Quality Faculty Plan Procedures

Western Iowa Tech Community College
4647 Stone Avenue
Sioux City, Iowa 51106

February 2013

Quality Faculty Plan Procedures

Introduction

The Western Iowa Tech Community College (WITCC) Quality Faculty Plan for hiring and developing quality faculty according to Iowa Code 260C.36 was approved by the WITCC Board of Directors on January 13, 2003, and on May 11, 2009. The Quality Faculty Plan (QFP) Committee developed these QFP Procedures for the implementation of the Quality Faculty Plan.

The QFP Committee faculty and administration representatives cooperated to develop these QFP Procedures. The College's current hiring practices, faculty orientation, employee development activities and compliance with accreditation standards were examined.

Goal

The Quality Faculty Plan will support the development of full-time, regular part-time and adjunct instructors, counselors and librarians and full-time Community and Continuing Education instructors (ABE-GED), as experts in their content areas, and as professionals. See Addendum #1 *Western Iowa Tech Community College Quality Faculty Plan*.

Quality Faculty Plan Committee

Western Iowa Tech Community College (WITCC) established a Quality Faculty Plan Committee consisting of two arts and sciences faculty, two career and technical education faculty and four administrators. This Committee was approved by the WITCC Board of Directors on September 9, 2002. The Committee was established to develop a Quality Faculty Plan for hiring and developing quality faculty according to Iowa Code 260C.36.

The QFP Committee will continue to function as the implementation and monitoring team for these QFP Procedures. The Committee will continue to consist of four faculty and four administrators. The WITCC Education Association will appoint two arts and sciences faculty and two career and technical education faculty to serve two-year terms on the Committee. The College administration will appoint the chief academic officer, the chief human resources officer, the chief staff development officer and an instructional division chair to serve two-year terms on the Committee.

Hiring Quality Faculty

The College's hiring practices for full-time and part-time faculty will ensure:

(1) Faculty meet the minimum hiring requirements specified in Iowa Code 260C.36 Section 8;

(2) Hiring is in compliance with the faculty accreditation standards of the North Central Association of Colleges and Schools and with faculty standards required in specific College programs accredited by other accrediting agencies; and

(3) At the discretion of the Chief Academic Officer, a candidate who has not met the minimum hiring requirements specified in Iowa Code 260C.36 Section 8 may be hired on a provisional basis for a maximum of three (3) years. Faculty hired on a provisional basis must attain the minimum hiring requirements within the time frame set by the Chief Academic Officer before the contract can be renewed.

The WITCC Human Resources office will maintain records related to the hiring process.

Orientation for New Faculty

WITCC will provide for new full-time and regular part-time faculty an orientation that will be flexible to meet current and future needs and that will provide options for faculty to improve teaching techniques, curriculum development and evaluation strategies. This professional development will be accomplished through a series of experiences to include:

1. **Pre-assessment** – This tool is intended to determine the qualification/quality needs of new faculty. It will be used to determine which content sessions will be delivered through the new faculty modules. This is an experience-based self-assessment. See Addendum #2 *Pre Assessment.*

2. **Pre-orientation** – Coordinated through the Staff Development Office with the support of the Chief Academic Officer, two days will be scheduled prior to the beginning of the instructor's first full semester for pre-orientation. Specific agendas may vary, according to the number of new faculty and the results of the pre-assessments. See Addendum #3 *Pre-Orientation Topics.*

3. **New Faculty Modules** – This is a series of modules that will be offered throughout the instructor's first two full semesters. Results of the pre-assessment will determine session topics. See Addendum #4 *New Faculty Training Modules.*

4. **Mentoring** – All new full-time and regular part-time faculty will participate and complete the Mentoring Project Activities during their first full semester. Mentoring will provide a mechanism for connecting new faculty with WITCC faculty experienced in teaching and learning. Because this program is oriented toward professional development, it will not be used in administrative, supervisory, or evaluative processes. See Addendum #5 *Mentoring Project Activities*; Addendum #6 *Application for Faculty Mentor*, and Addendum #7 *Mentoring Project Feedback Form..*

The new faculty will complete Addendum #4, the mentor will complete Addendum #5, and both will complete Addendum #6.

Continuing Professional Development for Faculty

WITCC will provide continuing professional development opportunities for full-time and regular part-time faculty as defined in Iowa Code Subsection 260C.36 (4). Full-time and regular part-time instructors are expected to participate in activities designed to develop their instructional competencies and/or knowledge of their subject or technical areas.

All full-time and regular part-time faculty employed at WITCC as of July 1, 2003, will begin their continuing quality development under these QFP Procedures as of July 1, 2003. Within three (3) years, each full-time and regular part-time faculty member will provide evidence of his or her completion of 60 (sixty) faculty development units (FDUs). Effective July 1, 2009, each adjunct faculty member will provide evidence of his or her completion of 2 (two) faculty development units (FDUs) each semester.

These instructional competency faculty development units/hours may be achieved through the instructional, discipline, or professional development activities suggested by the QFP Committee. The QFP Committee may give credit for other activities if the Committee agrees these activities have contributed to developing an instructor's instructional competencies and/or knowledge of his or her subject or technical area. Professional development activities will be reviewed at least once a year by the QFP Committee. See Addendum #8 *Professional Development Activities.*

Continuing professional development opportunities will be announced in a Faculty Development Calendar that will be maintained by the chief staff development officer.

Procedures/Data/Monitoring/Record Keeping

Division Chairs and the QFP Committee will provide faculty opportunities for meeting the minimum requirements and competencies, as defined in Iowa Code section 260C.48.

Semi-annually, the QFP Committee will conduct a spot review of the reporting system and the faculty records in order to monitor the effectiveness of the reporting system and to make adjustments as needed. Whenever necessary, the QFP Committee will evaluate professional development activities not in Addendum #8 but submitted by a faculty member for FDU credit. See Addendum #9 *Request for Faculty Development Units.*

WITCC will provide accurate record keeping and documentation for monitoring the Quality Faculty Plan. The WITCC Human Resources office will be responsible for maintaining a summary of the FDUs completed by each faculty member. The QFP Committee will be responsible for the administration, on-going evaluation, and monitoring of the Plan. Faculty will retain the records documenting proof of their professional development activities and provide those records to the Human Resources Office upon request. See Addendum #10 *Record of Professional Development Activities.*

If the faculty member does not complete the required faculty development units in the reporting period, the faculty member may be placed on one-year Quality Faculty Plan probation at the discretion of the Chief Academic Officer and required to develop and file with Human Resources an Individual Development Plan (IDP). The IDP will be developed in consultation with his or her Division Chair. The IDP should outline which professional development activities the faculty member will engage in over the next year to begin to meet the Professional Development expectations for the next faculty development reporting period. See Addendum #11 *Individual Development Plan.*

Faculty members will provide proof of their required FDU's in a format accessible by the faculty member, Division Chairs, Quality Faculty Plan Committee and Human Resources.

Annually, the faculty members will review their accumulated FDU's with their Division Chairs. Division Chairs and the Quality Faculty Plan Committee will advise faculty of opportunities for meeting the minimum requirements and competencies, as defined in Iowa Code Section 260C.48.

Consortium Arrangements

Western Iowa Tech Community College may work with the other 14 Iowa community colleges on consortium arrangements to provide professional development programs beneficial to the faculty and the College. The QFP Committee may establish consortium arrangements with other educational institutions and obtain WITCC Board approval as necessary.

Faculty Records

On a semi-annual basis, faculty will retain and submit their record of professional development activities (Addendum #10) to the Human Resources office for review by the Quality Faculty Plan Committee documenting progress towards attaining minimum QFP competencies.

WITCC will submit data files to the Iowa Department of Education as required.

Amendments

These Quality Faculty Plan Procedures will be reviewed on an annual basis and will be subject to amendment and update by the QFP Committee.

WESTERN IOWA TECH COMMUNITY COLLEGE QUALITY FACULTY PLAN COMMITTEE

Keith Price	Date	Juline Albert, Ph.D.	Date
Computer Networking Instructor		Chief Academic Officer	
Carol Ratcliff	Date	Brenda Bradley	Date
Digital Media Publishing Instructor		Chief Human Resources Officer	
Helen Lewis	Date	Cyndi Hanson	Date
English and Humanities Instructor		Chief Staff Development Officer	
Rod Tondreau	Date	Greg Strong	Date
Biology Instructor		Division Chair	

Addendum #1

WESTERN IOWA TECH COMMUNITY COLLEGE QUALITY FACULTY PLAN

Introduction

The Western Iowa Tech Community College (WITCC) Board of Directors at its September 9, 2002, meeting established a Quality Faculty Plan Committee consisting of four faculty and four administrators. The Committee was established to develop a Quality Faculty Plan for hiring and developing quality faculty according to Iowa Code 260C.36. The WITCC Education Association appointed two arts and sciences faculty and two career and technical education faculty to serve on the Committee. The College President appointed four administrators to serve on the Committee.

Implementation Schedule for the Plan

The WITCC Quality Faculty Plan Committee submitted the Quality Faculty Plan to the WITCC Board of Directors, and the WITCC Board approved the Plan on January 13, 2003. WITCC submitted the Plan to the Iowa Department of Education and implemented the Plan on July 1, 2003.

The Quality Faculty Plan Committee developed and implemented the Quality Faculty Plan Procedures on July 1, 2003.

The WITCC Quality Faculty Plan Committee shall submit the updated Quality Faculty Plan to the WITCC Board of Directors on May 11, 2009. The Board shall consider the Plan and, once approved by the Board, WITCC shall submit the Plan to the Iowa Department of Education and implement the Plan not later than July 1, 2009.

The Quality Faculty Plan Committee will update and implement the Quality Faculty Plan Procedures not later than July 1, 2009.

Orientation for New Faculty

WITCC will provide new full-time and part-time faculty with an orientation designed to meet current and future needs. WITCC will also provide options for faculty to enhance teaching strategies, curriculum development and student evaluation strategies. This orientation may include, but not be limited to, student advising, classroom management, faculty performance evaluation procedures, Board policies and a campus tour. The orientation may also include WITCC operational policies and procedures for the business office, human resources, information technologies, enrollment services and student services.

Continuing Professional Development for Faculty

WITCC will provide and/or support opportunities for continuing professional development for full-time and part-time faculty in content areas and instructional/pedagogical strategies. As of July 1, 2011, WITCC will provide and/or support these opportunities for adjunct credit faculty. This professional development may include, but not be limited to, such activities as college courses, technical certifications and licenses, professional conferences and workshops, industry experience, and WITCC staff development sessions.

Record Keeping and Documentation for Plan Monitoring

WITCC will provide accurate record keeping and documentation for monitoring of the Quality Faculty Plan. Each faculty member will be responsible for record keeping of his or her individual professional development. The WITCC Human Resources office will be responsible for maintaining

summary data of the professional development records of each faculty member. The Quality Faculty Plan Committee will be responsible for the administration, on-going evaluation and monitoring of the Plan and for the competencies of the faculty.

Consortium Arrangements

Consortium arrangements will be established where appropriate, cost-effective and mutually beneficial. These arrangements may include, but not be limited to, consortiums with other community colleges and with public and private educational and business entities.

Instructional Competencies

Through the implementation of the Quality Faculty Plan, instructional competencies will be developed for WITCC faculty. These competencies will be reflective of instructional and subject matter areas. Specific activities will ensure faculty attain and demonstrate instructional competencies and knowledge in their subject or technical areas.

Faculty Records

Procedures will be developed for collection and maintenance of records demonstrating that each faculty member has attained, or documented progress towards attaining, minimum competencies. The data collected will demonstrate how each full-time and part-time faculty member has attained, or has documented progress toward obtaining, minimum competencies. As of July 1, 2011, this data will be collected and maintained for adjunct credit faculty.

WITCC will submit data files to the Iowa Department of Education as required.

Compliance with Faculty Accreditation Standards

WITCC will comply with the faculty accreditation standards of the North Central Association of Colleges and Schools. WITCC will also comply with the faculty standards required under specific programs that are offered by WITCC and that are accredited by other accrediting agencies.

Summary

The Western Iowa Tech Community College Quality Faculty Plan Committee submits to the WITCC Board of Directors and recommends approval of this Plan for hiring and developing quality faculty according to Iowa Code 260C.36.

Western Iowa Tech Community College Board of Directors
Quality Faculty Plan Approval

_____   May 11, 2009
WITCC Board President   Date

Iowa Department of Education
Review of WITCC Quality Faculty Plan

_____   _____
DE Representative   Date

QFP/bsb

Addendum #2
Pre-Assessment

Please answer the following questions by checking the appropriate column:

		Yes	No
1.	Have you designed a course before?		
2.	Do you have classroom teaching experience? If yes, answer a-c below.		
	a. How many semesters have you taught?		
	b. How many different courses have you taught?		
	c. Have you taught at the community college level?		
3.	Have you prepared and delivered lectures as part of previous work experience?		
4.	Have you used labs and guided discussions in large class settings?		
5.	Have you used active learning in a classroom setting?		
6.	Have you used technology, such as computers and LCD projectors, for delivery in classes?		
7.	Have you accessed websites as a part of the course content you have delivered?		
8.	Have you required students to access websites as part of a course?		
9.	Have you constructed tests to assess student learning?		
10.	Have you used grading to designate student achievement for learning?		
11.	Have you received feedback from students and incorporated it into instructional improvements?		
12.	Have you served as advisor to help students plan and register for their academic programs?		
13.	Are you aware of the resources needed to complete the student advising process?		
14.	Have you used a central database for student records?		
15.	Have you used such electronic communications as e-mail?		
16.	Have you accessed Student Support Services when working with students, such as tutoring, etc.?		
17.	Have you participated in on-line learning?		

Name:_____

Date:_____

Addendum #3
Pre-Orientation Topics

Prior to the beginning of the new instructor's first full semester, the following pre-orientation sessions may be scheduled:

Education at WITCC
- Philosophy of education
- Differences between teaching, training and learning.
- Learning Styles
- Assessment Overview
- Curriculum Overview

Teaching at WITCC
- First day preparations (syllabi, attendance policy, tools for survival, what to expect in classroom)
- Library Services (faculty reserves, holds, interlibrary loans, electronic databases, reciprocal with area libraries)
- Faculty Roles
- Family Educational Rights and Privacy Act (FERPA)- how it impacts what we do.
- Advisory Committees
- Testing Center operations
- Faculty Development
- Online learning management system

Working at WITCC
- College documents (catalog, student handbook/employee handbook)
- College technology (e-mail, attendance reports, grading/student locator, copy machines, MyWit, and witcc.edu)
- Master Agreement
- Board Policies (a closer look - contents, location of copies)
- Kinds of credits - dual enrollment credits, diploma, certificate, A.A.S., A.S., A.A., Developmental Ed placement and credit structure; ESL
- Open Computer Lab Policies and services
- College Committees
- Emergency Procedures
- Quick Reference: whom to call for what! (e.g. room changes)
- Tour of key points of facility (Human Resources, Student Success Center, Print Shop, Shipping and Receiving, Information Technology, Helpdesk, Smart Classroom, ICN room/semi smart rooms)
- College forms: Drop-Add/various attendance forms, etc., parking permit, Leave Request, Meeting and Travel requests, Field Trip Request, student forms.
- Business Office and purchasing procedures

Addendum #4
New Faculty Training Modules

Topics that will be offered throughout the instructor's first two full semesters *may include*, but are not limited to:

a. **Designing an Effective Course:** Instructional Design starts with course planning, continues with lesson design and delivery, moves through student assessment and grades, and concludes with course evaluation and revision. Since the process is continuous, faculty can start the module at any stage.

b. **Knowing Your Students:** Race, religion, disability, sexual preference, academic entry level, aptitude, socio-economic status, age, and marital status are all factors that impact how a student learns. Your expectations, goals, and teaching style are based on your experiences, which might be quite different from those of your students. Understanding the differences between you and your students, as well as the differences among your students, can help you plan your course to take advantage of the diverse population, rather than letting it be an obstacle to student learning.

c. **Managing Students and the Classroom Climate:** How you manage your students – and at times, yourself – can determine your success or failure in the classroom. This session helps you survive in the classroom through behavioral management, preparation guidelines, and solutions to common problems other instructors have encountered.

d. **Lecturing Effectively:** Lectures are comprised of two components – content and delivery. Both components are essential for creating an interesting lecture. First, we cover the rules of content; later in the session, we discuss the elements of delivery.

e. **Working with Your Division Chair:** You have met your Division Chair. You know he or she is your supervisor, but the Division Chair has many responsibilities. You will learn about the types of information that Division Chairs will ask for, along with the role that they play in connecting faculty to WITCC. This module will include administrative matters, curriculum development and program revisions. You will also hear about the many opportunities for you to get involved in continuing the quality and growth of the College.

f. **Using Active Learning in the Classroom:** Active learning shifts the focus from the instructor's delivery of course content to the students' active engagement with the material. Through active learning techniques and modeling by the instructor, students shed the traditional role of passive receptors and learn and practice how to apprehend knowledge and skills to use them meaningfully.

g. **Applying Instructional Media – Whiteboards to Video:** Different types of educational experiences exist, from hands-on apprenticeships to role-playing, from demonstrating to reading printed text. Some educators believe that different experiences are more or less effective for achieving different types of instructional outcomes. Instructors who are considering the use of media should ask themselves, "How do I expect the media or type of learning activity to make learning more effective?"

h. **Using Course Websites as Instructional Tools:** This module considers the history of online instruction, the development and the instruction of online courses compared to face-to-face courses, and the use of technology in the classroom. In this module, we will discuss the aspects of creating and maintaining an online course.

i. **Teaching Contexts:** This module covers the contexts of the discussion class, the laboratory, and various class sizes. While the dynamics of the student-instructor relationship and the criteria used for improving it remain essentially the same as in traditional situations, additional points should be considered.

j. **Testing:** Constructing tests is a serious concern of instructors and an important part of most courses. In this module we present the types of tests typically used in college settings and provide general tips about testing, including how to plan a test and how to write test items.

k. **Grading:** Grades reflect personal philosophy and human psychology, as well as efforts to measure intellectual progress with standardized objective criteria. This module discusses grading philosophies; presents suggestions that will help to maintain fairness and consistency in grading, such as using a rubric; and discusses issues that should be addressed in course planning.

l. **Improving Your Teaching Feedback:** This module covers the different ways to get feedback about your teaching. The more information you gather about your teaching, the more competent you will become in organizing, planning, implementing, and assessing.

m. **Understanding the History of WITCC and Community Colleges:** This module covers a brief history of Western Iowa Tech Community College and the other 14 community colleges in existence across Iowa. You will see the journey that WITCC has traveled to reach the status that we have, from a small vocational-technical, one-program school to an institution that offers a wide variety of degrees and courses.

n. **Advising Students:** As a faculty member at WITCC, you will play the role of advisor, both formally and informally. This module will allow you to understand the importance of this process. You will also be made more aware of the many tools available to support you in the advising process.

o. **Assessing Outcomes:** This module explains outcomes-based assessment, the five-column model used at WITCC, and the General Education core assessment.

Networking with other faculty members will be an important component of these modules.

Addendum #5
Mentoring Project Activities

In order to implement as effectively as possible the transition to teaching in a community college, please accomplish the activities during the weeks listed and record the date of the activity in the final column. This is the final report and will be turned in to your Division Chair at the end of the semester.

Mentor_____New Faculty Member_____

Week of Semester	Activity	Date Accomplished
Week 1 or 2	Mentor and new faculty member review new faculty's course plans, syllabi, and assignments (one hour)	
Week 1, 2, or 3	New faculty visits mentor's classroom (one hour) and discusses classroom observations (one-half hour).	
Week 4	Mentor visits new faculty member's classroom (one hour) and discusses observations (one-half hour).	
Week 4, 5, or 6	New faculty visits mentor's classroom (one hour) and discusses observations (one-half hour).	
Week 5 or 6	New faculty member videotapes one of his or her class sessions, reviews the video and makes notes (two hours); meets with the mentor for review (one hour). (The video remains the property of the new faculty.)	
Week 6 or 7	Mentor and new faculty member review exams and grading processes (one hour)	
Week 7, 8 or 9	New faculty visits mentor's classroom (one hour) and discusses observations (one-half hour).	
Week 8	Mentor visits new faculty member's classroom (one hour) and discusses observations (one-half hour)	
Week 12	Mentor visits new faculty member's classroom (one hour) and discusses observations (one-half hour).	
Week 13 or 14	New faculty member videotapes a class session, reviews the video and makes notes (two hours); meets with the mentor for review (one hour).	
Week 16	Mentor and new faculty member fill out the Mentoring Project Feedback Form and return the completed form with this record of activities to the Division Chair.	Total = 17 hours

Addendum #6
Application for Faculty Mentor

Name _____

Department _____

Date _____

Years of experience as a faculty member

_____(Full-Time)   _____(Regular Part-Time)

Years of experience as a faculty member at WITCC

_____(Full-Time)   _____(Regular Part-Time)

What qualifies you to serve as a mentor?

Why are you interested in becoming a mentor?

What areas of teaching and learning are your strengths?

What kinds of assistance can you provide to a new faculty member?

Other:

Addendum #7
Mentoring Project Feedback Form

Check One   Semester 20 ____
       ____ Mentor   ____ Fall
       ____ New Faculty Member   ____ Spring
                                                    ____ Summer

1. Was the review of course plans, syllabi, and assignments helpful?
   a. In what ways?

   b. Suggestions for improvement?

2. Was the review of exams and grading process helpful?
   a. In what ways?

   b. Suggestions for improvement?

3. Was the visitation to the mentor's classroom helpful?
   a. In what ways?

   b. Suggestions for improvement?

4. Was the visitation to the new faculty member's classroom helpful?
   a. In what ways?

   b. Suggestions for improvement?

5. Was the review of videotaped sessions by the mentor helpful?
   a. In what ways?

   b. Suggestions for improvement?

6. Was the review of the videotaped session by the new faculty helpful?
   a. In what ways?

   b. Suggestions for improvement?

7. Overall, did the mentoring program improve teaching and learning?
   a. In what ways?

   b. Suggestions for improvement?

Addendum #8
Professional Development Activities

QFP: Professional Development Activities	Descriptions*	Faculty Development Units (FDUs)

I. New Faculty	• Participate in new faculty
	  Mentoring Project
	  Activities
		20 FDUs

**II. Professional conferences/
staff development/
teacher workshops**
	• Participate in sessions: (e.g. conferences,
	  seminars, workshops, staff development,
	  technology, advisory training)
	
	• Participate in creative teaching workshops
	
	• Participate in NISOD
	
	• Participate in instructional (pedagogical)
	  and discipline (content) training offered
	  through the relevant professional
	  organizations for faculty
	
	• Participate in training techniques for
	  students with special needs/disabilities/
	  health concerns
	
	• Share teaching strategies through
	  sessions on campus, faculty forums,
	  or department roundtables
	
	• Share best practices at regional conferences
	
	• Participate at local and regional
	  teaching workshops
		1 FDU/hour

	Present original research (e.g. conferences)	5
	Present revised research (e.g. conferences)	2
	Develop and conduct a regional workshop	3
	Update and deliver a regional workshop	2
	Develop and conduct a staff development session	2 FDUs/hour
III. Partnerships/ Job Shadowing/Visits	Visit/tour other institutions/departments or programs/industry or business	1 FDU/hour
	Shadow a business, industry, health, or academic professional	1 FDU/hour
	Intern to update skills and application of technology (as in On-the-Job Training)	15 FDUs/ 40 contact hrs
	Deliver guest lectures at other institutions	2
IV. Mentoring	Participate in mentoring training	1 FDU/hour
	Serve as a Faculty Mentor for a new Faculty Member	3 FDUs/ Mentorship
	Participate in peer review	1 FDU/hour

V. Individual Development	Self teach new technology for course instruction; e.g. new software	2
	Read the articles in a professional journal	1/journal
	Read books in discipline or instruction (e.g., pedagogical text, not actual course textbook)	3/book
	Take college credit classes in discipline/ cross-discipline/instruction (pedagogy)	15 FDUs/ 1 credit hour
	Complete a thesis or dissertation (mere registration for thesis or dissertation hours not sufficient without evidence of actual progress)	15
	Take required courses and training to maintain/ renew a professional license required by a discipline/special certification	15 FDUs/ 1 credit hour
	Develop and teach a new course	4
	Develop a course for new delivery (e.g., redesign a course for online delivery, ICN)	3
	Update a course significantly (e.g., totally change textbook)	3
	Write curriculum (e.g., DACUM)	3 FDUs/ course
	Participate in cross-curricular training (e.g., adapt curriculum to general education outcomes)	1 FDU/hour
	Present a public program (e.g., Humanities Iowa, WITCC Bacon Creek Back Porch, Kiwanis Club)	2
	Update and deliver a public program.	1
	Write a major grant (e.g., NSF, NEH)	8
	Write a local/small grant (e.g., Humanities Iowa)	4
	Complete Mandatory Child and Dependent Adult Abuse Training	2
	Publish an academic article	5
	Publish a book	15
	Display works in a juried exhibition	5
	Write accreditation report/materials	5
	Complete video/audio/online academic course or training	1 FDU/4 hours
	Submit activities not currently identified to the Division Chair*	FDUs to be determined

* Many items could be altered to fit your specific situation. Your Division Chair and the Quality Faculty Plan Committee will evaluate additional items.

Addendum #9
Request for Faculty Development Units

To: Quality Faculty Plan Committee

From: _____   Date: _____
                  (printed employee name)

Please consider the following professional development activity as faculty development units in the Quality Faculty Plan Procedures.

Professional Development
Activity Title: _____

Date of Activity: _____

Location of Activity: _____

Length (hours) of Activity: _____

Description of Activity: _____

_____

_____

Employee Signature: _____

* *

Date Received by Quality Faculty Plan Committee: _____

_____   This professional development activity has been reviewed by
             the Quality Faculty Plan Committee and will be considered as
_____   Faculty Development Units (FDUs).

Comments: _____

_____

_____   _____
Faculty representative signature   Date   Administrator representative signature   Date

Addendum #10
Record of Professional Development Activities

Please record your 60 (sixty) faculty development units (FDUs) in a 3 (three) year period and *submit* this report or evidence of the completed FDUs to Human Resources.

Employee Name:

Social Security No.:

QFP Professional Development Activities	Date	Description	Faculty Development Units (FDUs)
I. New Faculty			
II. Professional Conferences/			
Staff Development/			
Teacher Workshops			
III. Partnerships/Job Shadowing/Visits			
IV. Mentoring			
V. Individual Development			
		Submit activities not currently identified to the Division Chair*	FDUs to be determined

* Many items could be altered to fit your specific situation. Your Division Chair and the Quality Faculty Plan Committee will evaluate additional items. See Addendum #8 Request for Faculty Development Units for activities not listed in the Quality Faculty Plan Procedures.

Addendum #11
Individual Development Plan

Western Iowa Tech Community College is committed to the personal, professional, and career development of all staff. Within the framework of Staff Development, many opportunities are available for improving the quality of professional activity and career potential. This INDIVIDUAL DEVELOPMENT PLAN (IDP) offers you a means to analyze your own development needs, set specific goals, and decide which opportunities best meet your needs and goals. Your IDP will also assist your immediate supervisor in supporting your development. Completion of the IDP is voluntary. However, its completion is a requirement to be eligible for funding through Staff Development. To access funds through staff development "Individual Improvement Plan Guidelines" and "Request Form" are available through staff development committee members and director.

The IDP process should stimulate useful planning. Your IDP should be reviewed annually and updated. Keep one copy, give one copy to your immediate supervisor and file the original with the Human Resource Director.

Name _____ Job Title _____

Division _____ Extension # _____

You are now ready to begin the exciting process of career planning and development. Consider the following questions as you complete your IDP.

1. **PERSONAL/PROFESSIONAL PROFILE-ASSESSMENT OF SELF** (see page 3)
   A. What are your strengths, interests, and areas of proficiency?

   B. What are your areas of potential growth?

2. **GOAL SETTING** – Be sure your goals are your own-not what you feel others think you should do. They should be Specific, Measurable, Achievable, Realistic, Time-bound-SMART.
   A. Short-term individual goals: (Goal that will be accomplished in 1-2 years.)

   B. Long-range individual goals: (Goal that will be reachable in 3-5 year period.)

3. **DEVELOPMENT ACTIVITIES**

   What activities will you undertake to address the goals you have set for yourself. The Professional Development Activities listing provides a solid base to begin with.

4. **ADDITIONAL RESOURCES**

   List NEW programs or services that would help you accomplish your goals:

   What funding must be available to accomplish your goals?

   Once your IDP has been completed, please discuss your plans with your supervisor.

_____   _____
Staff Member's Signature   Date

_____   _____
Supervisor's Signature   Date

Send completed form to Human Resources Office with completed performance evaluation.

Self-Assessment Inventory

This list of competencies was identified in seven major studies, as skills needed by employees in today's workforce. Before you plan your participation in staff development programs during the next year, take some time to reflect on your skills in these areas. As you decide how to rate yourself, think of situations in which you have been called on to exhibit these behaviors. How did you perform?

	Always	Mostly	Sometimes	Seldom	Never	Not Sure
Adapt to Change						
Listen Actively						
Work in Teams						
Solve Problems						
Take Responsibility						
Deal with Others						
Be Motivated						
Calculate Accurately						
Communicate Effectively						
Concentrate						
Learn Continuously						
Be Dependable						
Take Risks						
Handle Stress						
Think Reflectively						
Read Effectively						
Lead						
Persist						
Manage Goals						
Manage Time						
Behave Ethically						
Work Confidently						
Use Systems						
Be Interdependent						

This is a self-rating assessment. How did you do? Your responses are not intended for comparison to those of others. Your chart will help to identify areas on which you may want to focus your development.

Now look at your Individual Development Plan, your self-ratings, and your own professional goals and make a plan of action!

Adapted from *The Mindful Worker, Learning and Working into the 21st Century,* Curtis Miles, 1994.