DMACC Quality Faculty Plan

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Preface

In 2001, prompted by the Iowa legislature, faculty and administrators at Des Moines Area Community College (DMACC) collaborated to create the initial Quality Faculty Plan (QFP). The legislature's directive was clear: local boards, not the State of Iowa, should oversee the quality of faculty in community colleges. Each of the fifteen community colleges, including DMACC, was tasked with developing a plan that met local needs while adhering to accreditation standards set by the Higher Learning Commission (HLC) and the Iowa State Department of Education.

By 2023, prompted by insights from the interim accreditation report by the HLC, the Quality Faculty Plan committee expanded its membership. This larger group was charged with thoroughly reviewing and updating the QFP, which had seen minimal changes since its inception in 2001.

Several sub-committees were formed to review each section of the plan. Over several months, they refined the content to better address faculty development needs and improve teaching and learning outcomes. The revised plan was designed to be flexible and responsive to emerging research and the evolving needs of DMACC. It also includes provisions for more frequent reviews to ensure its ongoing relevance.

The development of the Quality Faculty Plan at DMACC demonstrates a dedication to continuous improvement to meet the needs of faculty and students. By adhering to accreditation bodies and remaining attuned to emerging research, DMACC ensures its faculty are prepared to provide high-quality education. The updated QFP reflects the institution's commitment to excellence and its ongoing pursuit of academic rigor.

Quality Faculty Plan Bylaws

The Quality Faculty Plan Committee comprises faculty members and academic administrators dedicated to fostering academic excellence through the facilitation and distribution of professional learning opportunities, training, and resources. These initiatives are designed for the benefit of full-time faculty, counselors, librarians, adjunct faculty, and concurrent faculty, aligning closely with the strategic objectives of the college. By nurturing a culture of ongoing professional development, the committee actively reinforces DMACC's commitment to supporting the growth and proficiency of all its professionals.

The responsibilities of the Quality Faculty Plan Committee encompass, but are not limited to the following:

- Facilitating meaningful professional development opportunities tailored for administrators, faculty, librarians, and counselors.
- Ensuring compliance with State of Iowa requirements regarding the professional development of DMACC administrators, faculty, librarians, and counselors.

- Defining and refining appropriate professional competencies aligned with the roles of administrators, faculty, librarians, and counselors.
- Regularly assessing the committee's endeavors and making necessary adjustments to optimize support for the college. This includes establishing clear parameters for review processes and adaptability.
- Advocating for policies that foster professional growth among administrators, faculty, librarians, and counselors, while acknowledging and valuing the unique contributions and perspectives of individuals in these roles.
- Implementing a structured review process for Professional Growth and Development activities or equivalent initiatives, with detailed guidelines on evaluation criteria and feedback mechanisms.
- Establishing protocols for how Professional Growth and Development activities are proposed, evaluated, and integrated into ongoing professional development efforts, ensuring alignment with the college's strategic objectives.

Procedures of the Quality Faculty Plan Committee

The Quality Faculty Plan Committee's bylaws outline the framework and guiding principles governing the committee's activities. These bylaws serve as a foundational document that defines the committee's structure, responsibilities, decision-making processes, and protocols for ensuring effective support of professional development initiatives for administrators, faculty, librarians, and counselors at DMACC.

Committee Composition

The committee shall be composed of the following individuals.

Faculty Members

Per Iowa Code (260C.36), “faculty members shall be appointed by the certified employee organization if one exists and if not, by the college administration.” Following this guidance, all faculty representatives on the DMACC Quality Faculty Plan Committee must be appointed or approved by the DMACC Higher Education Association (DMACC-HEA) within the following guidelines:

- Thirteen (13) faculty members
    - Ten (10) members of the committee shall be full-time
    - One (1) member of the committee shall be adjunct faculty. This member will be compensated for their time on this committee per HR Policy.
    - One (1) member of the committee shall be a counselor.

    - One (1) member of the committee shall be a librarian.
    - A minimum of 1 faculty member should represent the DMACC-HEA if willing to serve
    - A minimum of 1 faculty member should represent DMACC College Council if willing to serve

- Equal balance between Career & Technical (CTE) faculty and Liberal Arts & Sciences faculty, as directed by Iowa Code (260C.36) which states, “equally representative of the arts and sciences faculty and the career and technical faculty.” Faculty representation should encompass a diverse range of campuses across the district.
    - 5 CTE from the following Pathways:
        - Agriculture, Animals, and Natural Resources
        - Building Trades and Transportation
        - Engineering and Manufacturing
        - Health Sciences and Fitness
        - Information Technology
    - 5 Liberal Arts & Sciences from the following Pathways:
        - Business
        - Design, Media, and the Arts
        - Education, Communication, and the Humanities
        - Math and Science
        - Public and Community Service

Administrative Staff Members

Per Iowa Code (260C.36), “administrators shall be appointed by the college administration.” Following this guidance, all administrative representatives on the DMACC Quality Faculty Plan Committee must be appointed by the Vice President of Academic Affairs (VPAA) within the following guidelines:

One representative from each group:

- Director of Teaching and Learning (Committee Chair)
- VPAA or designee
- CTE Executive Academic Dean or Associate Dean
- Liberal Arts & Sciences Executive Academic Dean or Associate Dean
- Executive Director of Human Resources or designee

Committee Member Terms

Faculty Member Terms

Faculty terms of service on the committee shall be three (3) years with the following provision.

- In 2024, committee membership transitioned to a term-based system. Terms were staggered by drawing lots, and members were assigned to their respective terms.
- When a faculty member's term of service expires, the DMACC-HEA shall select, appoint, or approve a new member to the committee from the same area (CTE or Liberal Arts & Sciences) as the faculty member leaving the committee. A faculty member may succeed themselves on the committee if approved by the DMACC-HEA.
- Upon a faculty member's term expiration, the Quality Faculty Plan Chair contacts the DMACC-HEA President to request faculty replacements or make recommendations for faculty to serve additional terms, as directed by Iowa Code (260C.36) which states, "The faculty members shall be appointed by the certified employee organization if one exists and if not, by the college administration."
- When a committee member leaves the institution or steps down, the DMACC-HEA will select a new member from the same area (CTE or Liberal Arts & Sciences) as the departing member, following the same process used when a term expires. The new member will complete the remainder of the departing member's term, and term adjustments may be made to maintain the staggered term structure.

Administrative Member Terms

Administrative staff members, except Executive Academic Deans or Associate Deans, serve by virtue of their position and shall remain members of the QFP committee as long as they remain in their position.

- Each Executive Academic Dean or Associate Dean shall serve a three-year term.
- When an Executive Academic Dean or Associate Dean's term expires, the VPAA shall appoint a new designee to the committee.
- An Executive Academic Dean or Associate Dean may succeed him/herself on the committee if approved by the VPAA.

Plan Maintenance Provisions

- Meetings of the committee will be held as needed with a minimum of two meetings per academic year.
- The QFP Committee shall reach consensus on a draft prior to submitting it to the VPAA and DMACC Board of Trustees. If consensus cannot be reached, a simple majority vote will suffice.

- The QFP Committee shall submit proposed plan modifications to the VPAA who will review the plan and forward it to the DMACC Board of Trustees for consideration and approval during a regularly scheduled meeting.
- Upon approval by the DMACC Board of Trustees, the plan will be submitted to the Iowa Department of Education annually.

Organizational Roles and Responsibilities

The Quality Faculty Plan Committee shall be led by a Chair, Vice-Chair, and Secretary.

- The Chair shall be the Director of Teaching and Learning.
- The DMACC Quality Faculty Plan Committee shall elect a Vice-Chair and Secretary.
    - The Vice-Chair shall be a full-time faculty member appointed by a majority vote of the full committee.

      The Vice-Chair appointment should align with the state's requirements for serving on the state's Community College Faculty Advisory Committee. Thus, the Vice-Chair shall also serve as the DMACC's representative on the Iowa Department of Education's Community College Faculty Advisory Committee. The Vice-Chair shall designate an alternate from the QFP committee.
    - The Secretary shall be appointed for a one-year term by a majority vote of the full committee. The Secretary can be either a full-time faculty member or administrator.

Duties of the Committee Leadership

- Duties of the QFP Committee Chair:
    - scheduling and presiding over QFP committee's meetings
    - maintaining QFP minutes, membership, and other records
    - posting the QFP minutes and records for public access once approved by the QFP committee
    - informing DMACC faculty of updates to the QFP and other relevant information
    - working with the faculty development committees in providing professional development opportunities for faculty
- Duties of the QFP Committee Vice-Chair:
    - presiding over QFP meetings when the Chair cannot be present
    - representing DMACC on the state's Community College Faculty Advisory Committee

    - assisting the QFP Chair as needed
- Duties of the Secretary:
    - recording QFP committee minutes
    - forwarding the minutes to the QFP chair

Quality Faculty Plan Subcommittees

To carry out the responsibilities of the Quality Faculty Plan Committee (QFPC), three subcommittees have been formed. Subcommittee members are appointed on an annual basis by the Quality Faculty Plan Committee. Each subcommittee must include, but is not limited to: the Chair of the QFPC, one faculty member, and one member of administration. These subcommittees and their respective responsibilities are as follows:

Onboarding and Orientation Subcommittee

The Onboarding and Orientation of New Faculty Members Subcommittee, under the direction of the QFPC, is tasked with the following responsibilities:

- Gather feedback and recommend revisions to the QFPC regarding onboarding and orientation programming for new full-time faculty annually during their probationary period.
- Gather feedback and recommend revisions to the QFPC regarding onboarding and orientation programming for new adjunct faculty.
- Consult with Executive Academic Deans and Supervisors regarding onboarding and orientation needs for their department or discipline and make recommendations to the QFPC.

Professional Development Subcommittee

The Professional Development Subcommittee, under the direction of the QFPC, is tasked with the following responsibilities:

- Monitor and revise the approved Professional Growth and Development activities as needed.
- Support the Director of Teaching and Learning in the documentation of Professional Growth and Development in the LMS.

Credentialing and Compliance Subcommittee

The Credentialing and Compliance Subcommittee, under the direction of the QFPC, is tasked with the following responsibilities:

- Evaluating and taking action on new requests for Professional Growth and Development activities.
- Reviewing the DMACC Quality Faculty Plan and proposing revisions to the QFPC for consideration.
- Addressing inquiries from the QFPC and the college community regarding the interpretation of the DMACC Quality Faculty Plan.
- Monitoring and advising the QFPC on matters concerning compliance with the DMACC Quality Faculty Plan.
- Reviewing and updating the DMACC Quality Faculty Plan sections pertaining to faculty competencies.
- Offering input to the College regarding the faculty evaluation process.

Record Keeping

In compliance with Iowa Administrative Code 260C.36, the subsequent policies and procedures concerning record-keeping must be met.

This office of the Director of Teaching and Learning or their designee shall maintain DMACC's Quality Faculty Plan to guarantee inclusion and adherence to the following Iowa Administrative Code Provisions:

- Establishing procedures for accurate record-keeping and documentation to monitor the plan effectively.
- Implementing consortium arrangements where appropriate, cost-effective, and mutually beneficial.
- Defining specific activities to ensure faculty achieve and demonstrate instructional competencies and subject or technical knowledge.
- Developing procedures for the collection and maintenance of records demonstrating each faculty member's attainment or progress towards minimal competencies.
- Ensuring compliance with the faculty accreditation standards of the North Central Association of Colleges and Schools and specific program requirements as defined by other accrediting agencies offered by the community college.

Faculty Status Definitions

Probationary Status

HR3215 (Probationary Period) defines faculty probationary status as a three-year duration commencing from the hire date. Faculty members at DMACC encompass instructors, counselors, and librarians. Faculty who have effectively completed a prior probationary period with another accredited Iowa college shall serve only a one-year probationary period.

Full Status

HR427 (Faculty Qualifications and Role) defines faculty as individuals with continuing contracts who deliver instruction at the College. Faculty members at DMACC encompass instructors, counselors, and librarians. Successful completion of the probationary period is a prerequisite for full-time faculty status.

Adjunct Status

HR3112 (Adjunct, Temporary, and Student Employment Restrictions) defines an adjunct instructor as a part-time faculty member whose employment is contingent upon the institution's need for services. Adjunct employees are engaged on a semester-by-semester basis and are subject to limitations on their workload. Specifically, adjunct instructors may not exceed a load of more than 8 Equivalent Credit Hours (ECHs) during both the Fall and Spring terms of an academic year. Their total workload across Summer, Fall, and Spring terms is capped at a maximum of 30 ECHs.

Concurrent Enrollment Status

Non-contracted faculty employed by and teaching in area high schools. Concurrent faculty teach DMACC classes to high school students who receive both high school and DMACC credits.

Faculty Competencies

Ongoing professional learning and development is essential for faculty members at DMACC, as it plays a pivotal role in their growth and effectiveness. By actively engaging in professional development opportunities, scholarly pursuits, and collaborative initiatives, faculty members stay current on evolving educational practices and technologies. This approach ensures that they can adapt to the diverse needs of students and contribute meaningfully to the academic community.

Instructional Practice

Instructional practice serves as the foundation for effective teaching and student learning. In this category, faculty focus on pedagogy to create learning environments that empower students to succeed academically and beyond the classroom.

- Design learning opportunities through which students engage field knowledge and methodologies
- Design learning opportunities that support the development of skills and attitudes transferable to other courses, programs, and professional fields
- Implement varied instructional strategies that appeal to students' diverse needs, knowledge, and experiences
- Engage students in independent and collaborative learning activities that enable the construction of knowledge and its practical application
- Provide students with timely, meaningful feedback on their learning and measure achievement of learning outcomes
- Integrate technology to increase access and optimize the student learning experience
- Create and maintain a learning environment that welcomes students of all backgrounds and abilities
- Create activities and materials that are accessible by and relevant to DMACC's diverse student body

Service to the College

Service to the college emphasizes a commitment to the mission and vision of DMACC. In this category, faculty serve to support students, colleagues, and leadership within the college.

- Participate actively in departmental and college committees, commissions, and initiatives
- Engage collaboratively in the college-wide effort to build a shared vision and supportive culture
- Contribute to the knowledge, skills, and abilities of colleagues to advance professional practice
- Collaborate with students to promote career development and long-term achievement
- Connect students' strengths, interests, and needs to college networks of support
- Meet the expectations of the profession, including codes of ethics and relevant college policies and procedures

Professional Engagement

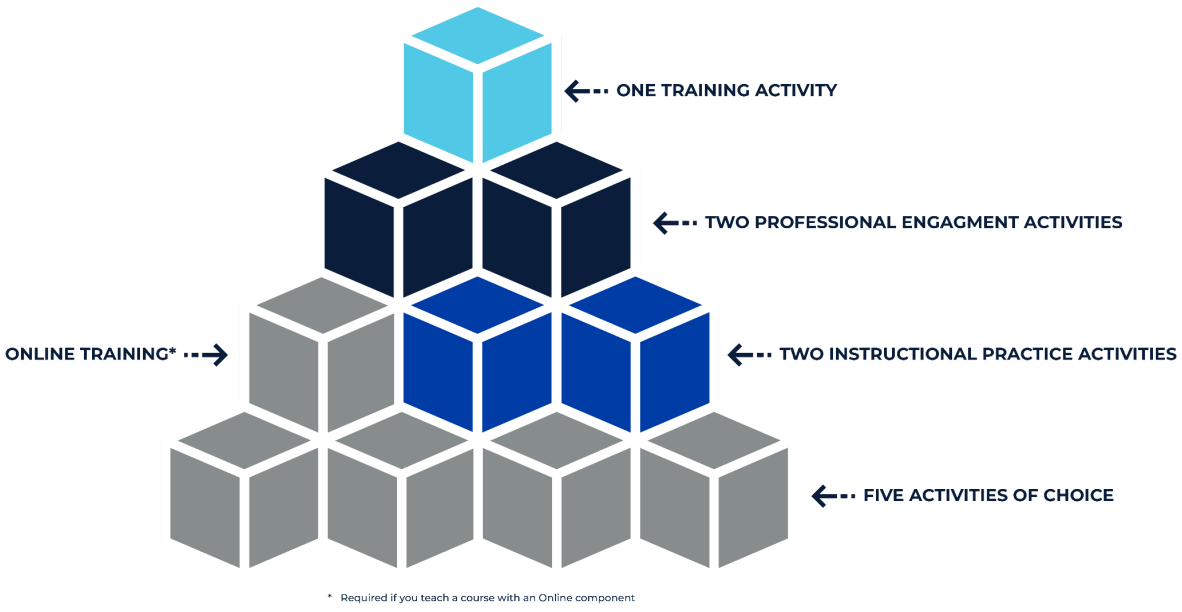
Professional engagement cultivates a culture of ongoing learning and a commitment to evolving disciplinary knowledge. In this category, faculty pursue professional development, scholarly pursuits, and collaborative initiatives that enhance the mission and vision of DMACC both within and outside of the college.

- Engage in professional opportunities to learn, contribute to, and apply new developments in content and pedagogy
- Build institutional, program, and personal connections to the wider civic and professional community
- Draw on professional knowledge and experience to help students navigate the expectations of their future fields
- Establish professional goals and pursue opportunities to achieve them

Load Procedure Guidance as it Relates to the QFP

The College has established guidelines regarding the time faculty members should dedicate to activities outlined in the Quality Faculty Plan (QFP). As per the Load Procedure, faculty are expected to allocate five (5) hours per week to engage in activities associated with the Faculty Competencies detailed in the QFP. Some of these tasks are integrated into the daily responsibilities of faculty members, while others serve as avenues for continuous professional development.

The Quality Faculty Plan has four categories for professional growth and development guided by the Faculty Competencies: Instructional Strategies, Training, Professional Growth and Development, and Service to the College. Each full-time instructor will distribute 10 non-instructional “activities” (formerly known as Teaching Improvement Units or TIUs) in these categories annually: two in Instructional Practices, two in Professional Growth and Development and one in Training. The five remaining activities can be distributed across the three categories in consultation with the faculty member’s supervisor. The activities in Service to the College (formerly known as Institution Building) are designated for traditional non-instructional activities for the college (committees, club advising, etc.).



Procedures and Guidelines for Full-Time Faculty Professional Development

Following Iowa Code 260C.36, community colleges are mandated to establish systemic, ongoing, and sustainable professional development opportunities for all full-time faculty. These initiatives are designed to bolster institutional and individual growth, reinforcing the Quality Faculty Plan.

DMACC believes in the importance of continuous professional learning for our faculty, which involves acquiring knowledge, skills, and attitudes relevant to their work. We recognize that there are many avenues available for continuous learning and improvement including formal and informal opportunities to engage with new ideas and practices. While these opportunities are numerous and varied, they possess the following features:

- **Content Focus**
  Emphasizing professional learning activities centered on subject matter content and effective pedagogical approaches for teaching that content to students.
- **Active Learning**
  Providing opportunities for faculty to participate actively in learning experiences that encourage hands-on engagement and application of new knowledge and skills.
- **Coherence**
  Ensuring alignment between professional development activities, overarching institutional and state goals, and established disciplinary knowledge within faculty members' areas of expertise.
- **Duration**
  Recognizing that meaningful intellectual and pedagogical changes require sustained investment, professional development activities are structured to span sufficient time intervals and encompass a recommended minimum of 20 hours per year.
- **Collective Participation**
  Encouraging collaborative engagement in professional learning activities among faculty members, both within disciplinary contexts and within peer communities, fostering an interactive and supportive learning environment.

Orientation for New Full-Time Teaching Faculty

New full-time faculty are required to complete a comprehensive orientation program to ensure they are equipped with the necessary resources, support, and understanding of our institution's policies and procedures.

This orientation comprises five primary components:

- A course that includes a series of modules introducing new full-time instructors to faculty and student support services, as well as the policies and procedures.
- Attendance at a comprehensive orientation hosted jointly by Human Resources and the Center for Teaching and Learning. This orientation encompasses an introduction to the college as well as other essential topics pertinent to their role and responsibilities.
- Completion of the required DMACC Instructor Training module related to the College' LMS. This training must be completed prior to the first day of the semester.
- Completion of mandatory training as determined by the College.
- Completion of a New Faculty Institute designed for their role at the college (e.g.: faculty instructor, librarian, or counselor) during their first three years of employment with DMACC as implemented by the Center for Teaching and Learning or their designee.

Ongoing Professional Growth and Development

At DMACC, we are dedicated to fostering a culture of continuous growth and development among our faculty members. As part of this commitment, faculty are encouraged to actively engage in ongoing professional development activities tailored to their individual needs and career aspirations.

To facilitate this process, each faculty member will be tasked with crafting a personalized Professional Growth and Development Plan aligned with their goals and suggested areas for improvement, integrated into their three-year evaluation cycle. This ensures that professional growth remains a priority throughout their tenure at the college.

Procedures and Guidelines for Online Full-Time Faculty Professional Development

DMACC believes in the importance of quality online education and continuous professional learning for our instructors. This involves acquiring knowledge and skills relevant to online instruction. All new full-time and adjunct faculty must complete an online orientation to teach any course using DMACC's Learning Management System (LMS). Additionally, full-time faculty who wish to teach a course with a Banner designation of "Online" (i.e., Online, Real Time Virtual, WebBlend: Face to Face & Online, WebBlend: Virtual & Online) must complete Ongoing Professional Growth and Development each academic year.

Online Full-Time Faculty Orientation

Prior to or during their first semester teaching an Online-designated course at DMACC, full-time faculty are required to complete the following professional development to ensure they are

equipped with the necessary resources, support, and understanding to teach in an online environment using the college's LMS:

- Completion of a required DMACC workshop, seminar, or training introducing online instructors to best practices in online instruction and the basic virtual tools used by faculty and students across the college.

This requirement must be completed within the faculty member's first semester teaching an Online-designated course. Failure to complete this mandatory training within the stipulated time frame may result in the faculty member being ineligible to teach online in subsequent semesters until the requirement is met.

Ongoing Professional Growth and Development for Online Full-Time Faculty

DMACC recognizes the importance of continuous professional development for full-time faculty teaching in an online environment to maintain high-quality teaching standards. To ensure ongoing growth and engagement, faculty designated in Banner as teaching a course with an Online component are required to complete *one* of the following activities within the academic year they are teaching a Banner designated course:

- A workshop, seminar, or training addressing best practices in online teaching (pedagogy), including but not limited to: facilitating learning, creating assignments and assessments, designing effective group work, etc.
- A workshop, seminar, or training addressing media and tools commonly used in the online classroom
- A workshop, seminar, or training addressing best practices of course design for online teaching
- A workshop, seminar, or training addressing digital accessibility practices

Failure to complete mandatory training within the stipulated time frame may result in the faculty member being ineligible to teach online in subsequent semesters until the requirement is met.

Required coursework is developed by the Executive Dean of Distance Learning or their designee.

Professional Growth and Development Plan Guidelines and Requirements for Full-Time Faculty

DMACC is dedicated to fostering excellence in teaching through structured professional development. This section outlines key policies and guidelines to support faculty members in their ongoing professional growth and development.

- **Mandatory Participation**
  All faculty members are required to actively engage in professional development (PD) activities throughout their tenure at the institution.

- **Unit Accrual**
  Faculty members must accumulate a minimum of 10 activities each academic calendar year for a total of 30 activities in a 3-year term. These activities must be distributed across three competency areas: Instructional Practice, Training, and Professional Engagement.[1]

- **Goal-Setting and Planning for Professional Growth and Development**
  Each faculty member will complete an individualized Professional Growth and Development Plan (starting the semester following their evaluation). This plan should outline specific goals and objectives for their professional growth. This plan will be continuously updated and refined to reflect evolving needs and aspirations. The plan will be shared with their supervisor during their evaluation.

- **Three-Year Term**
  The Professional Growth and Development Plan will span a three-year term, aligned with the faculty member's evaluation cycle. During this 3-year period, faculty members are expected to accrue a total of 30 activities (10 activities per academic year).

- **Plan Review and Approval**
  Each faculty member will submit their Professional Growth and Development Plan to their supervisor for review and approval annually. This approval will be based on the guidelines outlined in the Quality Faculty Plan, ensuring alignment with institutional priorities and objectives and the Faculty Competencies. At the end of their 3-year term, both the supervisor and faculty member will review and sign the plan. The faculty member will then submit the signed plan in the designated location on the College's LMS for final review and approval by the Director of Teaching and Learning. The approved plan will be submitted no later than the last day of the faculty contract in either the fall or spring semester (December or May, respectively) in the year of their evaluation.

  Additionally, faculty members may utilize their Professional Growth and Development Plan as a reference during conversations with their supervisor during evaluation meetings, facilitating discussions on progress, goals, and areas for further development.

As described in HR427 and HR3207 policies, faculty have learning obligations that are specified in the QFP. This is a DMACC requirement, therefore, faculty who fail to meet the requirements for orientation and continuing professional learning may result in discipline, up to and including termination.

A sample of the Professional Growth and Development Plan can be found in the appendix.

[1] Activities related to Service to the College (formerly, Institution Building) are not considered part of the Professional Growth and Development Plan and are documented separately in the LMS.

Professional Growth and Development Plan Activity Guidelines

Engagement in professional development not only strengthens teaching effectiveness and contributes to institutional goals but also empowers faculty members to advance their careers and stay abreast of emerging trends and best practices in higher education. To this end, emphasizing that activities included in the Professional Growth Development Plan are not tied to hours of participation is essential, underscoring the significance of professional growth and learning outcomes over mere attendance. This approach ensures that faculty members are encouraged to pursue meaningful and impactful professional development experiences that align with their individual interests and professional goals.

In the following sections, the QFP Committee provides guidance on activities eligible for inclusion in the Professional Growth Development Plan, as well as those inherent to faculty duties that do not qualify for inclusion in the plan.

*Activities **not** eligible for inclusion in the Professional Growth and Development Plan*

The QFP Committee recognizes that some professional learning can and should be implicit. By implicit learning, the QFP Committee means "informal" or "incidental" learning that occurs during the normal course of an instructor's role as a faculty member. While these implicit learning opportunities are important for professional growth and development, they are not considered eligible as they are embedded in teaching duties and conversations throughout the contract year.

This includes such activities as:

- Faculty, campus, or pathway meetings
- Revising course competencies or assessments for courses you teach
- Reviewing content and materials to enhance course offerings
- Conversations with students regarding academic and career paths
- Tutoring students
- Participating in Faculty Development Day or In-Service Day
- Completing mandatory or required training as designated by the college (e.g., Mandatory Reporter, Blood Borne Pathogens, etc.).

  Some mandatory training *required to teach in a discipline* is eligible for inclusion in the Professional Growth and Development Plan. Faculty should discuss these specific instances with their supervisor. If mandatory training required in a discipline is approved by the supervisor, it falls into the Professional Growth and Engagement category.

Required Professional Development Activities

To maintain a well-rounded approach to professional growth, ***faculty members are expected to accumulate 10 activities per academic calendar year, totaling 30 activities over three years***. Two

activities must be included each year in the Instructional Practice and Professional Growth and Engagement categories, and one activity in the Training category. The remaining 5 activities can be distributed across the three categories at the faculty member's discretion.

Activities do not "rollover" from year to year or from term to term. Faculty must accrue 10 activities per academic calendar year, totaling 30 activities over three years.

- **Instructional Practice** (at least 2 of the total activities required per year)
  Activities focused on improving pedagogical techniques, assessment strategies, and student engagement.
- **Training** (at least 1 of the total activities required per year)
  Activities aimed at enhancing institutional effectiveness, fostering a positive learning environment, and contributing to college-wide initiatives.
- **Professional Growth and Engagement** (at least 2 of the total activities required per year)
  Activities designed to promote professional growth, networking, and staying abreast of current trends and research in the field.

Questions about and final approval of activities in the above categories should be directed to the following individuals:

- **Instructional Practice**
  The Director for Teaching and Learning is responsible for review and approval of activities associated with this competency.
- **Training**
  The faculty member's supervisor is responsible for review and approval of activities associated with this competency.
- **Professional Growth and Engagement**
  The faculty member's supervisor is responsible for review and approval of activities associated with this competency.

Full-Time Faculty Professional Growth and Development Plan Timeline

Faculty are required to complete a Professional Growth and Development Plan the first semester following their 3-year evaluation and annually thereafter. It is advisable for faculty to include professional growth activities related to feedback received during their evaluation into this plan. The objective of the plan is to align intentional professional development activities with faculty goals and identified areas for improvement. While the plan should undergo annual updates, review, and submission of the plan is conducted during the semester of the faculty member's evaluation (once every 3 years).

Year 1 (following evaluation)

- Faculty are encouraged to review feedback provided during their evaluation and set a minimum of three goals that correspond to the Faculty Competency areas: Instructional Practice, Training, and Professional Engagement.
- Each goal should be aligned with relevant professional development activities outlined in the plan.
- The plan should be submitted in the designated location in the College's LMS for review and feedback by their supervisor. The faculty member and their supervisor are responsible for establishing suitable goals and professional development activities.
- Faculty must complete 10 activities in Year 1 following the guidelines outlined in the QFP.
- At the end of the contract year, faculty should review, update, and include evidence (as needed) for activities completed in their plan.

Year 2

- Faculty must complete 10 activities in Year 2 following the guidelines outlined in the QFP.
- Faculty must review, update, and include evidence (as needed) for activities completed in their plan during Year 1 and make any necessary changes to their plan for Year 2. The plan should be submitted in the designated location in the College's LMS for review and feedback by their supervisor. The Faculty member and their supervisor are responsible for establishing suitable goals and professional development activities.

Year 3

- Faculty must complete 10 activities in Year 3 following the guidelines outlined in the QFP.
- To prepare for their upcoming evaluation, faculty should review and revise their Professional Growth and Development Plan, incorporating any professional development activities *completed* during their 3-year term. They should also gather any necessary documentation required by their supervisor to serve as supporting evidence of these completed activities (as needed).
- During the evaluation meeting, faculty will submit their finalized Professional Growth and Development Plan for review and approval. Supervisors will assess the Plan and provide constructive feedback. Both the faculty member and supervisor must sign the completed and approved plan.
- Upon receiving approval, faculty are required to submit the signed plan to the designated location in the college's Learning Management System (LMS) for final review and approval. This final review is to ensure that the document is completed in full and signed by both the faculty member and their supervisor.

Approved Activities for the Instructional Practices Category

All activities undertaken in the instructional practices category *must directly relate to pedagogy* and contribute to the enhancement of teaching effectiveness and student learning outcomes.

Pedagogy is defined as the combination of teaching methods (what instructors do), learning activities (what instructors ask their students to do), and learning assessments (the assignments, projects, or tasks that measure student learning).

Questions regarding approved activities in this competency should be directed to the Director of Teaching and Learning.

For activities that address both disciplinary content *and* pedagogy, faculty must pick ***one*** competency category and cannot use the activity in both areas. If faculty select the Instructional Practices category, it is recommended they seek guidance from the Director of Teaching and Learning.

As previously stated in the QFP, to ensure ongoing growth and engagement, faculty designated in Banner as teaching a course with an Online component are required to complete ***one*** activity as designated by the Online Learning Department (see the College's LMS for further details of eligible activities).

As described in the QFP, activities are not tied to hours of participation. Each activity below is counted as one (1) unit.

Approved activities in this category include:

- Workshops, Seminars, Colloquiums, and Learning Communities hosted by DMACC's Center for Teaching and Learning or Online Learning
- Conferences hosted by national or state organizations
- Workshops or seminars hosted by organizations, companies, publishers, independent agencies, or consultants
- College, graduate, or continuing education coursework related to pedagogy taken for credit
- Professional reading related to pedagogy:
    - Professional reading of a book or textbook. A citation should be included as evidence in the Professional Growth and Development Plan.
    - Professional reading of at least five (5) articles from a scholarly journal. Citations for each article should be included as evidence in the Professional Growth Development Plan.
- Professional publication related to pedagogy published in a professional journal or professional newsletter. A citation and/or link to the publication should be included as

evidence in the Professional Growth Development Plan.

- Presentation related to pedagogy at an organizational, local, state, or national conference. Documentation and description of your presentation should be included as evidence in the Professional Growth and Development Plan.

Approved Activities for the Training Category

All activities undertaken in the Training category must directly contribute to enhancing institutional effectiveness, fostering a positive learning environment, and contributing to college-wide initiatives.

Questions regarding approved activities in this competency should be directed to your Executive Academic Dean and/or supervisor.

As described in the QFP, activities are not tied to hours of participation. Each activity below is counted as one (1) unit.

Activities in the Training category include, but are not limited to the following topics. Topics not included here should be discussed with the faculty member's supervisor prior to inclusion in the Professional Growth and Development Plan:

- Productivity related tools (e.g., Microsoft Office Suite, Adobe Suite, Teams, Zoom, etc.)
- Design thinking or innovation related topics
- Leadership development related topics
- Mental health related topics
- Equity and inclusion related topics
- DMACC library book clubs or College One Read

Approved activities in this category include:

- Workshops, Seminars, Colloquiums, and Learning Communities hosted by DMACC's Center for Teaching and Learning related to topics other than pedagogy.
- Workshops or seminars hosted by organizations, companies, publishers, independent agencies, or consultants related to topics listed above
- Professional reading related to topics such as:
    - Professional reading of a book or textbook. A citation should be included as evidence in the Professional Growth Development Plan.
    - Professional reading of at least five (5) articles from a scholarly journal. Citations for

each article should be included as evidence in the Professional Growth Development Plan.

Approved Activities for the Professional Engagement Category

All activities undertaken in the Professional Engagement category must directly contribute to the enrichment of professional growth, networking, and staying abreast of current trends and research in the field, thereby fostering a dynamic and innovative academic environment. Questions regarding approved activities in this competency should be directed to your Executive Academic Dean and/or supervisor.

For activities that address both disciplinary content *and* pedagogy, faculty must pick ***one*** competency category and cannot use the activity in both areas.

As described in the QFP, activities are not tied to hours of participation. Each activity below is counted as one (1) unit.

Approved activities in this category include:

- Conferences hosted by national or state organizations
- Workshops or seminars hosted by organizations, companies, publishers, independent agencies, or consultants
- College, graduate, or continuing education coursework related to discipline area taken for credit
- Professional reading related to discipline area
    - Professional reading of a book or textbook. A citation should be included as evidence in the Professional Growth Development Plan
    - Professional reading of at least five (5) articles in a scholarly journal. Citations for each article should be included as evidence in the Professional Growth Development Plan
- Professional publication within a disciplinary field published in a professional journal or professional newsletter. A citation and/or link for the publication should be included as evidence in the Professional Growth and Development Plan
- Publication of a manuscript, book, textbook, text/book chapter within a disciplinary field. A citation and/or link for the publication should be included as evidence in the Professional Growth and Development Plan
- Authoring of a course or lab manual for student use that accompanies a course textbook
- Presentation related to discipline at an organizational, local, state, or national conference. Documentation and description of your presentation should be included as evidence in the

Professional Growth and Development Plan

- Licensure or certification renewal courses, workshops, seminars, or trainings
- Occupational training or work experience that have been approved by HR as a Staff Development Unit (SDU) or approved by a supervisor.

Requesting Additions to the Approved Activities

The QFP Committee acknowledges that professional learning is continually evolving, with new methods, activities, and topics emerging regularly. Therefore, the approved activity list is considered a "living" document. Faculty members are encouraged to submit requests for additional activities to be included on the list, helping DMACC stay up-to-date with the latest techniques and knowledge. This approach also ensures transparency and equity for all faculty. The process for requesting and approving or denying activities is as follows:

1. *Submission of Request*
   Faculty submit a request for a new professional learning activity to be approved by the Quality Faculty Plan (QFP) before engaging in the activity. The request must include detailed information about the activity, including its purpose, alignment with institutional goals, expected outcomes, and any necessary resources.

2. *Preliminary Review by Subcommittee*
   The subcommittee conducts an initial review to ensure the request contains all required information. If any details are missing, the subcommittee will contact the requestor for clarification or additional input.

3. *Evaluation and Recommendation by Subcommittee*
   Once the request is deemed complete, the subcommittee evaluates it based on predefined criteria such as its relevance to faculty development, potential impact on teaching and learning, and alignment with strategic institutional goals. After this assessment, the subcommittee makes an initial recommendation, which could be to approve, approve with modifications, or reject the request.

4. *Full QFP Committee Review*
   The subcommittee presents its recommendation to the full QFP Committee for further discussion. The committee considers the subcommittee's recommendation and may propose additional changes or approve it as is.

5. *Supervisors and Executive Academic Deans Review*
   Once the QFP Committee reaches a consensus, the recommendation is forwarded to the appropriate supervisors and Executive Academic Deans (EADs) for further review. They evaluate the recommendation based on department and college-level needs, resource allocation, and potential benefits to faculty and students. Supervisors and EADs may either endorse the recommendation, suggest modifications, or raise concerns for reconsideration by the committee. Feedback from this step is incorporated into the final recommendation.

6. *Forwarding to the VPAA for Review*
   After review and input from supervisors and EADs, the updated recommendation, along with supporting documentation, is forwarded to the Vice President of Academic Affairs (VPAA) for review. The VPAA evaluates the recommendation based on the institution's broader strategic priorities and available resources. The VPAA may either endorse the recommendation, suggest modifications, or raise concerns for reconsideration by the committee. Feedback from this step is incorporated into the final recommendation.

7. *Communication of the Decision*
   The EADs and the VPAA or their designee's recommendations are communicated back to the QFP Committee. The committee reviews comments and either approves or modifies the request. If the request is approved, the subcommittee informs the requester of the outcome and the professional learning activity is added to the Quality Faculty Plan. If the request requires revisions, the process is returned to the subcommittee for revision before moving through the process again beginning at step 4. If the request is rejected by the committee, the EADs, and the VPAA, feedback is provided to the requestor with options for potential revision and resubmission.

Procedures and Guidelines for Adjunct Faculty Professional Development

DMACC values our adjunct faculty members for their indispensable contributions to our educational community. Adjuncts bring unique expertise, perspectives, and dedication to our classrooms, enriching the learning experiences of our students. We also appreciate the flexibility inherent in the adjunct role, which benefits both the college and the individual. This flexibility enables adjuncts to contribute their expertise while accommodating their professional and personal commitments outside of academia, as well as accommodating the varying scheduling needs of our students.

Orientation for New Adjuncts

New adjuncts are required to complete a comprehensive orientation program to ensure they are equipped with the necessary resources, support, and understanding of our institution's policies and procedures.

This orientation comprises four primary components:

- An asynchronous course that includes a series of modules introducing new adjuncts to faculty and student support services, as well as the policies and procedures guiding our community.

- Attendance at a 1-hour virtual Q&A session aligned to the asynchronous course within the first three weeks of their contract start date.
- Completion of the required DMACC Instructor Training module related to the College' LMS. This training must be completed prior to the first day of the semester.
- Completion of mandatory training as determined by Human Resources and/or institution or state policies.

Failure to complete mandatory training and/or attend orientation within the stipulated time frame may result in the adjunct faculty member being ineligible to teach in subsequent semesters until the requirement is met.

Concurrent faculty that are also hired as an adjunct faculty member are not exempt from the orientation and must complete the orientation components.

Orientation may be waived for Adjunct instructors who meet one of the following criteria:

- Previously employed by DMACC as an Adjunct Instructor for at least four consecutive semesters, excluding summer sessions.
- Formerly employed by DMACC as a full-time instructor within the last three years.

Ongoing Professional Growth and Development for Adjuncts

DMACC recognizes the importance of continuous professional development for adjunct faculty to maintain high-quality teaching standards and contribute effectively to our educational community. To ensure ongoing growth and engagement, adjunct faculty are required to complete *one* of the following activities:

- Working directly in their disciplinary field of study at least 20 hours per week. Verification can include but is not limited to a pay stub or a letter confirming employment.
- Participation in a discipline-specific conference, seminar, workshop, or training hosted by a national, state, or professional organization. Verification must include an agenda indicating the date and time of the event, the content covered, and verification of attendance.

The Center for Teaching and Learning offers various opportunities for professional development throughout the academic year and adjuncts are eligible to participate.

Verification of Ongoing Professional Growth and Development

All adjunct faculty are required to verify their ongoing professional growth and development once during odd-numbered calendar years. Adjunct faculty are required to submit verification following the above criteria no later than 4 weeks after the beginning of the semester.
Verification will be hosted via the college's Learning Management System.

Verification will be reviewed and approved by the adjunct's Associate Dean or their designee. Failure to comply within the stipulated time frame may result in the adjunct faculty member being ineligible to teach in current and subsequent semesters until the requirement is met.

Procedures and Guidelines for Concurrent Enrollment Faculty Professional Development

In addition to obtaining HLC accreditation, DMACC's Career Advantage concurrent enrollment program must also be accredited by "The National Alliance for Concurrent Enrollment Partnerships" (NACEP, www.nacep.org), as mandated by the Iowa Department of Education. According to NACEP Faculty Standard (F3) and Iowa Statute 281 22.4, faculty involved in the Career Advantage concurrent enrollment program are obligated to engage in annual professional development pertinent to their teaching discipline.

Orientation for New Concurrent Enrollment Faculty

New concurrent enrollment faculty are required to complete a comprehensive orientation program to ensure they are equipped with the necessary resources, support, and understanding of our institution's policies and procedures.

This orientation comprises two primary components:

- Attend a 30-minute virtual orientation hosted by Career Advantage to discuss topics including, but not limited to: course competencies and syllabi, National Alliance for Concurrent Enrollment Partnerships (NACEP) requirements, registration of students, and utilization of DMACC's Student Information System (Banner).
- Attend a 30-minute virtual orientation facilitated by DMACC Faculty Liaison staff to review topics including, but not limited to: course-specifics, approved textbook(s) and materials, grading scales, assessment methods, district-wide assessment practices, and required activities.

Failure to attend orientation within the stipulated time frame may result in the concurrent enrollment faculty member being ineligible to teach in subsequent semesters until the requirement is met.

Ongoing Professional Growth and Development for Concurrent Enrollment Faculty

DMACC recognizes the importance of continuous professional development for concurrent enrollment faculty to maintain high-quality teaching standards and contribute effectively to our educational community. These policies and practices are aligned with NACEP requirements. To ensure ongoing growth and engagement, concurrent enrollment faculty are required to complete *one* of the following activities:

- Participation in DMACC Concurrent Enrollment Faculty Workshop. Concurrent enrollment faculty will be paid the hourly rate indicated in HR Policy 3430 for their participation in this workshop.
- Participation in a college-level, discipline-specific conference, seminar, workshop, or training hosted by a national, state, or professional organization. Verification must include an agenda indicating the date and time of the event, the content covered, and verification of attendance.

Attendance at professional development events is required. If conflicts do not allow attendance and a pattern of absence is noted, the concurrent enrollment instructor will be asked to meet with the Director of Career Advantage to discuss and make a plan going forward. Failure to comply could result in decertification.

Verification of Ongoing Professional Growth and Development for Concurrent Enrollment Faculty

Following NACEP guidelines, all concurrent enrollment faculty are required to certify their ongoing professional growth and development annually. Adjunct faculty are required to submit verification following the above criteria no later than 4 weeks after the beginning of the academic year for the previous year's activities.

Verification will be hosted via the college's Learning Management System.

Verification will be reviewed and approved by the NACEP Coordinator or their designee. Failure to comply within the stipulated time frame may result in the concurrent enrollment faculty member being ineligible to teach in subsequent semesters until the requirement is met.

If instructors are unable or unwilling to show that they meet the expectations after having the opportunity to improve, high school administrators will be contacted and instructors will be dismissed from their duties and not considered for future concurrent enrollment opportunities.

Consortium Arrangements

DMACC historically partners with Area Education Agencies, Regents institutions and four-year colleges to provide faculty development opportunities. Establishing consortium arrangements will continue where appropriate, cost-effective, and mutually beneficial.

Compliance with Faculty Accreditation Standards

DMACC will comply with the faculty accreditation standards of the Higher Learning Commission (HLC) and standards required under specific programs DMACC offers that are accredited by other agencies.