

Delta Community College

Faculty Handbook

2009 – 2010

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Staff Listing

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Sandra Bennett	Purchasing Technician	342-3721
Kirk Bradley	Division Chair of Math and Sciences	342-3726
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Sherry Canady	Director of Purchasing	342-3732
Connie Carr	Executive Secretary to the Chancellor	342-3702
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Sharon Drew-Pollard	Administrative Coordinator 2 – Enrollment Services	342-3759
LoRanzie Douthit	Director of Accounting & Payroll	342-3750
Melissa Ducote	Director of Human Resources	342-3712
Raquel Elder	Administrative Assistant to the Dean of Student Services	342-3744
Tanya Epperson	Academic Outreach Coordinator	342-3784
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Kathy Green	Benefits Specialist	342-3711
Josh Haber	Programmer Analyst I	
Bob Hammack	Director of Workforce Development	812-0223
Karen Harmon	Division Chair of Arts and Humanities	362-5034
Kay Harper-Hayes	Director of Career Placement & Student Services	342-3769
Bruce Hemphill	Information Systems and Database Analyst	342-3738
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Melvin Johnson	Recruiter	342-3741
Patricia Johnson	Administrative Coordinator I – Telephone Operator	342-3700
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Annie McKinney	Director of Library & Learning Resources	342-3751

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Theresa Parker	Workforce Development Coordinator	812-0146
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Dr. Luke Robins	Chancellor	342-3702
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Glenn Roscoe	Chief Financial Officer/Business Manager	342-3706
Kathy Roscoe	Administrative Assistant- Nursing	362-5008
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Stacie Silman	Administrative Coordinator 2 – Enrollment Services	342-3743
Dr. Jim Smith	Director of Institutional Effectiveness and Research	342-3764
Carey Stickney	Dean of Enrollment Services	342-3746
Alvina Thomas	Dean of Student Services	342-3745
Regina Wafer	Admissions Counselor	342-3742

FULL TIME FACULTY

Brett Armintor	INSTRUCTOR OF HISTORY B.G.S. University of Louisiana at Monroe M.A. University of Louisiana at Monroe	362-5028
Charles Banner	INSTRUCTOR OF MATHEMATICS B.S. Southern University and A&M College M.S. Southern University and A&M College	362-5022
Nils Borquist	INSTRUCTOR OF ENGLISH B.A. Tabor College M.A. University of Louisiana at Monroe	362-5005
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Kirk Bradley	DIVISION CHAIR OF MATH AND SCIENCE B.S. Nicholls State University M.S. McNeese State University	342-3726
Chris Brandt	INSTRUCTOR OF MATHEMATICS B.S. Stephen F. Austin State University M.S. Stephen F. Austin State University	342-3733
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Judy Duff	ASSISTANT PROFESSOR OF CINS B.A. University of Louisiana at Monroe M.A. University of Louisiana at Monroe	362-5017
J. Brien Dunn	ASSISTANT PROFESSOR OF MATH B.S. University of Louisiana at Monroe M.B.A. University of Louisiana at Monroe	342-3733
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Carol Fletcher	ASSISTANT PROFESSOR OF BUSINESS B.A. University of Louisiana at Monroe M.B.A. University of Louisiana at Monroe M.ED. University of Louisiana at Monroe	362-5018
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Tiffany Green	ASSOCIATE PROFESSOR OF NATURAL SCIENCE B.G.S. University of Louisiana at Monroe M.S. University of Louisiana at Monroe	342-3718
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Joseph Lane	PROGRAM DIRECTOR, BUSINESS TECHNOLOGY B.S. University of Louisiana at Monroe M.B.A. University of Louisiana at Monroe	362-5016
Janis LaVigne	ASSISTANT PROFESSOR OF MATHEMATICS B.A. Louisiana Tech University M.A. Louisiana Tech University	362-5021

Jason Manning	INSTRUCTOR OF CHEMISTRY B.S. Louisiana College M.S. University of Alabama	342-3731
Stacy Medaries	INSTRUCTOR OF FINE ARTS B.A. Louisiana Tech University M.F.A. Louisiana Tech University	362-5033
Carlos Morris	PROGRAM DIRECTOR, GENERAL STUDIES ASSOCIATE PROFESSOR OF PSYCHOLOGY B.A. Grambling State University M.A. Grambling State University	362-5031
Donald Munsey, Jr.	ASSOCIATE PROFESSOR OF MATHEMATICS B.S. Virginia Tech University M.S. Air Force Institute of Technology	362-5020
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Charles Stevenson	INSTRUCTOR OF PROCESS TECHNOLOGY B.S. Southern University	812-0147
Ronald Tangye	ASSOCIATE PROFESSOR OF SPEECH & THEATRE B.A. Western Washington University M.A. Western Washington University	362-5023
Connie Thomason	INSTRUCTOR OF HISTORY B.A. Southern University – Baton Rouge M.A. University of Louisiana at Monroe	362-5032
Don Wheeler	ASSOCIATE PROFESSOR OF NATURAL SCIENCE B.S. University of Louisiana at Monroe M.S. University of Louisiana at Monroe	342-3722

CHAPTER I

INTRODUCTION

Scope and Significance

The purpose of this handbook is to provide information and guidance to Louisiana Delta Community College (Delta) faculty. Unless an exception is noted, the policies, forms and procedures provided in this handbook are effective August 11, 2008 and supersede all existing forms, policies and procedures. **The adoption and promulgation of this handbook is not intended to create or confer upon college employees any additional contractual rights or any additional rights of substantive or procedural due process not mandated or granted by law.** All college faculty members are required to read and understand this Handbook. This Handbook should be used in conjunction with the Louisiana Delta Community College Personnel Manual and Safety Manual.

Revision Procedures

Policy changes at Delta can come from the following three sources:

1. Policy changes initiated by statute or rule from the State of Louisiana, the Board of Regents, or the Louisiana Community and Technical College System Board of Supervisors;
2. Policy changes that are the result of activities by the policymaking bodies of the College or;
3. Informational changes that do not need to be cleared with the policymaking bodies such as office procedural practices.

Policy changes brought about by mandates outside the college shall initiate an immediate change in the *Handbook*. Faculty and staff may be apprised of these changes through official memoranda or other documents before there is a handbook revision. Changes resulting in modifications made by policy-making bodies of the college shall go into effect with the first new contract period following a handbook revision. Those interested in having changes made to the *Faculty Handbook* should consult with the proper policy-making body or should contact the Vice Chancellor of Academic and Student Affairs for information about initiating changes. It is the responsibility of the various policy-making bodies to inform the Vice Chancellor of Academic and Student Affairs of any changes in policy that could result in *Handbook* revisions. It will be the responsibility of the Vice Chancellor of Academic and Student Affairs and the Dean of Instruction to keep abreast of changes and to revise the *Handbook* each year.

Official, complete and up-to-date versions of the *Handbook* will be available through the Office of the Vice Chancellor of Academic and Student Affairs and the Office of the Dean of Instruction. Revisions to the *Handbook* may be provided to Faculty members as needed to update information.

CHAPTER II

THE COLLEGE AND ADMINISTRATION

The College

History

Louisiana Delta Community College was created by the Louisiana Legislature through Act 1369 of the 1997 Regular Session and Act 151 of the 1998 First Extraordinary Session in the area of the Monroe Regional Planning and Economic Development District – an area in northeast Louisiana covering the Mississippi Delta. The Board of Supervisors of the Louisiana Community and Technical College System governs the institution (**appendix A**). Delta held its inaugural semester of courses in Fall 2001.

Mission Statement

Louisiana Delta Community College, an open admissions, associate degree granting, public institution serving the northeastern region of Louisiana, provides high quality educational programs and services that are affordable and accessible to a diverse community of learners. Supported by the Louisiana Community and Technical College System, a dedicated faculty and staff fulfill this mission through their commitment to student achievement, academic excellence, lifelong learning, and the use of current technology.

General Governance

Under the 1974 Constitution of the State of Louisiana, the Board of Regents was created to plan, coordinate and budget for all public higher education. The Board of Supervisors of the LCTCS is the managing board for Louisiana Delta Community College. The Chancellor of the college is appointed by the LCTCS Board and is directly responsible to it for administering the college. A listing of the members of the Board of Regents and the Louisiana Community and Technical College System Board of Supervisors may be found in **appendix A**.

College Organization

Delta's *Personnel Manual* contains a diagram of the College's organizational chart.

Chancellor

The Chancellor of Louisiana Delta Community College is responsible for the effective execution of all state laws, resolutions, policies, rules and regulations adopted by the LCTCS Board of Supervisors for the administration, operation and governance of the campus. The Chancellor administers and exercises complete executive authority, subject to the direction and control of the LCTCS President and the Board. The Chancellor's discretionary power is broad allowing for extensive responsibilities. The Chancellor is the official conduit of communication between the President and all personnel on Delta's campus. The Chancellor is responsible for Delta's budgets, which include the review and recommendation on the budgets of all divisions of the campus and capital outlay.

Vice Chancellor of Academic and Student Affairs

The Vice Chancellor of Academic and Student Affairs is responsible for all academic issues, student affairs issues, Workforce development, and institutional research, planning and assessment functions. The Vice Chancellor is responsible for supporting enrollment management, financial aid, strategic planning, and resource analysis and outcomes assessment. Additional responsibilities are providing leadership in the areas of accreditation, collecting data to assist in program review and assessment activities related to transfer, and vocational and continuing education programs. The Vice Chancellor of Academic and Student Affairs reports directly to the Chancellor.

Chief Finance Officer / Business Manager (CFO)

The Chief Finance Officer/Business Manager (CFO) is the senior financial officer of the College and advises the Chancellor on all matters concerning the management, general financial and all business services functions of the College, including budget (both operating and capital), facilities, purchasing, accounting, and auxiliary services. The CFO is responsible for implementation and coordination of a comprehensive, performance-based budgetary system directly related to Delta's long and short-term goals and is responsible for developing and implementing Delta's financial policies. The Chief Finance Officer reports directly to the Chancellor.

Dean of Instruction

The Dean of Instruction provides leadership for the Academic division of Louisiana Delta Community College. The Dean supervises Faculty and staff responsible for Academic instruction, programs, and services to include Library/Learning Resources, Academic Outreach/Dual enrollment and E-Learning. In association with other College staff, the Dean selects, supervises and evaluates the performance of Faculty and staff. The Dean also supports the mission of the College through identifying and developing programs to meet the needs of students and the community, establishing priorities for the (division, initiating and recommending policies and procedures), reviewing and evaluating the effectiveness of course and program delivery, and working collaboratively with Enrollment and Student Services. The Dean has responsibility for the *Faculty Handbook*, orientation, faculty development, and Faculty convocation. The Dean of Instruction reports directly to the Vice Chancellor of Academic and Student Affairs.

Dean of Student Services

The Dean of Student Services is responsible for all student organizations and College sponsored activities and provides direction to students regarding counseling services and student disabilities. The Dean is also responsible for financial aid. Generally, the Dean is the primary student advocate in the administrative structure. The Dean answers directly to the Vice Chancellor of Academic and Student Affairs.

Dean of Enrollment Services

The Dean of Enrollment Services is primarily responsible for all activities related to recruitment, admissions, and registrar functions. The Dean is the chief recruiting officer for the College and also serves as the primary contact for all academic student records. The Dean of Enrollment Services answers directly to the Vice Chancellor of Academic and Student Affairs.

Faculty Council

The Faculty Council is a body consisting of all members of the Louisiana Delta Community College faculty. The Faculty Council chair is the designated representative of the Faculty Council at the monthly College Council meeting. The Faculty Council has established bylaws and functions as a voice for the faculty.

College Standing Committees

College Standing Committees Purpose

Governance is the shared responsibility of all members of the college community. To fulfill this responsibility, faculty, staff and administration agree to establish collaborative bodies known as College Standing Committees. The committees are charged to perform specific governance duties requiring faculty, staff, administrative and student involvement as well as conducting other college activities. The faculty has established its own governance body known as the Faculty Council. The mission and role of each standing committee is individually defined and published.

Committee Selections

The selection of committees is left to the discretion of the Chancellor but shall be representative of the campus as a whole.

Appointment of Student Representatives to Committees

Student members shall be nominated by the Student Government Association (SGA) and recommended by the Vice Chancellor of Academic and Student Affairs and Chancellor for appointment to serve one-year terms on appropriate committees.

Minutes

Each committee shall keep minutes of each meeting and shall disseminate those minutes expeditiously. Minutes shall be provided to all members of the committee and the relevant administrative officers of the college.

Quorum

Presence of a majority of voting members constitutes a quorum. A quorum is required for the conduction of official business of any college committee.

Subcommittees

Committees shall have the authority to form subcommittees and/or ad hoc committees for the purposes contained in the charge to that committee or subcommittee and to invite other members of the College community to meet with the committee or subcommittee.

Standing Committees of the College

College Council

The College Council advises the chancellor on developing long and short-range plans for the college and acts as a liaison between the college and the community. The Council is instrumental in setting policies and procedures and acting on behalf of the Chancellor on issues needing immediate input and solutions.

Curriculum Committee

The Curriculum Committee is comprised of faculty representatives from each academic discipline. This committee reviews current programs and courses offered at the college for revisions and deletions. The committee considers proposals for new programs and courses. Recommendations are brought to the attention of the Curriculum Committee through submission of appropriate forms by various members of the faculty through the Dean of Instruction (**appendix B**). This committee also examines degree requirements, and recommends and approves textbooks. This committee reviews, evaluates, and makes recommendations on course and program revisions, new course and program additions, the content of core curriculum, and college degree plans. Recommendations of the committee are recorded and forwarded to the College Council for policy revision or consideration of adoption.

Developmental Studies

The Developmental Studies Committee develops, reviews, evaluates and makes recommendations concerning the developmental studies curriculum and competencies, COMPASS testing, Academic Seminar, and student support services required to support developmental courses, students and faculty.

General Education

The General Education committee develops, reviews, and evaluates the core general education curriculum and competencies, assessments and outcomes, as well as policies to encourage the success, retention, graduation and/or transfer of Delta students and graduates.

Academic Support (E-Learning/LRC)

The Academic Support Committee makes recommendations concerning state-of-the-art technology for both instruction and administrative purposes, to ensure adequate maintenance and support of the technology and to ensure that faculty and staff members receive appropriate and adequate training on current technology. In addition, the committee is charged with providing guidance in the selection of library collections, development and review of Library/LRC policies and procedures, and assisting in planning for the Library/LRC. This committee consists of faculty representatives, E-learning Coordinator, Director of Library and Learning Resources, Dean of Student Services, and a student representative.

Faculty Evaluation and Professional Development

The Faculty Evaluation and Professional Development Committee develops, reviews, and recommends changes to the faculty evaluation policies and procedures, evaluates nominee packets for faculty teaching awards and makes recommendations to the Chancellor, and assists in the planning, implementation, and evaluation of faculty/staff development programs and the bi-annual college convocations. The committee is responsible for recommending changes to the evaluation process. However, adoption of any recommendations by the Chancellor is subject to revision based upon established LCTCS policies.

Student Disciplinary Hearing Committee

The Student Disciplinary Hearing Committee serves in a hearing capacity with the purpose of rendering a group judgment on disciplinary cases referred to the Vice Chancellor of Academic and Student Affairs, as well as appeals by students. The committee also evaluates procedures for such hearings and recommends changes as deemed appropriate. This committee has two student representatives. This committee serves to develop a spirit of honor and fairness and to promote honorable conduct on the part of all students. The Vice Chancellor of Academic and Student Affairs, in turn, forwards recommendations and/or findings of this committee to the Chancellor.

Financial Aid Appeals Committee

The Financial Aid Appeals Committee reviews requests for appeals made by students applying for any financial aid awards through the College Financial Aid Office. The Committee uses the guidelines set by Delta. All appeals are submitted to the Dean of Student Services. Recommendations and/or findings of this committee are forwarded to the Vice Chancellor of Academic and Student Affairs.

Graduation Committee

The Graduation Committee is comprised of faculty, administrators, and staff. This committee plans and implements the graduation ceremonies held in May and December.

Registration Committee

The registration committee is comprised of faculty, administrators, and staff. This committee plans and evaluates the registration process to improve its effectiveness.

Academic and Admissions Appeal Committee

The Academic and Admissions Appeal Committee consist of administrators, academic division chairs and faculty. The committee reviews written academic and admissions student appeals in conjunction with student records and faculty documentation to reach a decision. Students may appeal the decision of this committee to the Vice Chancellor of Academic and Student Affairs.

Institutional Effectiveness and Research Committee

The Institutional Effectiveness and Research Committee is charged with assessment of institutional effectiveness practices at Delta to include the review of planning, schedules, documents, and other reporting functions related to institutional effectiveness. The committee monitors the progress of institutional plans and recommends areas for improvement as deemed necessary for the ongoing success of the institution.

Student Technology Fee Committee

The Student Technology Committee exists to create and implement a plan for the infusion of technology into the teaching and learning process and to provide students and faculty access to and training in current state-of-the-art information technology and equipment through the dissemination of Student Technology fees.

Safety Committee

The administration at Louisiana Delta Community College is concerned with the safety and well being of the students served, staff/faculty, and visitors. A Safety Committee has been created to ensure that the campus is as free of hazards and injury-prone conditions as possible. The Safety Committee consists of the Chairperson (faculty member), who is appointed by the Chancellor, the Safety Officer, and representatives from various departments. The Safety Committee shall meet quarterly and keep written minutes of its meetings. The minutes will include recommendations and implementation emanating from the committee. The chairperson is responsible for seeing that minutes are kept and distributed. Quarterly Safety Checklists are to be filled out by the Safety Officer.

Advisory Committees

Delta utilizes advisory committees to ensure that the College is meeting the needs of the community. Meetings allow for discussions relative to programmatic curriculum modifications or revisions based on student academic and clinical performance, graduate credentialing examination results, employer feedback on graduate entry-level performance and identified needs of the job market. Advisory committees are established for degree programs in Process Technology, Dual Enrollment, Direct Support Personnel, Early Childhood Development, and Business and Technology programs.

Advisory Committee recommendations requiring administrative action to be implemented are presented to the appropriate Dean, Vice Chancellor and/or other College standing committees for review, approval and possible implementation. The appropriate administrator, program director, or coordinator maintains minutes of advisory committee meetings to be distributed to committee members.

CHAPTER III

FACULTY

Faculty Personnel Policies

See the Delta Community College *Personnel Manual* for specific personnel policies.

Faculty Rights, Duties and Responsibilities

Academic Freedom

Delta is committed to the principle of academic freedom and follows the **LCTCS policy 1.038 Rights, Duties, and Responsibilities of Academic Staff** (see below). This principle acknowledges the right of a faculty member to those ideals. The principle also includes the right of a member of the faculty to exercise in speaking, writing and action outside the college the ordinary rights of the American citizen, but it does not decrease the responsibility and accountability the member of the academic staff bears to the college, the state and the nation.

LCTCS Academic Policy 1.038: Rights, Duties and Responsibilities of the Academic Staff

The LCTCS System is committed to the principles of academic freedom, which acknowledges the right of a teacher to explore fully within the field of assignment and to give in the classroom and elsewhere such exposition of the subject as the teacher believes to be the truth. This includes the right of the academic staff member to exercise in speaking, writing and action outside the System the ordinary rights of a citizen, but it does not decrease the responsibility borne by that academic staff member to the System, the state and the nation. When not officially designated to represent the LCTCS, the staff member must indicate clearly that s/he is speaking as an individual citizen. Implicit among numerous responsibilities that must be assumed by those enjoying these privileges of academic freedom shall be that of refraining from insisting upon the adoption by students or others of any particular point of view as authoritative in controversial issues.

Responsibilities of Academic Faculty

Every member of the faculty, of whatever rank, shall be held responsible for competent and effective performance of his/her duties. The concept of academic freedom should be accompanied by an equally demanding concept of responsibility. College faculty are citizens, members of a learned profession and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As persons of learning and educational officers, they should remember that the public might judge the profession and the institution by their words and actions. Faculty should at all times show respect for the opinions of others and they should make every effort to indicate that they are not speaking officially for the college.

Duties of the Academic Faculty

Each member of the faculty is expected to be devoted to the accomplishment of the college's mission. Members of the faculty are charged to determine the educational policy of the college through deliberative action in their respective units, divisions, or committees.

Faculty Personnel Records

A faculty member may review his/her college personnel file by appointment with the Office of Human Resources. Faculty members are encouraged to review their files to ascertain that they contain updated information. Personnel files are maintained in the Office of Human Resources.

Grievances

Delta affirms the right of faculty to fair and judicial resolution of problems that may accompany conditions of their employment. For complete procedural guidelines on filing a grievance see Delta's *Personnel Manual*.

Faculty Employment

Vacancies, Recruitment and Hiring

See the Louisiana Delta Community College *Personnel Manual* for specific personnel policies.

Contracts of Employment

Full-time teaching faculty (including program directors and coordinators) are normally hired for a nine-month contract which includes the fall and spring academic semesters. Initial faculty contracts are for one-year. All contract renewals are subject to review and approval of the Chancellor and contingent upon the budget.

1. Faculty that meet or exceed expectations on annual evaluations may have their contracts renewed.
2. Faculty members who achieve "exceed expectations" on annual evaluations for two consecutive years may be awarded a two-year contract. Two-year contract faculty members that continue to achieve "exceed expectations" on annual evaluations may have their two-year contracts renewed up to two times.

At six years of employment and six years of annual evaluations that "exceed expectations," faculty may receive a three-year contract.

Continuing faculty shall be provided reassurance letters of employment for the ensuing academic or fiscal year. Renewal Letters must be signed and returned on or before 15 working days from the date of receipt. The Dean of Instruction will work with the Office of Human Resources to process the contracts.

Faculty Rank

The Chancellor/Chief Executive Officer will have authority to approve recommendations for faculty promotion-in-rank. Any exceptions to the institution's approved rank and promotion policy would require LCTCS Board approval. Rules of the LCTCS Board are adhered to in all promotion-in-rank. Promotions approved during one academic year will become effective at the beginning of the contract for the next academic year. All recommendations for promotion are the result of the evaluation and selection process, specific guidelines contained in this document, limitation on assignments of ranks and within the funds allocated for promotion.

Procedures and Specific Information

I. Purpose

The purpose of promotion-in-rank is to provide eligible faculty with academic rank as an acknowledgment for exceptional teaching and service to the college and community.

II. Scope and Applicability

This policy and procedures document applies to all full-time faculty. It does not apply to faculty who are employed on limited appointments or adjunct faculty members.

III. Specific Guidelines

- A. Academic administrators may earn rank as members of an academic discipline by following the eligibility requirements delineated below.
- B. Prior to the beginning of the promotion process, the college may establish and announce a maximum number of promotions that will be granted during an academic year based on allocated funding and available rank positions.

IV. Eligibility Requirements

A. Minimum Time-in-Rank Eligibility

To be eligible for promotion, a Faculty member must have completed a minimum of three years (six semesters, not including summer) of continuous service in existing rank at Louisiana Delta Community College (Delta) and/or another institution under the management of the LCTCS Board.

- a. Instructor to Assistant Professor
- b. Assistant Professor to Associate Professor
- c. Associate Professor to Professor

An application for promotion may be submitted at the beginning of the fourth year of employment in one's present rank, in accordance with the established timeline for submitting applications.

B. Minimum Annual Evaluation Eligibility

To be eligible for promotion, a Faculty member must have earned "Meets Expectation" (2.50 – 3.49) or above on his/her Annual Evaluation for the last three consecutive years.

C. Professional Preparation for Promotion

Promotion to the rank of Assistant Professor, Associate Professor and Professor is awarded for substantial achievement in the areas of classroom teaching, advising, professional growth, and service to the college and community.

Minimum rank qualifications must be met in every recommendation regarding promotion in academic rank, or in requested exceptions as provided in the note below. Faculty must demonstrate minimum criteria to be eligible for promotion in rank. Promotion must be sequential in each rank.

The minimum educational and professional qualifications for promotion at Delta are as follows:

1. Instructor to Assistant Professor

- Hold a Master's Degree with 18 graduate semester hours in the discipline taught.
- Complete three years of college teaching experience at the instructor rank.
- Give evidence of competence as a college instructor.

- Provide evidence of service on one or more College committees.
- Demonstrate positive involvement in professional and community activities.

2. Assistant Professor to Associate Professor

- Hold a Master's Degree with 18 graduate semester hours in the discipline taught.
- Complete seven years college teaching experience, three of which must have been at the Assistant Professor level.
- Give evidence of the capacity to teach at a consistently above satisfactory level.
- Give evidence of superior service in such areas as scholarship, leadership in a professional organization and community activities.

3. Associate Professor to Professor

- Hold an earned Doctorate or terminal degree in his/her teaching field or area related to primary responsibility.
- Complete eleven years of college teaching experience, three of which must have been at the Associate Professor level.
- Demonstrate ability to work constructively with the junior members of the faculty and to assume a leadership role in the work of the College.
- Give evidence of meritorious service to the College beyond those duties directly associated with classroom instruction.
- Give evidence of outstanding service in such areas as scholarship, leadership in professional organizations and community activities.
- Demonstrate significant scholarly activity through publications, grant funding, or contributions to the discipline.

Those applicants with a minimum of an earned master's degree may petition to waive credentials. See below for petitioning to waive credentials.

D. Petitioning for Recognition of Exemplary Credentials to Waive Degree Requirements for Professor

- Some outstanding achievements may be recognized as significant enough to waive the requirement for the doctorate degree. Some examples include the following: authoring a book within one's academic discipline which is recognized outside the internal College environment, exhibiting or performing works of art at the regional level or beyond, or being recognized for continuous outstanding participation and active service in professional educational organizations at the regional level or beyond. Neither outstanding service to the College nor longevity at the College will be considered as achievements meriting a waiver of the doctorate. The Promotion-in-Rank Appeals Committee will consider all recommendations for waiver of the doctorate.

V. Point System and Criteria for Promotion

A. Point System

The purpose of the Promotion Committee is to recommend Faculty for promotions. To be eligible, applicants must earn a minimum number of points awarded by the Promotion Committee. Applicants are awarded points based upon documentation of their accomplishments and achievements. The points must be earned since the last date of application for most recently attained promotion (or date of hiring) or within the last eight years of Delta employment (with the current year being considered as the eighth year), whichever is more recent. There shall be no time limit on points that may be earned on parts 3, 4 and 7.

<i>Instructor to Assistant Professor:</i>	<i>minimum of 75 points</i>
<i>Assistant Professor to Associate Professor:</i>	<i>minimum of 80 points</i>
<i>Associate Professor to Professor:</i>	<i>minimum of 85 points</i>

B. Criteria for Evaluation of Achievements

Faculty members applying for promotion-in-rank will be evaluated on performance and accomplishments as described in this document. Documentation is required for all stated activities. Seven performance categories carry a range of points to be awarded. Parts are mutually exclusive of each other. Once an activity has been listed in one part, it may not be listed in any other part.

The following is a description of the seven categories in which candidates will be evaluated: Parts 1, 2, 3: Documented Performance Ability (0-65 Points as Determined by Promotion Committee)

1. Supervisor's Performance Evaluation (0-45 points)

- a. Supervisor's performance evaluation (last three years) is based on observation of classroom performance. Using documented observation of teaching skill (Section A.1 of the Annual Faculty Evaluation Form), the applicant may receive a maximum of 10 points for each of three years. Written explanation of missing observations must be provided.

4.50 – 5.00	10 points per year
3.50 – 4.49	8 points per year
2.50 – 3.49	6 points per year
1.50 – 2.49	2 points per year
Less than 1.50	0 points per year

- a. Supervisor's performance evaluation (last three years) based on evaluation of Institutional Service (Section B.1 of the Annual Faculty Evaluation Form). This assessment shall be based on the extent to which the applicant performs the responsibilities of his/her job **outside the classroom**. Using an evaluation completed by his/her immediate supervisor, the applicant may earn a maximum of 5 points for each of the three years.

5	5 points per year
4	4 points per year
3	3 points per year
2	2 points per year
1	1 point per year
N/A	0 points per year

2. Student's Evaluations (0-12 points)

The Academic Supervisors will submit a summary of student evaluations for the last three consecutive years, including the current year. The applicant may receive a maximum of 4 points for each of the three years.

4.50 – 5.00	4 points per year
3.50 – 4.49	3 points per year
2.50 – 3.49	2 points per year
1.50 – 2.49	1 point per year
Less than 1.50	0 points per year

Applicants eligible for rank who are in non-teaching positions will not be required to submit student evaluations. In lieu of these points, they may earn points by demonstration of documented exceptional performance in assisting students as evaluated by their immediate supervisor.

3. Discretionary Points (0-8 points as evaluated by the Promotion Committee)

The applicant may receive additional points up to a maximum of 8 points based on the applicant's narrative description of special honors, awards and/or recognition for outstanding performance in teaching or in an area of responsibility for non-teaching applicants. Points may be earned by the development of new courses, by demonstrating innovative teaching techniques and by serving as a mentor for other Faculty. Non-teaching Faculty may earn discretionary points by demonstrating excellence in their primary area of responsibility (library, counseling and administration). These points are voted upon by members of the Promotion Committee, based upon the documentation provided by the applicant. The total number of points awarded may not exceed 8 points (for all years combined). No time restriction on points earned in this category will be imposed.

4. Continuing Academic and Professional Development (0-10 points as evaluated by the Promotion Committee)

This section requires an evaluation of the continuing academic and professional development of the applicant. Points may be earned in Part 4, since the last date of application for most recently attained promotion (or date of hiring). None of the points accumulated in this section may be used for more than one promotion. This section is not to be used as an evaluation of the existing academic credentials of the applicant. Each statement of the attendance or work must be accompanied by documentation.

- a. Study at the graduate/undergraduate level in one's discipline or related area as determined by the Promotion Committee. Each credit hour is valued at two points. All coursework since the applicant's last promotion, or hiring, may be included. (Transcripts must be included to verify.)
- b. Other study such as workshops and seminars in the discipline area or areas related to primary responsibility completed since the applicant's last promotion or in the last eight years, whichever is most recent. Workshops or seminars are defined as half-day or whole-day (or longer) educational activities focused on providing new information on one particular subject. Each appropriate workshop or seminar will be valued at one-half point for each half-day (3-4 hours of attendance). This does not include attendance at what is referred to as breakout sessions at a conference, since points for attendance at conferences may be obtained in the section on Professional Development.
- c. Work in industry, applying technical skills in business/industry in area related to primary responsibility and completed since the applicant's last promotion or within the last eight years, whichever is most recent. Fifty hours' work experience at a level equal to or higher than primary responsibility is valued at one point. Teaching at other institutions is specifically excluded.
- d. Participation in staff development activities at Delta Community College completed since the applicant's last promotion or within the last eight years, whichever is most recent. Each hour of attendance at an organized staff development activity will be valued at one-eighth point. Staff development activities **do not** include activities that are part of the Faculty member's routine responsibilities or for which the Faculty member is paid (class release or overload).

5. Service to the College and Community – Other than Designated Primary Teaching Responsibilities (0-10 points as evaluated by Promotion Committee)

Each activity in this category will carry variable points as indicated below and must be completed since the last date of application for most recently attained promotion (or date of hiring) or within the last eight years (with the current year being considered as the eighth year), whichever is more recent.

- a. Committee assignments. Service as an active member (1 point departmental committee; 2 points College) or as an officer (2 points departmental; 3 points College.) Committee work excludes routine responsibilities of Faculty (such as exam development and grading). Documentation of committee work must include official minutes to verify attendance and active participation. NOT PER YEAR
- b. Faculty Council service (2 point active member; 3 points officer). Documentation of Council service must include official minutes to verify attendance and active participation. NOT PER YEAR

- c. Distinguished service to a campus organization (maximum of 6 points as determined by the Dean of Student Services).
- d. Writing of grants, including mini-grants for College programs not completed on released time (3 points per grant) Implementation of grants, including mini-grants for College programs not completed on released time (2 points per grant). NOT PER YEAR
- e. Research study designed and completed for College use at any level, not completed on released time (3 points each).
- f. Publication (book, manual) used solely by the College (3 points each).
- g. Participation in documented student recruitment activity on Faculty's own time (1 point per activity).
- h. Presenter at workshops/seminars at the College (1 point per hour of presentation).
- i. Service to a civic or philanthropic organization in which one officially represents Delta (1 point each organization).
- j. Service to the community as a representative of Delta through presentations, critiques, judging, demonstrations and exhibitions (1 point each service).
- k. Service on advisory, steering or selection committee for an academic program of Delta (1 point per committee).
- l. Service to the College as a volunteer. (1/8 point per hour).

6. Professional Development Outside Louisiana Delta Community College. Professional development, limited to activities within one's discipline or within the educational arena, not including community service activities or personal activities. (0-5 points as evaluated by Promotion Committee)

Points may be earned in this part for activities since the most recently attained promotion (or date of hiring) or within the last eight years (with the current year being considered as the eighth year), whichever is more recent.

- a. Service as an officer in a state, regional, or national professional organization (2 points for each service, not per year).
- b. Service on the editorial staff of a state, regional, or national professional journal (1 point for each state service, 2 points for each regional service, 3 points for each national service, not per year).
- c. Service on a committee of a state, regional, or national professional organization (2 points for each service, not per year).
- d. Attendance at a state, regional, or national conference of professional organizations (1 point for each day of attendance; maximum of 3 points).
- e. Active member in honor societies or professional organizations (1 point for each organization, not per year).

7. Work of Significance to Profession – Area Related to Primary Responsibility (0-5 points as evaluated by Promotion Committee) Points that may be earned in this part have no time limit but may be used toward only one application for promotion.

- a. Book published by recognized professional group or educational publishing company, financed by an entity other than the individual or Louisiana Delta Community College (5 points each).
- b. Professional articles published at the national or regional level (3 points each).

- a. Creative works performed or accepted at juried competitions and invitational exhibits at the state, regional or national level (1 point for each state competition or exhibit, 2 points for each regional competition or exhibit, 3 points for each national competition or exhibit).
- b. Presentation given at seminars, conventions or conferences at the state, regional or national level (1 point for each state presentation, 2 points for each regional presentation, 3 points for each national presentation).
- c. Research studies designed and completed for use outside the College (3 points each).

8. General (0-5 points as evaluated by Promotion Committee)

If allocation of points within Part 6 or 7 has been exceeded, the applicant may request up to 5 excess points in this section. (If applicant can show completion of activities, Promotion Committee members may be awarded additional points in this category).

VI. Composition of Committees

A. Promotion Committee

Serving on the Promotion Committee is a faculty responsibility. Permission not to serve on a committee may be granted by the Dean of Instruction upon presentation of extraordinary circumstances that would warrant an exception to this policy. To be eligible to serve on the Committee, a faculty member must meet the following criteria:

- 1. Be employed as a full-time faculty member (not limited appointment);
- 2. Hold rank of Assistant Professor or higher and have been employed full-time at Louisiana Delta community College for at least three years;
- 3. Not be an applicant for promotion during the academic year in which he/she serves on the Committee.

B. The Promotion Committee will be composed of the Dean of Instruction and five faculty members to be assigned by the Chancellor. The Dean will have an ex-officio role and will serve as a resource to the committee regarding the implementation, interpretation and consistent application of the policy. If the Dean is a candidate for promotion, the Vice Chancellor of Academic and Student Affairs shall appoint a senior member of the faculty to serve in this position. All members of the Promotion Committee will be required to attend an in-service workshop presented by the Dean of Instruction on the process for evaluation of promotion application. The Dean will call the first meeting of the Promotion Committee, at which time the chair of the committee will be elected.

C. Promotion Appeals Committee

The members of the Promotion Appeals Committee will be full-time faculty who have not served on the Promotion Committee during that academic year (if possible). The committee should be composed of at least four faculty who meet the following criteria:

- 1. Be employed as a full-time faculty member (not limited appointment);
- 2. Hold rank of Assistant Professor or higher and have been employed full-time at Louisiana Delta Community College for at least three years;
- 3. Not be an applicant for promotion during the academic year in which he/she serves on the Committee.

VII. Composition of Faculty with Rank

At least fifty percent of full time faculty should hold the rank of Instructor and/or Assistant Professor. No more than thirty-five percent of full time faculty should hold the rank of Associate Professor. No more than fifteen percent of full time faculty should hold the rank of Professor.

PROMOTION PROCEDURE

I. Applicant's Verification of Eligibility by the Dean of Instruction

Faculty members who apply for promotion must complete and submit an application to the Dean of Instruction. Copies of transcripts with degrees conferred, annual evaluation scores for the past three years and verification of the last date of application for most recently attained promotion (or date of hiring) must be attached. Documentation may be obtained from personnel file located in Human Resources. The Dean is responsible for guaranteeing eligibility for promotion. After approval of this document by the Dean of Instruction, candidates for promotion will be notified.

II. Eligible applicants are responsible for the following:

- 1) completing the application;
- 2) submitting documentation; and
- 3) submitting the application and all supporting documentation to the Dean.

Those applicants requesting a waiver of the doctorate must include in the application packet a letter of explanation stating the justification and must include all supporting documentation. The letter then will be considered by the Promotion Appeals Committee.

The Dean is responsible for ensuring that the supporting documentation has been included with the application and submitted to the Promotion Committee.

III. Promotion Committee

Applications with supporting documentation from all faculty seeking promotion (including those asking a waiver of the doctorate) will be submitted to the Promotion Committee. Applications are confidential.

The Promotion Committee may recommend for removal from consideration any application not meeting the eligibility requirements.

Final evaluation in the Promotion Committee will take place only after each Promotion Committee member has reviewed the supporting documentation of each applicant using the criteria and appropriate point allocation. A final score for each part will be obtained by consensus of the scores assigned by committee members and tabulated by the Promotion Committee chair.

The total score obtained by using this system will serve to determine a Faculty member's eligibility for promotion and priority ranking. The priority rank will be used to determine promotion-in-rank when there are more applicants than there are available positions. Each applicant must be assigned a discrete priority ranking. The Promotion Committee must break any ties that exist in priority ranking. Seniority at Delta and Academic Supervisor recommendations based on total annual evaluation scores will be used to break any existing ties in priority ranking.

The Promotion Committee chair will complete the priority ranking of each applicant within each academic rank (in descending order of points awarded). This form will be sent forward, along with the applications of those recommended for promotion, to the Dean of Instruction.

The Promotion Committee's ranking worksheet(s) will be signed by the Promotion Committee Chair and placed on file in the Dean of Instruction's office and the Office of Human Resources. After notification of promotion, summarization of these forms will be made accessible for review by the applicant for a period of at least one year.

The Dean of Instruction will prepare letters to notify applicants not recommended for promotion. The letters will contain recommendations for strengthening the application in the future. The Dean will hand deliver the letters to applicants informing them that they have not been recommended for promotion.

The petition to waive the doctorate is automatically considered an appeal. If the applicant earns the required 85 points, the application and letter of request from the applicant stating justification for waiving the doctorate are sent to the Promotion Appeals Committee for consideration.

IV. Promotion Appeals Committee

An applicant not recommended for promotion by the Promotion Committee may send a written appeal to the Promotion Appeals Committee. The Promotion Appeals Committee may 1) uphold the decision of the Promotion Committee, or 2) reconsider the decision of that committee. The Promotion Appeals Committee will then examine all information they deem relevant and decide whether additional points should be granted. Based on its decision, the Promotion Appeals Committee will recalculate the points. The appellant will be notified in writing of the committee's decision. The Promotion Committee will receive the ruling on any appeals from the Promotion Appeals Committee before beginning its final deliberation. The Promotion Committee must break any priority ranking ties that exist due to the ruling of the Promotion Appeals Committee. Seniority at Delta and Academic Supervisor recommendations based on total annual evaluation scores will be used to break any existing ties in priority ranking. The Promotion Committee chair will complete the priority ranking of each applicant within each academic rank (in descending order of points awarded).

The Promotion Committee submits the priority listing by rank to the Vice Chancellor of Academic and Student Affairs, who makes recommendations to the Chancellor. The Promotion Committee's final ranking worksheet(s), which will list recommended candidates for promotion-in-rank within each academic rank, will be signed by the Promotion Committee Chair and filed in the Office of the Vice Chancellor of Academic and Student Affairs. The ranking will be made available for review upon request by applicants for a period of one year after the promotion recommendations are acted on by the Chancellor and applicants have been notified.

V. Vice Chancellor of Academic and Student Affairs

In this process, the primary role of the Vice Chancellor of Academic and Student Affairs is to ensure that guidelines for awarding points have been followed and that the Promotion Committee has evaluated the applications consistently. In situations in which he/she concludes that the guidelines have not been followed or that inconsistencies exist, he/she will immediately return the promotion packet to the Promotion Committee and request that the committee conduct a new review of the applications affected by their decision.

VI. Chancellor

Awarding of promotion-in-rank will be determined on the basis of points awarded by the Promotion Committee and is subject to the availability of funds, rank positions and approval of the Chancellor. The Chancellor makes the final decision regarding all recommendations for promotion. The Chancellor sends the list of faculty receiving promotions-in-rank to the Department of Human Resources.

VII. Department of Human Resources

The Department of Human Resources will mail letters of promotion to each applicant receiving a promotion in rank.

Promotion-In-Rank Form

Documented Performance Ability (0 - 65 Points)

Supervisor's Performance Evaluation of Classroom Instruction (0 - 45 Points)

V.B.1.a. Classroom Observation Summary (0 - 30 Points)

(Based on Supervisor's performance evaluation. Section A.1. on the Annual Faculty Evaluation Form

4.50 – 5.00	10 points per year
3.50 – 4.49	8 points per year
2.50 – 3.49	6 points per year
1.50 – 2.49	2 points per year
Less than 1.50	0 points per year

	Year	Rating	Points	
Current Academic Year (3rd Year)				
Last Academic Year (2nd year)				
Academic Year Before Last (1st Year)				
Total of V.B.1.a. Classroom Observation Summary - Not to exceed 30 Points				

V.B.1.b. Supervisor's Performance Evaluation of Institutional Service (0 - 15 Points)

(Based on Evaluation of Institutional Service. Section B.1. on the Annual Faculty Evaluation Form)

5	5 Points
4	4 Points
3	3 Points
2	2 Points
1	1 Point
N/A	0 Points

	Year	Rating	Points	
Current Academic Year (3rd Year)				
Last Academic Year (2nd year)				
Academic Year Before Last (1st Year)				
Total of V.B.1.b. Evaluation Institutional Service Summary - Not to exceed 15 Points				

V.B.2. Student Evaluation (0 - 12 Points)

(Based on summary reports of student evaluations. A.2. on the Annual Faculty Evaluation Form)

4.50 – 5.00	4 points per year
3.50 – 4.49	3 points per year
2.50 – 3.49	2 points per year
1.50 – 2.49	1 points per year
Less than 1.50	0 points per year

	Year	Rating	Points	
Current Academic Year (3rd Year)				
Last Academic Year (2nd year)				
Academic Year Before Last (1st Year)				
Total of V.B.2. Student Performance Evaluation - Not to exceed 12 Points				

V.B.3. Discretionary Points (0 - 8 Points as evaluated by the Promotion Committee)

(Based on the applicant's narrative description of special honors, awards and/or recognition for outstanding performance in teaching or area of responsibility.)

Total Additional points - Not to exceed 8 Points				
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Total Points

Total of Documented Performance Ability - Not to exceed 65 Points

V.B.4. Continuing Academic & Professional Development (0 - 10 Points as evaluated by the Promotion Committee)		
	Points	
a. Study at the graduate/undergraduate level (Each credit hour = 2 points)		
b. Workshop/seminars in discipline area (Half day = 1/2 point)		
c. Work in industry applying technical skills (50 hours = 1 point)		
d. Staff development at Delta (1 hour = 1/8 point)		
<i>Total of V.B.4. Continuing Academic & Performance Ability - Not to exceed 10 Points</i>		
V.B.5. Service to the College & Community - Other than Designated Primary Teaching Responsibilities (0 - 10 Points as evaluated by Promotion Committee)		
	Points	
a. Committee assignments (Active member of department committee = 1 point; College committee = 2 points; Officer of department committee = 2 points; Officer of college committee = 3 points)		
b. Faculty Council service (active member = 2 points; Officer = 3 points)		
c. Distinguished service to campus organization (maximum of 6 points as verified by Dean of Student Services)		
d. Writing grant(s), including mini-grant (3 points per grant); Implementation of grant(s) (2 points per grant) NOT PER YEAR ; NOT ON RELEASE TIME		
e. Research study for College (3 points each) NOT ON RELEASE TIME		
f. Publication (book, manual) used solely by College (3 points each)		
g. Participation in student recruitment activity on own time (1 point per activity)		
h. Presenter at workshops/seminars at College level (1 points per hour of presentation)		
i. Service to civic/philanthropic organization representing Delta (1 point each)		
j. Service to community representing Delta as a presenter, judge, exhibition (1 point each)		
k. Service on an advisory, steering or selection committee at the College (1 point each)		
l. Service to College as a volunteer (1/8 point per hour)		
<i>Total of V.B.5 Service to the College & Community - Not to exceed 10 Points</i>		
V.B.6. Professional Development Outside Delta Community College Professional development, limited to activities within one's discipline or within the educational arena, not including community service activities or personal activities. (0 - 5 Points as evaluated by Promotion Committee)		
	Points	
a. Officer in state, regional or national professional organization (2 points per service) NOT PER YEAR		
b. Editorial staff of state, regional, or national professional organization (1 point per state service, 2 points per regional service, 3 points per national service) NOT PER YEAR		
c. Service on a committee of state, regional or national professional organization (2 points per service) NOT PER YEAR		
d. Attendance at state, regional or national conference of professional organization (1 point per day of attendance, maximum of 3 points) NOT PER YEAR		
e. Active member in honor societies or professional organizations (1 point per organization) NOT PER YEAR		
<i>Total of V.B.6. Professional Development Outside Delta - Not to exceed 5 points</i>		

V.B.7. Work of Significance to Profession - Area Related to Primary Responsibility (0 - 5 Points as evaluated by Promotion Committee)		
	Points	
a. Book published (5 points each)		
b. Professional articles published at the national or regional level (3 points each)		
c. Creative works performed or accepted by juried completion (1 point each state, 2 points each regional, 3 points each national)		
d. Competitive presentations given at state, regional or national level (1 point each state presentation, 2 points each regional presentation, 3 points each national presentation)		
e. Research studies designed and completed for use outside the college (3 points each)		
<i>Total of V.B.7. Work of Significance to Profession - Not to exceed 5 points</i>		
V.B.8. General (0 - 5 Points as evaluated by Promotion Committee) (Based on exceeded allotment of points in Sections V.B.6. or V.B.7.)		
	Points	
<i>Total of V.B.8. General - Not to exceed 5 points</i>		
<i>Grand Total (100 Points possible)</i>		

General Responsibilities of Academic Faculty

Delta is committed to the fair and professional distribution of faculty assignments. A faculty member's responsibilities include teaching and service. The college ensures that assignments are appropriate to the collegiate level and requires faculty to maintain high academic standards and provide service to the college community.

Service to the College

Service to the college is defined as any activity performed on behalf of the college or in support of a college initiative to include but not limited to writing grants, sponsoring student organizations, speaking to civic organizations, recruiting, volunteering, serving on professional or civic committees, participating in college sponsored activities, etc.

Faculty workloads

Faculty workloads may vary but are directed toward fulfilling the principal goals of the college. In assigning workloads, assignments are made appropriate to the faculty member's credentials. In considering individual faculty workloads, time must be allocated to meet assigned responsibilities in the functions of instruction and service. Curricular requirements and faculty expertise, experience and professional interest determine course assignments. The Academic Supervisors, with approval of the Dean of Instruction, make faculty member assignments. The faculty job description contains a list of faculty responsibilities (**appendix C**).

A base of 15 contact hours or the equivalent per semester is the reference load for full-time instructional faculty. Faculty who have been assigned or who are requesting a reduced instructional load to perform specific duties, must receive permission from the Dean of Instruction, the Vice Chancellor of Academic and Student Affairs, and the Chief Finance Officer, who will in turn forward to the Chancellor for final consideration.

Overload sections

A faculty member may request up to four contact hours (or the equivalent) overload in addition to the normal teaching load of 15 contact hours per semester, up to a maximum of 19 contact hours. Overload classes are those classes taught outside the normal work day (examples include early morning, evening, Internet and Saturday classes). Overload class assignments are based on student demand, instructor credentials, expertise and evaluations of faculty teaching during the previous academic year, and available funds. The Dean of Instruction will grant approval of these requests by faculty. Assignments are based on the best interests of the College.

For overload situations, laboratory or studio courses are calculated based on 2/3 contact hours for pay purposes.

Adjunct Sections

After completion of registration and evaluation of instructional needs, the Dean of Instruction recommends adjunct faculty members' contracts to the Vice Chancellor of Academic and Student Affairs. No appointment is final until approved by the Chancellor.

Cancellation of Course

If the college cancels a course, the contract for that course becomes null and void

Summer Semester Employment

Summer semester teaching contracts may be available to full-time and adjunct faculty. Assignments are made based on student demand, instructor expertise and evaluations of faculty teaching during the previous academic year. Full-time faculty receive priority in teaching assignments. The Dean of Instruction makes summer semester assignments with approval of the Vice Chancellor of Academic and Student Affairs. No appointment is final until approved by the Chancellor.

Job Expectations for Instructional Faculty

Faculty members must carry out their duties in a professional, ethical and collegial manner that enhances the purposes of the College. The faculty teaching transferable courses must hold a masters degree with no less than 18 graduate hours in the discipline to be taught. Job expectations for faculty include the following:

1. Maintain performance standards and pursue goals, objectives and activities that promote the mission of the college. Each faculty member will be evaluated annually by students and supervisors.
2. Participate in professional development activities that enhance the faculty member's effectiveness.
3. Attend and provide meaningful instruction for all class sessions during the semester. Be punctual in class attendance and provide instruction for the complete class period. Make appropriate arrangements for necessary absences according to college policies and procedures.
4. Make adequate preparation for the instructional process to ensure that course content is presented in a professional manner with adequate opportunity for students to engage in dialogue about the material and to ensure that the learning process is facilitated for students with varying learning styles.
5. Create a learning environment in which all students are treated equitably and respectfully.
6. Collaborate with departmental (college-wide) colleagues in the selection of library resources, software and textbooks and in the development of master course syllabi.
7. Develop and distribute within the first week of the semester the Expanded Course syllabi that are in accordance with approved master syllabi and which describe in detail the requirements of the course, attendance policy, assessment strategies, grading system, appropriate safety procedures, classroom management policies and other information as appropriate such as the approved ADA statement.
8. Develop and administer final examinations to students during the scheduled exam periods and in accordance with college policies.
9. Use a variety of assessment strategies throughout the semester to maximize student success, including assessment of program outcomes.
10. Participate in assessment of non-traditional learning for credit.
11. Maintain accurate attendance, progress and evaluation records in an acceptable grade record format and file these grade records (or a copy) with the Enrollment Services Office at the end of each semester.

12. Monitor the enrollment of students in classes by directing students who are not officially enrolled to the Enrollment Services Office to correct enrollment problems and by restricting attendance to officially enrolled students.
13. Adhere to all timelines established by the college, particularly with respect to the submission of grade rosters, reporting non-attendance of students, reporting excessive absences and responding to inquiries and other communications about students in a timely manner.
14. Instruct students in the safe and proper use of equipment and supplies and in procedures for proper housekeeping and storage of materials.
15. Maximize the use of advanced technology in the classroom as appropriate, including the use of computers and related strategies.
16. Provide classroom instruction in accordance with the Americans with Disabilities Act of 1990, college, state and federal harassment policies and other legal requirements.
17. Obey and enforce college policies that prohibit smoking within College buildings, drugs on campus and the destruction and abuse or misuse of College property (as noted in student handbook).
18. Serve as academic advisor and participate in recruitment and retention activities for students in programs within the division.
19. Perform registration assignments as scheduled by supervisor.
20. Participate in committee activities within the division and at the campus and college levels.
21. Assist students with information about job opportunities in the discipline or program, with certification or licensure information and with information about articulated programs and course work at secondary and postsecondary institutions.
22. Serve as a resource to students in the pursuit of employment or advanced educational opportunities by completing recommendations or helping with contacts.
23. Attend faculty meetings, division meetings and graduation.
24. Be receptive to requests from colleagues, students and administrators to serve in a voluntary capacity in such situations as covering a colleague's class on an emergency basis, covering the departmental office on an as needed basis, participating in speaking engagements and recruitment activities, serving as advisor to a student organization, assisting in or supporting student activities, assisting at local conferences or participating in fund-raising activities.
25. Communicate effectively with students, colleagues and supervisors utilizing appropriate channels of communication with all members of the College community.
26. Be accountable for a normal 40 hour workweek. Faculty are required to be available on campus for a minimum of 30 hours per week for instructional responsibilities, meeting with students, and committee meetings. The teaching responsibility consists of 15 credit hours (or the equivalent thereof) per week in a combination of day and/or evening classes. Conference hours are designated for faculty to be available to students and are exclusive of other activities in other locations. They should be consistent with the times of the teaching schedule and must be posted within the first week of class. A faculty member's teaching hours and conference hours must total at least 25 hours per week, with no fewer than 10 conference hours. These 25 hours are exclusive of any additional hours for any contractual obligations such as overload or extra contract courses, faculty or committee meetings. Faculty on released time must contribute a proportional amount of time in return for a percentage release from instruction. Faculty teaching internet courses must contribute a proportional amount of class time, as documented on office hours record. Faculty teaching internet courses must contribute a proportional amount of "class" time, as documented on office hours record.
27. Represent the College in manner, appearance and behavior that promotes a positive image of the College within the community.
28. Perform other duties as assigned.

FACULTY EVALUATION

It is policy of Louisiana Delta Community College that Faculty, administrators and staff shall be evaluated annually. The results of the evaluation will be made available to each person evaluated. The primary purpose of the evaluation is to assess performance, determine areas needing improvement, implement the improvement plan, if needed, and provide the basis for employment decisions including merit increases, promotion (where applicable) and continuation. The Dean of Instruction is responsible for seeing that established procedures are followed. The evaluation is also based on the Individual Faculty Plan as prepared by the Faculty member and approved by the Academic Supervisor.

1. Self-evaluation. At the beginning of the fall semester, each Faculty member must state goals for that year under the appropriate performance categories on the Individual Faculty Plan (IFP). The self-evaluation process should emphasize establishment of goals and objectives compatible with the individual's expertise and the academic unit's needs. The appropriate academic supervisor must approve these objectives. For a Faculty member, these goals should address, in particular, the areas of instruction and service. In the spring, each Faculty member shall evaluate his/her progress in achieving the goals established for that academic year. A faculty portfolio is developed to document achievement of these goals (**appendix D**). The faculty meets annually with the appropriate academic supervisor to discuss evaluation results.
2. Student Evaluation of Faculty Effectiveness. Faculty effectiveness is to be evaluated by students (once each semester of each academic year) in each class. The results of those evaluations must be made available to the Faculty member and his/her Dean/Academic Supervisor. Evaluation procedures ensure the anonymity of the student for all courses.
3. Administrative Evaluation of Faculty. Prior to the end of the spring semester and in select cases as determined by the Dean each semester, the Dean or Academic Supervisor must discuss formally with each faculty member the status and performance of that faculty member relative to the "Criteria for Evaluation of Faculty." The criteria shall include: 1) observation of classroom performance, 2) end-of-the-year evaluation of goals documented in faculty portfolio, and 3) student evaluations. The total evaluation of the faculty member is summarized in writing and signed by the Dean or Academic Supervisor and faculty member. A copy is placed in the appropriate personnel file in Human Resources with one copy given to the faculty member (**appendix F**).

CRITERIA FOR EVALUATION OF FACULTY

All full-time faculty and faculty with temporary appointments must be evaluated each year. The criteria established by the College are instruction and service. Each faculty member is expected to be engaged in those functions with instruction receiving the primary emphasis and service receiving appropriate consideration. Adjunct faculty will be evaluated in accordance with stated employment obligations and period of employment.

1. Instruction

A. Classroom Performance

Every faculty member is expected to provide quality instruction for all classes assigned. Quality instruction includes the use of a variety of teaching strategies, the development and implementation of course syllabi, the organization and management of courses and laboratories and the evaluation of student achievement. Relevant new technologies, innovative methodologies and library resources should be used as appropriate with the goal of

enhancing the learning experience. Students will be treated with respect, tact, professionalism and friendliness so that the Faculty member can function as an effective guide, mentor and counselor. The Teaching and Instruction Form is included in (**appendix G**).

B. Professional Growth

Professional growth is required and may be evidenced by meaningful participation in relevant professional societies, professional enhancement activities such as a structured self-study program and participation in professional seminars. Such growth may also be evidenced by the attainment of or progress toward higher degrees, formal post-degree study and research and writing in the teaching field. Faculty members may utilize other College and Universities' resources to develop and maintain their teaching skills (**appendix D**).

2. Service to College and Community

It is appropriate and important that Faculty provide services to support and develop the college and community. Meritorious service activities are those activities directly related to a faculty member's area of professional expertise or college position. College service includes assisting students through individual academic advising, acting as a faculty advisor for student organizations, participating in standing or ad hoc committees at various levels, participating in other recognized college activities and assisting with other activities as assigned. College service includes service to governmental and community agencies at various levels through participation on advisory panels and special study groups, service to the profession through participation in local, regional and national societies devoted, at least in part, to the betterment of education in the faculty member's discipline, and service to the private sector and community through the provision of expert services in the faculty member's discipline.

Professional Development

Members of the faculty are encouraged to pursue a wide range of professional activities and responsibilities. Included among these are research and publications, membership in professional organizations and societies and attendance and participation in meetings of professional organizations relevant to their areas of academic expertise and higher education.

Those members of the faculty with administrative duties are urged to pursue professional interests related to their particular responsibilities. These include interests in administrative affairs and interests in academic areas for which they have supervisory responsibility and teaching competence.

Travel Policy

Delta adheres to the state travel guide as the basis for all official travel. All faculty members are required to read and understand the travel guidelines. Complete copies of the travel guidelines are available from the Office of State Purchasing and Travel (<http://www.state.la.us/osp/travel/travelOffice.htm>). A written request for travel must be submitted at least two (2) weeks in advance, except in special circumstances. All travel must be authorized and approved in writing by the faculty supervisor. Out of state travel must be approved by supervisor, Dean, and CFO.

Faculty Leave

Faculty leave is leave granted to Faculty members employed on the nine-month (academic year) basis in lieu of annual leave and is comprised of the days between terms and at holiday periods when students are not in classes. Faculty leave shall be earned and taken as it is earned as specified by the official calendar of the institution served.

Sick leave is leave with pay granted to an employee who is suffering with a disability that prevents him/her from performing his/her usual duties and responsibilities and who requires medical, dental, or optical consultation or treatment. For definitions of other types of leave see Delta's *Personnel Manual*.

Research and Grants

The primary mission of Louisiana Delta Community College is instruction and service and the principal responsibility of the College is teaching. The College, however, supports and encourages its Faculty to engage in research and professional enhancement. Faculty members are urged to pursue a full array of professional endeavors, including attending meetings of learned societies and associations, participating in professional organizations related to one's academic field and conducting research in the chosen discipline.

The College encourages the preparation of applications, proposals and requests for outside support for research and special projects. No proposal will be considered official or in any way binding on the College until it is approved by all appropriate unit heads and finally signed by the Chancellor.

CHAPTER IV

POLICIES AND SERVICES PERTAINING TO INSTRUCTION

Class Attendance Regulations

Class attendance is regarded as a privilege and an obligation. Students are expected to regularly and punctually attend classes. Failure to do so may jeopardize a student's scholastic standing and may lead to probation or suspension from the College.

Instructors keep a permanent attendance record for each student and are required to state in the course syllabus the expectations concerning class attendance. The extent to which attendance and class participation will impact a student's grades will be specifically outlined. Students should consult the course syllabus and contact instructors prior to missing class.

Students seeking excused absences must submit the reason for the absence in writing and supporting documentation the day they return to class. When a student accumulates an excessive number of unexcused absences, the instructor will notify the Enrollment Services Office and the student will be sent a warning letter and form to withdraw from the class. Excessive unexcused absence limits:

- Five classes in a course which meets M-W-F during the Fall and Spring
- Three classes in a course which meets M-W or T-R during the Fall and Spring
- Two classes in a course which meets once a week during the Fall and Spring or is a Summer Session course

No Show: Students who have met the minimum requirements to be admitted to Delta and have registered for classes and paid tuition and fees but have not attended classes up to the fourteenth day of class in the Fall and Spring Semesters (or equivalent period of time in the summer sessions) will be identified as a no show student. These students will be administratively dropped from all classes with the grade of "W".

Faculty Calendar Responsibilities

Faculty calendar responsibilities begin with the Faculty Convocation/Orientation each August and end with advising for regular and late summer registration in May. Although faculty are not required to keep scheduled conference hours after the day final examinations begin, they must continue to be available for consultation with students and for meetings until summer registration is complete. Any faculty member who cannot meet this schedule must secure prior approval from the appropriate supervisor.

Class Attendance for Faculty

All classes are to be in session as scheduled. Faculty members are expected to meet their classes promptly at the scheduled time and location. The Dean of Instruction and/or Academic Supervisor must approve deviations. In case of illness, emergencies or death in the family, prompt notification of the Academic Supervisors and office of the Dean is required. Arrangements are to be coordinated through the Academic Supervisor to cover classes that will be missed.

Commencement

Commencement exercises will be held at the end of the spring and fall semesters. All faculty will participate in full regalia in the exercise. All faculty members are required to attend one graduation during each calendar year. Further, to have representation from each Department, approximately half of each Department's Faculty members are required to attend each graduation. Academic Supervisors are responsible for preparing the list of Faculty attending each graduation ceremony. All Faculty and Adjuncts are encouraged to participate and 'walk' in all graduations. Participation in the Commencement is considered part of a full-time faculty member's contractual responsibilities. Permission not to participate in Commencement may be obtained by petitioning the Vice Chancellor of Academic and Student Affairs by written request submitted through the Dean of Instruction. The faculty member is responsible for securing proper academic regalia.

Advising of Students and Conference Hours

Faculty members advise students. Academic advising is regarded by the College as an extension of the teaching function and, therefore, is an important responsibility of the faculty. Faculty are usually assigned to advise students who have indicated an interest in their particular field of specialization. The Dean of Instruction and Dean of Enrollment Services determine faculty advisor assignments.

Faculty members involved in regular matriculation programs of the College are expected to be the principal advisors of students. Advising students on matters pertaining to curriculum and career choices is the responsibility of the student's academic department. The advisor should be knowledgeable of catalog requirements and articulation agreements and should follow established procedures. It is the responsibility of the faculty member to stay abreast of changes contained in the catalog, to correctly advise students on a continuing basis and to post and keep regular conference hours.

Grading System

The grading system for the College is presented in detail in the College *Catalog*.

Academic Extra Credit Policy

Delta is committed to the principle of academic freedom; therefore, the decision to offer or not to offer extra credit points to students must reside solely with the instructor of each class. The instructor is best able to explain the correlation of the extra credit activity and the purposes of the class. Any student complaints about extra credit opportunities must be directed first to the instructor and then to the Academic Supervisor. Appeals of the decision of the Academic Supervisor must be directed through the established appeals and grievance processes.

Academic Honesty

Delta Community College expects the highest standards of academic honesty from its students and faculty. Because it is essential to fair learning and learning assessment, faculty and students share responsibility for academic honesty. Students must adhere to the academic rules of the classroom and the college. Academic dishonesty threatens the college's learning environment by destroying the trust between faculty and students. Therefore, all forms of cheating, fabrication, plagiarism, misrepresentation, and violation of class rules constitute academic misconduct and warrant disciplinary action by the instructor or the college. Academic dishonesty includes, but is not limited to, the following categories.

Categories of Academic Misconduct

Cheating is the intentional use of inappropriate assistance, information, materials, or study aids in any academic exercise. Cheating includes the use of unauthorized assistance, information, or materials on tests, homework, quizzes, papers, projects, and all other academic assignments. Additionally, students who provide such unauthorized assistance are also guilty of cheating.

Fabrication is defined as altering official college documents, forging signatures of college officials or other individuals, or changing grades and other academic records. Fabrication also includes submitting false records to gain admission to the College. Furthermore, any oral or written misrepresentation of truth in any communication with College administrators, faculty, or staff is also fabrication.

Plagiarism involves submitting another person's ideas, words, data, arguments or sentence structure as the student's own without proper documentation.

Misrepresentation is intentionally presenting oneself as someone else, or intentionally misrepresenting a condition or situation to gain credit or concessions on academic work, including make-up tests, projects, and class assignments.

Violation of class rules is the intentional failure to follow the class policies concerning assignments and behavior.

Other forms of academic misconduct include **complicity**, the willing involvement with others in any academic misconduct; **software fraud**, the unlawful downloading and copying of computer software used in the creation of academic work; and **multiple submissions of work**, handing in academic work that was done previously by the student for another class, or by someone else.

Penalties for Academic Misconduct

Depending on the type of violation, the number of times a student has committed an offense, and the discretion of the instructor, penalties may include any combination of the following:

1. Loss of partial credit for the assignment.
2. Grade of "0" for the assignment.
3. Reduced grade for the course.
4. Grade of "F" for the course.
5. Academic Probation
6. Academic Suspension or Expulsion

Administration of Penalties

Instructors assign penalties 1, 2, 3, and 4 to the student based on the above criteria. Student appeals of the penalty will be directed to the appropriate Academic Coordinator, Department Head, or, if necessary, to the Dean of Arts and Sciences.

If it is felt the student's violation of Academic Honesty Policy warrants probation, suspension, or expulsion, the matter will be referred to the Academic and Admissions Appeal Committee. Appeals of these penalties will be directed to the Vice Chancellor of Academic and Student Affairs.

Grade Appeal Procedure

The grade appeal procedure for the College is presented in detail in the College *Catalog*.

Grade Change Procedure

The instructor must initiate grade changes by the deadline posted in the official Academic Calendar of the semester following the semester, in which the grade was earned. The teacher initiates the action by obtaining a change of grade form from the Dean of Enrollment Services and forwarding a change of grade form, along with a written explanation for the change, to the Dean of Instruction. Approved changes are forwarded to the Office of Enrollment Services for recording the change and notifying all concerned parties. Students who receive a grade of "I" must complete a written contract with the faculty member. That contract must be submitted with the "I" grade to the Dean. The student has until mid-term of the next non-summer semester to complete the elements of the contract. If the student successfully completes the requirements of the contract, the Faculty member follows the previously outlined process for a grade change. If the student does not complete the elements of the contract, the "I" grade automatically becomes an "F." (**Appendix H**)

Semester Examinations and Grade Reporting

Faculty are required to conduct classes, evaluate students' coursework and report grades to the Office of Enrollment Services within the prescribed time period. The Dean must approve deviation from the published academic calendar. Final examinations, required in all courses, shall be held at the end of each semester in accordance with the schedule published by the Dean of Instruction. A student absent from a final examination because of illness or other valid reason may take a special examination upon the approval of and at the convenience of the student's instructor. No student is exempt from final examinations. Faculty must complete class records and grade sheets and submit them as specified by the Office of Enrollment Services. Failure to meet the submission schedule will result in delay of payment.

Textbook Policies

Textbook orders are sent to the Office of the Dean of Instruction. Requests for adoption, addition, or change of books should be accomplished in a timely manner to allow for ordering and shipping. The request for textbook changes or adoption is submitted to the Dean of Instruction and the Curriculum Committee for approval. Textbook adoption, addition, or change is processed so that changes occur in fall of each year unless there are extenuating circumstances. If a text is reprinted in a new edition or if it goes out of print, the division may select either the new edition or a new text. Requests for complimentary instructor copies should be sent directly to the publisher (**appendix I**).

The Code of Governmental Ethics prohibits the sale of complimentary texts by the faculty (see Delta's *Personnel Manual*). In addition, faculty may not receive royalties from a book that is required reading in the faculty member's class or profit from the assembly of books or lab material for sale directly to students.

Curriculum Policy

Delta is committed to responding to the needs of the community by providing education to enhance the community, to provide necessary workforce training and to heighten the educational level of its residents. The College recognizes that educational services are a cooperative effort including the combined vision of several entities. This policy on curriculum is a statement of the clearly defined process, which establishes the curriculum, reviews its efficacy and evaluates its validity. The policy recognizes the roles of the community, faculty, administration, students and the managing board. Faculty, administration, the managing board and other appropriate state agencies make curricular change only after careful review.

The following have responsibility for effecting curricular enhancement at Delta:

FACULTY: Faculty has oversight of and responsibility for course syllabi content according to appropriate parameters. The Academic Supervisor and Dean of Instruction review recommended changes to existing courses and curricula, as well as recommendations for new courses (**appendix B**). Presentation of material specified in the course syllabi is the responsibility of the faculty. Faculty also work through the Curriculum Committee using it as the official voice of curricular design recommendations. The Curriculum Committee represents the faculty and is responsible to them as their official representative.

COMMUNITY: Community input is sought from business and industry as well as professional and vocational areas. Suggestions for courses and programs are received from these areas. Faculty and administration consider them and appropriate decisions are made.

ADMINISTRATION: Academic Supervisors review associate degree and academic certificate programs on a periodic schedule. The administration of Delta has ultimate responsibility for the curriculum and is answerable to the LCTCS and Board of Regents for the design, implementation, monitoring and evaluation of programs.

STUDENTS: Students may suggest new course offerings or curriculum changes. These are evaluated in accordance with need and resources available.

MANAGING BOARD: The managing board is the Louisiana Community and Technical College System Board of supervisors (appendix A).

THE PROCEDURE:

Faculty members, administrators, students and stakeholders from the community, business and industry and people from public entities offer ideas for courses and programs for consideration. Curricular proposals, formal and informal, are studied by the Curriculum Committee, Deans and administrators and a determination is made as to whether they fit into the overall programs of Delta. Curricular change can originate from any of these levels or sources.

1. The process of establishing curricula is institution-wide and is coordinated among the various entities involved. Curricular offerings and changes at the course level at Delta are designed with transferability as an important consideration.
2. In making the determination for curricular enhancement, the following are considered:
 - a. Whether there is a demonstrated need;
 - b. Whether the proposal fits the mission statement of the college;
 - c. Whether the college has the financial, physical and personnel resources to implement the curricular suggestion;
 - d. Whether the proposal fits into the standing college curriculum without detriment to other programs, courses, students or faculty.
3. Steps in the process of curricular alteration at the course and program level include the following:
 - a. The Dean of Instruction receives recommendations.
 - i. The Dean discusses the proposal with the Vice Chancellor of Academic and Student Affairs and forwards to the Curriculum Committee for consideration.
 - ii. Should the requested change be a course addition, an appropriate course syllabus should accompany the request.
 - iii. Should the proposal be a new program, the Dean of Instruction and Academic Supervisors should coordinate a needs assessment. Changes that are made should not unnecessarily duplicate educational programs (faculty, equipment, facilities and other related costs) of other area institutions. The assessment should follow the LCTCS or Board of Regents proposal format and include proposed costs.

- b. The Curriculum Committee considers proposals;
 - i. Receives proposal from the Dean of Instruction and the Vice Chancellor of Academic and Student Affairs (with appropriate forms and/or feasibility study).
 - ii. If further clarification is needed, the Dean of Instruction should return the documentation to the point of origin of the proposal for improvements.
 - iii. Chair of the committee provides documentation to members and sets date for meeting. The Chair of the committee may invite to the meeting the person(s) submitting the proposal.
 - iv. Committee members' sign appropriate forms approving/disapproving the proposal.
 - v. If a proposal is not approved, reason should be provided. The Chair of the committee may discuss the findings with the Dean of Instruction and the Vice Chancellor of Academic and Student Affairs.
- c. The Curriculum Committee makes recommendation to the Dean of Instruction who forwards recommendations to the College Council for consideration.
 - i. Receives proposal from Curriculum Committee.
 - ii. Reviews recommendation made by Curriculum Committee.
 - iii. Makes a decision to accept or reject the recommendation.
 - iv. Communicates the decision to appropriate personnel.
 - v. If the proposal is not approved, reasons are provided.
 - vi. To facilitate the above process, the Curriculum Committee Chair, the Dean of Instruction and the Vice Chancellor of Academic and Student Affairs will work together to meet appropriate deadlines for relevant College publications.

Mission of the Academic Affairs Division

The Academic Affairs Division supports, creates, and enhances an academic environment that is student-centered. It is the institutional unit that guides the academic endeavor at Louisiana Delta Community College. With the institutional mission as a framework, the Academic Affairs division's role is to assure "student achievement, academic excellence, lifelong learning, and the use of current technology." The Academic Affairs goals proceed from the overarching college mission to:

1. Assure a strong educational foundation in developmental courses.
2. Develop partnerships and collaborations with high schools and universities.
3. Recruit and retain students.
4. Develop and deliver quality academic transfer and occupational degree programs, which will lead to further education at area universities or result in employment.
5. Establish high goals for student learning and engaged teaching to support student success.
6. Provide access to academic courses and programs to citizens of northeast Louisiana through both electronic and traditional methods.
7. Encourage community involvement by faculty and students.
8. Develop plans for acquisition, effective use, and maintenance of instructional resources.
9. Support ongoing faculty development and institutional research, which will result in more effective teaching and learning.

**LOUISIANA COMMUNITY AND TECHNICAL COLLEGE SYSTEM
BOARD OF SUPERVISORS**

Stephen C. Smith (Board Chair)

Vincent St. Blanc, III (First Vice Chair)

Michael “Mickey” Murphy (Second Vice Chair)

Board Members

Edwards Barham

Helen Bridges Carter

Tommy Clark

Keith Gamble

Kathy Sellers Johnson

Brett Mellington

Michael “Mickey” Murphy

Woody Oge’

Dan Packer

Stephen C. Smith

Vinney St. Blanc, III

F. “Mike” Stone

Geraldine “Deni” Taylor

Stephen Toups

Student Members

Julio Castillo

Taminika Walker

APPENDIX B
CURRICULUM APPROVAL FORM

COURSE/CURRICULUM PROPOSAL

Date of Request _____

Check One:

Textbook Revisions/Adoption

New Program Proposal

New Course/Curriculum

Revision to Course/Curriculum

Deletion of Course/Curriculum

1. General Course Information

a. Course Title _____

b. Course Prefix /Number _____

c. CIP Code _____

d. Lecture Hours _____ Lab Hours _____ Credit Hours _____

e. Maximum Enrollment _____

f. Pre-Requisite(s)/Co-Requisite(s) Required _____

g. Course Description

h. Learning Outcomes

i.

Recommended Textbook:

Title _____

Author _____

Edition _____

Publisher _____

ISBN _____

2. Course/Curriculum Justification/Rationale

3. Costs/Equipment/Resources: _____

4. Distance Education of this Course Anticipated? Y ____ N ____

5. General Education Review? Y ____ N ____

6. Is Course Transferable? Y ____ N ____ To Which Institution(s)? _____

Faculty Credential Requirements (Completed by Dean)

SIGNATURES:

Submitting Faculty

Date

Academic Supervisor

Date

Recommendation to Curriculum Committee:

Department Chairperson

Date

Dean of Instruction

Date

General Education Committee Chair (if applicable)

Date

Academic Support Committee Chair (if applicable)

Date

Curriculum Committee Chair

Date

Attach: 1. Curriculum/Course Proposal Form
2. Syllabus (Master and Course)
3. Program Curriculum (if required)

Upon approval of course, information will be distributed to:

- Director of Library/LRC
- MIS/IT
- Vice Chancellor of Academic and Student Affairs

- Dean of Instruction
- Dean of Enrollment Services

The approved course form and syllabus will be housed in the Dean of Instruction Office.

APPENDIX C
FACULTY JOB DESCRIPTION
(for transferable courses)

POSITION DESCRIPTION DOCUMENT

The intent of this Position Description is to provide a representative summary of the major duties and responsibilities performed by incumbents of the position. Incumbents may be required to perform other job-related tasks other than those specifically presented in this description.

POSITION TITLE:

DEPARTMENT:

ORGANIZATIONAL RELATIONSHIP:

JOB SUMMARY:

MINIMUM QUALIFICATIONS:

The successful candidate must possess the following:

- A master's degree from a regionally accredited institution and 18 graduate semester hours in field or discipline or masters degree with major in field or discipline.
- Three years successful college-level teaching experience in discipline preferred
- Basic computer literacy
- Ability to use varied teaching techniques and instructional methods to accommodate different learning styles
- Experience and skills in computer-assisted instruction
- Ability to design, develop, evaluate and improve instructional programs and curricula in field/discipline
- Ability to work cooperatively with other faculty and staff to support mission of division and college
- Ability to communicate effectively, both orally and in written form
- Willingness to travel and/or teach at various hours and locations as required

RESPONSIBILITIES:

- provide classroom instruction in field/discipline
- provide academic advising, office hours, and tutoring in subject
- serve on department-, division-, college-wide, and system-wide committees
- assist with student orientation, registration, recruitment/retention activities
- participate in assessment and evaluation of instruction, curriculum planning and review, review and revision of instructional resources
- participate in professional development activities to remain current in teaching field and teaching skills
- other duties as assigned

APPENDIX D
IFP and PORTFOLIO FORMAT

LOUISIANA DELTA COMMUNITY COLLEGE INDIVIDUAL FACULTY PLAN

ACADEMIC YEAR FALL _____ SPRING _____ SUMMER _____

Faculty Member Name: _____

Rank: _____

Discipline: _____

Date: _____

This document will be the record of your objectives and expectations for this academic year. The basis of your annual evaluation will be this IFP, minimum duties and responsibilities for assigned rank, and the factors contained in the Louisiana Delta Community College Faculty Handbook including your self evaluation and student evaluations, and other relevant college documents.

OVERALL PROFESSIONAL GOALS:

1. Improve instruction and student support service methods, materials, curriculum and/or delivery of student services. I will develop and/or improve the following:

2. Specify activities detailing your support of the department's responsibilities:

3. List activities in support of student activities or student advisement:

4. List activities in support of faculty governance of College:

5. List planned activities in support of personnel professional growth. (Professional education associations, seminars, annual course work or degree work or other in-service activities are appropriate):

6. List planned activities under number 1 taken in your professional faculty role in the interest of community service.

Signature of Academic Supervisor: _____

Date: _____

Signature of Faculty Member: _____

Date: _____

IFP and PORTFOLIO FORMAT

PORTFOLIO FORMAT

1. Describe how you achieved the **goals stated in your Individual Faculty Plan (IFP)** submitted and approved in fall (items 1-6).
2. Provide a copy of **one course Syllabi**
3. Provide an example of **one examination**
4. List and provide documentation of **Institutional Service**
 - committee service
 - recruiting activities
 - office held
 - coordinator
 - faculty council
5. List and provide documentation of **Community Service**
 - college-related outreach activities
 - advisory boards
 - community committees
 - consulting activities
6. List and provide documentation of support of **Student Services**
 - workshops/seminars/activities for students
 - sponsorship of student group or activity
 - advising and counseling activities
 - recruitment activities
7. List and provide documentation of **Professional Development Activities**
 - Attendance at conferences, seminars, and workshops
 - Participation in professional organizations
 - Delivery of professional presentations
 - External recognition of professional achievement
 - **Continuing education**
 - Graduate course-work
 - Pursuing certification
 - Maintaining continuing education associated with licensure
 - **Publications**
 - Review of books
 - Publication of books or monographs
 - Publication of articles
 - Publication of editorials
 - Write or review grant proposals - local, state, national, or federal
 - **Research Activities**
 - Performs and oversees structured research
 - Participates in research review activities
 - Other related research activities
 - Significant research for grant preparation (surveys, background data, economic impact, etc.)

- Significant research for program development (needs surveys, trends, background data, economic impact, etc.)

Portfolio Guidelines

1. Provide documentation for faculty, advisory, or other committees of which you are a member (ex. Minutes, agendas, meeting announcement, etc.)
2. Submit information for current academic year only
3. Provide a copy of membership cards as documentation for organization in which a member
4. Community service provided by clubs or organizations should be included if faculty participate in the activities, not just schedule
5. Donation of time and expertise to the community (not money) is considered community service
6. Use the dividers (Institutional service, Community Service, Student service, Professional Development) provided
7. Prepare a coversheet with Name, Academic Year.

APPENDIX E

1. Faculty Classroom Evaluation

- 1.1 What is your gender? Male Female
- 1.2 What grade do you expect to receive in this course? A B C
 I prefer not to answer.
- 1.3 What is your class level? Freshman Sophomore Prefer not to answer.
- 1.4 The instructor's explanations and syllabus describe this class's requirements accurately. Strongly Disagree Strongly Agree
- 1.5 The instructor posted material and/or assignments in a timely manner. Strongly Disagree Strongly Agree
- 1.6 The instructor was prepared and had a good command of the subject matter. Strongly Disagree Strongly Agree
- 1.7 The instructor summarized or emphasized important points through the use of a variety of instructional activities - summaries, lectures, illustrations, PowerPoints, etc. - that helped you understand the course material. Strongly Disagree Strongly Agree
- 1.8 The tests and/or graded assignments covered the important aspects of the course. Strongly Disagree Strongly Agree
- 1.9 The lessons and assignments were appropriately paced so you had sufficient time to complete the work. Strongly Disagree Strongly Agree
- 1.10 The instructor was respectful and was willing to respond to your questions and concerns. The availability of expected help for this class, including class questions/office hours existed. Strongly Disagree Strongly Agree
- 1.11 The instructor provided regular feedback about your performance in a timely manner throughout the course. Strongly Disagree Strongly Agree
- 1.12 Does the overall quality of instruction in this course contribute to your learning and to your willingness to recommend this teacher to others? Strongly Disagree Strongly Agree
- 1.13 Please give any comments that you may have about this online course.

1. Faculty Online Evaluation

- 1.1 Gender Male Female
- 1.2 Class level Freshman Sophomore omit
- 1.3 What grade do you expect to receive? A B C
 D omit

2. Survey

- | | | | | | | | | |
|------|---|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------|
| 2.1 | The instructor clearly states the requirements for this course and provides an appropriate syllabus. | Strongly Disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly Agree |
| 2.2 | The instructor starts and ends class on time. | Strongly Disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly Agree |
| 2.3 | The instructor seems well prepared for class and demonstrates a clear understanding of the course material. | Strongly Disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly Agree |
| 2.4 | The instructor evaluates and tests on the material covered and assigned in class. | Strongly Disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly Agree |
| 2.5 | The instructor makes clear and understandable presentations. | Strongly Disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly Agree |
| 2.6 | The instructor creates a positive atmosphere in the class that promotes learning. | Strongly Disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly Agree |
| 2.7 | The instructor returns assignments and exams in a timely manner. | Strongly Disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly Agree |
| 2.8 | The instructor keeps posted office hours. | Strongly Disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly Agree |
| 2.9 | The instructor is willing to work with me outside of class. | Strongly Disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly Agree |
| 2.10 | The instructor's overall quality of instruction in this course contributed to my learning and my willingness to recommend this teacher. | Strongly Disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strongly Agree |

3. Comments

- 3.1 Please describe your opinion of this class.

APPENDIX F
FACULTY EVALUATION FORM
LOUISIANA COMMUNITY AND TECHNICAL COLLEGE SYSTEM
FACULTY EVALUATION AND PLANNING FORM

Name _____ Rank _____ Period Covered from _____ to _____

Department _____ Full Time _____ Part Time _____ (% FTE)

Reason for Rating Annual Other _____ Hire Date _____ Yrs at College _____

INSTRUCTIONS:

% of effort - For each Section indicate the % of the faculty member's overall effort that is assigned for all applicable criterion covered by the section. Note that the total % of effort for all sections combined should equal 100%.

Criterion Comments - In the space provided for criterion comments, please provide a brief narrative summary of the faculty member's activities during the period covered. These comments should justify the criterion rating as indicated. Utilize any goals and objectives that may have been set for this criterion in the previous evaluation period.

Criterion and Section Summary Rating - Rate the faculty member on each applicable criterion in each section. Add the criterion rating numbers together and divide by the total number of criteria in each section to obtain the Section Summary Rating.

Overall Evaluation Rating - In the overall evaluation summary, provide a narrative statement that supports the overall evaluation rating for the faculty member for the period evaluated, as supported by the ratings for each Section and their respected % of effort assigned.

Transfer the corresponding Section Summary Rating into the Overall Evaluation Rating Calculator then multiply by the % of effort assigned to the Section to determine the Weighted Rating. Total the Weighted Rating for all sections to determine the Overall Evaluation Rating.

Planning Form - Utilize the Planning Form to set goals and objectives for each section for the next evaluation period.

Performance Improvement Plan – A Performance Improvement Plan is required for all faculty members with overall evaluation ratings of Needs Improvement or Unsatisfactory.

Individual Rating – The intent of this evaluation process is to rate the individual on his/her own performance based on objectives, goals, expectations and actual performance. It is not intended to be a ranking of one employee against another.

Return pages 3 to 6, Planning Form and Performance Improvement Plan, if applicable, to human resources.

Rating Categories and Definitions:

5 – Outstanding – Performance is consistently well above the expected levels of competence in all requirements for the review criterion. Performs work above expected levels for the position and may make suggestions for work improvement. Employee anticipates and responds quickly to changing situations, continually expanding knowledge and skills to address new challenges. Employee requires essentially no supervision of duties appropriate for the position, regularly going beyond what is expected for the review criterion.

A rating of Outstanding for the overall evaluation is used if the employee consistently performs well above all requirements of the position.

4 – Exceeds Expectations – Performance is occasionally above the expected levels of competence for the review criterion. Expectations are met in all areas, and in some areas are exceeded, but not on a consistent basis.

A rating of Exceeds Expectations for the overall evaluation is used if the employee has met all requirements of the job and has exceeded some, but not all, requirements of the position.

3 – Meets Expectations – Performance consistently meets the expected level of competence for the review criterion. Work of a satisfactory nature is performed on a consistent basis with normal supervision, meeting all job expectations of the review criterion.

A rating of Meets Expectations for the overall evaluation is used if the employee has consistently met all requirements of the position.

2 – Needs Improvement – Performance does not consistently meet all requirements of the review criterion. Overall performance is less than satisfactory for the review criterion. Where performance in some areas is satisfactory, improvement is needed in others.

A rating of Needs Improvement for the overall evaluation is used if the employee has met some requirements but there are areas where he/she needs improvement to meet requirements of the position, or where performance fluctuates between satisfactory and unsatisfactory. An overall rating of Needs Improvement requires that a Performance Improvement Plan be established for the employee with a follow-up performance evaluation required 90 days from the date of the Needs Improvement performance rating.

1 – Unsatisfactory – Performance is consistently poor or inadequate in meeting most or all requirements of the review criterion. Requires frequent, close supervision and/or the redoing of work. Few or no goals and objectives are met. Signifies need for immediate improvement.

A rating of Unsatisfactory for the overall evaluation indicates that the employee's performance does not meet the minimum requirements of the position. Overall performance must improve in order to retain the employee in his/her present position. A Performance Improvement Plan is required to be established for the employee with a follow-up performance evaluation required 90 days from the date of the unsatisfactory performance rating. Human Resources must be consulted regarding the employee's future status with the institution.

APPENDIX G

LOUISIANA DELTA COMMUNITY COLLEGE
TEACHING AND INSTRUCTION FORM

Faculty Member _____ Course _____

Observer _____ Title _____

Semester _____ Year _____

Rate the faculty member's performance using the rating scale indicated below for each item.

5=Outstanding	4=Exceeds Expectations	3=Meets Expectations	2=Needs Improvement	1=Unsatisfactory	N/O or N/A=Not Observed or Not Applicable
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CLASSROOM OBSERVATION OF FACULTY (A.1. 40%)

Date of Visit _____

Length of Visit _____

- __ 1. Objectives of the lesson are clearly stated and/or displayed.
- __ 2. Evidence of teaching to different styles of learning is facilitated using appropriate instructional activities and use of instructional resources (i.e., space, materials, and equipment) appropriate for the course, meeting time, and class objectives.
- __ 3. Class presentation is appropriately sequenced, well organized, and delivered professionally, utilizing time effectively.
- __ 4. Mastery of the content for this lesson is demonstrated.
- __ 5. Important ideas are clearly explained. Used questions to monitor understanding.
- __ 6. Relevant student participation/involvement is encouraged.
- __ 7. Critical thinking and analysis are urged.
- __ 8. Verbal and non-verbal communications are utilized in a way that aids student understanding. Positive interaction with students is displayed.

Total: _____/8 Average: _____

INSTRUCTIONAL/DEPARTMENTAL RESPONSIBILITIES (A.3. 25%)

_____ 1. Faculty member has current and relevant syllabi (Review of all current course syllabi)
Syllabi contains all required components of Expanded Course Syllabus:

- Course description
- Course outcomes
- Outline of course content
- Methods of evaluating student outcomes
- Classroom policies

Comments: _____

_____ 2. Faculty member uses assessment methods that are relevant and appropriate for course content and stated

outcomes of course. (Review examinations, graded assignments, rubrics)

Comments: _____

_____ 3. Faculty member uses supplemental resources in addition to textbook or other minimal course materials

(Review course syllabi, Blackboard, or other evidence of materials used.)

Comments: _____

_____ 4. Faculty member reviews and/or updates course materials as needed (revised syllabi, new assessments,

materials modified, added, deleted, etc.)

Comments: _____

_____ 5. Faculty member maintains scheduled office hours (Evidence that office hours are posted and maintained).

Comments: _____

_____ 6. Faculty member meets classes as scheduled for prescribed time (Evidence that faculty member begins and ends class as scheduled and uses class time appropriately).

Comments: _____

_____ 7. Faculty member submits required assignments, reports, and documents in a timely manner (i.e., textbook orders, course schedule, syllabi, attendance verification, grades, etc.)

Comments: _____

_____ 8. Attends required departmental/division/faculty meetings (Documentation of meeting attendance or absence verification confirmed).

Comments: _____

_____ 9. Responsive to students (returns student phone calls and/or emails in a timely manner, is helpful, treats students with respect and dignity, sensitive to needs of students, etc.)

Comments: _____

Total: _____/9 **Average:** _____

COMMENTS: _____

Faculty response required to any item rated below 3:

Observer Signature

Date

2. Community Service

Required Activity constituting a rating of 3:

- Professionally represents LDCC in **one** outreach activity/event in the community.

Additional activities	
Serves on advisory boards/committees outside of the college	
Serves as an unpaid academic expert in the local, state, or national community (serving as a volunteer presenter, judge, exhibition, etc)	
Provides service to a civic/philanthropic organization as a LDCC representative	
Professionally represents LDCC in additional outreach activities/events in the community	
Other evidence of institutional service as approved by supervisor	

- **1 – Unsatisfactory**
Not completing any activities
- **2 – Needs Improvement**
Completing a non approved activity
- **3 – Meets Expectations**
Professionally represents LDCC in **one** outreach activity/event in the community
- **4 – Exceeds Expectations**
Completing the required activities plus one additional activity
- **5 – Outstanding**
Completing the three or more activities

Score: _____

3. Student Services

Required Activity constituting a rating of 3:

- advises students in academics
 - posts appointment scheduler in a timely manner
 - keeps scheduled appointments
 - makes few errors in registration

Additional activities	
Sponsors student activities/group/clubs	
Conducts workshops/seminars for students	
Advises students in career and job placement	
Offers distinguished service to campus organization as determined by Dean of student services	
Advises more than 50 students	
Sponsors student field trips and other documented out of school activities	
Sponsors student service learning projects	
Other evidence of student service as approved by supervisor	

Ratings

- **1 – Unsatisfactory**
Completes no advising activity
- **2 – Needs Improvement**
completes partial requirement of advising activity
- **3 – Meets Expectations**
Completes the required activity
- **4 – Exceeds Expectations**
Completes the required activity plus one additional activity
- **5 – Outstanding**
Completes the required activity plus two additional activities

Score: _____

Average Score: _____

C. Research and Professional Development Activities: (Counts as 10%)

Criteria for Evaluation

4. Professional Development

Required activities:

- Participates in activities that help enhance teaching classroom management, student services, and safety skills to include classroom management, student services, and safety skills to include HR workshops, convocation workshops, safety meetings, off-campus professional meetings/conferences, LDCC sponsored professional development workshops, etc. as approved by supervisor
- Attends and participates in 12 clock hours of professional development in one academic year (May to April) with at least six hours which are LDCC sponsored ; participant provides verification by either certificate or letter of approval from supervisor along with actual evidence of attendance

LDCC hours _____

Outside hours _____

Total hours _____

Additional activities as verified by documentation:	
Pursues/acquires advanced degrees, certification, etc appropriate for area of expertise	
Maintains continuing education associated with area of expertise	
Participates in/maintains membership in a professional organization associated with area of expertise/discipline	
Provides documentation of communication with peers at other institutions or professional organizations on matters concerning area of expertise/discipline	
Receives external recognition for professional achievement	
Publishes/reviews professional books/articles	
<i>Publishes book/manual used solely by college</i>	
Writes grant(s) funded and/or non-funded	
Reviews grant(s) internal/external	
Performs/oversees research that positively reflects on the institution	
<i>Performs/oversees research FOR the college</i>	
Participates in research review activities	
Gives presentation at local, state, regional or national level related to area of expertise/discipline	
<i>Performs creative works and/or has creative works accepted by juried competition</i>	
<i>Implements grant(s) (not compensated; no release)</i>	
<i>Attends more than the required 12 clock hours of professional development</i>	

Ratings

- **1 – Unsatisfactory**
Participates in 0-5 clock hours of professional development activities
- **2 – Needs Improvement**
Participates in 6-11 clock hours of professional development activities.
- **3 – Meets Expectations**
Participates in 12 clock hours of professional development
- **4 – Exceeds Expectations**
Participates in 12 clock hours of professional development and one additional activity
- **5 – Outstanding**
Participates in 12 clock hours of professional development and two additional activities as listed above

Score _____

APPENDIX H

INCOMPLETE GRADE CONTRACT FORM

Grade Change/Correction Form

Please Print

Instructor Name: _____

Semester/Year: _____ Sequence Number: _____

Rubric: _____ Course Title: _____

Please make the following grade change:

Student Name: _____

Student I.D. Number _____ - _____ - _____

Present Grade: _____ Changed/Corrected Grade: _____

If grade change is other than "I" grade, please indicate reason for change.

Instructor Signature: _____ Date: _____

Dean of Instruction Signature: _____ Date: _____

VC Academic Affairs Signature (if required): _____ Date: _____

Registrar Signature: _____ Date: _____

APPENDIX I

TEXTBOOK REQUISITION FORM

Senior Faculty Member's Name:

Instructor's Name:
(if different from Senior Faculty)

Class Title & Number:

Anticipated Total Enrollment:

Fall Summer Spring (circle) Year:

Author:

Publisher:

Title:

ISBN:

Edition:

Required (R) Optional (O):

Date Needed:

Faculty Member

Dean of Instruction