

North Iowa Area Community College

Quality Faculty Plan

Professional Development Program for Community College Faculty A Plan for Continual Quality Faculty Improvement

Approved by NIACC Board – March 19, 2026

Revised – January 7, 2026

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Table of Contents	
Desired Program Impact	3
Program Vision	3
Program Features	3
Program Goals	3
Values	3
Program Implementation	4
Hiring	4
<i>Practices</i>	4
<i>Record Keeping</i>	4
Professional Preparation for New Faculty	4
NIACC Minimum Identified Teaching Competencies	4
<i>Practices</i>	5
<i>Record Keeping</i>	5
Orientation	5
<i>Practices</i>	5
<i>Record Keeping</i>	5
New Faculty Mentor Program	5
<i>Practices</i>	6
<i>Record Keeping</i>	6
Continuing Professional Development	6
Definitions of Professional Growth Areas	6
<i>Teaching Methodology and Student Learning</i>	6
<i>Content Expertise Specific to Discipline</i>	6
<i>College and Community Service</i>	6
Self-Determined Professional Growth Activities	7
Institutional Professional Growth Activities	7
Other Professional Growth Activities	7
Continuing Professional Development Plan	7
<i>Record Keeping</i>	7
APPENDIX	8
Timeline for New Faculty within Their Probationary Period (first 3 years)	9
Continuing Professional Development Plan (CPDP)	10
Continuing Professional Development Plan	12

Program Philosophy

Desired Program Impact

Through active participation in the program, NIACC faculty will offer students a creative learning environment, leading to increased achievements and satisfying careers for both educators and students.

Program Vision

Create an on-going, proactive program of professional growth and development for community college faculty. This includes programs, events and activities, addressing the following areas:

- Teaching Methodology and Student Learning
- Content Expertise Specific to Discipline
- College and Community Service

Program Features

New Teacher Orientation and Support

Faculty Mentoring

Sharing Successes

Individual Flexibility

Institutional Focus

Program Goals

1. Provide an opportunity for all faculty members to tailor the program to their individual needs.
2. To promote professional standards and ethical conduct.
3. To foster leadership development.
4. To enhance communications among professionals and strengthen college, community, and statewide support groups.
5. To forge a strong connection between new and existing faculty.
6. To develop or enhance teaching skills, facilitate better student learning.
7. To respond proactively to societal changes and strengthen faculty's ability to be change agents.
8. To strive for balanced, productive and fulfilling lives.

Values

- Self and Student Development
- Lifelong Learning
- Teaching as a Profession
- College Involvement
- Building Community

The NIACC Professional Development Program recognizes that a teacher's professional development is a dynamic process extending from initial preparation over the course of an entire career.

Professional teachers are responsible for planning and pursuing their ongoing learning, for reflecting with colleagues on their practice, and for contributing to the profession's knowledge base. Our institution is responsible for investing in the growth of knowledge for individual teachers and the

profession as a whole, and for establishing policies, resources, and organizational structures that guarantee continuous opportunities for teacher learning.

Program Implementation

All aspects of this plan will be in place July 1, 2003, per Board Policy (3.03). The Continuing Professional Development aspect of the plan will be a pilot project in spring 2003 and academic year 2003/2004. All faculty members will participate in Continuing Professional Development reporting beginning in academic year 2004/2005. The Steering Committee will reevaluate the Plan in spring 2004 and annually thereafter. The Committee will present proposed changes in the plan to Curriculum and Academic Affairs for approval.

Hiring

Practices

College hiring practices will ensure the following credentials for full-time instructors.

1. 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 and the related administrative rules.
2. All hiring is in compliance with the faculty accreditation standards of the Higher Learning Commission of the North Central Association of College and Schools and with faculty standards required under specific programs offered by the community college that are accredited by other accrediting agencies.
3. College hiring practices will ensure that candidates for instructional positions have passed an appropriate background check as determined by the Human Resources office.

Record Keeping

1. The college's Human Resources office will maintain records documenting hiring new instructors in accordance with state and federal laws.

Professional Preparation for New Faculty

NIACC Minimum Identified Teaching Competencies

NIACC has established critical areas of instructional competencies that serve as elements of effective teaching. The Quality Faculty Plan addresses these elements and recognizes the importance of attainment of required minimal competencies for new faculty and continued growth by experienced faculty. The following competencies have been identified as essential for successful instruction and student learning.

- **Subject Matter:** *The instructor demonstrates expertise of content and skill areas that he/she teaches. (Must meet the definition of subject matter expert per the guidelines set by the HLC and Iowa Department of Education)*
- **Learning Process:** *The instructor uses current teaching practices that align with how students learn.*
- **Instructional Planning:** *The instructor plans lessons and semester to meet SLOs.*
- **Instructional Strategies:** *The instructor uses varied and appropriate instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.*

- **Inclusive Learning Environment/Classroom Management:** *The instructor creates an inclusive environment which is conducive to effective learning.*
- **Communication:** *The instructor uses effective communication skills.*
- **Assessment, Diagnosis, and Evaluation:** *The instructor uses a variety of diagnostic tools and assessment strategies to evaluate student learning.*
- **Community College:** *The instructor identifies the mission and history of community colleges and evaluates their role in contributing to NIACC's mission, vision, core values, and strategic priorities.*

Practices

1. New instructors will complete the New Faculty Onboard course in Canvas within their first year to satisfy the minimum competencies. An extension of a second year may be made for exceptional conditions on the recommendation of the respective dean/director and the Vice President for Academic Affairs and Student Learning.
2. Instructors submit their CPDP annually after their first year to their respective dean/director to document their professional development activities. Following the submission instructors meet with their respective dean/department to discuss their CPDP.

Record Keeping

1. Records documenting professional development activities will be maintained in the Academic Affairs office.

Orientation

To forge a strong connection between new fulltime instructors and the College, NIACC will provide orientation activities.

1. New faculty are required to participate in a five-day orientation.
2. New faculty are also required to attend additional meetings throughout the year covering a variety of topics, NIACC policies, and concerns.
3. New faculty are required to take Growing with Canvas course within their first year of hire.

Practices

1. The Academic Affairs office will coordinate the orientation sessions and additional meetings. The deans/director, Vice President of Academic Affairs and Student Learning, and faculty mentors will participate as requested.

Record Keeping

1. Records documenting attendance at orientation activities will be maintained in the Academic Affairs office.

New Faculty Mentor Program

In order to provide continuing support to new NIACC faculty, the newly hired faculty will be assigned to a mentor to help them acclimate to the culture, divisional needs, and the expectation of quality teaching and student learning.

The Mentor program will assist newly hired faculty to meet the challenges of guiding all students in achieving higher standards of learning and development. Deans/Directors will work with Vice President of Academic Affairs and Student Learning to identify suitable mentors.

Practices

1. Mentors should be current NIACC faculty members who illustrate knowledge about the college, who actively support the mission of the college, and ideally are not in their probationary period (first 3 years).

Record Keeping

1. Records documenting all mentor assignments and activities will be maintained in the Academic Affairs office.

Continuing Professional Development

NIACC'S Professional Development Program will ensure career-long development of faculty whose competence, expectations, and actions influence the teaching and learning environment. The components of a high-quality professional development plan include rigorous and relevant content, approved objectives, sound implementation strategies, organizational support, faculty reflection, and collegial learning. New faculty will start their Continual Professional Development Plan (CPDP) after completing the New Faculty Onboarding course. A timeline for new faculty within their probationary period (first three years) and beyond is included in the Appendix.

Definitions of Professional Growth Areas

Teaching Methodology and Student Learning

This area deals with the identified teaching competencies and focuses on the instructor as being the most important factor influencing student learning and achievement. Continuing Professional Development Plan activities should enhance and improve the instructor's

- Commitment to students and learning processes
- Management and monitoring of the student learning environment
- Development and utilization of teaching strategies and technology
- Preparation, delivery, and evaluation of subject matter

Content Expertise Specific to Discipline

This area focuses on the instructor's knowledge of content and skills associated with the subject matter that is taught. Continuing Professional Development Plan activities should develop further expertise in subject content.

College and Community Service

This area focuses on collegial and organizational improvement and is necessary for the full realization of the potential of the institution, its people and community to develop and excel. Continuing Professional Development Plan activities reflect faculty involvement in the learning community and could result in:

- Increased student enrollment and retention
- Improvement of new faculty
- Development of effective leaders

- Effective college operation
- Development of partnerships which positively impact students with agencies and entities in the community
- Promotion of professional standards and ethical conduct
- Service in professional organizations
- Community involvement

Self-Determined Professional Growth Activities

When considering a particular professional development activity, the faculty member should consider the following questions to determine the potential effectiveness of the experience. While all professional development activities may not meet each of these criteria, the potential for success increases with each positive response. Does the professional development activity:

1. reflect identified college priorities?
2. have institutional support for implementation (time and resources)?
3. provide a means for determining the impact on student learning and performance?
4. reflect current understanding of best practice for learners?
5. encourage teachers to be active, investigative, reflective practitioners?

Institutional Professional Growth Activities

The institution has a responsibility to identify priority areas and provide professional development activities on campus to support those priority areas.

Other Professional Growth Activities

Other professional development activities may meet NIACC professional development requirements. Subject to College approval.

Continuing Professional Development Plan

Faculty members will develop an individual CPDP each year.

1. The Plan will include at least one approved activity from each of the three categories of Professional Growth. (Teaching Methodology and Student Learning, Content Expertise Specific to Discipline, and College and Community Service.
2. Three years' worth of the Continuing Professional Development Plan will be reflected in the faculty evaluation process.

Record Keeping

1. Faculty members are required to annually document and share their Continuing Professional Development Plan with their respective dean/director and file it with the Academic Affairs office.
2. Records documenting faculty evaluation, with its tie to the Continuing Professional Development Plan, will be signed by the faculty member and their respective dean/director and then placed in the faculty member's permanent file.

APPENDIX

Timeline for New Faculty within Their Probationary Period (first 3 years)

Instructor Name:

Division/Department:

Hire Date:

Competencies Completion Date:

Year 1 - Professional Preparation for New Faculty

1. Attend New Faculty Orientation
2. Complete the New Faculty Onboarding Course in Canvas – this course includes a module for each of the minimum teaching competencies:
 - **Communication:** *The instructor uses effective communication skills.*
 - **Inclusive Learning Environment/Classroom Management:** *The instructor creates an inclusive environment which is conducive to effective learning.*
 - **Instructional Planning:** *The instructor plans lessons and semester to meet SLOs.*
 - **Assessment, Diagnosis, and Evaluation:** *The instructor uses a variety of diagnostic tools and assessment strategies to evaluate student learning.*
 - **Instructional Strategies:** *The instructor uses varied and appropriate instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.*
 - **Learning Process:** *The instructor uses current teaching practices that align with how students learn.*
 - **Community College:** *The instructor identifies the mission and history of community colleges and evaluates their role in contributing to NIACC's mission, vision, core values, and strategic priorities.*
3. Participate in the New Faculty Mentor Program
4. Establish goals at the end of your first academic year of teaching for the start of your Continuing Professional Development Plan (CPDP).

Year 2 - Professional Preparation for New Faculty

1. Review goals from the prior year and revise as needed. Reflect on progress towards your goals and document in your CPDP.
2. Establish goals for your third year of teaching.

Year 3 - Professional Preparation for New Faculty

1. Review goals from the prior year and revise as needed. Reflect on progress towards your goals and document in your CPDP.
2. Establish goals for your fourth year of teaching.

Year 4 – Continuing Professional Development

1. No longer probationary status as a faculty member*. Continue with CPDP and discuss with respective dean/director annually.

*The end of probationary status may be earlier, according to Iowa Code 279.19. The probationary period may be two years if a faculty member has successfully completed a probationary period for another school district in Iowa.



NIACC. Continuing Professional Development Plan (CPDP)

Name:

Division:

Date:

Academic Year:

*The CPDP is designed to support full-time faculty in setting and achieving their annual professional development goals. Faculty should **include all professional development activities completed over the past year** and set goals for future growth. Your plan must include **at least one approved activity** from each of the first two categories of professional growth (Teaching Methodology and Student Learning & Content Expertise Specific to Discipline). For the third category (College and Community Service), your plan must include at least one activity demonstrating your commitment to the college and community.*

Teaching Methodology and Student Learning

Completed Activity: *Briefly describe all the activities you participated in.*

Reflection: *Describe the impact of these activities in relation to achieving your current goal.*

Future Goal: *Identify future goal/s for this category.*

Future Activities: *Outline the proposed future activities that will help you achieve your identified goal/s.*

Content Expertise Specific to Discipline

Completed Activity: *Briefly describe all the activities you participated in.*

Reflection: Describe the impact of these activities in relation to achieving your current goal.

Future Goal: Identify future goal/s for this category.

Future Activities: Outline the proposed future activities that will help you achieve your identified goal/s.

College and Community Service

Completed Activity: Briefly describe all the activities you participated in.

Reflection: Describe the impact of these activities in relation to achieving your current goal.

Future Goal: Identify future goal/s for this category.

Future Activities: Outline the proposed future activities that will help you achieve your identified goal/s.

Continuing Professional Development Plan

The Continuing Professional Development Plan (CPDP) is designed to support full-time faculty in setting and achieving their annual professional development goals. Each spring, faculty members collaborate with their supervisor to review the previous year's goals and reflections, using these insights to shape new or modified goals and identify the necessary resources for the upcoming year.

At least one approved activity from each of the three categories of Professional Growth:

- Teaching Methodology and Student Learning
- Content Expertise Specific to Discipline
- College and Community Service

CPDP Review Process

Review with Supervisor: Spring Semester

Division:

Academic Year:

Faculty:

Discussion Prompts:

- Faculty reflection of goal progress.
- Reflection on professional growth or need for ongoing/modified goals. Identify one goal for each of the three categories.
- Impact on targeted area of evaluation (Teaching and Instructional Strategy, Professional Growth and Development, Content Expertise Specific to Discipline, College and Community Service)

Notes from Faculty and Supervisor Meeting:

Meeting Date: _____

Faculty Signature: _____

Supervisor Signature: _____

Copy to VPAASL Administrative Assistant

North Iowa Area Community College

Professional Development Program for Community College Adjunct Credit Instructors

Approved by NIACC Board – March 19, 2026

Revised – January 7, 2026

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Program Philosophy

Desired Program Impact

Through active participation in the program, NIACC adjunct credit instructors, hereinafter referred to as adjuncts, will offer students a creative learning environment, leading to increased achievements and satisfying careers for both educators and students.

Program Vision

Create an on-going, proactive program of professional growth and development for community college adjunct instructors. This includes programs, events and activities, addressing the following areas:

- Teaching Methodology and Student Learning
- Content Expertise Specific to Discipline

Program Features

New Teacher Orientation and Support

Adjunct Instructor Liaisons

Liaison Visits

Liaison Meetings

Sharing Successes

Individual Flexibility

Institutional Focus

Canvas Courses

Adjunct Professional Development

New Adjunct Faculty Training

Growing with Canvas course

Adjunct Professional Development Meetings in Fall and Spring

Program Goals

1. Provide an opportunity for all adjunct instructors to tailor the program to their individual needs.
2. To promote professional standards and ethical conduct.
3. To foster leadership development.
4. To enhance communications among professionals and strengthen college, community, and statewide support groups.
5. To forge a strong connection between new and existing instructors.
6. To develop or enhance teaching skills to facilitate better student learning.
7. To respond proactively to societal changes and strengthen instructors' abilities to be change agents.
8. To strive for balanced, productive, and fulfilling lives.

Values

- Self and Student Development
- Lifelong Learning
- Teaching as a Profession
- Building Community

The NIACC Professional Development Program recognizes that a teacher's professional development is a dynamic process extending from initial preparation over the course of an entire career. Professional teachers are responsible for planning and pursuing their ongoing learning, for reflecting with colleagues on their practice, and for contributing to the profession's knowledge base. Our institution is responsible for investing in the growth of knowledge for individual teachers and the profession as a whole, and for establishing policies, resources, and organizational structures that guarantee continuous opportunities for teacher learning.

Program Implementation

All aspects of this plan will be in place for new hires and current adjuncts.

Hiring

Practices

College hiring practices will ensure the following credentials for adjunct instructors.

1. 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 and the related administrative rules.
2. All hiring is in compliance with the accreditation standards of the Higher Learning Commission of the North Central Association of College and Schools and with adjunct instructors' standards required under specific programs offered by the community college that are accredited by other accrediting agencies.
3. College hiring practices will ensure that candidates for instructional staff positions have passed an appropriate background check as determined by the Human Resources office.

Record Keeping

1. The college's Human Resources office will maintain records documenting hiring new instructors in accordance with state and federal laws.

Professional Development for New Adjunct Instructors

NIACC Minimum Identified Teaching Competencies

NIACC has established critical areas of instructional competencies that serve as elements of effective teaching. The Quality Adjunct Plan addresses these elements and recognizes the importance of attainment of required minimal competencies for new adjunct instructors and continued growth by experienced adjunct instructors. The following competencies have been identified as essential for successful instruction and student learning.

- **Instructional Planning:** *The instructor plans lessons and semester to meet SLOs.*
- **Instructional Strategies:** *The instructor uses varied and appropriate instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.*
- **Assessment, Diagnosis, and Evaluation:** *The instructor uses a variety of diagnostic tools and assessment strategies to evaluate student learning.*

Practices

1. New adjunct instructors will complete the New Adjunct Faculty Onboard course in Canvas within their first year to satisfy the minimum competencies. An extension of a second year may be made for exceptional conditions on the recommendation of the respective dean/director and the Vice President for Academic Affairs and Student Learning.
2. Adjunct faculty submit their QAP annually after their first year to the Academic Affairs office to document their professional development activities.

Record Keeping

1. Records documenting professional development activities will be maintained in the Academic Affairs office.

Orientation

In the desire to forge strong connections between new adjunct instructors and the College, NIACC will provide orientation activities.

1. New adjuncts are required to meet with their liaison and their respective dean/director.
2. New adjuncts are required to take the Growing with Canvas course within their first year of hire.

Practices

1. The Academic Affairs office will coordinate the orientation sessions and additional meetings. The respective dean/director, Vice President of Academic Affairs and Student Learning, and faculty liaisons will participate as requested.

Record Keeping

1. Records documenting attendance at orientation activities will be maintained in the Academic Affairs office.

Liaison Program

In order to provide continuing support to NIACC adjunct instructors and the newly hired instructors will be assigned to a liaison to help them acclimate to the culture, divisional needs, and the expectation of quality teaching and student learning.

Practices

1. Deans/Director will work with the VPAASL to identify a liaison.

Record Keeping

2. Records documenting all liaison assignments and activities will be maintained in the Academic Affairs office.

Continuing Professional Development

NIACC'S Professional Development Program will ensure career-long development of adjunct instructors whose competence, expectations, and actions influence the teaching and learning environment. The components of a high-quality professional development plan include rigorous and relevant content, approved objectives, sound implementation strategies, organizational support, reflection, and promote collegial learning. New adjunct faculty will start their Quality Adjunct Plan

(QAP) after completing the New Adjunct Faculty Onboarding course. A timeline for new adjunct faculty within their probationary period (first three years) and beyond is included in the Appendix.

Definitions of Professional Growth Areas

Teaching Methodology and Student Learning - This area deals with the identified teaching competencies and focuses on the instructor as being the most important factor influencing student learning and achievement. Continued professional development activities should enhance and improve the instructor's:

- Commitment to students and learning processes
- Management and monitoring of the student learning environment
- Development and utilization of teaching strategies and technology
- Preparation, delivery, and evaluation of subject matter

Content Expertise Specific to Discipline - This area focuses on the instructor's knowledge of content and skills associated with the subject matter that is taught. Continued professional development activities should develop further expertise in subject content.

Self-Determined Professional Growth Activities

When considering a particular professional development activity, the adjunct instructor should consider the following questions to determine the potential effectiveness of the experience. While all professional development activities may not meet each of these criteria, the potential for success increases with each positive response. Does the professional development activity:

- reflect identified college priorities?
- have institutional support for implementation (time and resources)?
- provide a means for determining the impact on student learning and performance?
- reflect current understanding of best practice for learners?
- encourage teachers to be active, investigative, and reflective practitioners?

Institutional Professional Growth Activities

The institution has a responsibility to identify priority areas and provide staff development activities on campus or online to support those priority areas.

Other Professional Growth Activities

Secondary school professional development activities may meet NIACC professional development requirements, subject to approval by respective dean/director.

Continued Professional Development Plan (Quality Adjunct Plan)

Adjunct instructors will develop an individual QAP each year.

1. The Plan will include at least one approved activity from each of the two categories of Professional Growth:
 - Teaching Methodology and Student Learning
 - Content Expertise Specific to Discipline
2. Adjunct instructors are required to attend and participate in adjunct professional development meeting(s) during the semester(s) in which they are teaching credit courses for

NIACC (but are invited and encouraged to attend semesters they are not teaching). For example, if an adjunct only teaches in the spring, that instructor will only need to attend and participate in the spring adjunct professional development meeting.

3. Adjunct instructors are encouraged to attend Staff Development Week activities at the beginning of the fall and spring semesters.
4. Adjunct instructors are encouraged to attend divisional meetings as well as continued development opportunities.

Record Keeping

1. Adjunct instructors are required to annually document and share their QAP with the Academic Affairs office. The VPAASL may consult with the respective dean/director on appropriate professional growth activities as needed.
2. Records documenting adjunct instructor's evaluation, will be signed by the adjunct instructor and placed in the adjunct instructor's file.

APPENDIX

Timeline for New Faculty within Their Probationary Period (first 3 years)

Instructor Name:

Division/Department:

Hire Date:

Competencies Completion Date:

Year 1 - Professional Preparation for New Adjunct Faculty

1. Complete the New Adjunct Onboarding Course in Canvas – this course includes a module for each of the minimum teaching competencies:
 - **Instructional Planning:** *The instructor plans lessons and semester to meet SLOs.*
 - **Assessment, Diagnosis, and Evaluation:** *The instructor uses a variety of diagnostic tools and assessment strategies to evaluate student learning.*
 - **Instructional Strategies:** *The instructor uses varied and appropriate instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.*
2. Participate in the Liaison Program
3. Complete the requirements of the Quality Adjunct Plan (QAP).

Year 2 - Professional Preparation for New Adjunct Faculty

1. Attend the adjunct meetings (fall/spring).
2. Complete the requirements of the QAP.

Year 3 - Professional Preparation for New Faculty

1. Attend the adjunct meetings (fall/spring).
2. Complete the requirements of the QAP.

Year 4 – Continuing Professional Development

No longer probationary status as an adjunct. Continue with