shall include: [a] partnerships shall be mutually beneficial and cost effective, [b] partnership activities shall be consistent with the goals, objectives and intent of the Iowa Lakes Community College Quality Faculty

Plan, and [c] partnership activities shall be consistent with the Trustee-approved mission, core values and institution-wide goals of Iowa Lakes Community College. One current example of such an arrangement is the Iowa Community College Online Consortium in which faculty training is provided as part of the consortium's operation plan. Federal and state grant funding may also precipitate the need for establishing of a consortium to provide professional development activities.

*Process Implementation Responsibility:*

Iowa Lakes Board of Trustees in collaboration with the college president and executive staff shall be responsible for implementing consortium agreements.

*Process Modification Responsibility:*

All changes or modifications to the procedures associated with Consortium Arrangements shall be reviewed and approved by the Iowa Lakes Quality Faculty Plan Committee.

**F. Specific Activities That Ensure Faculty Attain and Demonstrate Instructional Competencies and Knowledge in Their Subject or Technical Areas**

*Policy Statement:*

In order to assure all faculty attain and demonstrate instructional competencies and knowledge in their subject or technical area, the college shall evaluate each instructor on the competencies established by the Quality Faculty Plan Committee. (Appendix III, supplemental to this document, contains an early draft of procedures, which are subject to change as procedures evolve and are modified by the Quality Faculty Plan Committee.)

*Process Implementation Responsibility:*

Proper documentation shall be maintained by the Human Resources Office of the college. Evaluations shall be performed by qualified supervisors following procedures consistent with section 4.10: *Evaluation* of the Iowa Lakes Community College Faculty Handbook. (Included in Appendix III, supplemental to this document.)

*Process Modification Responsibility:*

All changes or modifications to the procedures associated with Faculty Demonstration of Instructional Competencies and Knowledge shall be reviewed and approved by the Quality Faculty Plan Committee.

**G. Procedures for Collection and Maintenance of Records Demonstrating Faculty has Attained or Documenting Progress Toward Attaining Minimal Competencies**

*Policy Statement:*

Collection of documentation that each faculty has attained or made progress toward attaining minimal competencies shall be the responsibility of the assigned supervisor. The Human Resources Office shall be responsible for maintenance of all records regarding faculty plan compliance.

*Process Implementation Responsibility:*

The Human Resources Office of Iowa Lakes Community College shall provide administrative oversight to ensure that the process is implemented within the parameters of established policy and procedures.

*Process Modification Responsibility:*

All changes or modifications to the procedures associated with Records Collection and Maintenance shall be reviewed and approved by the Quality Faculty Plan Committee.

**H. Compliance with the Faculty Accreditation Standards of the Higher Learning Commission (HLC) and with Faculty Standards Required under Specific Programs Offered by the Community College that are Accredited by Other Accrediting Agencies**

*Policy Statement:*

Iowa Lakes Community College shall continue to comply with the faculty accreditation standards of the Higher Learning Commission (HLC) Faculty standards required by other accrediting agencies of specific programs offered by Iowa Lakes Community College shall be observed and maintained.

*Process Implementation Responsibility:*

Appropriate substantiating data and records as currently required for accreditation by The Higher Learning Commission (HLC) shall be monitored by the Iowa Lakes Community College HLC Compliance Officer or designee. The faculty records shall be maintained by the Human Resources Office.

*Process Modification Responsibility:*

All changes or modifications to the procedures associated with the compliance to standards for faculty accreditation shall be reviewed and approved by the Quality Faculty Plan Committee.

**I. Hiring Standards and Levels of Qualifications for All Faculty**

*Faculty Teaching Arts & Science Courses*

Instructors in the subject area of arts and sciences shall meet either of the following qualifications:

- (1) Possess a master's degree from a regionally accredited graduate school, and has successfully completed a minimum of eighteen credit hours of graduate level courses in each field of instruction in which the instructor is teaching classes.
- (2) Have two or more years of successful experience in a professional field or area in which the instructor is teaching classes and in which postbaccalaureate recognition or professional licensure is necessary for practice, including but not limited to the fields or areas of accounting, engineering, law, law enforcement, and medicine

*Faculty Teaching Career and Technical (Vocational) Courses*

Instructors in the subject area of career and technical education shall be registered, certified, or licensed in the occupational area in which the state requires registration, certification, or licensure, and shall hold the appropriate registration, certificate, or license for the occupational area in which the instructor is teaching, and shall meet at least one of the following qualifications:

- (1) Possess a baccalaureate or graduate degree in the area or a related area of study or

occupational area in which the instructor is teaching classes, or possesses a baccalaureate degree in any area of study if at least eighteen of the credit hours completed were in the career and technical field of instruction in which the instructor teaches classes.

(2) Possess an associate degree in the career and technical education field of instruction in which the instructor is teaching, if such degree is considered terminal for that field of instruction, and have at least three thousand hours of recent and relevant work experience in the occupational area or related occupational area in which the instructor teaches classes.

(3) Have special training and at least six thousand hours of recent and relevant work experience in the occupational area or related occupational area in which the instructor teaches classes if the instructor possesses less than a baccalaureate degree in the area or related area of study or occupational area in which the instructor is teaching classes.

#### *Librarian/Learning Resource Specialist*

For authorization to serve as a librarian/learning resource specialist, an applicant shall hold a master's degree in library science from an accredited graduate school. The preparation shall include six semester hours of professional preparation appropriate for community college service, or adequate experience in college service or its equivalent.

#### *Counselor*

For authorization to serve as a counselor, an applicant shall hold a master's degree in counseling or in college student personnel work with an emphasis in counseling from an accredited graduate school. Preparation shall include six semester hours of professional preparation appropriate for community college service, or adequate experience in college teaching or its equivalent. Recognition shall be given to the value of employment experience outside of education in appointing counselors to work with students.

#### *Adjunct/Part-time/High School Instructors*

1. There shall be no differentiation between minimum hiring requirements of full time faculty, part-time faculty, or adjunct instructors including those teaching dual credit classes in high schools.
2. A program of support and development shall be established for adjunct instructors.

3. Staff development is expected of all employees. Those employed as teachers in a K-12 system shall satisfy any staff development requirements through their K-12 licensing requirements.

#### **J. Quality Faculty Plan Committee**

The Quality Faculty Plan establishes a standing committee to be called the Quality Faculty Plan Committee.

1. The duties of the committee shall include:
  - a. Formulate and modify, as necessary, procedures for the effective implementation of the Quality Faculty Plan.
  - b. Review at least once a year the effectiveness and integrity of the application of the Quality Faculty Plan.
  - c. Serve to hear appeals as allowed by the Quality Faculty Plan and otherwise resolve disagreements and problems related to the Quality Faculty Plan.
  - d. Recommend to the Board of Trustees, for its consideration, possible amendments to the Quality Faculty Plan.
2. Committee by-laws shall include:
  - a. The committee shall consist of eleven total members. Five of the members shall be administrators appointed by the President of the college. Six of the members shall be faculty members to be determined by the faculty bargaining unit. A good faith effort shall be made to have evenly balanced representation according to gender, disciplines and classifications.
  - b. One administrator selected by the administrative members and one faculty representative selected by the faculty members shall serve as co-chairs of the committee. Either may call a meeting of the committee.

- c. Quorum for a meeting shall consist of at least four faculty members and at least three administrators.
- d. A committee action shall require the affirmative vote of at least four faculty members and at least three administrators.
- e. The committee shall meet on an as-needed basis but no less than annually.
- f. The committee may establish and modify other by-laws, as it deems desirable.

**Plan Approval by the Iowa Lakes Community College Board of Trustees**

The amended Quality Faculty Plan was approved by the Iowa Lakes Community College Board of Trustees on October 20, 2020.

*Janice K Lund*

President, Board of Trustees  
Iowa Lakes Community College

*Cindy Oviatt*

Secretary, Board of Trustees  
Iowa Lakes Community College

*October 20, 2020*

Date

*October 20, 2020*

Date

# APPENDICES

The Appendices that follow represent drafts of proposed procedures and are not part of the official Quality Faculty Plan.

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## **Appendix I:**

### **FACULTY MENTOR PROGRAM**

#### *Introduction*

At Iowa Lakes Community College, we recognize the importance of developing strong mentoring relationships with our new faculty. We have a both a professional obligation to help new faculty make a strong start in their teaching careers at Iowa Lakes as well as a strong self interest in helping them succeed and become productive members of our faculty. The following guide summaries the Faculty Mentor Program at Iowa Lakes Community College.

#### *Core Participants/Components of Faculty Mentor Program*

##### ***Responsibilities of the Quality Faculty Plan Committee***

Establish faculty mentor program  
Evaluate faculty mentor program

##### ***Responsibilities of the Campus Deans/Directors***

Oversee mentoring program at each campus; match mentors with mentees  
Evaluate all new faculty  
Hold mentor team meetings  
Collect the documentation of mentoring activities  
Organize the New Teacher's Workshop (on a rotation)  
Manage the CANVAS orientation course – *Teaching & Learning Center* (on a rotation)

##### ***Responsibilities of New Faculty***

Complete core components of the Faculty Mentor Program  
Evaluate the faculty mentor program

##### ***Full-Time Faculty***

Mentor new faculty members and document meetings  
Evaluate the faculty mentor program

##### ***Faculty Mentor Program Core***

Includes new faculty orientation, CANVAS orientation course – *Iowa Lakes Faculty Training*, meetings with mentor, classroom evaluations by the Campus Dean, mentor team meetings with the Campus Dean, and the New Teacher's Workshop.

### *Goals of Faculty Mentoring at Iowa Lakes Community College*

- To provide all new faculty with a full-time faculty mentor
- To improve communication with new faculty members
- To provide new faculty with a smooth transition to Iowa Lakes
- To maximize the satisfaction, productivity, and retention of faculty members
- To encourage commitment to the Mission of Iowa Lakes Community College
- To support and facilitate faculty career development

### *Faculty Mentor Program Core*

#### ***New Employee Orientation***

New faculty participate in a one-day new employee orientation which includes a tour of all Iowa Lakes' campuses, introductions to staff, guest speakers, and the opportunity to build relationships.

#### ***Mentor/Mentee Meetings***

At a minimum, new faculty members meet with their mentor two times each semester for the first academic year.

#### ***CANVAS Orientation Course – Iowa Lakes Faculty Training***

New faculty participate in an on-line course, Teaching & Learning Center, which is taken throughout their first year of employment. Topics covered in this course include: History of the Community College, Classroom Management, Curriculum Planning, Assessment, Technology, and other topics as needed.

#### ***New Teacher's Workshop***

New faculty participate in the New Teacher's Workshop, an annual event with topics including, but not limited to, teaching online, writing syllabi, organizing assessment activities, improving student learning, and teaching effectively.

#### ***New Faculty Evaluation***

New faculty (probationary employees) are evaluated by their Campus Dean not less than

two times in their first year of employment. This evaluation shall include a classroom observation. (Refer to the Faculty Handbook for details)

New faculty are also encouraged to reach out to their mentor for a peer evaluation. This evaluation can be substituted for one Campus Dean class observation.

### ***Mentor Team Meetings with Campus Dean***

Once each semester, all mentors and mentees meet for a roundtable discussion regarding teaching and learning.

### ***Keys to Good Mentoring***

#### ***Meet regularly (at least two times per semester)***

It is important to meet regularly throughout the year. Set agendas for each meeting so you are certain to cover important topics such as college support services, classroom management, contract expectations, etc. Try to address these topics as they become most relevant so discussions are timely and beneficial.

#### ***Leave time for informal conversations***

While agendas are good for orientation purposes, be sure to leave time to discuss specific issues and challenges that have arisen for the beginning faculty member. Be willing to listen to your mentee's thoughts, concerns, and feelings, and be sure you hold those conversations in confidence in order to maintain the trust that is important to your mentoring relationship.

#### ***Help establish a social and professional network***

Introduce your mentee to colleagues across all five campuses, both as a social act and as a way to help build professional connections. Consider attending college events together such as faculty meetings, sporting events, music activities, etc.

#### ***Explore the campus***

Developing a sense of place is important when we enter a new community, so consider exploring the campus with your mentee. Meet in the cafeteria for lunch, take a tour of the library, or visit various campus offices and introduce the new faculty member to the staff.

#### ***Assist with your mentee's early work***

Be willing to guide your mentee through their early attempts at teaching and advising. If asked, be willing to sit in on classes and discuss what you see or invite your mentee to visit your classroom. Offer to assist with the academic advising process. Ask to be assigned to a committee together so you can talk about what is happening with assigned committee work.

***Look for chances to collaborate***

Help your mentee with some early professional experiences by collaborating on projects. Such collaborations will let you guide your mentee, as well as help build valuable experience and comradery.

***Be proactive***

Because the new faculty member will not always know the right questions to ask and may not feel comfortable admitting to a teaching problem or lack of knowledge, be proactive and ask specific questions that will generate conversation.

*Discussion Topics*

Understanding college policies

Improving classroom instruction

Implementing assessment tools that align with learning objectives

Handling student discipline issues

Understanding academic advising

Grading and recordkeeping

Drafting a Professional Development Plan

Implementing the NURO retention tool

Identifying staff support personnel

Understanding college cultures

Obtaining materials and supplies

Navigating through CANVAS

Differentiating between hybrid, eCompanion, and on-line courses

Understanding the ILCCEA Master Contract

Promoting convocations

Understanding the purpose of Higher Learning Commission self-study and visits

Understanding the purpose of Iowa Department of Education visits

Navigating the program review process

Teaching on the Iowa Lakes television system

Mentor \_\_\_\_\_

Mentee \_\_\_\_\_

Academic Year \_\_\_\_\_

**1. New Employee Orientation**

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

**2. Mentor/Mentee Meetings (at least two per semester)**

Meeting Date	Topics Discussed

**3. New Faculty Evaluation (two per year; conducted by the Campus Dean)**

1<sup>st</sup> Evaluation Date: \_\_\_\_\_

2<sup>nd</sup> Evaluation Date: \_\_\_\_\_

**4. CANVAS Orientation Course**

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

**5. Mentor Team Meetings with Campus Dean (at least one per semester)**

Team Meeting Dates:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*\*\*To be filled out by the Campus Dean and put in both faculty members' files.*

## Appendix II:

### CONTINUING PROFESSIONAL DEVELOPMENT FOR FACULTY

#### *Quality Faculty Plan Policy Statement:*

The purpose of continuing professional development at Iowa Lakes Community College is to ensure that all faculty:

1. Maintain expertise in each individual's area of instruction. If appropriate, this includes professional certification/licensure within one's area.
2. Are aware of current educational trends, research concerning student learning, and the application of both to the classroom.

#### *Procedures for Full-Time Faculty:*

- a. Annually, every full-time faculty shall create an individual plan for continuing professional development.
- b. The plan shall clearly state the professional development activities, the desired outcomes, the means for achieving those outcomes, a time frame for completion, and a year-end reflection.
- c. The plan for each full-time faculty member shall be submitted to his/her supervisor annually and modified as needed.
- d. If the faculty member and his/her supervisor are not able to agree on a development plan, the Quality Faculty Plan Committee will review each party's position and determine the plan for that individual.
- e. The faculty member must be aware that failure to make a good faith effort to complete a plan may lead to disciplinary action being taken against the faculty including the possible recommendation for termination of contract.
- f. The faculty member's supervisor will determine if a good faith effort is being made or not; however, the faculty may appeal an unfavorable determination to the Quality Faculty Plan Committee, whose decision will be final.
- g. Suggested types of development activities an employee may engage in include courses, workshops, conferences, industry internships, cooperatives and exchange programs, curriculum development, committee work, and self-directed studies. Other activities may be appropriate.

- h. In addition, Iowa Lakes Community College will offer at least two professional development activities a year. Examples of topics that may be considered include dealing with complexities of learners, skills in teaching adults, curriculum development, assessment, evaluation, enhancing the retention and success of our students, reaching non-traditional and minority students, improving skills in implementing technology and applied learning, leadership development, preparation for retirement, and wellness of employees.
- i. Continuing professional development may be used for salary increases under the Educational Advancement clause of the Master Contract. Also, instructors may receive funding for professional development through the Quality Faculty Plan Committee.

*Procedures for Adjunct Faculty*

- a. Every adjunct faculty member, including all concurrent enrollment faculty, shall participate in the CANVAS course, *Iowa Lakes Faculty Training*.
- b. For each semester the adjunct faculty member teaches, one module of the Iowa Lakes Faculty Training course shall be completed. This module shall be agreed upon between the adjunct instructor and his/her supervisor.
- c. New adjunct faculty members are encouraged to attend the New Teacher's Workshop.

## Appendix III

### ACTIVITIES THAT ENSURE FACULTY ATTAIN AND DEMONSTRATE INSTRUCTIONAL COMPETENCIES AND KNOWLEDGE

#### *Quality Faculty Plan Policy Statement:*

In order to assure all faculty attain and demonstrate instructional competencies and knowledge in their subject or technical area, the college will evaluate each instructor on the competencies prescribed in the procedure section of the Quality Faculty Plan. These competencies will be demonstrated in various ways as indicated in the procedure section of the Quality Faculty Plan with proper documentation maintained by the Human Resources Office of the college.

#### *Procedures:*

##### **I. Instructor Competencies:**

The following should demonstrate classroom preparation for faculty.

- a. **Mastery of Subject Matter:** Arts and Science and Career Option Instructors will meet The Higher Learning Commission (HLC) standards, verified by their college transcripts. Vocational instructors will complete 6,000 hours in the field or the minimum to obtain board certification, if appropriate. Standards for nursing instructors are established by their state governing body and recognized by Iowa Lakes.
- b. **Student Learning:** The instructor recognizes students' diverse learning styles and cultural backgrounds and provides appropriate learning opportunities.
- c. **Instructional Planning and Delivery:** The instructor demonstrates understanding of subject matter and curriculum through effective planning and delivery of course content.
- d. **Classroom Learning Environment:** The instructor interacts with students individually and as a class to create a positive environment conducive to learning for all students, and respectful, comfortable interaction between the instructor and the class ensues during class time.
- e. **Communication:** The instructor uses correct oral and written communication techniques in educational settings.

- f. **Assessment:** The instructor uses formal and informal assessment strategies to evaluate and enhance student learning.
- g. **Technology Use:** The instructor uses appropriate technology in the planning and delivery of course content.
- h. **Community College Philosophy**

## **II. Demonstrating Competencies:**

- a. **College transcripts** of appropriate classes, those meeting The Higher Learning Commission Standards and reflective of teaching assignment.
- b. **Immediate supervisor's evaluation** via classroom observations and personal discussions. Supervisor will forward notes of observation and visits to H. R. for placement in faculty's file.
- c. **Student evaluations** will be considered only to determine the need for follow-up by the immediate supervisor.
- d. **On-going interaction with a mentor** as prescribed in Section B. Appropriate notes signed by both mentor and mentee will be forwarded to H. R. and placed in faculty's file.
- e. **Supervisor** will notify faculty once a year of their progress in obtaining/maintaining competencies.

*Evaluation and Assessment Procedures  
From Section 4.11 of the Faculty Handbook*

**A. Purpose**

The purpose of the evaluation procedure is the improvement of instruction and the learning environment.

**B. Evaluation**

1. General – Within four (4) weeks of the beginning of employment, each employee shall be acquainted with the evaluation procedures by his/her immediate supervisor. The supervisor shall familiarize the employee with various evaluation criteria, instruments, instructional improvement aids, and other instruction-related resources of the College.
2. Form – The formal evaluation form shall reflect functional differences of job descriptions through the educational structure and as approved by the Board of Directors, and may differ from department to department. The form shall indicate the employee's overall performance status and clearly indicate if that status is unsatisfactory.
3. Process – Each probationary employee shall be evaluated by his/her immediate supervisor not less than two (2) times per year. All other employees shall be evaluated by his/her immediate supervisor not less than one (1) time each 3 years, but not more than one time per semester.

The completed copy of the formal evaluation form shall be shared and discussed with the employee at an evaluation conference, which includes the employee and the employee's immediate supervisor, and which shall be held within ten (10) working days of evaluation. The employee shall have the opportunity to answer any part of the evaluation within ten (10) working days of the evaluation conference.

4. [Records](#) – The evaluation form shall be signed and dated by both parties. The employee’s signature indicates awareness of its contents and is not necessarily agreement with the same. One copy of the form shall be given to the employee and one copy shall be included in the employee’s personnel file to be kept in the Human Resources Office.
5. [Accuracy of Evaluation](#) – The parties agree that the evaluation procedure shall be administered in a manner consistent with this article to reflect accurate information in the evaluation record.

**C. Assessment**

If the above is deemed less than satisfactory, an assessment will be made to rectify the unacceptable items either through written suggestions for ways to improve or a personal development in-service plan.

**D. Student Survey**

1. [Probationary Personnel](#) – A minimum of two courses will be surveyed during each fall term and a minimum of one course will be surveyed during the spring term.
2. [Continuing Personnel](#) – A minimum of one course will be surveyed during the fall term each year.
3. [The administration of student surveys](#) may be done by a person other than the instructor being evaluated. Such persons might be the dean, a colleague, or designated office personnel who have been properly instructed in the administration procedures. (This process should reduce the possibility of bias entering into the student responses.)
4. [A Standard Survey](#), approved by the Quality Faculty Plan Committee shall be used for all courses at all campuses.
5. [The specific class\(es\) to be surveyed](#) shall be determined jointly by the instructor and the respective dean. The final decision rests with the dean.

6. **An instructor may voluntarily request** that additional surveys be administered to his/her class(es). Instructors are encouraged to do this as often as possible to insure adequate student feedback. Any surveys which are requested by the instructor shall not be made available to the instructor's executive dean unless the instructor so requests.
7. **The respective executive dean may**, with cause, request that additional surveys be administered to a designated instructor.
8. **To keep the survey results confidential and secure**, they shall be tabulated by authorized personnel only.
9. **The results of any student surveys** must be expeditiously distributed to the appropriate executive dean and instructor.
10. **Student surveys should be conducted** between the tenth and twelfth weeks of the term.
11. **Student surveys may only be used** to determine the need for follow-up by the immediate supervisor.

**E. Other Evaluative Material**

During the year, the employee will be given a written copy of any evaluative material including summaries of student surveys to be placed in his/her personnel file, both positive and negative. The supervisor and employee shall meet to discuss the contents of such document. The supervisor shall suggest, in writing, methods of improving any deficiencies noted in the document. The employee shall be entitled to respond to such documents and have it placed in his/her evaluation file within ten (10) working days of its receipt.

**F. Examination of Evaluation Material**

An employee shall have the right to examine all evaluation material in his/her file which is maintained in the Human Resources office. This file must contain copies of all evaluative materials held on that employee.

**4.12 ORAL COMPETENCIES**  
**From Iowa Lakes Community College Faculty Handbook**

Iowa Lakes Community College is committed to clear and appropriate instructor oral communication. To provide for this commitment, the following guidelines have been adopted in compliance with The Code of Iowa:

- 1) Upon recommendation of a candidate for employment as an instructor, the supervisor shall indicate the candidate's oral competence. If the indication by the supervisor is that the instructor may have problems with oral competence, an individual development plan shall accompany the recommendation.
  
- 2) The Supervisor in their yearly classroom/laboratory evaluation shall evaluate the instructor for their individual oral competence. The Supervisor is responsible to ensure that the instructor speaks understandable English.
  
- 3) The Instructor Oral Competencies Evaluation will be administered in conjunction with and on the same schedule as current student evaluations. That is, probationary personnel will have a minimum of two courses evaluated during each fall term and a minimum of one course in the spring term. Continuing personnel will have a minimum of one course evaluated in the fall term.

## Appendix IV

### COLLECTION AND MAINTENANCE OF RECORDS

#### *Quality Faculty Plan Policy Statement:*

The responsibility for collection and maintenance of records for faculty plan compliance will rest with the faculty member, the immediate supervisor, and the Human Resources Office at Iowa Lakes Community College.

#### *Procedures:*

The Continuing Professional Development Plan form will be completed by the faculty member and reviewed by their Dean/Supervisor annually.

The responsibility for submitting documented progress toward attaining their individual annual plan activities will lie with the faculty member and the immediate supervisor for collection, approval and compilation.

Upon the faculty member's completion of their staff development activities, the supervisor will forward the Continuing Professional Development Plans to the Human Resources Office, while maintaining a copy for both the faculty member and the supervisor.

The Human Resources Office staff will document the completion of the employee's Professional Development Plan and hard copies will be kept in individual personnel files.