IVCCD
Quality Faculty Plan

Professional Development Plan

2024-2025 Revision

(Original Plan 2002-2003)

Contents

Statement of Purpose

IVCCD recognizes and supports the critical academic need for college instructional staff to provide quality teaching and learning in the classroom. IVCCD also encourages strong and continuous professional development throughout the instructional staff member's career.

Prior to the 2002-2003 academic year, the IDOE determined that each community college must establish a Quality Faculty Committee consisting of instructors and administrators, to develop a plan for hiring and developing quality faculty. The plan shall include, at minimum: an implementation schedule for the plan; orientation for new faculty; continuing professional development for faculty; procedures for accurate recordkeeping and documentation for plan monitoring; consortium arrangements where appropriate, cost-effective, and mutually beneficial; specific activities that ensure faculty attain and demonstrate instructional competencies and knowledge in their subject or technical areas; procedures for collection and maintenance of records demonstrating that each faculty member has attained or documented progress toward attaining minimal competencies; and compliance with the faculty standards required under specific programs offered by the community college that are accredited by other accrediting agencies. [Iowa Code 281—21.3 (4)]

Note: Historical timeline has been moved to Appendix F.

Educational Equity Statement

Iowa Valley Community College District does not discriminate in its programs, activities, or employment on the basis of race, color, national origin, sex, disability, age, sexual orientation, gender identity, creed, religion, actual or potential family, parental or marital status, or other protected classes. If you have questions or complaints related to compliance with this policy, please contact Gena Garber, Vice President of Administration, serving as the District Equity Officer, 3702 S. Center Street, Marshalltown, IA 50158, 641-844-5530, Equity@iavalley.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 0604-7204, Telephone: 312-730-1560 Facsimile: 312-730-1576, TDD 800-877-8339 Email: OCR.Chicago@ed.gov.

The schools that make up the Iowa Valley Community College District, including Ellsworth Community College (ECC), Marshalltown Community College (MCC), and Business and Community Solutions (BCS) comply with the Americans with Disabilities Act (ADA), Iowa Civil Rights Act (ICRA), and Section 504 of the Rehabilitation Act in ensuring persons with disabilities have an opportunity equal to that of their nondisabled peers to participate in the College's programs, services, and activities, including those delivered through electronic and information technology. For requests or inquiries regarding access to the College's webpage or another electronic resource, and/or to report any technology-based barriers and to request access, please contact the Vice President of Administration, serving as the Equity Officer, 3702 S. Center Street, Marshalltown, IA 50158, 800-284-4823, Equity@iavalley.edu. The following page also provides information on requesting accommodations: ECC | MCC | BCS.

Iowa Valley offers programs in the following career and technical education subject areas. Lack of English language proficiency will not be a barrier to admission and participation in career and technical education programs.

Orientation Plan for New Instructional Staff

The academic administrators are responsible for the development of orientation materials and training for new hires. Every new instructor shall participate in the following orientation activities provided by the College in the first fall semester of employment:

Faculty

- Attend an orientation within two weeks of the start date, which involves exposure to some of the following: campus tour(s), student services staff and functions, academic departments and other faculty, human resources new employee orientation, community tour, and peer mentoring expectations. (See detailed checklist in Appendix E.)
- New faculty shall be introduced to the IVCCD Board of Directors at the first Board meeting held on their campus after the initial hiring date. The new faculty's immediate supervisor (administrator) and/or faculty mentor shall introduce the new faculty member at the meeting.

New Instructional Staff

- New instructional staff will participate in the appropriate mentoring program as outlined in the Adjuncts section.

Adjuncts

- Attend adjunct orientation scheduled by the academic deans, which involves exposure to the following (as appropriate): campus tour, student services (staff and functions), college processes, division information, and access to technology.

Concurrent Enrollment Partnership (CEP) Adjuncts

- Attend CEP orientation with the CEP coordinator and assigned faculty liaison to identify and discuss the requirements of college coursework, NACEP (National Alliance of Concurrent Enrollment Partnership) requirements regarding professional development, matched syllabus and content, matched assessment, and site visit (as appropriate).

Mentoring

All instructional staff will be encouraged to participate in the professional development plan as a mentor, including the appropriate activities detailed above. Involvement as a mentor could be part of the mentor's own professional development plan. Adjuncts will continue to be mentored by the academic administrator office as well as academic office staff and faculty members in the division in which they teach.

- Full-time faculty mentoring
- Adjunct Mentoring
- CEP Adjunct Mentoring
- Mentoring processes are outlined in Appendix E.

New Faculty Professional Development

Participation in the mentoring program will be an essential part of each new faculty member's professional development plan (PDP).

Full-time Faculty

See Hiring & Continuing Professional Development for Faculty, Appendix B and *C*.

Counselors

- *Note: We do not currently have this position staffed. The information in this sub-section would apply only in the case we would hire for this position.*
- Specific areas of professional development required for counselors will be noted in Hiring & Continuing Professional Development for Faculty, sections B and C. Their unique positions will also have counseling service development (using appropriate assessments and counseling techniques to provide academic, career, and personal counseling) and crisis intervention professional development (demonstrating an understanding of the dynamics of a crisis and helping meet concerns of all involved by working closely with students, staff, administrators, and community agencies).

Adjuncts

- Adjunct faculty will be required to attend District-approved annual professional development opportunities as well as participate in other general faculty professional development programs on issues such as technology or pedagogy with activities in several of the areas listed in Hiring & Continuing Professional Development for Faculty, sections B and C. This process will be documented.

CEP Adjuncts

- A bi-annual site visit by a faculty liaison is required during class time to ensure that content is delivered at the same rigor and level of expectations as the on-campus course.
- Annual professional development is required and may be completed by attendance at either a discipline-specific event or the combined events held at MCC and ECC. The CEP Coordinator approval will be required to attend alternative professional development, if unable to attend.

Hiring & Continuing Professional Development Plan (PDP)
for Instructional Staff

Faculty will plan with the academic administrator(s) in the choices of instructional competencies and professional growth areas. A list of sample activities is provided to instructional staff for suggestions.

Hiring

College hiring practices will ensure the following credentials for faculty. Faculty have, at the time of hire, attained knowledge and competencies in their subjects or discipline areas as documented by the attainment of the minimum requirements specified in the Iowa Code.

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.

College hiring practices will ensure that candidates for faculty positions have passed an appropriate background check as determined by the Human Resources office.

Instructional Competency Areas

College continuing professional development practices will ensure that all faculty are competent in the following teaching areas. Counselors will demonstrate competency in areas a, b, f, g, h, and i as well as counseling services and crisis intervention described in Orientation Plan for New Instructional Staff, Section Bb. The College will ascertain and document that all faculty members continuously update and obtain knowledge and/or skills in the following:

A. Student Learning – How students learn and how to provide opportunities to support student intellectual, career, and social development.
B. Diverse Learning – How students differ in their approaches to learning, both individually and culturally, and how to create opportunities that are equitable and adaptable to diverse learning.
C. Instructional Planning – How to plan and strengthen instruction based on understanding of subject matter, student ability, the community, curriculum goals and standards, and transfer articulations.
D. Instructional Strategies – Integrate instructional strategies to encourage students' development of critical thinking, problem solving, teamwork, and performance skills.
E. Learning Environment/Classroom Management – How to use individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
F. Communication – How to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, effective research, and collaboration, and to support student interaction in educational settings.
G. Assessment – How to use formal and informal assessment strategies to monitor and evaluate student learning.

H. Collaboration, Ethics, and Professional Relationships – How to foster professionalism with students, colleagues, and the community to support learning.

I. Instructional Technology – How to use appropriate technology in planning, delivery, and assessment of instruction.

Professional Growth Areas

College continuing professional development practices will ensure that the College will ascertain and document that all faculty members continuously update and obtain knowledge and/or skills in the following areas. Counselors will demonstrate competency in all areas below except section c.

J. Reflection/Assessment of Professional Growth – How the faculty member reflects and assesses the effects of choices and actions on others, and actively seeks out opportunities to grow professionally by maintaining professional competency in the individual's discipline.

K. Contribution to the College – How the faculty member contributes to the institution through active participation in departmental and institutional tasks.

L. Instructional Competencies – How the faculty member improves or gains in an aspect of teaching and/or learning skills in the classroom as noted in part 1.

M. Continuous Quality Improvement – How the faculty member improves or gains in an aspect of the College culture/processes and/or relationships with students, colleagues, or community.

N. Collegiality – How the faculty member uses knowledge and skills toward the benefit of others in the College or community.

O. Subject Area Growth – How the faculty member updates understanding of teaching area with the additional component of how the instructional staff member translates the information into a stronger or more responsive program and College, and to provide learning and conveying information to students about educational pathways (such as programs of study, career pathways, articulations, and transfer pathways) to assist them in reaching their goals.

P. Community College Mission, History, Current Issues, Structure & Financing – How the faculty member increases personal understanding of the community college mission, history, current issues, structure, and financing and how this knowledge applies locally to IVCCD.

Expectations

The faculty are expected to participate in activities designed to develop their instructional competencies, professional growth, and/or knowledge of their subject or technical areas. A guideline of activities which may be applied toward continuing professional development has been created and will be reviewed annually by the Quality Faculty Plan Committee. Documentation of professional development can be provided by various methods agreed to with appropriate administrator, including participation with sharing learnings from professional development activities through presenting, writing about, or sharing with others. Credit for other activities may be given if the committee agrees the activities have contributed to developing faculty instructional competencies, professional growth, and/or knowledge of their subject of technical areas. Instructional staff members may receive funding for professional development activities through the Staff Development Unit plan pending available funds.

Recordkeeping & Documentation

Hiring

For full-time faculty, the Human Resources Associate Director is responsible for maintaining records related to the hiring process of instructional staff, specifically records documenting the actions of hiring committees, administration, and the HR office. The campus academic administrators are responsible for maintaining records documenting the hiring process of adjunct faculty. An electronic copy will be provided annually to the HR office. Documents include:

- Application and interview materials.
- Transcripts and documents noting requirements met according to Iowa Administrative Rules.
- Background check documents.

Orientation

The Human Resources Associate Director is responsible for maintaining records related to the orientation activities of new instructional staff, specifically records documenting the attendance and mentoring activities. The academic administrator's office will keep duplicates of these records as well as orientation records of adjunct faculty. Documents include:

- Attendance and participation in orientation activities.
- HR records regarding contract, benefits, and procedural signatures.
- Mentoring notes and reflections will be kept by the academic administrator(s).

Teaching Competency Areas

The academic administrator's office is responsible for maintaining records related to the successful attainment/progress in the competencies where they will be reviewed annually. Ascertainment of attainment of competencies before the end of the new instructional staff probationary period may be achieved through the individualized activities approved by the professional development plan. Competencies may also be ascertained through prior education, prior experiences, or prior activities. For each faculty, documents will include:

- A Professional Development Plan (year 1) and/or Progress Report (year 2), which will be filed with the Academic Office each year.
- The Progress Report (year 2) will include documentation of successful experiences through approved courses, workshops, or activities utilizing a plan for sharing information with faculty and staff through writing, teaching, and other forms of sharing.
- Professional Growth Areas – The academic administrator's office is responsible for maintaining records related to the successful attainment of professional growth where they will be reviewed annually. These records are kept for the length of employment at the College.

APPENDIX A: Quality Faculty Plan Committee 2024-2025

Committee Makeup

    Balance of MCC and ECC Faculty
    Balance of Faculty and Administration
    Balance of Arts/Science and Career & Technical Faculty
    Balance of Gender

*Faculty (6)

    M - Bobby Elam, MCC Mathematics (A/S)
    F - Barbara Hall, MCC/IVG Social Sciences (A/S)
    M - Rick Dorsey, MCC (CTE)
    M - Kanishka Epa, ECC Chemistry (A/S)
    M - Eric Weuve, ECC Agriculture (CTE)
    F - Monica Warburton, ECC (CTE)

Administration (6)

    F - Honoria Balogh, ECC Dean of Academic Affairs
    M - Vincent Boyd, MCC Dean of Academic Affairs
    F - Gena Garber, Director HR
    F - Beth Johanns, Associate Dean Nursing
    F - Barbara Klein, ECC Provost
    F - Robin Lilienthal, MCC Provost

*Committee may be re-constituted during Fall of the current academic year.

IVCCD Faculty Professional Development - Plan (Year 1 of 2)

Date	Employee		Years teaching at IVCCD
Campus: ❑ ECC ❑ GRN ❑ MCC	Office Phone		Year of plan
	Department		

Instructions: For each of the professional development areas listed below, create a 2-year plan for growth and development. Refer to the Instruction Staff Professional Development Plan and Guidelines for specific information. Plans should include growth activities in 3-4 areas per year with all areas addressed over a 4-year period.

Instructional or Professional Competency Growth Plan: Complete the following for each of your activities.

Check either Instruction Competencies (I) or Professional Objectives (P)	Instructional Competencies									Professional Objectives						
1. Write a brief description of activity:	Which competency(s) will be addressed by this activity? (see below)															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
❑ I ❑ P a.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
❑ I ❑ P b.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
❑ I ❑ P c.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
❑ I ❑ P d.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Instructional Competencies
1. Student learning
2. Diverse learning
3. Instructional planning
4. Instructional strategies
5. Learning/Classroom environment
6. Communication
7. Assessment
8. Collaboration, Ethics, and Relationships
9. Technology related to instruction

Professional Objectives
10. Reflection/Assessment of professional growth
11. Contribution to the college
12. Instructional competencies
13. Continuous quality improvement
14. Collegiality
15. Subject/Technical area growth
16. Community College mission/history/current issues/structure & financing

2. List the major steps to accomplish this activity

a. _____

b. _____

c. _____

d. _____

3. Anticipated completion date for activity

a. _____

b. _____

c. _____

d. _____

4. How will you document that you have completed this activity?*

a. _____

b. _____

c. _____

d. _____

*i.e., blog/article publication, workshop presentation, university transcript, reflection/rating form, continuing education unit (CEU), certificate, professional memberships and activities, grants and awards

April 2024

IVCCD Faculty Professional Development - Progress Report

(Year 2 of 2)

Date:	Employee:
Campus: ☐ ECC ☐ GRN ☐ MCC	Office phone:
Years teaching at IVCCD:	Department:

Instructions: Please refer back to your Faculty Professional Development Plan (Year 1). For each of the activities listed in your Instructional or Professional Competency Growth Plan, summarize your progress.

Instructional or Professional Competency Growth Plan - ACTIVITY 1

This activity is ☐ instructional   ☐ professional.

Activity Description:

Major Steps Completed:

Roadblocks Encountered:

Questions or Comments:

Documentation: (Please attach files/pages if applicable.)

Updated April 2024

Instructional or Professional Competency Growth Plan - ACTIVITY 2

This activity is ☐ instructional ☐ professional.

Activity Description:

Major Steps Completed:

Roadblocks Encountered:

Questions or Comments:

Documentation: (Please attach files/pages if applicable.)

Instructional or Professional Competency Growth Plan - ACTIVITY 3

This activity is ☐ instructional ☐ professional.

Activity Description:

Major Steps Completed:

Roadblocks Encountered:

Questions or Comments:

Documentation: (Please attach files/pages if applicable.)

Instructional or Professional Competency Growth Plan - ACTIVITY 4
This activity is ☐ instructional ☐ professional.
Activity Description:
Major Steps Completed:
Roadblocks Encountered:
Questions or Comments:
Documentation: (Please attach files/pages if applicable.)

Additional summative comments (optional):

Updated April 2024

APPENDIX D: CEP Orientation, Course Checkpoint, Site Visit Forms

Begins on the next page

CEP Orientation Checklist

Orientation meetings are arranged by the Dean and NACEP Coordinator. The CEP Adjunct meets with the Dean, the NACEP Coordinator, and his/her Faculty Liaison.

To ensure consistency of information provided to new CEP Adjuncts, the following topics should be covered during the orientation meeting:

CEP Overview

❑ NACEP standards and accreditation process

❑ CEP Adjunct expectations
   (Refer to Handbook and CEP Adjunct Requirements form)
- Faculty Liaison assignment
- Annual reviews = Site Visit and Course Checkpoint
- Annual professional development

> Orientation Overview:
> - CEP information
> - Discipline-specific training

Discipline-Specific

Be sure to complete and submit the Course Checkpoint form to the Office of Academic Affairs

❑ Syllabus development (provide a template, if needed)
- Course Description
- Quality Standards
- Assessment Matrix
- Grading Scale

   * CEP Adjunct must submit a syllabus for each course, at the start of each term

❑ Required textbook or approved book list

❑ Course delivery

❑ Method of assessment

❑ Course pedagogical, theoretical, and philosophical orientation

Dean_____Date_____

Liaison_____Date_____

Adjunct_____Date_____

NACEP Coordinator_____Date_____

CEP Course Checkpoint

CEP Adjunct _____   **Course Name** _____

Faculty Liaison _____   **Date** _____

To ensure course comparability, this checkpoint should be completed by the Faculty Liaison and submitted as early as possible in the semester or prior to course start date.

Course Review

Each checkpoint verifies comparability to the College section and indicates that the required components are included in the Adjunct syllabus.

1. Syllabus
- ❑ Course Description (same as listed in the Course Catalog)
- ❑ Quality Standards/Course Objectives (must match the Liaison's core standards)
- ❑ Assessment Matrix
- ❑ Grading Scale
- ❑ A copy of this semester's syllabus is on file at the College.

2. Textbook
- ❑ CEP students are using an approved course textbook.

3. Common Assessment
- ❑ A copy of both the Faculty Liaison's and CEP Adjunct's assessment is on file at the College.
  Each should submit a completed student assessment sample

Professional Development

What support or professional development opportunities would best enhance your teaching of CEP courses?

List any discipline-specific topics/training suggestions that would benefit the Liaison and/or Adjunct.

Course Pedagogical, Theoretical, Philosophical Orientation

1. For your discipline, briefly describe the pedagogical methods utilized in instruction.

2. For your discipline, briefly describe the theoretical and philosophical orientation of the department in the context of the college.

3. Please check which ways you verify the pedagogical methods utilized in instruction of the CEP course
   - ❑ Classroom observation
   - ❑ Professional Development Discussion
   - ❑ Regular communication
   - ❑ Student comments
   - ❑ Syllabus observation
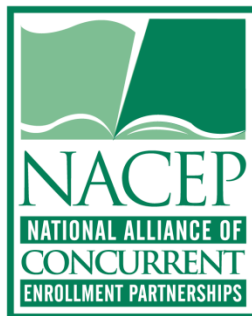   - ❑ Discussion at orientation
   - ❑ Mentoring
   - ❑ Other

4. Please check which ways you verify the theoretical/philosophical orientation utilized in instruction of the CEP course:
   - ❑ Classroom observation
   - ❑ Professional Development Discussion
   - ❑ Regular communication
   - ❑ Student comments
   - ❑ Syllabus observation
   - ❑ Discussion at orientation
   - ❑ Mentoring
   - ❑ Other _____

5. How do you assess the pedagogical, theoretical and philosophical orientation of your discipline?

6. Please check which ways you verify the similar assessment of the CEP course
   - ❑ Classroom observation
   - ❑ Professional Development Discussion
   - ❑ Regular communication
   - ❑ Student comments
   - ❑ Syllabus observation
   - ❑ Discussion at orientation
   - ❑ Mentoring
   - ❑ Other _____

I, _____, Professor in the _____

Department, affirm that CEP Adjunct _____, meets the following NACEP

Standards in the teaching of the following course(s)

_____

A1, "CEP students are held to the same standards of achievement as those expected of
     students in on campus sections;"

A2, "The college/university ensures that CEP students are held to the same grading standards
as those expected of students in on campus sections;"

A3, "CEP students are assessed using the same methods (e.g. papers, portfolios, quizzes,
     labs, etc.) as students in on campus sections;" and

C2, "College/university courses administered through a CEP reflect the pedagogical,
     theoretical and philosophical orientation of the sponsoring college/university departments."

_____
Print Name

_____   _____
Signature   Date

CEP Adjunct Course Review – Site Visit

Course Name _____   High School _____

CEP Adjunct _____   Date of visit _____

Site visit beginning time   End time   HS period

Annual site visits, of each CEP Adjunct, are required. Both the Liaison and the Adjunct must sign this form at the conclusion of the site visit.

Observations

<u>Instructional Delivery</u>

   To what extent do the teaching and learning practices meet or exceed IVCCD teach practices?

   What are your impressions of student interest and involvement of the course?

<u>Instructional Design and Assessment</u>

To what extent is the course content representative of the on-campus course?

Ask to see some papers, activities, or assignment generated thus far in the course.

Are the depth and rigor equivalent to the on-campus course?

Are the evaluation processes similar to the on-campus course?

<u>Other: Any</u> additional notes, recommendations and/or action plans?

Liaison

I visited the CEP adjunct at the high school on the date above. The information on this form is correct.

Liaison signature

_____

Date

CEP Instructor

I have reviewed the Faculty Liaison comments and acknowledge the liaison's visit on the specified date.

_____

CEP Instructor signature

_____

Dated

APPENDIX E: Faculty & Adjunct Professional Development Timeline/Checklist

1. Pre-Hire – LMS (Learning Management System), email, and SIS (Student Information System) J1/PawPass orientation, if possible, otherwise as soon as ID is established.
2. Orientation Day/Adjunct Workshop/Online – Blood borne pathogens and sexual harassment, Title IX video. Handbook (Mentoring or Adjunct) is distributed, and key concepts shared.
3. First Days
   a. FERPA (Family Educational Rights and Privacy Act)
   b. Red Flag Rules (security of student and personnel files)
   c. Copier and office equipment, including phone system
   d. Safety procedures and Emergency Notification System (ENS)
   e. Using the leave system/Paycor
   f. Syllabus – Simple Syllabus training
   g. Grading processes
   h. Teaching strategies (including technology in the classroom)
4. First Month – Mentoring processes and activities (through first year)
   a. Evaluation
   b. Board policies and procedures
   c. Forms
   d. Assessment practices (Including Course, Program, and Institutional Student Learning Outcomes)
   e. Student disabilities and accommodations
   f. Student Conduct form and Student Code of Conduct
   g. Budget processes (ongoing throughout the year; for some faculty needs to be sooner)
   h. Meeting with Board of Directors and key community leaders (could be within the first year)
   i. LMS training with Distance Learning support staff (online, grading and LMS advanced learning; for some faculty needs to be sooner)
5. First Semester
   a. Sexual abuse training
   b. Dependent adult abuse mandatory reporter training
   c. Child abuse mandatory reporter training (every five years)
   d. HR/IVCCD orientation includes mission, vision, values, strategic agenda, and structure
   e. Grants, advisory boards, and reporting (for career and technical/CTE instructors)
6. First Year to Second Year
   a. Curriculum development and training
   b. Scheduling processes
   c. Advising processes
   d. More on FERPA (Family Educational Rights and Privacy Act)
7. Annually (FT Faculty)
   a. Quality Faculty Plan Professional Development documentation

Mentoring Project Activities

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 will be handed in to your Dean at the end of the year.

Mentor_____ New Faculty Member_____

First Semester of Employment	Activity	Date Completed
	First Semester	
Prior to start of first week of classes	Dean, mentor, and new faculty members go through the New Faculty and Mentoring Handbook, discuss expectations of mentor/mentee relationship, and start mentor/mentee activities.	
	Mentor and new faculty member review new faculty's course plans, student expectations, course management, course syllabi and course assignments in preparation for start of semester. At this time, classroom and office management should take place (printing/photocopying, telephone and voicemail setup, Outlook email and calendar, campus logistics, department budget, etc.). Pawpass, SharePoint and Canvas LMS (grades, online attendance, announcements, etc.) should also be addressed.	
	Assessment expectations and CSLO should be discussed/reviewed/created.	
Weeks 1-16	New faculty visits mentor's classroom/lab and discusses classroom observations.	
	Mentor visits new faculty member's classroom/lab and discusses observations.	
	Mentor reviews early alert system with new faculty member.	
	Next semester's 1st round of scheduling should begin to be discussed, if applicable. (Textbooks, class times, course load, new classes, etc.)	
	Professional Development Plan (PDP/QFP) forms and expectations should be discussed and completed.	

	Mentor and new faculty members review exams and grading processes.	
	Continue 2nd and 3rd round of scheduling, if applicable.	
	Mentor visits new faculty member's classroom/lab and discusses observations. Review of student behavior issues and withdrawal policies. Discussion of final exam, final grading processes and semester assessment completion.	
	Second Semester	
Prior to start of second semester	Mentor and new faculty members attend Orientation and discuss assessment procedures in depth.	
	Mentor visits new faculty member's classroom/lab and discusses observations.	
During registration	Mentor and new faculty members sit in on advising session.	
End of 2nd semester	The mentor and new faculty members submit the completed Mentoring form to Academic Dean.	

_____

Mentor

_____

New Faculty

_____

Date Completed

Definitions

Instructional Staff: Includes faculty and counselors (not including adjunct faculty).

Faculty: Includes faculty, counselors, part-time faculty, and adjunct and CEP adjunct faculty.

Academic Administrators: Includes provosts, deans of instruction, dean of students & academic affairs, and dean of Grinnell campus

APPENDIX F: Historical Implementation Plan

From 2007-2008 update: 260C.36

1. The community college administration shall establish a committee consisting of instructors and administrators, equally representative of the arts and sciences faculty and the vocational-technical faculty, which has no more than a simple majority of members of the same gender. The faculty members shall be appointed by the certified employee organization if one exists and if not, by the College administration. The administrators shall be appointed by the College administration. The committee shall develop and maintain a plan for hiring and developing quality faculty that includes all the following:
   a. Implementation schedule for the plan.
   b. Orientation for new faculty.
   c. Continuing professional development for faculty.
   d. Procedures for accurate recordkeeping and documentation for plan monitoring.
   e. Consortium arrangements when appropriate, cost-effective, and mutually beneficial.
   f. Specific activities that ensure faculty attain and demonstrate instructional competencies and knowledge in their subject or technical areas.
   g. Procedures for collection and maintenance of records demonstrating that each faculty member has attained or documented progress toward attaining minimal competencies.
   h. Compliance with the faculty accreditation standards of the North Central Association of Colleges and Schools and with faculty standards required under specific programs offered by the community college that are accredited by other accrediting agencies.
   i. Determination of the faculty that will be included in the plan including but not limited to all instructors, counselors, and media specialists. The plan requirements may be differentiated for each type of employee.
2. The committee shall submit the plan to the IVCCD Board of Directors, which shall consider the plan and once approved, submit the plan to the Department of Education and implement the plan not later than July 1, 2003.
3. The administration of the College shall encourage the continued development of faculty potential by doing all the following:
   a. Regularly stimulating department chairpersons or heads to meet their responsibilities for the continued development of faculty potential.
   b. Reducing the instructional loads of first-year instructors whose course preparation and in-service training demand a reduction.
   c. Stimulating curricular evaluation.
   d. Encouraging the development of an atmosphere in which the faculty brings a wide range of ideas and experiences to the students, each other, and the community.

Implementation Timeline

Sept. 20, 2002, and Oct. 25, 2002 – The initial Professional Development Committee consisting of four faculty and four administrators met to begin the planning process for hiring and developing quality instructional staff.

Oct. 7-11, 2002 – Selected members of the committee attended ISEA/Department of Education conference as well as ISEA information meeting on planning for performance-enhancing professional development.

Nov. 22, 2002 - Jan. 31, 2003 – Draft of plan reviewed by committee and delivered to all District instructional staff and the administrative team for additional input and modifications. The committee was expanded to eight faculty and six administrators to get broader input.

February to March 2003 – A modified draft with additional instructional staff/administrator input was delivered to the President for approval.

April 2003 – The Professional Development Plan was submitted to the IVCCD Board of Directors for District approval and incorporation into Board Policy.

July 1, 2003 – All new and existing instructional staff members begin participation in the approved Board Plan.

Fall 2003 and Each Year Thereafter – The implementation of the plan for current instructional staff members follows the timeline in the Appendix. Each instructor will meet with academic administrator to review the two-year plan and/or develop a progress statement on his/her professional development plan, depending on the instructor's timeline of participation.

2008-2009 Academic Year and Each Year Thereafter – The IVCCD Quality Faculty Plan Committee meets annually to review the plan by April 30 and updates the processes with any new state information.