



**HAWKEYE**  
COMMUNITY COLLEGE

Quality Faculty Plan  
Academic Year 2022-23

## Table of Contents

Introduction	2
Record Keeping and Documentation	3
Hiring Requirements	3
Arts and Science Faculty	3
Career and Technical Education Faculty	4
Full-Time Faculty Induction and Mentoring	4
Full-Time Quality Faculty Plan	7
Professional Development	7
Quality Faculty Plan Checklist	7
Faculty Rank and Title	8
Teaching Portfolio	8
What is a teaching portfolio?	8
What goes into a teaching portfolio?	8
What are the benefits of a teaching portfolio?	9
Competencies / Categories	9
Teaching and Learning (One Unit per Year)	9
Personal and Professional Development (One Unit per Year)	9
Contributions (One Unit Per Year)	10
What is a reflection?	10
Adjunct Quality Faculty Plan	11
APPENDIX A Full-Time Faculty Portfolio Review Form	12
APPENDIX B Quality Faculty Plan Final Review Form	14

## *Introduction*

In 2002 Iowa Code Section 260C.36 was revised to replace the process of permanent professional licensure with Quality Faculty Plans to guide the hiring and professional development of full-time community college faculty. The Hawkeye Community College Quality Faculty Plan was implemented in July 2003 as a collaborative effort by a committee consisting of faculty, staff and administration with the goal of assisting faculty in determining and attaining professional development to meet certification requirements.

The Quality Faculty Plan Committee membership consists of representation from arts and sciences faculty, career and technical faculty, developmental studies faculty, and administration. Faculty are appointed by the college's administration in cooperation with the Hawkeye Professional Educators' Association (HPEA). There is no simple majority of members of the same gender. The mission of the committee is to develop a system to support faculty as they attain "units" for their Hawkeye Community College certification as required by the Iowa Department of Education. A "unit" is defined as a documented activity to fulfill a specified category.

The [Quality Faculty Plan](#) applies to faculty who are classified as:

- New Full-time – faculty who are in the initial certification period at Hawkeye Community College.
- Full-time – faculty who have completed their initial certification.
- Adjunct – faculty who are employed without a continuing contract and whose teaching load does not exceed one-half time for two full semesters per calendar year.

The Quality Faculty Plan is reviewed annually and updated as needed by the Quality Faculty Plan Committee.

## *Record Keeping and Documentation*

Academic Affairs shall maintain detailed and organized records of each faculty member's Quality Faculty Plan activities and the number of completed units in each of the required categories.

The [Quality Faculty Plan](#) and forms can be found on the Academic Affairs My Hawkeye site.

All faculty will transition to an electronic web-based portfolio, beginning 2021-22 academic year.

The portfolio serves as evidence to fulfill the requirements of the Quality Faculty Plan. It is advisable for faculty to retain their materials for two QFP cycles, or ten years, for purposes such as applying for advancement in rank and title.

## *Hiring Requirements*

Faculty hired by Hawkeye are required to meet the faculty standards as specified in Iowa Code Supplement Section 260C.48 and Iowa Administrative Code 281-IAC24.

### **Arts and Science Faculty**

Possess a master's degree or higher from a regionally accredited graduate school in each field of instruction the instructor is teaching classes.

OR

Possess a master's degree or higher from a regionally accredited graduate school and have completed a minimum of 18 graduate semester hours in a combination of the qualifying graduate fields identified as related to the field of instruction in which the instructor is teaching classes. The determination of what constitutes each field of instruction is based on accepted practices of regionally accredited two- and four-year institutions of higher education.

## **Career and Technical Education Faculty**

Possess a baccalaureate degree or higher in the field of instruction in which the instructor is teaching classes.

OR

Possess a combination of education, training, and at least 6,000 hours of relevant tested experience in the field of instruction in which the instructor teaches. If the instructor is a licensed practitioner who holds a career and technical endorsement under Iowa code chapter 272, relevant work experience in the occupational area includes, but is not limited to, classroom instruction in a career and technical education subject area offered by a school district or accredited nonpublic school.

### **Nondiscrimination Statement**

Hawkeye Community College does not discriminate on the basis of sex; race; age; color; creed; national origin; religion; disability; sexual orientation; gender identity; genetic information; political affiliation; or actual or potential parental, family, or marital status in its programs, activities, or employment practices. Veteran status is also included to the extent covered by law. Any person alleging a violation of equity regulations shall have the right to file a formal complaint. Inquiries concerning application of this statement should be addressed to: Equity Coordinator and Title IX Coordinator for employees, 319-296-4405; or Title IX Coordinator for students, 319-296-4448; Hawkeye Community College, 1501 East Orange Road, P.O. Box 8015, Waterloo, Iowa 50704-8015; or [email equity-titleIX@hawkeyecollege.edu](mailto:equity-titleIX@hawkeyecollege.edu), or the Director of the Office for Civil Rights U.S. Department of Education, John C. Kluczynski Federal Building, 230 S. Dearborn Street, 37th Floor, Chicago, IL 60604-7204, Telephone: (312) 730-1560 Facsimile: (312) 730-1576, TDD 800-877-8339  
[Email: OCR.Chicago@ed.gov](mailto:OCR.Chicago@ed.gov).

## ***Full-Time Faculty Induction and Mentoring***

The Faculty Induction and Mentoring program is coordinated by the [Brobst Center for Teaching and Learning Services](#) and is a two-year program for all new full-time faculty.

The program is designed to build positive relationships through mentoring by faculty and administrators to facilitate learning and to strengthen the likelihood of teaching success and faculty and student retention through learning, modeling, and guided practice of research-based instructional practices.

## **New Full-Time Faculty Courses and Workshops**

New full-time faculty must complete the following courses and workshops during the first two years\*:

- New Faculty Orientation, including Canvas Basic Orientation
- Teaching for Learning @ Hawkeye
- Assessment of Student Learning
- Creating an Inclusive Learning Environment
- History & Philosophy of the Community College

\*Course content and titles are subject to change per college discretion.

These learning opportunities will be held on Tuesdays from 3:00–5:00 pm unless otherwise noted.

[Pre-registration is required.](#)

## **New Full-Time Faculty Mentoring**

Along with the above courses and workshops, new full-time faculty must complete two years of mentoring with a mentor assigned by the Brobst Center for Teaching and Learning Services.

Mentors have at least three years of teaching experience and the respect of their colleagues and students, they are trained in instructional coaching to support new full-time faculty in developing their unique talents and skills, and they come from outside the mentee's department.

Mentors and mentees are expected to meet at least once per month. Meeting dates and collaboration logs will be provided to the Brobst Center director for verification purposes. The goal of the mentorship program is to help new full-time faculty become consciously competent in the development of their teaching for learning practices.

## Year One Focus

### Mentors will...

- assist the mentee in developing a teaching philosophy.
- support the mentee in planning instruction.
- guide the mentee, through use of reflective questioning, to identify their strengths and areas for improvement in teaching.

At the end of year one, the mentee will have a written teaching philosophy that will be included in their portfolio and reviewed by their dean.

## Year Two Focus

### Mentors will...

- coach the mentee's instructional practice to align with their teaching philosophy developed during year one.
- support the mentee in understanding Hawkeye's Quality Faculty Plan.
- guide the mentee as they create a teaching portfolio.

At the end of year two, the mentee will have a teaching portfolio that includes a teaching philosophy and other artifacts.

Course offerings are promoted on the [Brobst Center for Teaching and Learning Services](#) website.

# *Full-Time Quality Faculty Plan*

## **Professional Development**

All full-time faculty will meet with their respective dean for an informal conversation on an annual basis to discuss their plans/goals toward improving their teaching and learning. At that time, faculty will have an opportunity to voice their intentions about their professional development. This time may also be used to review their progress on their Quality Faculty Plan portfolio. The dean will have the opportunity to guide and support faculty with their plans/goals. If faculty receive special assignment pay for an activity, they are not eligible to receive certification units.

The following are required within each five-year certification renewal period:

Full-Time Faculty Requirements:

- 5 units in Teaching & Learning (one unit per year).
- 5 units in Personal & Professional Development (one unit per year).
- 5 units in Contributions (one unit per year).

15 total units earned per each five-year period.

A “unit” is defined as an activity to fulfill a specified category. Evidence of a unit may be a certificate of completion, transcript, program brochure, etc. Professional development opportunities and information are available through the Brobst Center for Teaching and Learning.

Note for New Faculty:

- Internal contributions are not required during the first two years at Hawkeye. If new faculty wish to engage in an activity under the Contribution category within the first two years, they must receive approval from their dean.
- External contributions are optional.
- The Contribution category will be fulfilled beginning in year three and may consist of external or internal evidence.

## **Quality Faculty Plan Checklist**

- ✓ Draft a goal for each category (Teaching & Learning, Personal and Professional Development, Contributions).
- ✓ Determine what activities will help achieve those goals as discussed and approved by the dean at the annual meeting.
- ✓ Participate in the activities to achieve goals.
- ✓ Finalize goals on the Portfolio Review Form (Appendix A) and write reflections when activities are completed.
- ✓ Share written reflections with the dean at the next annual meeting.



Deans will provide feedback at the next annual meeting. In addition, the next years' goals and activities will be discussed. The Portfolio Review Form (Appendix A) will be used to document the meeting.

At the end of each five-year cycle, the dean will complete the Portfolio Final Review Form (Appendix B) and forward it to the Provost and Vice President of Academic Affairs for approval.

Upon approval, the Academic Affairs office will generate a letter for the faculty and copy the dean documenting the approval.

## **Faculty Rank and Title**

Faculty will be able to pursue changes in ranks and titles; however, there will be no changes in faculty salary, nor will this process be used as an evaluation tool. Faculty will have the opportunity to discuss applying for a rank and title change at their annual meeting with the dean. More information regarding [Faculty Rank and Title](#) can be found on the Academic Affairs page in My Hawkeye.

## **Teaching Portfolio**

### **What is a teaching portfolio?**

The teaching portfolio is a collection of artifacts, such as student learning data, documented activities and experiences, and reflections, which provide evidence of teaching accomplishments. These accomplishments are unique because they are connected to the person's teaching philosophy, specific courses and contexts. The portfolio is a living document that demonstrates the teacher's experience and growth over time.

### **What goes into a teaching portfolio?**

The teaching philosophy is the first item included in the portfolio. This is followed by the faculty members' goals and evidence. Evidence of goals may include artifacts such as the following:

- Syllabi
- Video of teaching
- Reports representing classroom research
- Written comments from student evaluations
- Chart showing student performance
- Samples of student work
- Reflections
- Peer coach review
- Faculty development certificates
- Honors/other recognitions

Throughout the year, faculty will collect a variety of artifacts and select the most essential items to place in their portfolio.

The best way to decide whether an artifact should be included is whether or not it answers the question, “Does this artifact directly evidence progress on the goal I have set and/or the story I am trying to tell?” If the answer is yes, the faculty member should include it with a brief caption about why it was selected for inclusion.

### **What are the benefits of a teaching portfolio?**

Teaching portfolios serve many purposes:

- documenting growth over time
- evidencing the quality of teaching
- using to interview for new positions
- sharing student learning results with an administrator
- applying for advancement in rank and title

## *Competencies / Categories*

### **Teaching and Learning (One Unit per Year)**

Activities that develop knowledge and skills that can be applied in the classroom to enhance student learning.

Examples:

- Learning Management System (LMS) workshops (Canvas Training)
- Courses and workshops offered by the Brobst Center for Teaching and Learning
- Professional development that emphasizes teaching/assessment strategies
- Content development specific to a teaching assignment
- Faculty Professional Learning Community (PLC) that develops awareness about meeting the needs of diverse learners
- Professional experiences for the purpose of continuous improvement

### **Personal and Professional Development (One Unit per Year)**

Activities an individual has chosen for the purpose of continuous improvement.

Examples:

- HCC Quality Service workshops
- Organizational memberships

- Conferences
- Higher-education coursework
- Wellness
- Professional certification/courses toward an additional degree or certification

### **Contributions (One Unit Per Year)**

Activities that faculty actively and voluntarily participate in to share knowledge, improve processes, or positively enhance the reputation of the college.

Examples:

- Various HCC committees
- Community/Organization volunteering
- Publications/Presentations
- Mentoring
- Community/Organization memberships
- Leadership for student clubs

## *What is a reflection?*

A reflection is a statement that explains the connection between activities and corresponding goals. Faculty will include reflections for each category in the Quality Faculty Plan. (i.e., Teaching and Learning, Professional Development, Contributions)

This allows faculty to explain to the dean how activities engaged in have been meaningful and documents how that activity has helped them grow in their teaching.

When writing reflections, faculty might find the following sentence starters useful:

- These are the results in \_\_\_\_\_ (student learning/motivation/engagement)
- I'm beginning to see...
- An adjustment I need to make for the next semester is...
- I am proud of the way I...
- The questions I have answered are...
- The questions that remain are...
- Ways I see myself changing include...
- What I think I'm learning about \_\_\_\_\_ is...
- My next step is...
- Future learning that may be helpful to me is \_\_\_\_\_ because...



# APPENDIX A

## Full-Time Faculty Portfolio Review Form

An electronic version of this form can be found on the [Academic Affairs, My Hawkeye](#) department page.

<b>Faculty Name:</b>	<b>Meeting Date:</b>
<b>Department:</b>	<b>Certification Renewal Date:</b>
<b>Dean:</b>	<b>Year in Portfolio:</b>

**Portfolio Feedback:**

What follows is feedback on your portfolio that was presented as evidence of your professional growth. Your portfolio is a work in progress and will grow over the certification period. Suggestions about how you might improve have been indicated. Some items may be minor and can be added easily to the portfolio. Other items may require an investment in learning, reflecting, and applying.

Status Key: 1 = No evidence, 2 = Work progressing, 3 = Completed.

<b>Teaching Philosophy:</b> Teaching philosophies should be completed in year 1 during induction and should include information about the following: How have your practices changed or been updated? What would you want your students to say about you as a teacher? What theories and principles guide your practices as a teacher? Note: Your teaching philosophy is less about explaining what activities/resources/strategies you use and more about explaining why you use them.	
<b>Comments</b>	<b>Status</b>

<b>Teaching and Learning:</b> Activities that develop knowledge and skills that can be applied in the physical or virtual class to enhance student learning. Sample evidence: Brobst Center offerings; professional conferences; courses and workshops that emphasize teaching/assessment strategies, content, diversity/inclusion, etc.				
Goal(s)	Means/Evidence	Date	Comments	Status

<b>Personal and Professional Development:</b> Activities the faculty member has chosen to develop themselves for the purpose of becoming a better professional. Sample evidence: Brobst Center and/or HCC workshops, organizational memberships, conferences, higher-education coursework, wellness activities, professional certification, and other learning experiences.				
Goal(s)	Means/Evidence	Date	Comments	Status

<b>Contributions:</b> Activities the faculty member has participated in to share knowledge, improve processes, and produce results for the purpose of positively enhancing the reputation of the College. Sample evidence: HCC committees, United Way representative, mentoring, publishing, community memberships or service, student club leadership, professional learning community participation/leadership, etc.				
Goal(s)	Means/Evidence	Date	Comments	Status

**GENERAL COMMENTS:**

<b>Goals for Next Year:</b> What follows is a recording of your goals for the upcoming year as discussed at the portfolio meeting.
<b>Teaching &amp; Learning:</b>
<b>Personal &amp; Professional Development:</b>
<b>Contributions:</b>

**GENERAL COMMENTS:**

**Documentation:** *I have submitted a professional growth portfolio and have participated in a feedback conference including goal setting for next year and I have read this document.*

FT Faculty:		Date:	
Dean:		Date:	

# APPENDIX B

## Quality Faculty Plan Final Review Form

The [QFP Portfolio Final Review Form](#) is now an electronic Google Form. It can be found on My Hawkeye/Departments/Academic Affairs/ Quality Faculty Plan. Below is a copy of the electronic form.

### QFP Portfolio Final Review

The QFP Portfolio Final Review form will be completed at the time of review with the faculty's respective Dean. This form confirms that the faculty has completed the requirements for the completion of their 5-year portfolio. This satisfies the certification and Quality Faculty Plan requirements for the listed 5 year period and identifies the new certification date.

Your email will be recorded when you submit this form

**\* Required**

#### Dean Completing Form\*

Catharine Freeman

Robin Galloway

Dave Grunklee

#### Faculty First Name\*

Your answer

#### Faculty Last Name\*

Your answer

#### Faculty Department\*

Your answer

#### First year of current Five Year Period\*

Please enter month and year ie. 08-2022

Your answer

**Last year of current Five Year Period\***

Please enter month and year ie. 08-2022

Your answer

**New Certification Renewal Date\***

Please enter month and year ie. 08-2022

Your answer

**Provost and Vice President of Academic Affairs**

**Approve**

**Not Approved**