

Kirkwood Community College Quality Faculty Plan

Last Updated October 2025

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Preface

The faculty, administrators and support staff who drafted this plan came together at the prompting of the Iowa legislature, which in April of 2002 determined that local boards, not the State, 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 State accreditation standards.

As soon as we began the planning process at Kirkwood, we realized we were fortunate in many ways:

- Our hiring practices already conformed to the guidelines of the State, the HLC and, where applicable, other accrediting agencies.
- Comprehensive orientation activities were already in place, including a mentoring program.
- Continuing professional development was already part of the faculty evaluation process and applicable toward advancement on the salary scale.
- The relationship between the administration and the faculty association was one of cooperation and respect.

Most of all we were fortunate in our current faculty, represented by the eight who served on the committee and the many who read and commented on drafts as the process unfolded, who at all times displayed an abiding passion for good teaching and an unwavering dedication to student learning.

Our hope is that this document will clarify our expectations for excellence in our faculty, guide faculty and deans in selecting appropriate and useful professional development activities, and affirm Kirkwood's commitment to lifelong learning.

All aspects of this plan were in place July 1, 2003. Last revised on October 30, 2025.

I. Quality Faculty Plan Committee Bylaws

A. Historical Overview

In April 2002, the State of Iowa ceased licensing community college faculty, administrators, counselors, librarians and coaches and moved to a system of local responsibility effective August 2003. Each community college was charged with submitting a Professional Preparation plan for its new faculty by August 2003. The makeup of each community college's Quality Faculty Plan committee was to be equal representation from the Arts and Sciences and Applied Sciences and equal representation of gender.¹ Faculty representation was to be approved by the Kirkwood Faculty Association. The Kirkwood committee was formed in April 2002.

1. The plan was brought to the Kirkwood Board of Trustees for approval in January 2003 and then submitted to the State Department of Education. Portions of the plan were already part of Kirkwood's professional development program and were well under way by fall 2002. The remaining portions of the plan were ready for implementation by fall 2003.
2. The plan was brought to the Kirkwood Board of Trustees in September 2015 for re-affirmation, since there have been changes to the plan since their initial approval. The updated plan was also submitted to the State Department of Education.
3. The plan was brought to the Kirkwood Board of Trustees in October 2022 for re-affirmation. New guidance from the State Department of Education is to have the plan re-affirmed every year by the Board of Trustees.
4. The ad hoc committee that developed the original plan became the permanent Quality Faculty Plan Committee in August 2003.
5. The Quality Faculty Plan Committee assumed oversight of the new plan for faculty during their probationary period.
6. Competencies were updated to include quality instruction descriptors in October 2025.

B. Objectives of the Quality Faculty Plan Committee

1. To ensure the highest possible quality of performance of faculty, administrators, counselors, and librarians so that Kirkwood can fulfill its mission of quality lifelong learning.
2. To evaluate professional development opportunities with a focus on quality of instruction for all faculty at the college on a regular basis.
3. To meet new state requirements for the professional preparation of Kirkwood Community College faculty, administrators, counselors, and librarians.
4. To determine professional competency areas for these groups of professional educators.

¹ The make-up of the committee was revised by the 82nd General Assembly in spring 2008. Iowa Code 260C.36 currently reads: The committee must include both faculty and administrators; must not have more than a simple majority of a single gender; must be equally representative of the arts & science and career & technical education; must be appointed by the certified employee organization and college administrators must be appointed by the college administration.

5. To devise and implement an effective and efficient plan for professional preparation at Kirkwood Community College.
 6. To provide a system for the review of the effectiveness of the Professional Preparation Plan process and the implementation of necessary revisions.
 7. To approve equitable individual Professional Preparation Plans.
 8. To provide necessary consultation for the completion of the plan by each individual faculty member, counselor, or librarian with his/her supervising administrator.
 9. It is neither the objective nor the responsibility of this committee to be involved in any evaluation of individual job performance.
- C. Procedures of the Quality Faculty Plan Committee
1. Distribution of Committee Appointments
 - a. One dean from each division, to be appointed by the Vice President of Academic Affairs (2).
 - b. Four full-time faculty representatives (8 total) from each of the Arts and Sciences and Career and Technical divisions of the college to be determined by the Kirkwood Faculty Association². An effort will be made to maintain diversity on the committee by selecting members from different departments including but not limited to: Agriculture, Arts & Humanities, Business and IT, Communication English and Media, Industrial Technologies, Iowa City campus, Global Learning, Allied Health, Nursing, Math/Science, Social Science, and Culinary Arts.
 - c. A representative for librarians, counselors, and Secondary Programs instructors will be appointed to serve during the professional preparation of new hires in those job categories.
 - d. The dean and faculty development specialist from the Academic, Innovation, Strategy, and Design (AISD) Department will serve ex officio.
 2. Term Length
 - a. Terms shall be for three years.
 - b. One-third of the membership will rotate each year.
 3. Meetings Schedule
 - a. Meetings shall be scheduled three times during the regular academic year with the chair calling other meetings as necessary.
 - b. For meetings where individual professional preparation plans are to be reviewed for approval a quorum (1 more than 1/2 of the members) must be present.
 4. Organizational Roles and Responsibilities
 - a. Chair

² Make-up of the committee was changed in May 2011 from nine faculty from individual departments to eight faculty evenly split between the two divisions of the college. As the college grows, more departments could be added and this broader definition doesn't put restrictions on who could be a member of the committee.

- (1) The Chair of the committee will be elected by committee members. S/he will have served at least two full years on the committee before assuming the chair.³
- (2) The Chair is responsible for calling meetings, distributing necessary documents, and communicating committee actions to all relevant parties paying special attention to communicating necessary revisions to Professional Preparation Plans (PPP) to both faculty and relevant dean or supervisor.
- b. Secretary
 - (1) The committee chair will keep meeting notes with the aid of the members of the committee.
 - (2) As a standing committee, notes for public consumption are required to be sent Human Resources for posting on the Kirkwood website.
- D. Procedural Plan and Timeline for Completion of Professional Preparation
 1. Timeline for Quality Faculty Plan Committee tasks
 - a. The individual Professional Preparation Plan (see Appendix B) will be submitted to the chair by October 1st during the first year of hire. Extensions may be requested of the Vice President for Academic Affairs if necessary. Extensions will be reported by Vice President of Academic Affairs to chair of the committee.
 - b. The committee will approve or deny the plan.
 - c. A plan will be approved or denied if a simple majority of a quorum votes for approval or denial.
 - d. If denied, the plan needs to be resubmitted with revisions.
 - e. An approved plan needs to be on file no later than the end of December during the first year of employment.
 - f. It is recommended that the supervising dean will review progress towards the completion of the plan each year.
 - g. The annual evaluation and final review of the individual are the responsibilities of the supervising dean and Academic Vice President.
 - h. The supervising dean will send a copy of the Professional Preparation Record along with the annual evaluation for each probationary hire to Human Resources for his/her permanent record. Part-time records will be kept within the department.
- E. Evaluation of the Professional Preparation process
 1. The committee will conduct evaluations no less than once every three years.

³ Beginning January 2010 the office of the Vice-President of Academic Affairs will compensate the chair with three-hours of release time for each semester.

II. Professional Renewal Committee By-Laws

Updated September 2004

A. Historical Overview

In 1973 a Certificate Renewal Planning Committee conducted a survey of the Career Education staff to determine interest in subject areas for certificate renewal offerings. This was accomplished by distributing to all staff members an interest survey questionnaire, and conducting a general Career Education staff meeting. The purpose of the meeting was to explain the proposed experimental certificate renewal plan, and to answer any questions the staff might have concerning it.

The results of the survey showed great interest in several course offerings that could be developed by the Kirkwood staff and in earning renewal credits by occupational or workshop experience. Fifty-two percent (52%) of the respondents to the questionnaire expressed interest in course work in individualized instruction, evaluation, and A-V media. An additional 36% of the respondents also requested instruction in the use of data processing equipment for educational purposes. But for the greatest majority of all respondents, 92% expressed interest in earning renewal credits through structured work experience and seminars or workshops in their occupational specialty.

The survey also demonstrated great interest by staff in specialized course work either in the field of education or within their occupational specialty. The Committee felt that these needs could best be served on an individual basis by existing course offerings of various colleges and universities.

In response to the needs expressed by the Career Education staff in the survey, the Certificate Renewal Planning Committee proposed to implement the following plan:

- a. A method of approving, accounting for, and reporting renewal credits earned through college or university course work.
- b. A method for approving, accounting for, and reporting renewal credits earned through structured work experience.
- c. A method for approving, accounting for, and reporting renewal credits earned through workshops, seminars, and related meetings.
- d. A method for approving, accounting for, and reporting renewal credits earned through independent study.
- e. Approved renewal credits are filed in HR in the employee's personnel file.

The Kirkwood Certificate Renewal Program was originally established to provide alternative renewal methods for Applied Science and Technology faculty. As a result of major changes in teacher licensing set forth by the Department of Education, effective October 1, 1988, the Program was expanded to include all licensed faculty. Adjustments to the program were made to accommodate Arts & Sciences, Development Education, Counselors, etc.

A new provision in the Kirkwood Faculty Association Master Agreement, effective August 30, 1991, allowed faculty to receive educational salary adjustment through alternative methods. Because of these changes, the former Certificate Renewal Committee was restructured into the Professional Renewal Committee and became responsible for approving credits for license renewal units and educational salary adjustment units.

In March, 2002 legislation was passed during the 79th General Assembly (House File 2394) eliminating community college licensure through the Board of Educational Examiners in lieu of each college developing a faculty plan, to be in effect by July 1, 2003, to manage faculty qualifications and professional development. The elimination of licensure resulted in changing the main focus of the Professional Renewal Committee to approving professional units for educational salary adjustment as set forth in the Kirkwood Faculty Association Agreement (Article II, Section 3).

B. Objectives of the Professional Renewal Committee

As a result of the Professional Renewal Program the following outcomes are hoped for:

2. Instructors will update knowledge/skills appropriate to the specialty for which they are preparing students.
3. Modified or new instructional strategies will be introduced.
4. Programs and curricula will be modified as appropriate because of changes in the occupations for which students are being prepared.
5. Instructors will be more aware of alternative teaching and learning strategies, including the use of educational media.
6. Greater awareness will prevail among instructors concerning problems facing educators in Iowa and nationwide.
7. Instructors and administrators will express greater satisfaction with the extent to which individual instructor needs and interests for professional development are consistent with instructional goals and requirements.

C. Procedures for Professional Renewal Committee Composition and Method of Selection

Information about the procedures and method of selection for the Professional Renewal Committee can be obtained through the committee's website and in the Employee Forms Plus area in the KIN.

III. Professional Credentialing

A. Fulltime Instructors

1. Hiring

a. Practices

(a) College hiring practices will ensure the following credentials for full-time instructors:

- (i) Instructors 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 in Iowa Code 281-21.3 and 281-21.3(2).

- (ii) All hiring is in compliance with the faculty accreditation standards of the Higher Learning Commission and with faculty standards required under specific programs offered by the community college and accredited by other accrediting agencies.
 - (iii) All newly hired faculty must complete required compliance items.
 - (iv) Costs associated with fulfilling the above are the responsibility of the instructor.
 - b. Record Keeping
 - (a) The college's Human Resources office will maintain records related to the hiring process, specifically
 - (i) Records documenting actions related to hiring new instructors in accordance with state and federal laws.
 - (ii) Records documenting that an instructor has passed a background check.
 - (iii) Records documenting that an instructor has met minimum hiring standards specified in Iowa Code.
- 2. Onboarding
 - a. Practices: To forge a strong connection between new full-time instructors and the college. The college will provide orientation activities as described below:
 - (a) Required participation in a three day orientation including but not limited to the following sessions:
 - (i) Information provide by an association representative
 - (ii) Information on faculty rights and responsibilities
 - (iii) Information on the faculty handbook and the master agreement
 - (iv) Information on working with students with disabilities and ADA requirements
 - (v) Information on counseling services
 - (vi) Information on student behavior guidelines, plagiarism policy and productive learning environment statement
 - (vii) Information on services available to students
 - (viii) Tour of the campus
 - (b) Assigned mentors for new instructors
 - (c) Additional orientation topics, including but not limited to sessions/information on the following:
 - (i) Panel of instructors
 - (ii) Panel of students
 - (iii) Enrollment Services
 - (iv) Financial Aid
 - (v) Off-campus centers
 - (vi) Alternative delivery systems
 - (vii) Scholarship opportunities for students
 - (viii) Continuing Education (Workforce Training Services)
 - (d) Required activity with the Board of Trustees
 - b. Record Keeping

- (a) Attendance records for activities will be maintained in the appropriate college system and made available to the relevant dean.
- 3. Professional Preparation for New Instructors
 - a. Practices
 - (a) The college has established areas of competence and will ascertain that new faculty have attained competency as indicated below:
 - A. Quality instruction:** Dynamic, learner-centered teaching that fosters open communication, inclusivity, and academic success.
 - 1. Promote opportunities for active learning and engagement across various interactions (student-student, student-content, student-instructor).
 - 2. Engage in continuous improvement through reflective practices regarding course design and delivery.
 - 3. Use flexible and adaptable teaching techniques based on student feedback and real-time needs.
 - 4. Deliver content that is relevant, applicable to real-world scenarios, and linked to learning outcomes.
 - 5. Present course content and assess students in multiple formats to accommodate diverse learning needs, offering choice when possible.
 - 6. Build trust and collaboration between students and instructors, emphasizing the instructor's role as a facilitator.
 - 7. Provide regular and substantive feedback and opportunities for student reflection.
 - 8. Create a safe, welcoming, and inclusive environment that fosters relationships and encourages diverse perspectives and participation with mutual respect.
 - B. Professional Ethics:** Foster professional relationships with students, colleagues, and the community to support learning. Follow guidelines for ethical behavior and confidentiality for educators.
 - C. Community College:** Demonstrate understanding of community colleges by explaining their students, mission, structure, and the impact on the communities they serve. Update knowledge about community colleges by incorporating both past and present perspectives in order to understand the current status and future of these institutions.
 - D. Contribution to the College:** Contribute to the institution through active participation in departmental and institutional tasks.
 - E. Professional Development:** Seek out opportunities to grow discipline knowledge and to improve quality of instruction.

1. **Subject Area:** Actively seek out opportunities to grow professionally in your specific field of expertise.
 2. **Teaching Techniques:** Actively seek out opportunities to grow professionally by focusing on pedagogy/andragogy, learning and/or the scholarship of teaching.
- (b) Ascertaining that new full-time instructors have attained the competencies listed above will be achieved in the following ways:
- (i) All new instructors will be required to attend and successfully complete the three year Kirkwood Faculty Onboarding program.
 - (ii) All new instructors will be required to attend and successfully complete an approved course (credit or non-credit) in the history and mission of the community college before the end of the instructor's probationary period.⁴
 - (iii) By October 1st of the first year of hire, the academic dean and new fulltime instructor will develop a professional preparation plan (PPP) to ensure new instructors have attained the competencies listed above. The plan will be submitted in accordance with the by-laws of the Quality Faculty Plan Committee.
 - (iv) All competencies must be attained before the end of the instructor's first three years of employment. Those on a one or two year probation are still required to finish the three year Kirkwood Faculty Onboarding program requirements.⁵
 - (v) The Quality Faculty Plan Committee will review and approve all plans.
 - (vi) Progress toward attaining competencies will be monitored by the dean and the Vice President Academic Affairs, following normal evaluation procedures.
 - (vii) Completion of the Professional Preparation Plan is a necessary but not sufficient condition for continuous employment.
- (c) If an instructor and dean decide that a competency will be met through an activity for which tuition or another fee is charged, that cost is the responsibility of the instructor. This includes any course in the history and mission of the community college for which tuition is charged.
- (i) A new instructor's teaching load will be reduced two or three credit hours in the instructor's first fall semester. All release time given for this purpose must be completed within the first five semesters of employment, not counting summers. The dean may also release a new instructor an additional three credit hours during any semester after the first in which the new faculty member is pursuing a credit course required to meet competencies.

⁴ This course is not an Iowa Code requirement. It is a requirement of the committee that developed Kirkwood's Quality Faculty Plan. In fall 2008, the committee further clarified that a course in the community college which did not focus substantially on Iowa community colleges does not satisfy this requirement.

⁵ Refer to Iowa Code section 279.19 for probationary period lengths.

- b. Record Keeping
 - (a) Records documenting achievement of competencies will be accumulated in a professional portfolio and submitted by the instructor to his/her dean or director. The evaluating supervisor's written summary of the annual evaluation conference will be submitted for the faculty member's evaluation file as per the Faculty Handbook.
 - (b) The Academic Innovation, Strategy, and Design department will provide attendance records of probationary faculty to deans or directors upon request.
- 4. Continuing Professional Growth and Development

** for Faculty Past the Probationary Period, hereafter referred to as "Professional Growth Track faculty"

 - a. Practices
 - (a) Upon successful completion of the probationary period, oversight for faculty professional record becomes the responsibility of the faculty member and his/her dean or director.
 - (b) Evaluation procedures for Professional Growth Track faculty are stipulated in the Faculty Handbook.
 - (c) Professional Growth Track Evaluation Criteria: Instructors, Counselors, Librarians – See Appendices B, C, D respectively.
 - (d) The Professional Renewal Committee, which meets at least once each semester, reviews faculty submissions of activities offered outside of the college. If the Committee agrees that said activities have contributed to developing a faculty member's instructional competencies and/or knowledge of subject or technical area, the committee awards professional renewal credit which may be accumulated toward salary adjustments.
 - (i) All activities offered by Academic Innovation, Strategy, and Design department have been approved for Professional Renewal Credit and will not need to be submitted for approval to that committee.
 - (ii) Collaborative Learning Day activities have been approved for Professional Renewal Credit and will not need to be submitted for approval to that committee.
 - (e) Full-time instructors may receive funding for professional development activities through the Faculty Professional Development Committee, and/or their departments.
 - b. Record Keeping
 - (a) Records documenting continuing professional development activities will be submitted by the instructor to his/her dean and recorded in the evaluating supervisor's written summary of the annual evaluation conference for the faculty member's evaluation file as per the Faculty Handbook.
 - (b) Faculty members keep copies of self-evaluation materials, evidence and any other related documentation.

B. Adjunct Instructors

1. Hiring

a. Practices

- (a) College hiring practices will ensure the following credentials for adjunct instructors:
 - (i) Faculty have attained knowledge and competencies in their subjects or discipline areas as documented by the attainment of the minimum requirements specified in Iowa Code 281-21.3 and 281-21.3(2).
 - (ii) All hiring is in compliance with the faculty accreditation standards of the Higher Learning Commission and with faculty standards required under specific programs offered by the community college that are accredited by other accrediting agencies.
 - (iii) All newly hired adjunct faculty must complete required compliance items.
 - (iv) Costs associated with fulfilling the above are the responsibility of the instructor.

b. Record Keeping

- (a) The college will maintain records related to the hiring process, specifically
 - (i) Records documenting the actions of administration and the Human Resources Office are maintained in the appropriate academic department/s.
 - (ii) Records documenting that an adjunct instructor has passed a background check.
 - (iii) Records documenting that faculty have met the minimum requirements specified in Iowa Code are also maintained for five (5) years after the instructor's employment with the college.

2. Onboarding

- a. Practices: To forge a strong connection between new adjunct instructors and the college, the college will provide orientation activities which may include the following:

- (a) An orientation every semester and including but not limited to the following presentations:
 - (i) Inclusive syllabus construction
 - (ii) Working with students with disabilities, ADA requirements, and FERPA
 - (iii) Counseling services
 - (iv) Student behavior guidelines, plagiarism policy and productive learning environment statement
 - (v) Learning supports available to students
 - (vi) Connection with discipline faculty

b. Record Keeping

- (a) Attendance records for activities will be maintained in the appropriate college system and made available to the relevant dean. These records will be kept in the college system for a period of 5 years.

3. Preparation

a. Practices

- (a) The college will provide training and support in the basic principles of teaching.
 - (b) Deans may require adjunct faculty to participate in training as a condition of employment.
 - (c) Adjuncts who successfully complete the session will receive a stipend.
 - b. Record Keeping
 - (a) Attendance records for activities will be maintained in the appropriate college system and made available to the relevant dean. These records will be kept in the college system for a period of 5 years.
- 4. Continuing Professional Growth and Development
 - a. Practices
 - (a) Adjunct instructors may receive support for professional development activities through a fund administered by the Vice President, Academic Affairs. They are also eligible to receive stipends for some activities funded through the Academic Innovation, Strategy, and Design department.
 - (b) Adjunct instructors who teach concurrent enrollment courses, either at one of the regional centers or within the high schools, are required to participate in one full day of professional development annually.
 - b. Record Keeping
 - (a) Professional development activities will be entered into the appropriate college system and made available to the respective faculty and deans.

C. Librarians

- 1. Hiring
 - a. Practices
 - (a) College hiring practices will ensure the following for both full-time and part-time librarians
 - (i) Librarians have attained a master's degree from a program accredited by the American Library Association.
 - (ii) All hiring is in compliance with the accreditation standards of the Higher Learning Commission.
 - (iii) All newly hired librarians must complete required compliance items.
 - (iv) Costs associated with fulfilling the above are the responsibility of the librarian.
 - b. Record Keeping
 - (a) The college's Human Resources office will maintain records related to the hiring process, specifically
 - (i) Records documenting actions related to hiring new librarians in accordance with state and federal laws.
 - (ii) Records documenting that a librarian has passed a background check.
 - (iii) Records documenting that a librarian has met minimum hiring standards specified in Iowa Code.
- 2. Onboarding

- a. Practices: To forge a strong connection between new full-time librarians and the college, the college will provide orientation activities as described below:
 - (a) Required participation in a three day orientation including but not limited to the following sessions:
 - (i) Information provided by an association representative
 - (ii) Information on faculty rights and responsibilities
 - (iii) Information on the faculty handbook and the master agreement
 - (iv) Information on working with students with disabilities and ADA requirements
 - (v) Information on counseling services
 - (vi) Information on student behavior guidelines, plagiarism policy and productive learning environment statement
 - (vii) Information on services available to students
 - (viii) Tour of the campus
 - (b) Assigned mentors for new librarians.
 - (c) Additional orientation topics, including but not limited to sessions / information on the following:
 - (i) Panel of instructors
 - (ii) Panel of students
 - (iii) Enrollment Services
 - (iv) Financial Aid
 - (v) Off-campus centers
 - (vi) Alternative delivery systems
 - (vii) Scholarship opportunities for students
 - (viii) Continuing Education (Workforce Training Services)
 - (d) Required activity with the Board of Trustees
 - b. Record Keeping
 - (a) Attendance records for activities will be maintained in the appropriate college system and made available to the relevant dean.
3. Professional Preparation for New Librarians
- a. Practices -
 - (a) The college has established areas of competence and will ascertain that new librarians have attained competence as indicated below:
 - A. Quality instruction:** Dynamic, learner-centered teaching that fosters open communication, inclusivity, and academic success.
 - 1. Promote opportunities for active learning and engagement across various interactions (student-student, student-content, student-instructor).
 - 2. Engage in continuous improvement through reflective practices regarding course design and delivery.
 - 3. Use flexible and adaptable teaching techniques based on student feedback and real-time needs.

4. Deliver content that is relevant, applicable to real-world scenarios, and linked to learning outcomes.
5. Present course content and assess students in multiple formats to accommodate diverse learning needs, offering choice when possible.
6. Build trust and collaboration between students and instructors, emphasizing the instructor's role as a facilitator.
7. Provide regular and substantive feedback and opportunities for student reflection.
8. Create a safe, welcoming, and inclusive environment that fosters relationships and encourages diverse perspectives and participation with mutual respect.

B. Professional Ethics: Foster professional relationships with students, colleagues, and the community to support learning. Follow guidelines for ethical behavior and confidentiality for educators.

C. Community College: Demonstrate understanding of community colleges by explaining their students, mission, structure, and the impact on the communities they serve. Update knowledge about community colleges by incorporating both past and present perspectives in order to understand the current status and future of these institutions.

D. Contribution to the College: Contribute to the institution through active participation in departmental and institutional tasks.

E. Professional Development: Seek out opportunities to grow discipline knowledge and to improve quality of instruction.

1. Subject Area: Actively seek out opportunities to grow professionally in your specific field of expertise.

2. Teaching Techniques: Actively seek out opportunities to grow professionally by focusing on pedagogy/andragogy, learning and/or the scholarship of teaching.

(b) Ascertaining that new full-time librarians have attained the competencies listed above will be achieved by the following.

(i) All new librarians will be required to attend and successfully complete the three year Kirkwood Faculty Onboarding program.

(ii) All new librarians will be required to attend and successfully complete an approved course (credit or non-credit) in the history and mission of the community college before the end of the probationary period.⁶

⁶ This course is not an Iowa Code requirement. It is a requirement of the committee that developed Kirkwood's Quality Faculty Plan. In fall 2008, the committee further clarified that a course in the community college which did not focus substantially on Iowa community colleges does not satisfy this requirement.

- (iii) By October 1st of the first year of hire, the Library Director and the new librarian will develop a personal professional plan (PPP) to ensure the new librarian has attained or has a path of attainment toward the competencies listed above. The plan will be submitted in accordance with the by-laws of the Quality Faculty Plan Committee.
 - (iv) All competencies must be attained before the end of the librarian's first three years of employment. Those on a one or two year probation are still required to finish the three year Kirkwood Faculty Onboarding program requirements.⁷
 - (v) The Quality Faculty Plan Committee will review and approve all plans.
 - (vi) Progress toward attaining competencies will be monitored by the Dean and the Vice President of Academic Affairs following normal evaluation procedures.
 - (vii) Completion of the Professional Preparation Plan is a necessary but not sufficient condition for continuous employment.
- (c) If a librarian and his or her dean decide that a competency will be met though an activity for which tuition or another fee is charged, that cost is the responsibility of the librarian. This includes any course in the history and mission of the community college for which tuition is charged.
 - (i) A librarian's "teaching load" consists of time spent at the reference desk and in the delivery of bibliographic instruction. The reference desk and bibliographic instruction load for new librarians will be reduced to accommodate supervised learning activities in the library and participation in activities that lead to the completion of the librarian's Professional Preparation Plan. The dean may also release a new librarian the equivalent of another three credit hours (128 hours) during a semester in which the new librarian is pursuing a credit course required to meet competencies. All release time given for this purpose must be completed with the first five semesters of employment.
- b. Record Keeping
 - (a) Records documenting professional development activities will be submitted by the librarian to his/her dean and recorded in the evaluating supervisor's written summary of the annual evaluation conference for the librarian's evaluation file as per the Faculty Handbook.
 - (b) Academic Innovation, Strategy, and Design department will provide attendance records of probationary librarians to deans upon request.
- 4. Continuing Professional Growth and Development
 - ** for Librarians Past the Probationary Period, hereafter referred to as "Professional Growth Track librarians"
 - a. Practices

⁷ Refer to Iowa Code section 279.19 for probationary period lengths.

- (a) Upon successful completion of the probationary period, oversight for librarian professional records becomes the responsibility of the librarian and his/her Dean.
- (b) Evaluation procedures for Professional Growth Track Librarians are stipulated in the Faculty Handbook.
- (c) Professional Growth Track Evaluation Criteria: Librarians – See Appendix D
- (d) The Professional Renewal Committee, which meets at least once each semester, reviews submissions of activities offered outside of the college. If the Committee agrees that said activities have contributed to developing a librarian's instructional competencies and/or knowledge of subject or technical areas, the committee awards professional renewal credit which may be accumulated toward salary adjustments.
 - (i) All activities offered by Academic Innovation, Strategy, and Design department have been approved for Professional Renewal Credit and will not need to be submitted for approval to that committee.
 - (ii) Collaborative Learning Days activities have been approved for Professional Renewal Credit and will not need to be submitted for approval to that committee.
- (e) Full-time librarians may receive funding for professional development activities through the Professional Development Committee, and/or their departments.
- b. Record Keeping
 - (a) Records documenting continuing professional development activities will be submitted by the librarian to his/her dean and recorded in the dean's written summary of the annual evaluation conference for the librarian's evaluation file as per the Faculty Handbook.
 - (b) Librarians keep copies of self-evaluation materials and other related documentation.

D. Counselors

1. Hiring

a. Practices

- (a) College hiring practices will ensure the following for both full-time and part-time counselors
 - (i) Counselors have attained knowledge and competencies in their subjects or discipline areas as documented by the attainment of a master's degree in counseling or student development from an accredited institution.
 - (ii) All hiring is in compliance with the accreditation standards of the Higher Learning Commission.
 - (iii) All newly hired counselors must complete required compliance items.
 - (iv) Costs associated with fulfilling the above are the responsibility of the counselor.

b. Record Keeping –

- (a) The college's Human Resources office will maintain records related to the hiring process, specifically
 - (i) Records documenting actions related to hiring new counselors in accordance with state and federal laws.
 - (ii) Records documenting that a counselor has passed a background check.
 - (iii) Records documenting that a counselor has met minimum hiring standards specified in Iowa Code.
- 2. Onboarding
 - a. Practices: To forge a strong connection between new fulltime counselors and the college, the college will provide orientation activities as described below:
 - (a) Required participation in a three day orientation including but not limited to the following sessions:
 - (i) Information provided by an association representative
 - (ii) Information on faculty rights and responsibilities
 - (iii) Information on the faculty handbook and the master agreement
 - (iv) Information on working with students with disabilities and ADA requirements
 - (v) Information on counseling services
 - (vi) Information on student behavior guidelines, plagiarism policy and productive learning environment statement
 - (vii) Information on services available to students
 - (viii) Tour of the campus
 - (b) Assigned mentors for new counselors.
 - (c) Additional orientation topics, including but not limited to sessions / information on the following:
 - (i) Panel of instructors
 - (ii) Panel of students
 - (iii) Enrollment Services
 - (iv) Financial Aid
 - (v) Off-campus centers
 - (vi) Alternative delivery systems
 - (vii) Scholarship opportunities for students
 - (viii) Continuing Education (Workforce Training Services)
 - (d) Required activity with the Board of Trustees
 - b. Record Keeping
 - (a) Attendance records for activities will be maintained in the appropriate college system and made available to the relevant dean.
- 3. Professional Preparation for New Counselors
 - a. Practices
 - (a) The college will ascertain that new fulltime counselors have met the following competencies:

- A. Quality instruction:** Dynamic, learner-centered teaching that fosters open communication, inclusivity, and academic success.
1. Promote opportunities for active learning and engagement across various interactions (student-student, student-content, student-instructor).
 2. Engage in continuous improvement through reflective practices regarding course design and delivery.
 3. Use flexible and adaptable teaching techniques based on student feedback and real-time needs.
 4. Deliver content that is relevant, applicable to real-world scenarios, and linked to learning outcomes.
 5. Present course content and assess students in multiple formats to accommodate diverse learning needs, offering choice when possible.
 6. Build trust and collaboration between students and instructors, emphasizing the instructor's role as a facilitator.
 7. Provide regular and substantive feedback and opportunities for student reflection.
 8. Create a safe, welcoming, and inclusive environment that fosters relationships and encourages diverse perspectives and participation with mutual respect.
- B. Professional Ethics:** Foster professional relationships with students, colleagues, and the community to support learning. Follow guidelines for ethical behavior and confidentiality for educators.
- C. Community College:** Demonstrate understanding of community colleges by explaining their students, mission, structure, and the impact on the communities they serve. Update knowledge about community colleges by incorporating both past and present perspectives in order to understand the current status and future of these institutions.
- D. Contribution to the College:** Contribute to the institution through active participation in departmental and institutional tasks.
- E. Professional Development:** Seek out opportunities to grow discipline knowledge and to improve quality of instruction.
1. **Subject Area:** Actively seek out opportunities to grow professionally in your specific field of expertise.
 2. **Teaching Techniques:** Actively seek out opportunities to grow professionally by focusing on pedagogy/andragogy, learning and/or the scholarship of teaching.

- (b) Ascertaining that new full-time counselors have attained the competencies listed above will be achieved by the following:
 - (i) All new counselors will be required to attend and successfully complete the three year Kirkwood Faculty Onboarding program.
 - (ii) All new counselors will be required to attend and successfully complete an approved course (credit or non-credit) in the history and mission of the community college before the end of his/her probationary period.⁸
 - (iii) By October 1st of the first year of hire, the Dean of Students and new counselor will develop a personal professional plan (PPP) to ensure the new counselor has attained the competencies listed above. The plan will be submitted in accordance with the by-laws of the Quality Faculty Plan Committee.
 - (iv) All competencies must be attained before the end of the counselor's first three years of employment. Those on a one or two year probation are still required to finish the three year Kirkwood Faculty Onboarding program requirements.⁹
 - (v) The Quality Faculty Plan Committee will review and approve all plans.
 - (vi) Progress toward attaining competencies will be monitored by the dean and the Vice President Academic Affairs, following normal evaluation procedures.
 - (vii) Completion of the Professional Preparation Plan is a necessary but not sufficient condition for continuous employment.
- (c) If a counselor and his or her dean decide that a competency will be met though an activity for which tuition or another fee is charged, that cost is the responsibility of the counselor. This includes any course in the history and mission of the community college for which tuition is charged.
 - (i) A new counselor's schedule will be reduced by the equivalent of two or three credit hours in the counselor's first fall semester. The dean may also release a new counselor the equivalent of another three credits during any semester after the first in which the new counselor is pursuing a credit course required to meet competencies. All release time given for this purpose must be completed within the first five semesters of employment, not counting summers.
- b. Record Keeping
 - (a) Records documenting continuing professional development activities will be submitted by the counselor to his/her dean and recorded in the evaluating supervisor's written summary of the annual evaluation conference for the counselor evaluation file as per the Faculty Handbook.

⁸ This course is not an Iowa Code requirement. It is a requirement of the committee that developed Kirkwood's Quality Faculty Plan. In fall 2008, the committee further clarified that a course in the community college which did not focus substantially on Iowa community colleges does not satisfy this requirement.

⁹ Refer to Iowa Code section 279.19 for probationary period lengths.

- (b) Counselors keep copies of self-evaluation materials and any related documentation.
- 4. Continuing Professional Growth and Development
 - ** for Counselors Past the Probationary Period, hereafter referred to as “Professional Growth Track counselors”
 - a. Practices
 - (a) Upon successful completion of the probationary period, oversight for faculty professional record becomes the responsibility of the faculty member and his/her dean.
 - (b) Evaluation procedures for Professional Growth Track Counselors are stipulated Faculty Handbook.
 - (c) Professional Growth Track Evaluation Criteria: Instructors, Counselors, Librarians – See Appendix C
 - (d) The Professional Renewal Committee, which meets at least once each semester, reviews submissions of activities offered outside of the college. If the Committee agrees that said activities have contributed to developing a counselor’s instructional competencies and/or knowledge of subject or technical area, the committee awards professional renewal credit which may be accumulated toward salary adjustments.
 - (i) All activities offered by Academic Innovation, Strategy, and Design department have been approved for Professional Renewal Credit and will not need to be submitted for approval to that committee.
 - (ii) Collaborative Learning Days activities have been approved for Professional Renewal Credit and will not need to be submitted for approval to that committee.
 - (e) Full-time counselors may receive funding for professional development activities through the Professional Development Committee, and/or their departments.
 - b. Record Keeping
 - (a) Records documenting continuing professional development activities will be submitted by the counselor to his/her dean and recorded in the evaluating supervisor’s written summary of the annual evaluation conference for the counselor’s evaluation file as stipulated in the Faculty Handbook.
 - (b) Counselor keep copies of self-evaluation materials, evidence and any other related documentation.

Appendix A: Professional Growth Track Evaluation Criteria for Fulltime Faculty

Professional Growth Track Support Memo

Evaluation is a process that provides the faculty member, the supervisor, and the college with important information leading to improvements. Professional Growth Track faculty will complete two components for the formal evaluation process: 1) a goal attainment narrative and 2) artifacts, which support the narrative and represent professional work. (Faculty are encouraged to organize their artifacts in a professional portfolio or e-portfolio.)

Goal Attainment Narrative

Professional Growth Track faculty are expected to establish a minimum of three major goals and their related strategies and measures of success, with at least one in each of the three areas: student learning, service to the college, and professional development. The establishment of the goals is the first stage of the evaluation cycle. Faculty will complete part A in each section (I, II, III) and schedule a meeting with the dean to discuss and formally approve the goals. Annual meetings will be scheduled with the dean to reaffirm or modify the goals, strategies, and measures of success. These may be formal or informal meetings, depending upon the length of time agreed upon between formal evaluations. The supervisor and faculty member must schedule formal evaluations at least once every three years.

At the end of the formal evaluation cycle, the faculty member and the supervisor will complete part B in each section (I, II, III). Faculty commentaries will highlight goal attainment by describing the work that has been completed, any changes that were made in strategies or to the goal itself, and the evidence that the goal has been accomplished.

I) Faculty Responsibilities for Quality Instruction

A) Goal Setting and Informal Reporting

- 1) What is a brief statement of your goal?
- 2) How do you plan to accomplish your goal? In other words, what steps, strategies and timeline will you use to reach it?
- 3) What artifacts will you provide to measure the success and demonstrate the completion of your goal?
- 4) Which areas of your work with students does this goal touch? Check any that apply:
- 5)

<input type="checkbox"/> Promote opportunities for active learning and engagement across various interactions (student-student, student-content, student-instructor).	<input type="checkbox"/> Present course content and assess students in multiple formats to accommodate diverse learning needs, offering choice when possible.
<input type="checkbox"/> Engage in continuous improvement through reflective practices regarding course design and delivery.	<input type="checkbox"/> Build trust and collaboration between students and instructors, emphasizing the instructor's role as a facilitator.

<input type="checkbox"/> Use flexible and adaptable teaching techniques based on student feedback and real-time needs.	<input type="checkbox"/> Provide regular and substantive feedback and opportunities for student reflection.
<input type="checkbox"/> Deliver content that is relevant, applicable to real-world scenarios, and linked to learning outcomes.	<input type="checkbox"/> Create a safe, welcoming, and inclusive environment that fosters relationships and encourages diverse perspectives and participation with mutual respect.

These areas represent competencies A-1 to A-8 in the Quality Faculty Plan.

B) Formal Evaluation

- 1) Before meeting with the dean or supervisor, the faculty member will write a self-evaluation. The self-evaluation should include commentary on goal attainment, a description of additional activities or accomplishments and supporting artifacts.
- 2) After the meeting, the dean or supervisor will respond with written comments. The faculty member will receive a copy of the written comments, and will sign and date that document. The signed document will then be placed in the faculty member's record in Human Resources.

II) Faculty Responsibilities to the College

A) Goal Setting and Informal Reporting

- 1) What is a brief statement of your goal?
- 2) How do you plan to accomplish your goal? In other words, what steps, strategies and timeline will you use to reach it?
- 3) What artifacts will you provide to measure the success and demonstrate the completion of your goal?
- 4) Which areas of your work with students does this goal touch? Check any that apply:
 - ☐ Professional ethics
 - ☐ Knowledge of the community college
 - ☐ Contribution to Kirkwood Community College

These areas represent competencies B through D in the Quality Faculty Plan.

B) Formal Evaluation

- 1) Before meeting with the dean or supervisor, the faculty member will write a self-evaluation. The self-evaluation should include commentary on goal attainment, a description of additional activities or accomplishments and supporting artifacts.
- 2) After the meeting, the dean or supervisor will respond with written comments. The faculty member will receive a copy of the written comments, and will sign and date that document. The signed document will then be placed in the faculty member's record in Human Resources.

III) Faculty Responsibilities for Professional Development

A) Goal Setting and Informal Reporting

- 1) What is a brief statement of your goal?
- 2) How do you plan to accomplish your goal? In other words, what steps, strategies and timeline will you use to reach it?
- 3) What artifacts will you provide to measure the success and demonstrate the completion of your goal?

4) Which areas of your work with students does this goal touch? Check any that apply:

- ☐ Professional development - subject area
- ☐ Professional development - teaching techniques

These areas represent competencies E-1 and E-2 for faculty the Quality Faculty Plan.

B) Formal Evaluation

- 1) Before meeting with the dean or supervisor, the faculty member will write a self-evaluation. The self-evaluation should include commentary on goal attainment, a description of additional activities or accomplishments and supporting artifacts.
- 2) After the meeting, the dean or supervisor will respond with written comments. The faculty member will receive a copy of the written comments, and will sign and date that document. The signed document will then be placed in the faculty member's record in Human Resources.

Suggested Organization of Artifacts in a Recommended Portfolio

Faculty are encouraged to organize any artifacts in a professional portfolio or e-portfolio with three sections. In each section, briefly describe your activities and analyze your results. Include artifacts that are indicators of success.

I) Faculty Responsibilities for Quality Instruction	
1. Promote opportunities for active learning and engagement across various interactions (student-student, student-content, student-instructor).	
2. Engage in continuous improvement through reflective practices regarding course design and delivery.	
3. Use flexible and adaptable teaching techniques based on student feedback and real-time needs.	
4. Deliver content that is relevant, applicable to real-world scenarios, and linked to learning outcomes.	
5. Present course content and assess students in multiple formats to accommodate diverse learning needs, offering choice when possible.	
6. Build trust and collaboration between students and instructors, emphasizing the instructor's role as a facilitator.	
7. Provide regular and substantive feedback and opportunities for student reflection	
8. Create a safe, welcoming, and inclusive environment that fosters relationships and encourages diverse perspectives and participation with mutual respect.	
<i>Note: You are required to utilize evaluative devices for measuring teaching effectiveness. Please include student feedback instruments at the end of this section. A data summary, analysis and reflection should be included.</i>	
II) Faculty Responsibilities to the College	
9) Professional Ethics	Foster professional relationships with students, colleagues, and the community to support learning. Follow guidelines for ethical behavior and confidentiality for educators.
10) Community College	Demonstrate understanding of community colleges by explaining their students, mission, structure, and the impact on the communities they serve. Update knowledge about community colleges by incorporating both past and present perspectives in order to understand the current status and future of these institutions.
11) Contribution to the College	Contribute to the institution through active participation in departmental and institutional tasks.
III) Faculty Responsibilities for Professional Development	
12) Professional Development	Actively seek out opportunities to grow professionally by maintaining professional competency in fields of expertise.
	Actively seek out opportunities to grow professionally by focusing on pedagogy/andragogy, learning and/or the scholarship of teaching.

Appendix B: *Professional Growth Track Evaluation Criteria for Librarians*

I. Responsibilities to the Department

- A. Library personnel will be evaluated on job specific criteria related to the unique nature of their assignments as well as item II below.

II. Responsibilities as a Faculty Member

- A. Librarians will follow the evaluation criteria as explained for faculty in Appendix A above.

Appendix C: *Professional Growth Track Evaluation Criteria for Counselors*

I. Responsibilities to the Department

- A. Counselors will be evaluated on job specific criteria related to the unique nature of their assignments as well as item II below.

II. Responsibilities as a Faculty Member

- A. Counselors will follow the evaluation criteria as explained for faculty in Appendix A above.

RUBRIC FOR: Evaluation of Faculty Portfolio**FACULTY MEMBER:** _____

In order to successfully complete the portfolio, a rating of “SATISFACTORY” is required for all criteria. Your dean will provide feedback associated with the ratings as well as suggestions for improvement (if necessary).

CRITERIA	No Evidence <i>Incomplete or Missing Work</i>	Developing <i>Improvements or Work Needed</i>	Satisfactory <i>Meets Criteria</i>	Exceeds <i>Goes Beyond Criteria</i>
Portfolio: Style and Organization	The portfolio does not follow the general guidelines structured in the portfolio template. The collections are poorly organized and difficult to follow. Significant revisions are needed to improve the organization. The style choices should be reconsidered in order to make the portfolio more appealing to the eye and to improve the overall navigation. The organization and style choices demonstrate limited understanding of design within the learning management system.	The portfolio mostly follows the general guidelines structured in the portfolio template. The collections are organized and generally easy to follow. Revisions could help improve the organization. Style choices were made to make the portfolio appealing to the eye, but revisions could improve visual appeal and navigation. The organization and style choices demonstrate some understanding of design within the learning management system.	The portfolio follows the general guidelines structured in the portfolio template. The collections are well-organized and easy to follow. Style choices were made to make the portfolio appealing to the eye and easy to navigate. The organization and style choices demonstrate a basic understanding of design within the learning management system.	The portfolio follows the general guidelines structured in the portfolio template. The collections were well-organized and easy to follow. Exceptional style choices were made to make the portfolio appealing to the eye and easy to navigate. The organization and style choice demonstrate an advanced understanding of design within the learning management system.
	COMMENTS:			

CRITERIA	No Evidence <i>Incomplete or Missing Work</i>	Developing <i>Improvements or Work Needed</i>	Satisfactory <i>Meets Criteria</i>	Exceeds <i>Goes Beyond Criteria</i>
Portfolio: Introductory and Ancillary Materials	An introduction to the portfolio is not provided. Ancillary materials (e.g., resume, CV) are not included in the portfolio.	N/A	The portfolio includes a basic introduction that provides sufficient context for the collections. A resume or curriculum vitae (CV) is incorporated into the portfolio. Additional ancillary materials (e.g., personal bio, professional picture, social media links) may be provided to complement the collections in the portfolio.	The portfolio includes a robust introduction that provides detailed context for the collections. A variety of ancillary materials (including a resume or curriculum vitae) are provided to complement the collections in the portfolio.
	COMMENTS:			
PPP Update	A copy of the Professional Preparation Plan (PPP) is not included in the portfolio.	N/A	A copy of the original Professional Preparation Plan (PPP) is included in the portfolio.	A copy of the Professional Preparation Plan (PPP) is included in the portfolio. The PPP has been revisited and revised during the probationary period. The PPP is current and reflects up-to-date information.
	COMMENTS:			

CRITERIA	No Evidence <i>Incomplete or Missing Work</i>	Developing <i>Improvements or Work Needed</i>	Satisfactory <i>Meets Criteria</i>	Exceeds <i>Goes Beyond Criteria</i>
Faculty Competency: Active Learning Promote opportunities for active learning and engagement across various interactions (student-student, student-content, student-instructor).	The required number of collections aligned to the faculty competency are not included in the portfolio.	One or more of the criteria are NOT met in a manner that is considered "Satisfactory." Criteria that are NOT satisfactory are: <input type="checkbox"/> APPROPRIATE EVIDENCE <input type="checkbox"/> APPLICATION OF CONCEPTS <input type="checkbox"/> EVIDENCE OF GROWTH <input type="checkbox"/> REFLECTION <input type="checkbox"/> ORGANIZATION See the comments below for additional explanation, feedback, and suggestions for improvement.	Each of the following criteria are met at the "Satisfactory" level in the portfolio: <u>APPROPRIATE EVIDENCE</u> : The portfolio includes TWO collections aligned to the faculty competency. <u>APPLICATION OF CONCEPTS</u> : The collections demonstrate proficiency in addressing active learning and engagement. <u>EVIDENCE OF GROWTH</u> : The collections demonstrate personal and/or professional growth through the use of varied documentation and artifacts. <u>REFLECTION</u> : The collections include reflective elements that demonstrate self-evaluation and critical thinking relative to professional practice. <u>ORGANIZATION</u> : The collections are clearly organized, appropriately styled, and easy to navigate.	Each of the following criteria are met in the portfolio at the "Satisfactory" level. Two or more of the criteria are met in a manner that exceeds expectations. Criteria that "Exceed" are: <input type="checkbox"/> APPROPRIATE EVIDENCE <input type="checkbox"/> APPLICATION OF CONCEPTS <input type="checkbox"/> EVIDENCE OF GROWTH <input type="checkbox"/> REFLECTION <input type="checkbox"/> ORGANIZATION See the comments below for additional explanation and feedback.
	COMMENTS:			

CRITERIA	No Evidence <i>Incomplete or Missing Work</i>	Developing <i>Improvements or Work Needed</i>	Satisfactory <i>Meets Criteria</i>	Exceeds <i>Goes Beyond Criteria</i>
Faculty Competency: Continuous Improvement Engage in continuous improvement through reflective practice regarding course design and delivery.	The required number of collections aligned to the faculty competency are not included in the portfolio.	One or more of the criteria are NOT met in a manner that is considered "Satisfactory." Criteria that are NOT satisfactory are: <input type="checkbox"/> APPROPRIATE EVIDENCE <input type="checkbox"/> APPLICATION OF CONCEPTS <input type="checkbox"/> EVIDENCE OF GROWTH <input type="checkbox"/> REFLECTION <input type="checkbox"/> ORGANIZATION See the comments below for additional explanation, feedback, and suggestions for improvement.	Each of the following criteria are met at the "Satisfactory" level in the portfolio: <u>APPROPRIATE EVIDENCE</u> : The portfolio includes TWO collections aligned to the faculty competency. <u>APPLICATION OF CONCEPTS</u> : The collections demonstrate proficiency in addressing continuous improvement relative to course design and delivery. <u>EVIDENCE OF GROWTH</u> : The collections demonstrate personal and/or professional growth through the use of varied documentation and artifacts. <u>REFLECTION</u> : The collections include reflective elements that demonstrate self-evaluation and critical thinking relative to professional practice. <u>ORGANIZATION</u> : The collections are clearly organized, appropriately styled, and easy to navigate.	Each of the following criteria are met in the portfolio at the "Satisfactory" level. Two or more of the criteria are met in a manner that exceeds expectations. Criteria that "Exceed" are: <input type="checkbox"/> APPROPRIATE EVIDENCE <input type="checkbox"/> APPLICATION OF CONCEPTS <input type="checkbox"/> EVIDENCE OF GROWTH <input type="checkbox"/> REFLECTION <input type="checkbox"/> ORGANIZATION See the comments below for additional explanation and feedback.
	COMMENTS:			

CRITERIA	No Evidence <i>Incomplete or Missing Work</i>	Developing <i>Improvements or Work Needed</i>	Satisfactory <i>Meets Criteria</i>	Exceeds <i>Goes Beyond Criteria</i>
Faculty Competency: Teaching Techniques Use flexible and adaptable teaching techniques based on student feedback and real-time needs.	The required number of collections aligned to the faculty competency are not included in the portfolio.	One or more of the criteria are NOT met in a manner that is considered "Satisfactory." Criteria that are NOT satisfactory are: <input type="checkbox"/> APPROPRIATE EVIDENCE <input type="checkbox"/> APPLICATION OF CONCEPTS <input type="checkbox"/> EVIDENCE OF GROWTH <input type="checkbox"/> REFLECTION <input type="checkbox"/> ORGANIZATION See the comments below for additional explanation, feedback, and suggestions for improvement.	Each of the following criteria are met at the "Satisfactory" level in the portfolio: <u>APPROPRIATE EVIDENCE</u> : The portfolio includes TWO collections aligned to the faculty competency. <u>APPLICATION OF CONCEPTS</u> : The collections demonstrate proficiency in addressing teaching techniques that are flexible and adaptable. <u>EVIDENCE OF GROWTH</u> : The collections demonstrate personal and/or professional growth through the use of varied documentation and artifacts. <u>REFLECTION</u> : The collections include reflective elements that demonstrate self-evaluation and critical thinking relative to professional practice. <u>ORGANIZATION</u> : The collections are clearly organized, appropriately styled, and easy to navigate.	Each of the following criteria are met in the portfolio at the "Satisfactory" level. Two or more of the criteria are met in a manner that exceeds expectations. Criteria that "Exceed" are: <input type="checkbox"/> APPROPRIATE EVIDENCE <input type="checkbox"/> APPLICATION OF CONCEPTS <input type="checkbox"/> EVIDENCE OF GROWTH <input type="checkbox"/> REFLECTION <input type="checkbox"/> ORGANIZATION See the comments below for additional explanation and feedback.
	COMMENTS:			

CRITERIA	No Evidence <i>Incomplete or Missing Work</i>	Developing <i>Improvements or Work Needed</i>	Satisfactory <i>Meets Criteria</i>	Exceeds <i>Goes Beyond Criteria</i>
Faculty Competency: Relevant Content Deliver content that is relevant, applicable to real-world scenarios, and linked to learning outcomes.	The required number of collections aligned to the faculty competency are not included in the portfolio.	One or more of the criteria are NOT met in a manner that is considered "Satisfactory." Criteria that are NOT satisfactory are: <input type="checkbox"/> APPROPRIATE EVIDENCE <input type="checkbox"/> APPLICATION OF CONCEPTS <input type="checkbox"/> EVIDENCE OF GROWTH <input type="checkbox"/> REFLECTION <input type="checkbox"/> ORGANIZATION See the comments below for additional explanation, feedback, and suggestions for improvement.	Each of the following criteria are met at the "Satisfactory" level in the portfolio: <u>APPROPRIATE EVIDENCE</u> : The portfolio includes TWO collections aligned to the faculty competency. <u>APPLICATION OF CONCEPTS</u> : The collections demonstrate proficiency in addressing the delivery of content that is relevant, applicable, and linked to learning outcomes. <u>EVIDENCE OF GROWTH</u> : The collections demonstrate personal and/or professional growth through the use of varied documentation and artifacts. <u>REFLECTION</u> : The collections include reflective elements that demonstrate self-evaluation and critical thinking relative to professional practice. <u>ORGANIZATION</u> : The collections are clearly organized, appropriately styled, and easy to navigate.	Each of the following criteria are met in the portfolio at the "Satisfactory" level. Two or more of the criteria are met in a manner that exceeds expectations. Criteria that "Exceed" are: <input type="checkbox"/> APPROPRIATE EVIDENCE <input type="checkbox"/> APPLICATION OF CONCEPTS <input type="checkbox"/> EVIDENCE OF GROWTH <input type="checkbox"/> REFLECTION <input type="checkbox"/> ORGANIZATION See the comments below for additional explanation and feedback.
	COMMENTS:			

CRITERIA	No Evidence <i>Incomplete or Missing Work</i>	Developing <i>Improvements or Work Needed</i>	Satisfactory <i>Meets Criteria</i>	Exceeds <i>Goes Beyond Criteria</i>
Faculty Competency: Diverse Learning Needs Present course content and assess students in multiple formats to accommodate diverse learning needs, offering choice when possible.	The required number of collections aligned to the faculty competency are not included in the portfolio.	One or more of the criteria are NOT met in a manner that is considered "Satisfactory." Criteria that are NOT satisfactory are: <input type="checkbox"/> APPROPRIATE EVIDENCE <input type="checkbox"/> APPLICATION OF CONCEPTS <input type="checkbox"/> EVIDENCE OF GROWTH <input type="checkbox"/> REFLECTION <input type="checkbox"/> ORGANIZATION See the comments below for additional explanation, feedback, and suggestions for improvement.	Each of the following criteria are met at the "Satisfactory" level in the portfolio: <u>APPROPRIATE EVIDENCE</u> : The portfolio includes TWO collections aligned to the faculty competency. <u>APPLICATION OF CONCEPTS</u> : The collections demonstrate proficiency in addressing the diverse learning needs of students. <u>EVIDENCE OF GROWTH</u> : The collections demonstrate personal and/or professional growth through the use of varied documentation and artifacts. <u>REFLECTION</u> : The collections include reflective elements that demonstrate self-evaluation and critical thinking relative to professional practice. <u>ORGANIZATION</u> : The collections are clearly organized, appropriately styled, and easy to navigate.	Each of the following criteria are met in the portfolio at the "Satisfactory" level. Two or more of the criteria are met in a manner that exceeds expectations. Criteria that "Exceed" are: <input type="checkbox"/> APPROPRIATE EVIDENCE <input type="checkbox"/> APPLICATION OF CONCEPTS <input type="checkbox"/> EVIDENCE OF GROWTH <input type="checkbox"/> REFLECTION <input type="checkbox"/> ORGANIZATION See the comments below for additional explanation and feedback.
	COMMENTS:			

CRITERIA	No Evidence <i>Incomplete or Missing Work</i>	Developing <i>Improvements or Work Needed</i>	Satisfactory <i>Meets Criteria</i>	Exceeds <i>Goes Beyond Criteria</i>
Faculty Competency: Collaboration Build trust and collaboration between students and instructors, emphasizing the instructor's role as a facilitator.	The required number of collections aligned to the faculty competency are not included in the portfolio.	One or more of the criteria are NOT met in a manner that is considered "Satisfactory." Criteria that are NOT satisfactory are: <input type="checkbox"/> APPROPRIATE EVIDENCE <input type="checkbox"/> APPLICATION OF CONCEPTS <input type="checkbox"/> EVIDENCE OF GROWTH <input type="checkbox"/> REFLECTION <input type="checkbox"/> ORGANIZATION See the comments below for additional explanation, feedback, and suggestions for improvement.	Each of the following criteria are met at the "Satisfactory" level in the portfolio: <u>APPROPRIATE EVIDENCE</u> : The portfolio includes TWO collections aligned to the faculty competency. <u>APPLICATION OF CONCEPTS</u> : The collections demonstrate proficiency in addressing collaboration among students and between students and the instructor. <u>EVIDENCE OF GROWTH</u> : The collections demonstrate personal and/or professional growth through the use of varied documentation and artifacts. <u>REFLECTION</u> : The collections include reflective elements that demonstrate self-evaluation and critical thinking relative to professional practice. <u>ORGANIZATION</u> : The collections are clearly organized, appropriately styled, and easy to navigate.	Each of the following criteria are met in the portfolio at the "Satisfactory" level. Two or more of the criteria are met in a manner that exceeds expectations. Criteria that "Exceed" are: <input type="checkbox"/> APPROPRIATE EVIDENCE <input type="checkbox"/> APPLICATION OF CONCEPTS <input type="checkbox"/> EVIDENCE OF GROWTH <input type="checkbox"/> REFLECTION <input type="checkbox"/> ORGANIZATION See the comments below for additional explanation and feedback.
	COMMENTS:			

CRITERIA	No Evidence <i>Incomplete or Missing Work</i>	Developing <i>Improvements or Work Needed</i>	Satisfactory <i>Meets Criteria</i>	Exceeds <i>Goes Beyond Criteria</i>
Faculty Competency: Regular and Substantive Feedback Provide regular and substantive feedback and opportunities for student reflection.	The required number of collections aligned to the faculty competency are not included in the portfolio.	One or more of the criteria are NOT met in a manner that is considered "Satisfactory." Criteria that are NOT satisfactory are: <input type="checkbox"/> APPROPRIATE EVIDENCE <input type="checkbox"/> APPLICATION OF CONCEPTS <input type="checkbox"/> EVIDENCE OF GROWTH <input type="checkbox"/> REFLECTION <input type="checkbox"/> ORGANIZATION See the comments below for additional explanation, feedback, and suggestions for improvement.	Each of the following criteria are met at the "Satisfactory" level in the portfolio: <u>APPROPRIATE EVIDENCE</u> : The portfolio includes TWO collections aligned to the faculty competency. <u>APPLICATION OF CONCEPTS</u> : The collections demonstrate proficiency in addressing the delivery of regular and substantive feedback. <u>EVIDENCE OF GROWTH</u> : The collections demonstrate personal and/or professional growth through the use of varied documentation and artifacts. <u>REFLECTION</u> : The collections include reflective elements that demonstrate self-evaluation and critical thinking relative to professional practice. <u>ORGANIZATION</u> : The collections are clearly organized, appropriately styled, and easy to navigate.	Each of the following criteria are met in the portfolio at the "Satisfactory" level. Two or more of the criteria are met in a manner that exceeds expectations. Criteria that "Exceed" are: <input type="checkbox"/> APPROPRIATE EVIDENCE <input type="checkbox"/> APPLICATION OF CONCEPTS <input type="checkbox"/> EVIDENCE OF GROWTH <input type="checkbox"/> REFLECTION <input type="checkbox"/> ORGANIZATION See the comments below for additional explanation and feedback.
	COMMENTS:			

CRITERIA	No Evidence <i>Incomplete or Missing Work</i>	Developing <i>Improvements or Work Needed</i>	Satisfactory <i>Meets Criteria</i>	Exceeds <i>Goes Beyond Criteria</i>
Faculty Competency: Learning Environment Create a safe, welcoming, and inclusive environment that fosters relationships and encourages diverse perspectives and participation with mutual respect.	The required number of collections aligned to the faculty competency are not included in the portfolio.	One or more of the criteria are NOT met in a manner that is considered "Satisfactory." Criteria that are NOT satisfactory are: <input type="checkbox"/> APPROPRIATE EVIDENCE <input type="checkbox"/> APPLICATION OF CONCEPTS <input type="checkbox"/> EVIDENCE OF GROWTH <input type="checkbox"/> REFLECTION <input type="checkbox"/> ORGANIZATION See the comments below for additional explanation, feedback, and suggestions for improvement.	Each of the following criteria are met at the "Satisfactory" level in the portfolio: <u>APPROPRIATE EVIDENCE</u> : The portfolio includes TWO collections aligned to the faculty competency. <u>APPLICATION OF CONCEPTS</u> : The collections demonstrate proficiency in addressing the learning environment and the inclusion of diverse perspectives. <u>EVIDENCE OF GROWTH</u> : The collections demonstrate personal and/or professional growth through the use of varied documentation and artifacts. <u>REFLECTION</u> : The collections include reflective elements that demonstrate self-evaluation and critical thinking relative to professional practice. <u>ORGANIZATION</u> : The collections are clearly organized, appropriately styled, and easy to navigate.	Each of the following criteria are met in the portfolio at the "Satisfactory" level. Two or more of the criteria are met in a manner that exceeds expectations. Criteria that "Exceed" are: <input type="checkbox"/> APPROPRIATE EVIDENCE <input type="checkbox"/> APPLICATION OF CONCEPTS <input type="checkbox"/> EVIDENCE OF GROWTH <input type="checkbox"/> REFLECTION <input type="checkbox"/> ORGANIZATION See the comments below for additional explanation and feedback.
	COMMENTS:			

CRITERIA	No Evidence <i>Incomplete or Missing Work</i>	Developing <i>Improvements or Work Needed</i>	Satisfactory <i>Meets Criteria</i>	Exceeds <i>Goes Beyond Criteria</i>
Faculty Competency: Professional Ethics Foster professional relationships with students, colleagues, and the community to support learning. Follow guidelines for ethical behavior and confidentiality for educators.	The required collection aligned to the faculty competency is not included in the portfolio.	One or more of the criteria are NOT met in a manner that is considered "Satisfactory." Criteria that are NOT satisfactory are: <input type="checkbox"/> APPROPRIATE EVIDENCE <input type="checkbox"/> APPLICATION OF CONCEPTS <input type="checkbox"/> EVIDENCE OF GROWTH <input type="checkbox"/> REFLECTION <input type="checkbox"/> ORGANIZATION See the comments below for additional explanation, feedback, and suggestions for improvement.	Each of the following criteria are met at the "Satisfactory" level in the portfolio: <u>APPROPRIATE EVIDENCE</u> : The portfolio includes ONE collection aligned to the faculty competency. <u>APPLICATION OF CONCEPTS</u> : The collection demonstrates proficiency in addressing professional ethics. <u>EVIDENCE OF GROWTH</u> : The collection demonstrates personal and/or professional growth through the use of varied documentation and artifacts. <u>REFLECTION</u> : The collection includes reflective elements that demonstrate self-evaluation and critical thinking relative to professional practice. <u>ORGANIZATION</u> : The collection is clearly organized, appropriately styled, and easy to navigate.	Each of the following criteria are met in the portfolio at the "Satisfactory" level. Two or more of the criteria are met in a manner that exceeds expectations. Criteria that "Exceed" are: <input type="checkbox"/> APPROPRIATE EVIDENCE <input type="checkbox"/> APPLICATION OF CONCEPTS <input type="checkbox"/> EVIDENCE OF GROWTH <input type="checkbox"/> REFLECTION <input type="checkbox"/> ORGANIZATION See the comments below for additional explanation and feedback.
	COMMENTS:			

CRITERIA	No Evidence <i>Incomplete or Missing Work</i>	Developing <i>Improvements or Work Needed</i>	Satisfactory <i>Meets Criteria</i>	Exceeds <i>Goes Beyond Criteria</i>
Faculty Competency: Contribution to the College Contribute to the institution through active participation in departmental and institutional tasks.	The required collection aligned to the faculty competency is not included in the portfolio.	One or more of the criteria are NOT met in a manner that is considered "Satisfactory." Criteria that are NOT satisfactory are: <input type="checkbox"/> APPROPRIATE EVIDENCE <input type="checkbox"/> APPLICATION OF CONCEPTS <input type="checkbox"/> EVIDENCE OF GROWTH <input type="checkbox"/> REFLECTION <input type="checkbox"/> ORGANIZATION See the comments below for additional explanation, feedback, and suggestions for improvement.	Each of the following criteria are met at the "Satisfactory" level in the portfolio: <u>APPROPRIATE EVIDENCE</u> : The portfolio includes ONE collection aligned to the faculty competency. <u>APPLICATION OF CONCEPTS</u> : The collection demonstrates proficiency in addressing contribution to the college. <u>EVIDENCE OF GROWTH</u> : The collection demonstrates personal and/or professional growth through the use of varied documentation and artifacts. <u>REFLECTION</u> : The collection includes reflective elements that demonstrate self-evaluation and critical thinking relative to professional practice. <u>ORGANIZATION</u> : The collection is clearly organized, appropriately styled, and easy to navigate.	Each of the following criteria are met in the portfolio at the "Satisfactory" level. Two or more of the criteria are met in a manner that exceeds expectations. Criteria that "Exceed" are: <input type="checkbox"/> APPROPRIATE EVIDENCE <input type="checkbox"/> APPLICATION OF CONCEPTS <input type="checkbox"/> EVIDENCE OF GROWTH <input type="checkbox"/> REFLECTION <input type="checkbox"/> ORGANIZATION See the comments below for additional explanation and feedback.
	COMMENTS:			

CRITERIA	No Evidence <i>Incomplete or Missing Work</i>	Developing <i>Improvements or Work Needed</i>	Satisfactory <i>Meets Criteria</i>	Exceeds <i>Goes Beyond Criteria</i>
Faculty Competency: Professional Development A (Fields of Expertise) Actively seek out opportunities to grow professionally by maintaining professional competency in fields of expertise.	The required collection aligned to the faculty competency is not included in the portfolio.	One or more of the criteria are NOT met in a manner that is considered "Satisfactory." Criteria that are NOT satisfactory are: <input type="checkbox"/> APPROPRIATE EVIDENCE <input type="checkbox"/> APPLICATION OF CONCEPTS <input type="checkbox"/> EVIDENCE OF GROWTH <input type="checkbox"/> REFLECTION <input type="checkbox"/> ORGANIZATION See the comments below for additional explanation, feedback, and suggestions for improvement.	Each of the following criteria are met at the "Satisfactory" level in the portfolio: <u>APPROPRIATE EVIDENCE</u> : The portfolio includes ONE collection aligned to the faculty competency. <u>APPLICATION OF CONCEPTS</u> : The collection demonstrates proficiency in addressing professional development related to subject matter expertise. <u>EVIDENCE OF GROWTH</u> : The collection demonstrates personal and/or professional growth through the use of varied documentation and artifacts. <u>REFLECTION</u> : The collection includes reflective elements that demonstrate self-evaluation and critical thinking relative to professional practice. <u>ORGANIZATION</u> : The collection is clearly organized, appropriately styled, and easy to navigate.	Each of the following criteria are met in the portfolio at the "Satisfactory" level. Two or more of the criteria are met in a manner that exceeds expectations. Criteria that "Exceed" are: <input type="checkbox"/> APPROPRIATE EVIDENCE <input type="checkbox"/> APPLICATION OF CONCEPTS <input type="checkbox"/> EVIDENCE OF GROWTH <input type="checkbox"/> REFLECTION <input type="checkbox"/> ORGANIZATION See the comments below for additional explanation and feedback.
	COMMENTS:			

CRITERIA	No Evidence <i>Incomplete or Missing Work</i>	Developing <i>Improvements or Work Needed</i>	Satisfactory <i>Meets Criteria</i>	Exceeds <i>Goes Beyond Criteria</i>
Faculty Competency: Professional Development A (Teaching) Actively seek out opportunities to grow professionally by focusing on pedagogy/andragogy, learning, and/or the scholarship of teaching.	The required collection aligned to the faculty competency is not included in the portfolio.	One or more of the criteria are NOT met in a manner that is considered "Satisfactory." Criteria that are NOT satisfactory are: <input type="checkbox"/> APPROPRIATE EVIDENCE <input type="checkbox"/> APPLICATION OF CONCEPTS <input type="checkbox"/> EVIDENCE OF GROWTH <input type="checkbox"/> REFLECTION <input type="checkbox"/> ORGANIZATION See the comments below for additional explanation, feedback, and suggestions for improvement.	Each of the following criteria are met at the "Satisfactory" level in the portfolio: <u>APPROPRIATE EVIDENCE</u> : The portfolio includes ONE collection aligned to the faculty competency. <u>APPLICATION OF CONCEPTS</u> : The collection demonstrates proficiency in addressing professional development related to teaching practice. <u>EVIDENCE OF GROWTH</u> : The collection demonstrates personal and/or professional growth through the use of varied documentation and artifacts. <u>REFLECTION</u> : The collection includes reflective elements that demonstrate self-evaluation and critical thinking relative to professional practice. <u>ORGANIZATION</u> : The collection is clearly organized, appropriately styled, and easy to navigate.	Each of the following criteria are met in the portfolio at the "Satisfactory" level. Two or more of the criteria are met in a manner that exceeds expectations. Criteria that "Exceed" are: <input type="checkbox"/> APPROPRIATE EVIDENCE <input type="checkbox"/> APPLICATION OF CONCEPTS <input type="checkbox"/> EVIDENCE OF GROWTH <input type="checkbox"/> REFLECTION <input type="checkbox"/> ORGANIZATION See the comments below for additional explanation and feedback.
	COMMENTS:			
Identifying and Responding to Distressed and Disruptive Students <i>This course must be completed, and evidence of completion should be included in the portfolio.</i>	The course "Identifying and Responding to Distressed and Disruptive Students" is not completed.	N/A	The course "Identifying and Responding to Distressed and Disruptive Students" is completed. A reflection discussing what was learned during this course and how it might be applied to a potential situation where a student is distressed or disruptive is provided.	The course "Identifying and Responding to Distressed and Disruptive Students" is completed and a detailed reflection discussing what was learned during the course is written. Evidence of how the knowledge and skills obtained from the course have been applied in the classroom is provided.
	COMMENTS:			

CRITERIA	No Evidence <i>Incomplete or Missing Work</i>	Developing <i>Improvements or Work Needed</i>	Satisfactory <i>Meets Criteria</i>	Exceeds <i>Goes Beyond Criteria</i>
History of the Community College This course must be completed, and evidence of completion should be included in the portfolio.	The course “History of the Community College” is not completed.	N/A	The course “History of the Community College” is satisfactorily completed. The following evidence of completion is included in the portfolio: <ul style="list-style-type: none"> • Reflection #1: History and Mission of Community Colleges • Reflection #2: Trends in Student Demographics • Reflection #3: Innovation in the Classroom • Project: Innovation in the Classroom 	The criteria are met in the portfolio at the “Satisfactory” level. Detailed evidence for the project is provided to clearly illustrate the nature, implementation, and results of the project.
	COMMENTS:			

CRITERIA	No Evidence <i>Incomplete or Missing Work</i>	Developing <i>Improvements or Work Needed</i>	Satisfactory <i>Meets Criteria</i>	Exceeds <i>Goes Beyond Criteria</i>
OVERALL RATING (DEAN)	NO EVIDENCE	DEVELOPING	SATISFACTORY	EXCEEDS
	COMMENTS:			

CRITERIA	No Evidence <i>Incomplete or Missing Work</i>	Developing <i>Improvements or Work Needed</i>	Satisfactory <i>Meets Criteria</i>	Exceeds <i>Goes Beyond Criteria</i>
OVERALL RATING (VICE PRESIDENT OF ACADEMIC AFFAIRS)	NO EVIDENCE	DEVELOPING	SATISFACTORY	EXCEEDS
	COMMENTS:			

FACULTY MEMBER: _____

SIGNATURES

FACULTY MEMBER: _____ DATE: _____

DEAN: _____ DATE: _____

VICE PRESIDENT: _____ DATE: _____

DEFINITIONS

- **ARTIFACT** – “a piece of evidence”
 - EXAMPLES: lesson plans, descriptions of classroom events, videos/images of classroom instruction, documents (e.g., syllabi, course calendars), certificates of completion, assessments and assessment analysis, professional development, use of technology, evidence of student work, etc.
- **REFLECTION** – “commentary on the evidence that demonstrates lessons learned and/or professional growth”
- **COLLECTION** – “a combination of artifacts and a reflection that tell a story about professional growth”
 - Growth can be defined as lessons learned that led to change in professional practice.
- **APPROPRIATE EVIDENCE** – “Artifacts that align to faculty competencies”

Faculty Competencies

• QFP 1: Quality Instruction

Demonstrate understanding of quality instruction by using dynamic, learner-center teaching that fosters open communication, inclusivity, and academic success.

- Promote opportunities for active learning and engagement across various interactions (student-student, student-content, student-instructor).
- Engage in continuous improvement through reflective practice regarding course design and delivery.
- Use flexible and adaptable teaching techniques based on student feedback and real-time needs.
- Deliver content that is relevant, applicable to real-world scenarios, and linked to learning outcomes.
- Present course content and assess students in multiple formats to accommodate diverse learning needs, offering choice when possible.
- Build trust and collaboration between students and instructors, emphasizing the instructor’s role as a facilitator.
- Provide regular and substantive feedback and opportunities for student reflection.
- Create a safe, welcoming, and inclusive environment that fosters relationships and encourages diverse perspectives and participation with mutual respect.

• QFP 2: Professional Ethics

Foster professional relationships with students, colleagues, and the community to support learning. Follow guidelines for ethical behavior and confidentiality for educators.

- **QFP 3: Contribution to the College**

Contribute to the institution through active participation in departmental and institutional tasks.

- **QFP 4a: Professional Development A**

Actively seek out opportunities to grow professionally by maintaining professional competency in fields of expertise.

- **QFP 4b: Professional Development B**

Actively seek out opportunities to grow professionally by focusing on pedagogy/andragogy, learning, and/or the scholarship of teaching.

Appendix E

**Professional Preparation Plan
Kirkwood Community College
Part of the Quality Faculty Plan for New Faculty, Librarians, and Counselors
Revised September 2025**

Name:		Hire Date:	
Department:		End of probation:	
Discipline:		Submission Date:	

This document establishes a plan for growing professionally as an educator and a content expert in the first three years of employment as required by the Quality Faculty Plan approved by the Iowa Department of Education.

Please identify if any of the following apply to you with a check mark in the left hand column. It is possible that more than one of the descriptors below will apply.

<input type="checkbox"/>	I have a current Iowa teaching license and have completed all the probationary requirements at an Iowa public K-12 School. Documentation of this has been verified by H.R.
<input type="checkbox"/>	I have successfully completed all probationary requirements at another <u>Iowa</u> community college. Documentation of this has been verified by H.R.

To be signed during the committee review process.

Please submit a signed copy each time you send this to the Quality Faculty Plan (QFP) committee.

Send signed version to the chair of the Quality Faculty Committee. This needs to be completed by October 1st. *(Original signed copy of the PPP will be maintained by the Chair of the Quality Faculty Plan Committee in case of records lost by supervisor or faculty member. A copy will be forwarded to the Human Resources Department for viewing by the Iowa Department of Education.)*

Instructor:		Date:	
Dean:		Date:	

In coordination with the academic/supervising dean, faculty members are responsible for updating the PPP annually. Faculty members should meet with their supervisors to review the PPP, make any needed updates, and sign off that the PPP is up-to-date.

End of Year 1

Instructor:		Date:	
Dean:		Date:	

End of Year 2

Instructor:		Date:	
Dean:		Date:	

To be signed upon completion/at the end of probation (End of Year 3).

Instructor:		Date:	
Dean:		Date:	
VP Instruction:		Date:	

Instructions for Completing your Professional Preparation Plan (PPP)

Completing the PPP for the first submission, due by October 1 of your first year of employment:

Review each of the following competency listings, A-E. For each of the competencies, add text that reflects your progress in completing each of the competencies.

- Avoid field-specific jargon. Please spell-out ALL acronyms. The audiences for this document are the Iowa Department of Education and colleagues from across the disciplines.
- Each table lists the competency and the number of collections required to meet the competency.
- The “Means” column should identify where you gained the learning needed to complete the collection.
- At the first reporting, you will likely have not completed any of the competencies so the “Status” for each would be 1 (Not Started) or 2 (Work Progressing).
- The “Evidence” should discuss what learning will be included in the collection.
- The “Date Completed” should be an estimate of when you believe this collection will be fully completed. This date might reflect the date your portfolio will be submitted for review.
- Note: The competencies that list Kirkwood Faculty Onboarding (KFO) as the means do not need additions or modifications except updating status and dates. Blank rows indicate we want you to add something specific to your growth to the competency beyond what is listed.
- Areas of the form that you must pay special attention.

Competency A, Descriptor #8 - You must provide a date that you will take the *Identifying and Responding to Distressed and Disruptive Students* workshop. The staff in Academic Innovation, Strategy, and Design department should be able to tell you when they have it scheduled.

Competency C – You will need to list a date of expected completion for the *Community College* course. Kirkwood Faculty Onboarding program staff recommends that this course be completed by the end of the second year in the onboarding process.

Competency D – All new faculty are expected to provide some service to the college before the end of their three-year probation period. We realize new faculty may have some problems finding opportunities by October 1st, so you are allowed to indicate that you will find something in your second or third years of service. Your dean or mentor should be able to give you some suggestions.

Competency E – Faculty are required to have regular professional development in both pedagogy and their field of expertise. You do not have to have all your professional activities in your first year of service, but you can project activities into your second and third years of service. Your dean or mentor can make suggestions of good activities that fit these areas.

Sample of Competency on First Submission of PPP: This sample reflects how the original submission of the PPP might look when submitted on October 1 of the first year of employment. “Artifacts in Portfolio” would be the default for evidence unless the work has started. If the work has started on the collection, a description of the work would be included.

A. Quality instruction: Dynamic, learner-centered teaching that fosters open communication, inclusivity, and academic success.			
Two collections are required for each of the following quality instruction descriptors.			
1. Promote opportunities for active learning and engagement across various interactions (student-student, student-content, student-instructor).			
Means	Status Key: 1 = Not Started 2 = Work Progressing 3 = Completed		
	Status	Evidence	Date Completed
KCC Faculty Onboarding Program (KFO)	2	Collection #1: Artifacts in Portfolio	1/2028
KCC Faculty Onboarding Program (KFO)	1	Collection #2: Artifacts in Portfolio	1/2028

At the end of each year, the new faculty member will meet with their dean and more of these listings would specifically identify work that is started as work on the portfolio progresses.

Relevant Definitions:

ARTIFACT – “a piece of evidence”

- **EXAMPLES:** lesson plans, descriptions of classroom events, videos/images of classroom instruction, documents (e.g., syllabi, course calendars), certificates of completion, assessments and assessment analysis, professional development, use of technology, evidence of student work, etc.

REFLECTION – “commentary on the evidence that demonstrates lessons learned and/or professional growth”

COLLECTION – “a combination of artifacts and a reflection that tell a story about professional growth”

- Growth can be defined as lessons learned that led to change in professional practice. Sometimes growth is demonstrated over a couple of semesters and other times it is over 1, 2 or 3 years.

A. Quality instruction: Dynamic, learner-centered teaching that fosters open communication, inclusivity, and academic success.

Two collections are required for each of the following quality instruction descriptors.

1. Promote opportunities for active learning and engagement across various interactions (student-student, student-content, student-instructor).

Means	Status Key: 1 = Not Started 2 = Work Progressing 3 = Completed		
	Status	Evidence	Date Completed
KCC Faculty Onboarding Program (KFO)	2	Collection #1: Artifacts in Portfolio	1/2028
KCC Faculty Onboarding Program (KFO)	1	Collection #2: Artifacts in Portfolio	1/2028

2. Engage in continuous improvement through reflective practices regarding course design and delivery.

Means	Status Key: 1 = Not Started 2 = Work Progressing 3 = Completed		
	Status	Evidence	Date Completed
KCC Faculty Onboarding Program (KFO)	2	Collection #1: Artifacts in Portfolio	1/2028
KCC Faculty Onboarding Program (KFO)	1	Collection #2: Artifacts in Portfolio	1/2028

3. Use flexible and adaptable teaching techniques based on student feedback and real-time needs.

Means	Status Key: 1 = Not Started 2 = Work Progressing 3 = Completed		
	Status	Evidence	Date Completed
KCC Faculty Onboarding Program (KFO)	2	Collection #1: Artifacts in Portfolio	1/2028
KCC Faculty Onboarding Program (KFO)	1	Collection #2: Artifacts in Portfolio	1/2028

4. Deliver content that is relevant, applicable to real-world scenarios, and linked to learning outcomes.

Means	Status Key: 1 = Not Started 2 = Work Progressing 3 = Completed		
	Status	Evidence	Date Completed
KCC Faculty Onboarding Program (KFO)	2	Collection #1: Artifacts in Portfolio	1/2028
KCC Faculty Onboarding Program (KFO)	1	Collection #2: Artifacts in Portfolio	1/2028

5. Present course content and assess students in multiple formats to accommodate diverse learning needs, offering choice when possible.			
Means	Status Key: 1 = Not Started 2 = Work Progressing 3 = Completed		
	Status	Evidence	Date Completed
KCC Faculty Onboarding Program (KFO)	2	Collection #1: Artifacts in Portfolio	1/2028
KCC Faculty Onboarding Program (KFO)	1	Collection #2: Artifacts in Portfolio	1/2028
6. Build trust and collaboration between students and instructors, emphasizing the instructor's role as a facilitator.			
Means	Status Key: 1 = Not Started 2 = Work Progressing 3 = Completed		
	Status	Evidence	Date Completed
KCC Faculty Onboarding Program (KFO)	2	Collection #1: Artifacts in Portfolio	1/2028
KCC Faculty Onboarding Program (KFO)	1	Collection #2: Artifacts in Portfolio	1/2028
7. Provide regular and substantive feedback and opportunities for student reflection.			
Means	Status Key: 1 = Not Started 2 = Work Progressing 3 = Completed		
	Status	Evidence	Date Completed
KCC Faculty Onboarding Program (KFO)	2	Collection #1: Artifacts in Portfolio	1/2028
KCC Faculty Onboarding Program (KFO)	1	Collection #2: Artifacts in Portfolio	1/2028
8. Create a safe, welcoming, and inclusive environment that fosters relationships and encourages diverse perspectives and participation with mutual respect.			
Workshop Required: Identifying and Responding to Student Behavior (Kirkwood).			
Means	Status Key: 1 = Not Started 2 = Work Progressing 3 = Completed		
	Status	Evidence	Date Completed
REQUIRED: Identify and Responding to Student Behavior	1	Academic Innovation, Strategy, and Design department Records and Artifacts in Portfolio	
KCC Faculty Onboarding Program (KFO)	1	Collection #1: Artifacts in Portfolio	1/2028
KCC Faculty Onboarding Program (KFO)	1	Collection #2: Artifacts in Portfolio	1/2028

B. Professional Ethics: Foster professional relationships with students, colleagues, and the community to support learning. Follow guidelines for ethical behavior and confidentiality for educators. **One collection required.**

Means	Status Key: 1 = No Evidence 2 = Work Progressing 3 = Completed		
	Status	Evidence	Date Completed
KFO	1	Collection #1: Artifacts in Portfolio	1/2027

C. Community College: Demonstrate understanding of community colleges by explaining their students, mission, structure, and the impact on the communities they serve. Update knowledge about community colleges by incorporating both past and present perspectives in order to understand the current status and future of these institutions. **Completion of course, reflection, and final class project required.**

Means	Status Key: 1 = Not Started 2 = Work Progressing 3 = Completed		
	Status	Evidence	Date Completed
Community College Course	1	Certificate of completion and Artifacts in Portfolio	
Community College Course	1	Reflection #1: The Community College	
Community College Course	1	Final Project: Bringing Innovation to Your Classroom	

D. Contribution to the College: Contribute to the institution through active participation in departmental and institutional tasks. **One collection required.**

Ask your dean and mentor for suggestions

Means	Status Key: 1 = Not Started 2 = Work Progressing 3 = Completed		
	Status	Evidence	Date Completed
KFO	1	Collection #1: Artifacts in Portfolio	1/2028
	1		
	1		

E. Professional Development: Seek out opportunities to grow discipline knowledge and to improve quality of instruction.

1. Subject Area: Actively seek out opportunities to grow professionally in your specific field of expertise (Examples: nursing, biology, literature, etc.) **One collection required.**

*Please Note: Kirkwood Faculty Orientation and Kirkwood Faculty Onboarding sessions **do not** count here.*

Kinds of participation that do count are conference attendance, participation in workshops, publication, completing Continuing Education Units required by a professional license, discipline specific course work, appropriate Academic Innovation, Strategy, and Design department sponsored reading groups or department/ Academic Innovation, Strategy, and Design department sponsored learning.

Ask your dean and mentor for suggestions

Means	Status Key: 1 = Not Started 2 = Work Progressing 3 = Completed		
	Status	Evidence	Date Completed
KFO	1	Collection #1: Artifacts in Portfolio	1/2028
	1		
	1		

2. Teaching Techniques: Actively seek out opportunities to grow professionally by focusing on pedagogy/andragogy, learning and/or the scholarship of teaching. **One collection required.**

*Please Note: Kirkwood Faculty Orientation and Kirkwood Faculty Onboarding sessions **do not** count here.*

Kinds of participation that do count are conference attendance if pedagogy or andragogy focused, participation in pedagogy or andragogy workshops, publication relative to teaching and learning, graduate course work or Academic Innovation, Strategy, and Design department sponsored events focused on teaching, learning, curriculum development, assessment, etcetera.

Ask your dean and mentor for suggestions

Means	Status Key: 1 = Not Started 2 = Work Progressing 3 = Completed		
	Status	Evidence	Date Completed
KFO	1	Collection #1: Artifacts in Portfolio	1/2028
	1		
	1		