Faculty Development Team

Project Statement

To improve faculty development in teaching and learning
● Securing Administrative Support
● Cultivating a Culture of Expectation
● Identifying Effective Modes of Measurement and Feedback

Team Members

Team Leader
Michele Payne, Director Learning Initiatives

Team Scribe
Michael Scallon, Learning Service Associate Coordinator

Team Members
Daryl McCall, Assistant Professor of Industrial Technologies
Jack Terndrup, Professor Coordinator of Career Option
Carol Thompson, Marion Center Director

Sponsors
Darryl Borcherding, Director Human Resources
Bob Walker, Assistant Professor of Business and Information Technology
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Preface

Development opportunities are available for faculty at Kirkwood Community College through several departments and committees, reflecting the faculty’s roles as individuals, teachers, department members and college employees, as well as their adjunct or full-time status.

Our committee focused on faculty development activities offered for the purpose of improving teaching as a corollary to improving student learning. In doing so, we in no way wish to imply that other development opportunities, such as those available through the wellness program, are any less valuable. We just needed a smaller field to cultivate.

Faculty Development was one of ten Continuous Process Improvement /AQIP teams formed in the spring of 2004 at Kirkwood Community College under the leadership of Dr. Stanley J. Jensen, with assistance from Ellengray Kennedy.
Description of the Current Process

Faculty development is expected of all instructors, librarians and counselors, and is a component of the annual evaluation process. In their annual evaluations, faculty member are expected to report on development activities in which they have participated in the previous year and to outline those activities they plan to undertake in the coming year. For faculty on the professional track, there are no requirements for how often or what kind of activities they should pursue. Faculty on the probationary track, however, develop a specific plan with their deans so they can demonstrate they have attained the competencies spelled out by the Quality Faculty Plan and the Probationary Plan (which is more inclusive) before the end of their probationary period.

Development opportunities available to all full-time faculty

Development opportunities for all full-time faculty are accessed through three major avenues:

- Individual **academic departments** offer a variety of opportunities including travel and conference attendance for individuals, sponsorship of group projects, department retreats and other activities. Some departments, for example Math/Science and Social Science/Career Option, annually sponsor events to which faculty from all departments are invited.

- The **Faculty Professional Development Committee** funds projects in four different categories with money allocated for that purpose through bargaining. Funds can be used for individual projects such as travel to a conference; group activities; a contract extension to allow for extended research or discipline exploration; or leave to pursue a higher degree. (See Diagram A and Appendix A.)

- The **Learning Initiatives Department** offers a variety of opportunities throughout the year, mostly at the request of faculty who wish to develop an activity focused on a specific aspect of teaching and learning. Recent opportunities include the CASTLE project which focuses on the development of learning outcomes and computer-based testing; CATs, which promotes the use of classroom assessment techniques; teleconferences on student success; and teaching circles on brain-based learning; ethics; and the Formation movement. (See Diagram B.)

Additional funding is occasionally available through the Foundation and though grants that include faculty development as part of their projects. A new opportunity beginning Spring 2005, the Endowed Teaching Chair, will provide funds for additional long-term projects through endowments made specifically for that purpose to the Foundation.

Development opportunities specifically for probationary faculty

Development activities specifically for probationary faculty reflect a change in Iowa Code, which in the summer of 2003 handed over to the individual colleges responsibility for assuring the quality of their faculty. Committees at each school were charged with developing a Quality Faculty Plan, which addressed hiring, orientation, professional development for new faculty and continuing professional development. (See Diagram C and Appendix B.)
Kirkwood was fortunate in having in place solid hiring standards, comprehensive orientation activities, and an evaluation process that required continuing professional development. The committee concentrated its efforts on developing a set of competencies probationary faculty were expected to attain before they reached the end of their probationary period. Competencies were developed for instructors, librarians and counselors (all of whom were affected by the new legislation), and appropriate development activities were developed or formalized. These include:

- **The New Teacher Workshop:** This three-credit course from the University of Iowa was required under the old licensure program and continues to be required under the new Quality Faculty Plan for instructors with little or no teaching experience and no formal educational license or degree. NTW is now offered on the Kirkwood campus each August and the college pays tuition and all associated costs.

- **Teaching at Kirkwood Workshop:** This one-day workshop was developed by experienced Kirkwood faculty as an orientation to community college teaching and the “learning college” focus at Kirkwood. It is offered in August and is required for all new teachers who do not attend the New Teacher Workshop.

- **Community College A to Z:** This series of seven two-hour workshops introduces new faculty to Kirkwood and the community college system through presentations by campus leaders on a variety of topics, including finances, the infrastructure, continuing education, the Foundation, and off-campus programs. New faculty may take this program or the credit Community College course from the University of Iowa.

- **LeNS:** The LeNS curriculum was developed by three League for Innovation colleges as a year-long introduction to teaching. The curriculum builds on the skills introduced in the New Teacher Workshop and includes units on
  - Creating a Positive Learning Environment
  - Developing Learning Outcomes and Competencies
  - Selecting Teaching and Learning Strategies
  - Enhancing Teaching and Learning Using Educational Technologies
  - Classroom Assessment: Formative and Summative Strategies

New faculty may substitute credit classes for the LeNS program, but most have not.

- **Professional Ethics: Faculty Rights and Responsibilities:** Jack Terndrup, Professor/Coordinator of Education Careers, offers this workshop as part of the August orientation and at other times during the year. It has become a formal part of most Quality Faculty Plans.

In addition, first year faculty participate in an August orientation and a mentoring program that includes monthly lunches with a speaker on a topic of interest. They also meet with the Board in September each year to be introduced, attend a Board meeting, learn about the history of Kirkwood and the community college movement, and socialize with Board members at a dinner to welcome them. Second- and third-year faculty are invited to monthly lunches with speakers of their choosing.
Development activities for adjunct faculty
Adjunct faculty are invited and welcome to attend all faculty development activities offered by the Learning Initiatives Department, except the New Teacher Workshop, the Teaching at Kirkwood workshop, and LeNS. Many department activities are also open to them. They are ineligible for funding from the Faculty Professional Development Committee, which draws on bargained money. However, a separate fund, managed by the Vice President Instruction, provides adjuncts with stipends of up to $500.00 for similar activities. (See Diagram D.)

A half-day orientation is held every fall for new adjunct faculty, addressing such topics as accommodating students with disabilities, classroom behavior guidelines, developing a syllabus, classroom assessment techniques, getting along in your department, and opportunities for professional development. The Adjunct Faculty Advisory Committee sponsors development activities specifically for adjuncts on an occasional basis.

How information about opportunities is communicated
Information about all opportunities is sent to the deans, who then distribute it to faculty in their departments. Many activities are also publicized through the eTempo, and a session on faculty development opportunities is a regular luncheon topic for faculty in the first three years. Instructors report that informal conversations with their colleagues are also a popular and reliable way to find out what’s going on.

How participation in faculty development activities is recorded
There is no central location where all information about faculty participation in development activities is recorded. Human Resources documents information for probationary faculty and for all activities submitted for professional renewal credit. Departments track activities for probationary faculty through their Quality Faculty and Probationary Faculty plans and for all faculty through the annual evaluation process. Learning Initiatives has class lists for current activities and forwards attendance records to deans as appropriate, but does not maintain files to track the participation of individual instructors. No system exists for tracking adjunct faculty participation, at either the department or college level, although many adjuncts keep personal, up-to-date portfolios of their activities.

Incentives for participation
Incentives for participation vary widely depending on the activity, the source of the funding, and the intended audience. Very few of the activities sponsored by the Learning Initiatives Department include a stipend or release time for the participants. Materials for those activities are always provided, however, as are food and beverages appropriate to the time of day and activity. The greatest incentive is the opportunity to learn something new in a collegial setting. Of course, those on probation must attend many activities in order to remain at Kirkwood. Successful completion of the Quality Faculty Plan is a “required but not sufficient” component of continuing employment.

Fulltime faculty proposing development opportunities through the Faculty Professional Development Committee are eligible for release time or a stipend to cover costs up to the
equivalent of three semester hours at the maximum part-time rate. Those who apply and are approved for professional extension may be funded for up to 29 days at their per diem rate. Adjuncts pursuing similar activities may be funded up to $500.00 a year.

Faculty may share the results of their development activities with their colleagues through such campus venues as department meetings, faculty forums and Staff Development Day, and also at national conferences, but relatively few choose to do so. No award process is in place to recognize outstanding projects.
Diagram A: FACULTY PROFESSIONAL DEVELOPMENT COMMITTEE

START

Opportunity publicized

Instructor requests application from support person

Instructor requests help?

YES → Support person and/or committee members provide assistance

NO → Instructor completes and submits application to committee

Committee meets

Committee approves?

NO → Committee chair sends letter

YES → Proposal sent to VP Instruction

VP approves?

NO → Committee chair sends letter

YES → VP sends letter

Instructor sends report to committee

Instructor completes activity

Instructor submits to Professional Renewal Committee

END

END

Committee approves?

YES → Activity recorded

NO → END
Diagram B: Learning Initiatives Opportunities

START

Opportunity to propose teaching circle publicized

Faculty member identifies need or interest

Proposal submitted to Learning Initiatives Director

LI Director seeks additional information if needed

END

Professional renewal approves?

YES OR NO

FLYERS AND ANNOUNCEMENTS COMPLETED

LI Director and instructor publicize

CE assigns section number

Faculty enroll

LI requests section # from Continuing Education

Sufficient enrollment?

YES

Circle meets

NO

END

LI arranges for certificates and stipends

FT faculty submit to Professional Renewal

Details finalized (books ordered, room reserved, schedule set, flyer copy written, etc)

END

LI Director approves?
Diagram C: QUALITY FACULTY PLAN

START
QFP is reviewed with deans
Schedule of QFP related activities set
Dean discusses QFP with candidates at interview

Decision to hire?

YES
QFP explained to new instructor
New instructor given schedule of QFP activities

NO
END

New instructor enrolls and participates in appropriate activities
Committee approves?

YES
Individualized QFP submitted to committee
Dean and new instructor develop individualized QFP

HR records
HR sends dean records
Dean reviews portfolio with instructor

Dean recommends continued employment?

YES OR NO
END

Dean and new instructor revamp plan and resubmit it
New instructor completes activities, documents in portfolio and reports to dean and HR
Diagram D: ADJUNCT STIPEND

START

Publicize opportunity

Interested instructor writes request to dean

Dean approves?

YES → Dean adds letter of support and forwards to VP Instruction

NO → END

YES → YES → VP approves?

YES → END

NO → END

END

Stipend issued

Instructor completes activity and submits appropriate verification materials

YES → END

NO → END
Analysis of the current situation and outcomes of that analysis

To help us better assess the current situation we developed a relations diagram to identify the key elements involved in an excellent faculty development system. This diagram helped us identify “feedback measures,” “administrative support downward,” and “clear communication of opportunities” as the three areas where making changes would have the greatest impact. (See Appendix D for the diagram.) We then surveyed all fulltime and adjunct faculty with questions designed to focus our attention on specific initiatives we could undertake in the areas where we could likely affect significant change. Approximately 10 percent of the 900 full-time and adjunct faculty surveyed responded. (See Appendix E for a copy of the survey and Appendix F for a the survey results.)

Attempting to understand the current cultural expectations for faculty development, the survey asked both about current participation and about the number of hours respondents considered sufficient to stay current. All but a few respondents had participated in one or more faculty development activities in the previous year. Almost 40 percent said they thought four to six hours of faculty development was sufficient to remain competent as a teacher, 25 percent said seven or more hours and 22 percent said only one to three hours. Ten percent of those responding said they needed no development on an annual basis to remain competent.

To understand more about the communication process, we asked how respondents learned about professional development activities and how they would like to learn about them. Thirty percent said they received the information through their deans and 25 percent said through eTempo. When asked how they would like to hear about opportunities, deans and the eTempo remained most popular, but almost 20 percent said they would like to receive information from a website.

To learn more about the barriers to participation, we asked if time, location, the lack of a stipend, or the lack of departmental funds had kept faculty from participating in activities in the previous year. Forty-five percent said lack of time was the most significant barrier. Twenty percent cited limited funds, while seventeen percent cited the lack of stipends and location as barriers.

Based on this information, and reinforced by anecdotal evidence, the team decided that our recommended “Ideas for Improvement” should focus on activities designed to affect change in two areas:

1. Expand access to information
2. Heighten awareness that the pursuit of professional development is an expected and rewarded component of their career at Kirkwood
Improvement Theory and Implementation Plan

We believe that significant, positive changes will occur if the following steps are taken:

1. Creation of a web site that promotes faculty development opportunities and allows access to a database of activities in which faculty have participated. In the short term, this web site would provide information about available activities. Once connected to Colleague and services currently available through Human Resources and Enrollment Services, it could provide a registration screen, an automatically updated record of participation, and a databank for collecting information about participation in various activities.
2. Further analysis and the dissemination of survey data, with other opportunities being developed based on those results.
3. Provision of professional development activities for deans regarding the importance of substantive faculty development as a component of evaluation. Professional development is currently a component of the annual evaluation process, and expanded opportunities for deans to recognize, evaluate and help develop substantive development projects will help heighten the culture of expectation.
4. Development of a new activity to promote substantive professional development projects, which would include additional professional renewal credit for completion of the assessment-based project, cohort activities with others completing similar projects and a recognition ceremony for successful completers. This activity would employ the active research model of classroom assessment. Participants in this substantive project would receive additional credit toward the educational salary adjustment beyond the number of contact hours. (See Appendix G for a detailed description and example.)
5. Development of other institutional opportunities for exemplary faculty development programs which will also qualify for additional renewal credit towards the educational salary adjustment.
6. Creation of a Quality Faculty Plan for professional track faculty. This voluntary plan would offer a roadmap for further development consistent with the objectives and competencies of the probationary faculty Quality Faculty Plan. Faculty hired since August 2003 have been required to meet the competencies outlined in the Kirkwood Quality Faculty Plan which replaced state licensure. A voluntary Quality Faculty Plan for professional track faculty would offer the opportunity for pursuing rewarding and integrated activities past the probationary period.
7. A five percent increase in the amount allocated for faculty development through the Learning Initiatives Department, individual instructional departments, and the Library.
8. A twenty-five percent increase in the amount available for adjunct faculty development through the office of the Vice President, Instruction.
9. Development of a modified Quality Faculty Plan option for adjunct faculty. Adding an additional pay level is already under consideration by adjunct faculty and administration. Our recommendation is that the opportunity be provided to advance through development activities as an alternative to advancing through longevity.
10. Encouragement for administrators and faculty to regularly include support and praise for faculty development in speeches, presentations, meetings and external and internal publications.

Additionally, in the future, we strongly encourage KFA and the administration to take two steps:

1. Work together to develop a more favorable salary adjustment scale that provides shorter adjustment intervals, faster ways to earn credits, and incentive options beyond bumps in scale.
2. Work together to increase the bargained dollars available for faculty professional development activities through the Faculty professional Development Committee.

A timeline and budget immediately follow this section.
## Budget

<table>
<thead>
<tr>
<th>Activity</th>
<th>Associated costs</th>
<th>Summer/Fall 2005</th>
<th>Spring 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Create a web site that promotes faculty development opportunities and</td>
<td>Web Designer to develop</td>
<td>In-house or 30 hours @ $22.00 = $660.00</td>
<td>0</td>
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<tr>
<td>allows access to a data base of activities in which faculty have</td>
<td>LI staff to maintain</td>
<td>2 hours per week @ $7.50 x 20 weeks = $300.00</td>
<td>2 hours per week @ $7.50 x 16 weeks = $240.00.</td>
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<tr>
<td>participated</td>
<td>IT staff to connect to Colleague</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2 Analyze survey data, disseminate it, and propose additional initiatives</td>
<td>KQIP Team</td>
<td>0</td>
<td>0</td>
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<tr>
<td>results</td>
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<tr>
<td>3 Provide professional development activities for deans regarding the</td>
<td>Consultant</td>
<td>5 days @ $750.00 = $3750.00</td>
<td>1 day @ $750.00 = $750</td>
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<tr>
<td>importance of substantive faculty development as a component of evaluation</td>
<td></td>
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<tr>
<td>4 Develop a new activity to promote substantive professional development projects</td>
<td>Meeting supplies 5 meetings x 10 people @2.00 = $100.00</td>
<td>2 meetings x 15 people @ $8.00 = $240.00</td>
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<tr>
<td></td>
<td>Recognition dinner</td>
<td>0</td>
<td>20 @ $15.00 = $300.00</td>
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<td></td>
<td>Additional pay</td>
<td>Unlikely to be a factor in fiscal 2005 or 2006;</td>
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<td></td>
<td>will result in higher pay for participants sooner</td>
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<td></td>
<td></td>
<td>than otherwise anticipated</td>
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<tr>
<td>5 Develop other new exemplary faculty development programs</td>
<td>Meeting supplies 5 meetings x 10 people @2.00 = $100.00</td>
<td>2 meetings x 15 people @ $8.00 = $240.00</td>
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<td></td>
<td>Additional pay</td>
<td>Unlikely to be a factor in fiscal 2005 or 2006;</td>
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<td>will result in higher pay for participants sooner</td>
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<td>SUBTOTAL</td>
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<td>$1770.00</td>
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<tr>
<td>6</td>
<td>Investigate the creation of a voluntary Quality Faculty Plan for professional track faculty.</td>
<td>Meeting supplies</td>
<td>5 meetings x 10 people @2.00 = $100.00</td>
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<td>7</td>
<td>Recommend a 5% increase in the amount allocated for faculty development through the Learning Initiatives Department, individual instructional departments, and the Library</td>
<td>Increased budgets</td>
<td>5% more than current</td>
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<td>8</td>
<td>Recommend a 25% increase in the amount available for adjunct faculty development through the office of the Vice President, Instruction</td>
<td>Increased budget</td>
<td>25% of 6 months current budget ($15,000) = $1875.00</td>
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<td>9</td>
<td>Develop a modified Quality Faculty Plan option for adjunct faculty</td>
<td>Meeting supplies, Additional pay</td>
<td>5 meetings x 10 people @2.00 = $100.00</td>
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<td></td>
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<td></td>
<td>Unlikely to be a factor in fiscal 2005; will result in higher pay for participants sooner than otherwise anticipated</td>
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<td>10</td>
<td>Encourage administrators and faculty to regularly include support and praise for faculty development in speeches, presentations, meetings and external and internal publications</td>
<td>Public and in-house support from administrators</td>
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<td>SUBTOTAL from previous page</td>
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<td>$3810.00</td>
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<td>TOTAL</td>
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<td>$6385.00 plus increase in dept faculty development budgets</td>
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<th>WHO</th>
<th>Spring/Summer 2004</th>
<th>Fall 2004</th>
<th>Spring 2005</th>
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<tr>
<td>Survey faculty</td>
<td>KQIP team</td>
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<td>Analyze survey results</td>
<td>KQIP team</td>
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<td>Propose initiatives suggested by survey</td>
<td>KQIP team</td>
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<td>Disseminate survey information</td>
<td>LI Director</td>
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<td>Increase amount allocated to departments for FT professional development</td>
<td>VP Instruction and Deans</td>
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<td>Increase amount allotted for adjunct professional development</td>
<td>President, VP Instruction</td>
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<td>Encourage support and praise for faculty</td>
<td>Administration</td>
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<td>development activities</td>
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<td>Develop evaluation training for deans</td>
<td>LI Director and outside</td>
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<td>Offer evaluation training for deans</td>
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<td>Design Web Site</td>
<td>LI Director Web developer</td>
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<td>Enter data</td>
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<td>Go live with Web site</td>
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<td>Publicize Web site</td>
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<td>Maintain website</td>
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<td>to Colleague</td>
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<td>Convene Action</td>
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<td>Team</td>
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<td>Finalize guidelines</td>
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<td>Consider other possible activities</td>
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<td>Recommends other activities</td>
<td>Action Research Team</td>
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<td>Develop QFP for professional track faculty</td>
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<td>Make Professional QFP available to deans and faculty</td>
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<td>Develop QFP for adjuncts</td>
<td>Adjunct Faculty Advisory Committee or subcommittee</td>
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<td>Implement QFP for adjuncts</td>
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<td>Report out to Steering</td>
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<td>Committee</td>
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Anticipated savings
Perhaps the area in which the greatest savings can be anticipated is in the retention of quality faculty. The expense of bringing a faculty member to campus has been estimated to be $6500.00 (hard and soft dollars). Faculty who feel appreciated, whose needs for further education are met in an encouraging and rewarding environment, are more likely to stay. On a smaller scale, we anticipate that the web site will save time and energy for faculty and administrators by serving as the primary resource for information, documentation and data collection.

Anticipated positive results
We anticipate the positive results from pursuing these activities will include:
- Increased collaboration and collegiality
- Increased retention of quality faculty
- More positive atmosphere—culture of recognition and encouragement
- Positive student feedback about importance of quality faculty
- Smooth transition from probationary track to professional track evaluations
- Improved student learning
- Improved morale

Cooperation of key people
Those people who are most key, the faculty, continue to express an interest in quality, substantive and meaningful faculty development activities. We have no doubt they will enthusiastically embrace new opportunities. Through the last year’s development of the Quality Faculty Plan and the Probationary Plan, the deans have shown great interest in development and evaluation, and there is no reason to believe their interest will wane. The Director of Learning Initiatives is very supportive of development activities and is delighted to undertake additional projects on behalf of the faculty.
<table>
<thead>
<tr>
<th><strong>Criterion</strong></th>
<th><strong>How Met</strong></th>
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<tr>
<td>1 Helping students learn</td>
<td>Students learn best from instructors who are current in their disciplines, aware of appropriate pedagogies, and appreciated by their colleagues and supervisors.</td>
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<td>2 Accomplishing other distinct objectives</td>
<td>Information about faculty development activities will be more accessible and therefore better used when it is all available at one location (the Web). (Other dissemination methods will continue to be employed.)</td>
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<tr>
<td>3 Understanding students’ and other stakeholders’ needs</td>
<td>Instructors are also students and need opportunities for development. Supervisors need to understand the importance of substantive faculty development opportunities in the evaluation process.</td>
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<tr>
<td>4 Valuing people</td>
<td>We express our appreciation for faculty by offering relevant, interesting learning opportunities; anticipating faculty needs; and providing rewards for growth.</td>
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<td>5 Leading and communicating</td>
<td>Faculty who are encouraged to participate in collaborative activities will in turn encourage others, creating a climate that promotes development from within. Deans will be better equipped to lead and support faculty development. Administrators will communicate recognition and praise in speeches and documents.</td>
</tr>
<tr>
<td>6 Supporting institutional operations</td>
<td>Development will become more visible, and therefore less mysterious, component of the annual evaluation process for both probationary and professional track faculty. The use of the website to disseminate and collect information will create a more efficient process.</td>
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<tr>
<td>7 Measuring effectiveness</td>
<td>Data will be collected to track the relationship between faculty development activities pursued and the length of employment and faculty satisfaction.</td>
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<tr>
<td>8 Planning continuous improvements</td>
<td>Current and new faculty development opportunities will be reviewed once a year and revised as needed as indicated by data collected. Faculty and supervisors will be surveyed regularly to determine needs and interests.</td>
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<tr>
<td>9 Building collaborative relationships</td>
<td>Faculty development activities will be designed to encourage collaboration and help foster collegiality within and across departments.</td>
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Studying the Results
The Learning Initiatives Office will track participation and outcomes of the dean workshops, the new professional development project, and the new web site. Timely reports will be forwarded to the KQIP Faculty Development team, and the team will meet twice a semester to analyze the results. The team will report back to the Steering Committee twice during the 2004-2005 academic year at mutually agreed upon times.

Success of the dean workshops will be determined by responses of the deans to the workshops themselves and by survey instruments that will help determine the number of development activities undertaken which directly relate to the improvement of teaching and learning. An increase in the number of those activities each year will be considered one sign of success. Another sign of success will be checked by anonymously surveying faculty to see if deans are promoting substantive faculty development activities focused on teaching and learning.

Success of the professional development project will be determined by the interest in the program, the number of successful projects and the scope of the dissemination. An initial cohort group of five or more projects would be considered successful. Growth of the program should be expected.

Success of the new web site will be determined by the number of hits and the number of faculty who use the site to register for activities, and also by survey instruments to help determine how many have used the site to get information and check on their faculty development progress. The number of hits and use of the website to register for activities should be available on a daily basis as soon as the web site is live. Surveys will be administered twice a year, at the end of each semester. Once Colleague is in place and connected to the website, faculty will be able to enter and track their activities, and it will be possible to generate lists of activities and the number who have participated. This quantitative data will be used to study the results of these activities and future activities.

Engrafting Improvements into the System
We anticipate no resistance to making these activities part of the culture of the college, either at the administrative level or among faculty. Our projects represent advancement rather than change. We also expect that they will form the basis for additional progress in Faculty Development in the coming years.

Further Ideas
Once we have the ability to track activity, the college will be better able to create measurements of effectiveness and conduct qualitative and quantitative research. We hope that Kirkwood faculty and administrators will share both the initiatives outlined here and future initiatives with their colleagues through statewide and national conferences such as NISOD, NCSPOD, and the League’s Technology and Innovations conferences.
Acknowledgements

The Faculty Development Team would like to express their appreciation for the allowing us to be involved in the first KQIP process. There were so many that provided assistance to our team and it is our sincere hope that we have included everyone.

- Dr. Stan Jensen for his leadership and guidance through the KQIP process.
- Dr. Ellengray Kennedy for her continued assistance and input.
- Kirkwood leadership who allowed us to have the opportunity to be involved in the first Faculty Development KQIP Team.
- Kirkwood faculty who responded to the Faculty Development survey.
- Rockwell-Collins for providing information about their personnel development.
- Heather Devlin for her assistance with the survey preparation.
Appendix A

KIRKWOOD COMMUNITY COLLEGE
GUIDELINES FOR APPLICATION AND AWARDS

I. Purpose

The purpose of the Faculty Professional Development Program is to support professional development activities for intellectual stimulation or technical updating as requested by members of the faculty. The purpose of these activities is to enhance the educational program of the college by improving faculty competency. In determining whether or not to recommend a proposal for funding to the Vice President, Instruction, the committee may consider the merits of the proposal, the frequency with which the applicant has used faculty professional development funds, and the amount of funds available.

II. Committee Membership

The Faculty Professional Development Committee will consist of eight members: four faculty members appointed by the Kirkwood Faculty Association and four administrators appointed by the president of the college. All members serve on three-year rotation basis.

III. Committee Meetings

The Faculty Professional Development Committee will meet five times during the calendar year to consider requests from faculty for professional development awards. Special meetings may be scheduled at the discretion of the chairperson. Appointment of new members shall be in April prior to the spring meeting of the committee. New members’ first attendance will be at the spring meeting.

IV. Award Categories

The committee has established four award categories for the purpose of activities that will be considered for funding. These categories are (A) individual awards, (B) group awards, (C) the professional extension program, and (D) residency leaves.

A. Individual Awards

Individual awards may be granted for the following activities:

1. relevant educational course work
2. individual projects focused on scholarly or creative research or assessment
3. individual projects demonstrating artistry, creativity or innovation
4. updating or expanding knowledge in a subject field
5. travel necessary to fulfill individual project requirements
6. conferences, meetings, workshops and seminars
7. job shadowing
8. publication of research (funds may be used to pay a scholarly or professional journal’s “per page” fees)

B. Group Awards

Projects involving a number of faculty may be submitted by departments, a group of faculty within a department, or an interdisciplinary group of faculty who have identified a common professional development activity. (Proposals where more than one faculty member requests the same activity and requires separate funding should be submitted on the application form as individual awards.)

The Faculty Professional Development Committee may also sponsor group activities as demonstrated by a faculty needs analysis, or on the recommendation of an administrator, or as a way of efficiently combining similar requests from individuals or groups.

Group awards may be granted for the following activities:

1. visits to other colleges or work settings
2. visits to campus by consultants, content specialists, scholars (funds may be used to cover the cost of stipends including honorariums, travel, food and lodging; Kirkwood faculty may be compensated for expenses related to hosting or participating in these activities)
3. working retreats
4. experimental curriculum projects (not routine curriculum activities)
5. seminars conducted by Kirkwood faculty or staff
6. courses offered by another college or university on the Kirkwood campus
7. research designed to provide useful data for a specific department, division or the college as a whole

Initiating or participating in any group activity does not affect a faculty member’s eligibility for one individual award or professional extension leave every 24 months.

Beginning Fall 2001, the committee will set aside a dollar amount to fund group projects. The committee will provide funding of up to $3,000.00 per project, with a total of $12,000.00 set aside for this purpose. Applications for these projects will be accepted at the April, June, September and November deadlines, with projects meeting the guidelines being funded on a first-come, first-funded basis. Any money unencumbered after the November meeting will be returned to the committee’s general fund. Projects eligible for this special funding are listed below. The maximum funding for group projects not listed below remains the equivalent of three credit hours at the maximum part-time rate.

Group awards funded by set-aside dollars may be granted for the following activities:

1. visits to campus by consultants, content specialists, or scholars. (funds may cover the cost of honorariums, travel, food and lodging; Kirkwood faculty may be compensated for expenses related to hosting or participating in the activity)
2. working retreats
3. seminars conducted by Kirkwood faculty or staff
C. Professional Extension Program

Professional Extension Program leaves may be awarded for faculty wishing to pursue the following activities:

1. service to the college
2. research and publication
3. curriculum and materials development
4. planned and approved travel related to the subject field
5. practical training or job experience in subject-related field
6. updating of knowledge in subject field

Note: The professional extension program provides opportunities for faculty to learn and grow in their discipline and profession. It may be used to attend a workshop if active participation is a requirement established by the workshop planners, and if the workshop lasts a minimum of three full days. (Two additional days may be used for travel.) Faculty who wish to attend a conference in which their active participation is not required, should apply for an individual award.

A letter of support from business, industry or the college must accompany requests for leave to pursue service to the college, practical training or job experience in subject-related field, or updating of knowledge in subject field. This letter should include verification that the number of days requested is appropriate.

At the September meeting the committee may vote to set aside a certain amount of the committee’s funds for Professional Extension activities. If any of the money set aside remains uncommitted by the June meeting, the committee may return those funds to the regular pool. The committee reserves the right to award more or fewer days than requested.

D. Residency Leave

Faculty doing course work toward an advanced degree may request a one-half time leave for one full semester to complete an on-campus residency requirement. Faculty requesting the leave must have been accepted into a graduate program and be a full-time student during the semester the leave is awarded. Documents verifying that these conditions have been met should be included with the application.

While on leave, the faculty member shall receive two-thirds of his or her per diem salary. Funds for this leave are not drawn from the Faculty Professional Development fund established in the master contract.

No more than two residency leaves may be approved during any one semester.

V. Faculty Contract Days
A. When a faculty member submits a proposal in which the activity takes place on assigned contract days, appropriate arrangements must be made between the faculty member and his/her immediate supervisor to see that all teaching and other assigned responsibilities have been covered.

B. If a faculty member submits a proposal which does not fall within the faculty member’s contract periods, the faculty member cannot claim those days spent on the activity as contract days unless prior arrangements were agreed upon between the faculty member and the immediate supervisor. When the college requests a faculty member to participate in a faculty development activity during a non-contract period, the college will determine whether working days may be assigned for participating in the activity. If the faculty member disagrees with the administrative decision, he or she can refuse to participate in the activity.

C. Proposals submitted for the Professional Extension Program cannot include days already designated as contract days. For the Professional Extension Program, awards to faculty on a 174-day contract will be a five (5) to twenty-nine (29) day summer extended contract; awards to faculty on a 201-day contract will be for five (5) to twenty-nine (29) days through summer release time or extended contract.

D. A request for release time from a teaching assignment for summer or fall semesters must be submitted by the February deadline. A request for release time from teaching in spring semester must be made by the September deadline.

VI. Funding Guidelines

A. Individual and Group Categories
Maximum funding for individual and group award categories will be limited to three semester hours of release time from assigned teaching duties for a period of one semester or the equivalent monetary award of three semester hours at the maximum part-time rate. No overloads will be allowed during any semester when release time is scheduled.

B. Professional Extension Program
Maximum funding for Professional Extension leaves will be five (5) to twenty-nine (29) days at the faculty member’s regular per diem rate.

The award for curriculum and materials development shall not exceed an amount consistent with compensation for similar activities carried out as part of regular teaching load (not overload).

If a faculty member is paid by another employer in the course of a professional extension leave, he or she must turn that salary over to the college to receive the per diem rate.

C. Concurrent Awards
Faculty may receive individual awards concurrently with Professional Extension leaves or Residency leaves for the same project if the requests are complementary, not duplicatory.
VII. Application Procedures

A. Applications for professional development awards are available from the secretary of the committee and shall be submitted to the secretary for forwarding to Faculty Professional Development Committee members.

B. Applicants are encouraged to contact committee members for assistance in filling out the application form.

C. The following are the established deadlines for submitting requests. The committee strongly encourages application be completed in a timely manner before the event. There is no guarantee that something will be funded after the fact.

1. the fourth Friday of September
2. the third Friday of November
3. the third Friday of February
4. the third Friday of April
5. the third Friday of June

D. An individual faculty member will be eligible for an individual or professional extension leave only once in a 24-month period, counting from the time the project begins. If undistributed funds remain at the end of the year, this restriction may be waived. The 24-month interval does not apply to faculty who have received a residency leave and wish to apply for group or individual awards or professional extension leave. Nor does it apply to faculty who have sponsored or participated in a group award.

E. Final reports must be submitted before application will be accepted for another award.

F. All requests will be submitted on the application form. Supporting documents may be requested for certain activities. Please see “Section IV: Award Categories” for more information.

G. The following activities are funded from department or other budgets, and cannot be funded as individual or group projects with Faculty Professional Development funds:

1. proposals requesting a cash stipend for the purchase of texts, software or other course materials
2. proposals requesting release time for the review of texts, software or other course materials
3. proposals requesting release time for curriculum development or revision including those which incorporate technology components
4. proposals requesting individualized software training when that training could be more efficiently delivered to groups of interested faculty

H. The Vice President, Instruction, or the chair of the Faculty Professional Development Committee will be responsible for letting faculty know if their proposals have been approved. Minutes of Faculty Professional Development Committee meetings will be distributed to all academic departments.
Appendix B

**Teaching Circles**  
Revised July 2003

Any full-time instructor is welcome to propose a Teaching Circle on a topic of interest likely to promote learning among the faculty. Adjuncts are welcome to co-propose with a full time faculty member and to participate in the Circles. Previous and current topics have included Classroom Assessment Techniques, Small Group Facilitation, Process Learning, Service Learning, and Formation.

Generally, Teaching Circles are organized following these steps:

1. A topic of interest is identified. The Teaching Circle may focus on a book of interest to the group.
2. Participants are solicited.
3. An initial meeting or seminar is scheduled, possibly involving an expert in the field.
4. Faculty meet regularly during the semester following the initial meeting to further discuss and study the topic. When appropriate, related techniques and principles are applied in the participants’ classrooms.
5. A report on the activities of the Teaching Circle and an assessment of its effectiveness is prepared and distributed to all faculty.
6. A Teaching Circle may be continued into a second semester depending on the interest of participants and other faculty.

The one or two faculty serving as coordinators for a Teaching Circle are compensated at one credit hour per semester at the maximum part time rate. Fulltime faculty participants may apply the hours toward professional renewal, and adjuncts are paid a stipend, the amount varying with the scope of the circle.

The Instruction Branch will consider supporting up to four Teaching Circles a semester, including the cost of an overload for the coordinator/s, stipends for adjunct faculty attending the circle, books or other materials, expenses associated with bringing in a consultant, and other related expenses. To propose a Teaching Circle, please complete the application on the back of this sheet. This information and the application are also available electronically on the H:faculty drive in the Faculty Development folder.

If you have any questions, please contact Michele Payne. She can put you in touch with other faculty who have coordinated and participated in Teaching Circles.
Appendix C

The Quality Faculty Plan and Probation

History and Purpose
In April of 2002, the Iowa legislature determined that local boards, not the State, should be responsible for guaranteeing the quality of community college faculty. Each of the fifteen community colleges was charged with developing a plan to meet local needs while adhering to NCA and State accreditation standards. The committee who drafted Kirkwood’s plan included eight faculty members selected by the Kirkwood Faculty Association, three instruction branch administrators, and a representative from Human Resources.

Competencies
The Kirkwood Quality Faculty Plan Committee drew upon national and state teacher standards to develop a list of twelve competencies that new Kirkwood faculty are expected to demonstrate. These competencies have been accepted by the Faculty Association, the deans, and the Board of Trustees. Competencies can be demonstrated through experience, education or a combination of the two, as agreed to by the dean and instructor and approved by the Quality Faculty Plan Committee (see “Preparing Your Professional Preparation Plan” below.)

For Instructors
1. **Student Learning** The instructor understands how students learn, and provides learning opportunities that support their intellectual, career, and social development.
2. **Diverse Learners** The instructor understands how students differ in their approaches to learning, both individually and culturally, and creates instructional opportunities that are equitable and adaptable to diverse learners.
3. **Instructional Planning** The instructor plans instruction based on understanding of subject matter, students, the community, and curriculum goals and standards.
4. **Instructional Strategies** The instructor understands and uses appropriate instructional strategies to encourage students’ development of critical thinking, problem solving and performance skills.
5. **Learning Environment/Classroom Management** The instructor uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. **Communication** The instructor uses knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry and collaboration, and support interaction in educational settings.
7. **Assessment** The instructor understands and uses formal and informal assessment strategies to evaluate student learning.
8. **Professional Development** The instructor continually reflects on and assesses the effects of his or her choices and actions on others, and actively seeks out opportunities to grow professionally by maintaining professional competency in his or her field of expertise.
9. **Collaboration, Ethics and Relationships** The instructor fosters professional relationships with students, colleagues and the community to support learning.

10. **Technology Related to Instruction** The instructor uses appropriate technology in the planning, delivery and assessment of instruction.

11. **Community College** The instructor understands the mission and history of community colleges and the structure and scope of the community college that employs him or her.

12. **Contribution to the College** The instructor contributes to the institution through active participation in departmental and institutional tasks.

**For Counselors**

1. **Student Learning** The counselor understands how students learn, and provides learning opportunities that support their intellectual, career, and social development.

2. **Diverse Learners** The counselor understands how students differ in their approaches to learning, both individually and culturally, and creates instructional opportunities that are equitable and adaptable to diverse learners.

3. **Instructional Planning** The counselor plans instruction based on understanding of subject matter, students, the community, and curriculum goals and standards.

4. **Instructional Strategies** The counselor understands and uses appropriate instructional strategies to encourage students’ development of critical thinking, problem solving and performance skills.

5. **Learning Environment/Classroom Management** The counselor uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. **Communication** The counselor uses knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry and collaboration, and support interaction in educational settings.

7. **Assessment** The counselor understands and uses formal and informal assessment strategies to evaluate student learning.

8. **Professional Development** The counselor continually reflects on and assesses the effects of his or her choices and actions on others, and actively seeks out opportunities to grow professionally by maintaining professional competency in his or her field of expertise.

9. **Collaboration, Ethics and Relationships** The counselor fosters professional relationships with students, colleagues and the community to support learning.

10. **Technology Related to Instruction** The counselor uses appropriate technology in the planning, delivery and assessment of instruction.

11. **Community College** The counselor understands the mission and history of community colleges and the structure and scope of the community college that employs him or her.

12. **Contribution to the College** The counselor contributes to the institution through active participation in departmental and institutional tasks.

13. **Counseling Services** The counselor understands student development concepts and uses appropriate assessments and counseling techniques.

14. **Crisis Intervention** The counselor understands the dynamics of a crisis situation and helps meet the concerns of all involved by working closely with students, staff, administration and community agencies.
For Librarians

1. **Student Learning**  The librarian understands how students learn and provides research assistance and instruction, both in person and at a distance, that supports their curricular and personal information needs, that is transferable to other libraries and that promotes lifelong learning.

2. **Diverse Learners**  The librarian understands how students differ in their approaches to learning, both individually and culturally, and provides research assistance and instruction that are equitable and adaptable to diverse learners including those with learning and physical disabilities.

3. **Reference Services**  The librarian understands and practices the principles of approachability, interest, listening and inquiring, searching and follow-up in reference transactions. The librarian helps students and faculty member obtain needed resources that the institution does not itself possess.

4. **Instruction Programs**  The librarian understands and practices the principles of sound program design in the delivery of library orientations including identification of content, identification of modes of instruction and evaluation and assessment.

5. **Diverse and Accurate Resources**  The librarian understands and practices the principles of collection development and maintenance. The librarian understands multicultural issues as they relate to the selection of library materials and makes selections based on the accuracy of the information provided, current and anticipated curricular needs of the college and the representation of diverse viewpoints. The librarian assesses learning resources based on such data as browsing, circulation transactions, document delivery and interlibrary loans and assists in the creation of a regularly updated collection development policy.

6. **Information Access**  The librarian has knowledge of the cataloging and classification of library materials including Marc record format. The librarian has a working knowledge of the hardware and software needed to maintain electronic forms of information storage and retrieval. The librarian uses and instructs students and faculty on the use of print and audiovisual sources and electronic technology appropriate to an individual’s information need including the evaluation of that information regardless of its format. The librarian develops user aids in appropriate formats to help users identify items in the collection relevant to their interest and needs.

7. **Communication**  The librarian provides research assistance and instruction based upon knowledge of community college students, community resources, the College curriculum and library resources.

8. **Professional Development**  The librarian continually reflects on and assesses the effects of his or her choices and actions on others, and actively seeks out opportunities to grow professionally by maintaining professional competency.

9. **Collaboration, Ethics and Relationships**  The librarian fosters professional relationships with students, colleagues and the community to support learning. The librarian assists faculty in course development through his or her knowledge of existing resources and the selection of appropriate library materials.

10. **Community College**  The librarian understands the mission and history of community colleges and the structure and scope of the community college that employs him or her.
11. Contribution to the College  The librarian contributes to the institution through active participation in departmental and institutional tasks.

Required Activities for All New Faculty
The Quality Faculty Plan requires that all new faculty complete two activities: a new faculty workshop before beginning instructional duties and a credit or non-credit course in the history and philosophy of the community college before the end of the probationary period.

How an instructor meets the requirement for a new faculty workshop depends on his or her experience and training, and the preferences of his or her dean. New faculty who have less than three years relevant teaching experience and do not have a degree in education or a teacher’s license must take the three-credit New Teacher Workshop from the University of Iowa. The course is held on the Kirkwood campus, and tuition and fees for the course are paid by the college, this year at least. Check the 2003-2004 calendar for dates and times.

New faculty with more than three-years relevant teaching experience and/or a degree in education or a teacher’s license, may be required to take the New Teacher Workshop at the dean’s discretion. New faculty who don’t take the New Teacher Workshop must attend a one-day Kirkwood sponsored workshop, Teaching at Kirkwood. Check the 2003-2004 calendar for the date and time.

There are currently two options for meeting the history and philosophy of the community college requirement. Faculty may take the three-credit Community College class from the University of Iowa, which is usually offered once a year. (Iowa State University and the University of Northern Iowa offer similar courses on an occasional basis; these courses may also be used to meet this requirement.) The instructor is responsible for any tuition or fees. The second option is to take the non-credit Community College A to Z course, which is offered without charge at Kirkwood usually once a year. (Check the 2003-2004 calendar for dates and times.)

Preparing Your Professional Preparation Plan
The dean and the new instructor work out an individualized plan to demonstrate successful attainment of the competencies, then submit the plan to the Quality Faculty Plan Committee. Once the committee approves it, the dean and the instructor are responsible for making sure it’s carried out. Progress toward completing the plan becomes part of the new faculty member’s annual evaluation and is forwarded to the appropriate vice-president for review.

While each plan is unique, new faculty who have fewer than three years relevant teaching experience and do not have a degree in education or a teacher’s license will usually be expected to take a comprehensive course of study, such as the non-credit LeNS program which focuses on developing learning outcomes and competencies, classroom assessment, educational technology, and other relevant topics. (Check the 2003-2004 calendar for dates and times.) LeNS is offered free of charge to Kirkwood faculty. Faculty who wish to pursue a degree may prefer to take credit courses from one of the three regents universities. Your dean or the Director, Learning
Initiatives can help you identify and locate these courses. All costs related to taking these credit courses are the responsibility of the faculty member.

New faculty with more than three-years relevant teaching experience and/or a degree in education or a teacher’s license, may show competency through experience, further education (credit or non-credit), or a combination of the two. You and your dean will work together to create a plan best suited to your needs and interests.

A complete copy of the Quality Faculty Plan is available on the H:Faculty drive in the folder Probationary Faculty. Other documents in that file that may be of interest include the “Calendar of Activities,” “Preparing a Portfolio,” and “Guidelines Based on Experience and Education.”

**Probation**

**What is Probation?**
Iowa Code places all new faculty on probation. The probationary period is one year for those who have successfully completed probation at another Iowa high school or community college, three years for those who have not.

**Probationary Goals**
Instruction Branch Deans have established four goals for probationary faculty. While the Quality Faculty Plan (QFP) competencies are a subset of these goals, as shown in the charts that follow, Probation has a broader perspective and includes objectives such as active engagement in department activities and participation in college-wide events such as the Pancake Breakfast, concerts, plays, or sporting events.
Your dean will talk with you about how to document the attainment of these probationary goals. Most deans ask you to create a portfolio, and a workshop on developing portfolios will be offered spring semester. (Check the 2003-2004 calendar for dates and times.)

**Probationary Goal 1: Demonstrate excellence in teaching, thereby facilitating student learning**

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<thead>
<tr>
<th>Goal 1 Objectives</th>
<th>QFP Competencies</th>
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<tr>
<td>Create an effective learning environment</td>
<td>3. Instructional Planning</td>
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<td>4. Instructional Strategies</td>
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<td>5. Learning Environment/ Classroom Management</td>
</tr>
<tr>
<td></td>
<td>10. Technology Related to Instruction</td>
</tr>
<tr>
<td>Engage in strategies for student success</td>
<td>1. Student</td>
</tr>
<tr>
<td></td>
<td>2. Diverse Learners</td>
</tr>
<tr>
<td></td>
<td>6. Communication</td>
</tr>
<tr>
<td>Engage in continuous improvement practices.</td>
<td>7. Assessment</td>
</tr>
<tr>
<td>• Assess student learning</td>
<td></td>
</tr>
<tr>
<td>• Analyze student perception data</td>
<td></td>
</tr>
<tr>
<td>• Modify classroom environment to increase student learning</td>
<td></td>
</tr>
<tr>
<td>• Document changes</td>
<td></td>
</tr>
</tbody>
</table>
**Probationary Goal 2: Demonstrate ethical professional and productive working relationships with students, peers, and supervisor.**

<table>
<thead>
<tr>
<th>Goal 2 Objectives</th>
<th>QFP Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate discipline knowledge and share this knowledge with others.</td>
<td>6. Communication</td>
</tr>
<tr>
<td>Actively engage in the activities of your department.</td>
<td>9. Collaboration, Ethics and Relationships</td>
</tr>
<tr>
<td>Establish, post and maintain office hours</td>
<td></td>
</tr>
<tr>
<td>Promptly respond to requests for information or assistance.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate competence in using the college’s communication technologies.</td>
<td></td>
</tr>
</tbody>
</table>

**Probationary Goal 3: Demonstrate an awareness of the comprehensive community college.**

<table>
<thead>
<tr>
<th>Goal 3 Objectives</th>
<th>QFP Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know and understand the breadth and diversity of Kirkwood’s programs and services.</td>
<td>11. Community</td>
</tr>
<tr>
<td>Know and understand Kirkwood’s systems and structures related to your own employment.</td>
<td>12. Contribution to the College</td>
</tr>
<tr>
<td>Know and understand Kirkwood’s systems and structures related to student registration and degree completion.</td>
<td></td>
</tr>
<tr>
<td>Participate in college activities.</td>
<td></td>
</tr>
</tbody>
</table>

**Probationary Goal 4: Pursue personal and professional growth opportunities.**

<table>
<thead>
<tr>
<th>Goal 4 Objectives</th>
<th>QFP Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are so objectives for Goal 4</td>
<td>8. Professional Development</td>
</tr>
</tbody>
</table>
Appendix E

Faculty Development Survey

This survey comes to you from the KQIP “Faculty Development” team. Your response will help us select, develop and organize activities. When you have completed the survey, please fold in half so the address label shows, then staple or tape and drop in campus mail. We hope to have all these back by Wednesday March 31. Thanks for your time! We value your contribution.

1. In what faculty development activities have you participated?

________________________________________________________________________

________________________________________________________________________

2. What is the most valuable faculty development activity offered by Kirkwood in which you have participated?

________________________________________________________________________

________________________________________________________________________

3. What is the most valuable faculty development activity not offered by Kirkwood in which you have participated?

________________________________________________________________________

________________________________________________________________________

4. How do you find out about faculty development activities offered by Kirkwood? (check all that apply)

☐ adjunct handbook    ☐ Web site    ☐ eTempo    ☐ from dean

☐ fellow faculty       ☐ other________________

5. What faculty development activities would you like to see offered by Kirkwood?

________________________________________________________________________

________________________________________________________________________

6. What faculty development activity/ies do you plan to pursue in the coming year to help you improve student learning in the classroom?

________________________________________________________________________

________________________________________________________________________
7. What could deter you from participating in faculty development activities next year? (check all that apply)
☐ time ☐ location ☐ no stipend offered for participation
☐ limited college and/or department funds for activities ☐ other ________________

8. How many hours of faculty development do you think you should have per year to remain competent as a teacher? ☐ 0 ☐ 1-3 ☐ 4-6 ☐ 7 or greater

9. How would you like to receive information about faculty development activities? (check all that apply)
☐ adjunct handbook ☐ Web site ☐ eTempo ☐ from dean
☐ fellow faculty ☐ other ________________

10. Are you full-time or adjunct faculty? ☐ Full-time ☐ Adjunct

11. If you are adjunct faculty, is your goal to become full-time faculty? ☐ yes ☐ no

12. How long have you taught at Kirkwood? ☐ 0-3 years ☐ 4 or more

13. What department/s do you teach in? (Check all that apply)
☐ Agricultural Science ☐ Health Science
☐ Arts & Humanities ☐ Industrial Technologies
☐ Business Information Technology ☐ Learning Services
☐ Distance Learning/Learning Initiatives ☐ Math/Science
☐ English ☐ Social Science/Career Option

14. Where do you teach? (Check all that apply)
☐ Belle Plaine Center ☐ Iowa City Center ☐ Marion Center
☐ Monticello Center ☐ Resource Center ☐ Tipton Center
☐ Vinton Center ☐ Washington Center ☐ Williamsburg Center
☐ Area high school ☐ Other ________________

15. Please give us any additional comments or suggestions you may have.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Return to:
Michele Payne
211 Linn Hall
Appendix F

KQIP Team Survey Results

Question 1

Question 2
Question 4

How Information is Received

Question 6

Planned Activities for Future
Question 7

Restraining Forces

<table>
<thead>
<tr>
<th>Force</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>71%</td>
</tr>
<tr>
<td>Location</td>
<td>27%</td>
</tr>
<tr>
<td>No Stipend</td>
<td>28%</td>
</tr>
<tr>
<td>Limited Funds</td>
<td>33%</td>
</tr>
</tbody>
</table>

Question 8

Hours to Remain Competent

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0hr</td>
<td>8%</td>
</tr>
<tr>
<td>1-3hr</td>
<td>18%</td>
</tr>
<tr>
<td>4-6hr</td>
<td>30%</td>
</tr>
<tr>
<td>7+hr</td>
<td>19%</td>
</tr>
</tbody>
</table>
Question 9

Preference for Information

- Adj-Hndbk: 6%
- Website: 31%
- eTempo: 53%
- Dean: 47%
- Fellow Faculty: 24%

Question 10

Faculty Status

- Full-Time: 45%
- Adjunct: 36%
Question 11

Adjuncts Goals

- Become Full-Time: 16
- Stay as is: 21

Question 12

Years at Kirkwood

- 0-3 yrs: 38
- 4+ yrs: 44
Question 13

Question 14
Appendix G

**Proposed Action Research Plan**

Purpose: For use as a yearly goal by non-probationary faculty who want to investigate how changes in teaching impact their student’s learning.

Characteristics of the plan:

1. The plan would be voluntary. The faculty member would have the option of selecting this as one of their yearly goals.

2. Approval of the department dean

3. Time frame- 1 or 2 semesters

4. Procedure
   - Identify learning goal: To understand ........
   - List learning materials, activities, and resources to be used
   - Make a plan, describing how the knowledge will be used to improve student learning
   - Identify assessment method/s
   - Implement plan in one or more classes
   - Analyze results
   - Evaluate what worked, what did not, and what new questions were raised
   - Share results with colleagues, both informally and at a formal recognition luncheon/dinner

5. Completion of the process will result in 48 contact hours of faculty renewal credit, the amount recommended to the Professional Renewal Committee.

6. A key point- To encourage risk taking and increase voluntary participation, the renewal credits will be earned for completing the process, not for obtaining a specific result.
Proposed Action Research Plan
(sample)

Identify learning goal
To understand more about brain-based learning

Learning materials, activities, resources
1. Zull, James “The Art of Changing the Brain”
2. Internet materials from www.brainconnection.com
3. Participation in a teaching circle on brain-based teaching
4. Note-This would be expanded and turned into a bibliography which would be shared with interested parties at the end of the project.

Plan for describing how the knowledge will be used to improve student learning
I will incorporate the main principles of brain-based learning into each of my classes. I will start with the following and modify as needed.
   a. Threat reduction
   b. Multiple sensory input
   c. Student-student interaction
   d. Meaningful content
   e. Time for content mastery
   f. Timely feedback
   g. Learning choices
   h. Use of imagination
   i. Use of student affect
   j. Repetition and/or review

Assessment method
1. I will develop a Rating Scale incorporating the above principles.
2. I will design at least one improvement for any area receiving a class average of less than 4 on a 5 point scale.
3. The procedure will be repeated at the end of the semester to compare midterm with end-of-term ratings.
4. The instrument will be re-designed as needed.

Sharing of results
1. Results will be shared with other career option faculty.
2. Results may be shared in a teaching circle or faculty forum.
3. Results will be presented at a formal recognition luncheon/dinner.
Steering Committee Feedback

Team Name: Faculty Development  Sponsors: Darryl Borcherding
                                   Bob Walker
Date: April 22, 2004

Ideas for Improvement                                Support

1. Create a web site that promotes faculty development opportunities and allows access to a data base of activities in which faculty have participated.

2. Analyze survey data, disseminate it, and propose additional initiatives based on its results.

3. Provide professional development activities for deans regarding the importance of substantive faculty development as a component of evaluation.

4. Develop a new activity to promote substantive professional development projects, which would include additional professional renewal credit for completion of the assessment-based project, cohort activities with others completing similar projects and a recognition ceremony for successful completers.

5. Develop other institutional opportunities for exemplary faculty development programs which will qualify for additional renewal credit towards the educational salary adjustment.

6. Investigate the creation of a Quality Faculty Plan for professional track faculty. This voluntary plan would offer a roadmap for further development consistent with the objectives and competencies of the probationary faculty Quality Faculty Plan.

7. Recommend a 5% increase in the amount allocated for faculty development through the Learning Initiatives Department, individual instructional departments, and the Library.
8. Recommend a 25% increase in the amount available for adjunct faculty development through the office of the Vice President, Instruction.

9. Develop a modified Quality Faculty Plan option for adjunct faculty as an alternative to changing pay levels only through longevity.

10. Encourage administrators and faculty to regularly include support and praise for faculty development in speeches, presentations, meetings and external and internal publications.

Team Feedback Meeting Date: ________________________________

_________________________________________________________
Sponsor  Sponsor  Leader