



LOUISIANA DELTA
COMMUNITY COLLEGE

FACULTY HANDBOOK

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CHAPTER I INTRODUCTION

Scope and Significance

The purpose of this Handbook is to provide information and guidance to Louisiana Delta Community College (LDCC) faculty. Unless an exception is noted, the policies, forms and procedures provided in this Handbook are effective January 1, 2020 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 LDCC 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 Affairs for information about initiating changes. It is the responsibility of the various policy-making bodies to inform the Vice Chancellor of Academic Affairs of any changes in policy that could result in Handbook revisions. It will be the responsibility of the Vice Chancellor of Academic Affairs 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 Affairs. Revisions to the Handbook may be provided to Faculty members as needed to update information.

CHAPTER II

THE COLLEGE AND ADMINISTRATION

Louisiana Delta Community College (LDCC) 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 (LCTCS) governs the institution. Delta held its inaugural semester of courses in Fall 2001. The Tallulah and Lake Providence Campuses of Northeast Louisiana Technical College were legislatively consolidated with LDCC in 2010. The Bastrop, Farmerville, Ruston, West Monroe, and Winnsboro Campuses of Northeast Louisiana Technical College were legislatively consolidated with LDCC in 2012. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) approval for the consolidation and the creation of a comprehensive community college was gained in June 2013.

Mission Statement

Louisiana Delta Community College, an open-admissions, comprehensive community college, provides the citizens of northeast Louisiana with affordable and accessible high quality educational programs, services, and modern workforce training. 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.

Philosophy Statement

LDCC is committed to the innovation, flexibility and sensitivity of students' needs. LDCC maintains an educational environment that promotes integrity and critical inquiry in students, encourages the achievement of a students' full potential, fostering within them a keen desire for lifelong learning in an intellectually stimulating atmosphere.

General Governance

Under the 1974 Constitution of the State of Louisiana, the Board of Regents (BOR) 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 on the LCTCS website.

College Organization

LDCC's organizational chart can be viewed on the ladelta.edu website under Human Resources.

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 LDCC's campuses. The Chancellor is responsible for LDCC's budgets, which includes the review and recommendation on the budgets of all divisions of the campus and capital outlay.

Vice Chancellor of Academic Affairs

The Vice Chancellor of Academic Affairs is responsible for all instructional issues to include providing leadership in the areas of accreditation, collecting data to assist in program review and assessment activities related to transfer, and technical and continuing education programs. The Vice Chancellor of Academic Affairs supervises five division chairs, Registrar, Director of Institutional Research and Effectiveness, Director of Grants Development, Director of Adult Basic Education, E-Learning Coordinator, and one administrative assistant. The Vice Chancellor of Academic Affairs reports directly to the Chancellor.

Chief Financial Officer

The Chief Financial Officer (CFO) is the senior financial officer of the College and advises the Chancellor on all matters concerning the management, general fiscal 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 LDCC's long and short-term goals and is responsible for developing and implementing LDCC's financial policies. The CFO reports directly to the Chancellor.

Executive Director for Enrollment Management

The Executive Director of Enrollment Management is responsible for all student organizations and student sponsored activities, provides direction to students regarding counseling and disability services, oversees all recruitment and admission efforts, is responsible for financial aid, and ensures compliance and growth for the Veteran's Upward Bound program. The Executive Director for Enrollment Management reports directly to the Chancellor.

Faculty Council

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

College Standing Committees

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 College 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 Affairs and the 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/Ad-hoc Committees

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 Cabinet

The College Cabinet advises the Chancellor on policy and operational issues while maintaining consistency with the College's mission and strategic planning goals. The Cabinet's analyses focus on a macroscopic view of College decisions rather than day to day functioning. The Cabinet consists of all direct reports to the Chancellor and the Faculty Council Chairperson. Other LDCC employees may serve on the Cabinet at the request of the Chancellor.

Curriculum Committee

The Curriculum Committee membership consists of two full-time faculty members to represent each school. Faculty members serve two-year terms. The committee meets approximately eight times per year, or as deemed necessary.

The Curriculum Committee is responsible for approving curriculum additions, deletions, and/or revisions, reviewing the curriculum's effectiveness and evaluating its validity. The Curriculum Committee evaluates and recommends changes and additions to the college curriculum, including but not limited to the following:

- **Pre-requisites and Co-requisites for Courses** - All pre-requisites and co-requisites will be clearly stated in the Louisiana Delta Community College academic Catalog and in the master syllabi of all courses.
- **Course Titles, Descriptions, Contact Hours, or Credit** - Titles should be brief and avoid jargon. Course descriptions should be specified in the Master Syllabus. Course contact hours and credit must be consistent with LDCC policy ([Louisiana Delta Community College's Determination of Credit Hours for Courses Policy](#)). When submitted to the Curriculum Committee, the master syllabus will include contact hours and credit for the proposed course.
- **Evaluation of the Need for New Programs or New Courses** - All new degree and certificate programs must be approved by the Board of Supervisors for the LCTCS and by the when appropriate the Louisiana State Board of Regents. A program may not be advertised until approved by the Board of Supervisors for the LCTCS. A course may not be offered or advertised until approved by the Curriculum Committee and the Vice Chancellor of Academic Affairs. Once developed, the course is presented to the Curriculum Committee. A need survey may be conducted to assess need for the course or program.
- **Criteria for Course/Program Development** - In developing the concept for a new program, the appropriate faculty should:
 - Develop a course(s)/program description for a new proposed program or course(s)
 - Provide clear objectives/outcomes for each program or course
 - Provide assessment criteria for the proposed program or course
- **Course/Program Approval**
 - Curriculum Committee approves all additions, deletions, and major modifications to any programs or courses.
 - Curriculum Committee approves all new courses or course changes.
 - E-learning Committee reviews and approves any courses to be delivered by distance learning after approval by the Curriculum Committee. Distance learning classes will be directed to the E-learning Committee by the Curriculum Committee to confirm that content and level of work is appropriate for distance learning and meets distance learning technical requirements.

- General Education Committee reviews and approves all general education courses and student learning outcomes prior to final approval by Curriculum Committee.

*The Vice Chancellor of Academic Affairs gives final recommendation of all new programs prior to being sent to the LCTCS Board of Supervisors.

Developmental Studies Committee

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

E-Learning Committee

The E-learning 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. This committee is chaired by the E-Learning Coordinator and consists of faculty representatives.

Faculty Evaluation and Professional Development Committee

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 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 Student Affairs, as well as appeals by students. The committee also evaluates procedures for such hearings and recommends changes as deemed appropriate. 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 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 LDCC. All appeals are submitted to the Vice Chancellor of Student Affairs. Recommendations and/or findings of this committee are forwarded to the Vice Chancellor of Student Affairs.

Registration Committee

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

Academic Appeal Committee

The Academic Appeal Committee consists of instructional supervisors (division chairs), Registrar, and faculty. The committee reviews written academic student appeals in conjunction with student records and faculty documentation to derive a decision. Students may appeal the decision of this committee to the Vice Chancellor of Academic Affairs.

Academic Assessment Committee

The purpose of the Academic Assessment Committee (AAC) is to serve as a focal point for the college's effort to assess student learning outcomes through ongoing faculty development; assist in the generation of effective improvement strategies based upon SLO data; collaborate with multi-disciplinary faculty groups to implement those strategies; and closing the assessment loop by reassessing the objectives to determine efficacy of the implemented improvement efforts. The AAC will oversee the process of collecting the SLO data from instructional staff and generating timely aggregated results from like courses for the purpose of analysis. For clarity, this committee does not own the assessment process; rather they manage the process by assisting faculty groups in coordination, data collection, and implementation strategies.

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.

Crisis Management Committee

The administration at Louisiana Delta Community College is concerned for the safety and wellbeing of the students served, staff/faculty, and visitors. A Crisis Management Committee has been created to insure that the campus is as free of hazards and injury-prone conditions as possible. The Crisis Management 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

LDCC 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 Committee recommendations requiring administrative action to be implemented are presented to the appropriate instructional supervisor, Vice Chancellor and/or other College standing committees for review, approval and possible implementation. The committees maintain minutes to be distributed to committee members.

CHAPTER III FACULTY

LDCC's Personnel Policies applicable to all employees can be viewed on the ladelta.edu website.

Faculty Rights, Duties and Responsibilities

Academic Freedom

LDCC 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 instructional staff bears to the College, the state and the nation.

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

The Louisiana Community and Technical College System is committed to the principle of academic freedom. The principle acknowledges the right of a teacher to explore fully within the field of his/her subject as he/she believes to represent the truth. The principle also includes the right of a member of the instructional staff of the System to exercise in speaking, writing, and action outside the System the ordinary rights of the American citizen, but it does not decrease the responsibility and accountability which the member of the instructional staff bears to the system, the state, and the nation. Among the many implicit responsibilities which must be assumed by those enjoying the 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 Faculty

It is a basic principle that 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. All college faculty and staff should be familiar with Louisiana Delta Community College's mission statement.

Duties of the Faculty

Each member of the faculty is expected to be devoted to the accomplishment of the purposes for which the System exists: instruction, workforce and economic development, and public service. Those members of the faculty who comprise the faculty of the System are charged to determine the educational policy of the System through deliberative action in their respective units and divisions.

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.

Intellectual Property

LDCC abides by the LCTCS policy for intellectual property and shared royalties. From Policy #1.042 The Louisiana Community and Technical College System recognizes the need for and desirability of encouraging the broad utilization of the results of academic research by bringing innovative findings to practical application. The primary purpose of this Intellectual Property Policy is to provide the necessary protections and incentives to encourage both the discovery and development of new knowledge and its transfer for the public benefit; a secondary purpose is to enhance the generation of revenue for the home institutions and the creators. The Louisiana Community and Technical College System recognizes that research and scholarship should be encouraged without regard to potential gain from licensing fees, royalties, or other income; however, the System also recognizes that intellectual properties and discoveries may arise from the activities of faculty, staff, and students in the course of the duties or through the use, by any person, of institutional resources such as facilities, equipment, or funds. The policies governing the administration of such intellectual properties should provide adequate recognition and incentive to creators and, at the same time, ensure that the System institutions will share in the rights pertaining to intellectual properties in which they have equity. The Louisiana Community and Technical College System institutions are committed to assist their faculty and other researchers in properly disclosing their scholarly work, in complying with applicable laws and formal agreements, and in gaining the protection available under the United States laws governing patents, copyrights, trademarks, and other appropriate provisions. The full policy with objectives, definitions, background, rights to ownership, disclosures, and other associated policies is available online via <http://www.lctcs.edu/assets/policies/1.042.pdf>.

The College procedure for dispute resolution for any cause is outlined in LDCC Policy and Procedure **HR 109**. “When an employee feels he/she has been treated unjustly, the employee has the right to utilize the grievance policy without fear of retaliation, discrimination, or reprisal because of the action. The decision to utilize the grievance policy shall be the employee’s decision. It is understood that a grievance will be kept confidential except to the extent necessary to investigate and resolve the grievance.”

Grievances

LDCC 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 LDCC's *Human Resources Policies*.

Title IX Grievance Procedures for Gender-Based Misconduct

Notice of Nondiscrimination

Title IX of the Educational Amendments of 1972 prohibits discrimination based on gender in educational programs and activities that receive federal financial assistance. To ensure compliance with Title IX and other federal and state civil rights laws, Louisiana Delta Community College has developed internal procedures that prohibit discrimination and sexual misconduct on the basis of gender.

Louisiana Delta Community College is committed to providing an environment free from gender-based discrimination or harassment which includes sexual harassment, non-consensual sexual contact, non-consensual sexual intercourse, gender-based harassment, stalking, and intimate partner violence.

Because LDCC recognizes all students and employees should be able to learn and work in a safe and dignified environment, all complaints of illegal discrimination and harassment are taken very seriously and are investigated promptly, equitably, and thoroughly. Individuals found participating in any form of unlawful discrimination, harassment, or retaliation against another student or LDCC employee for filing a complaint or cooperating with an investigation shall be subject to disciplinary action. LDCC will take steps to prevent recurrence of any harassment and to correct its discriminatory effects on the Complainant and others, if appropriate.

Definitions and Examples

Gender-based misconduct comprises a broad range of behaviors focused on sex and/or gender discrimination that may or may not be sexual in nature. Sexual harassment, sexual assault, gender-based harassment, stalking, and intimate partner violence are forms of gender-based misconduct. Misconduct can occur between strangers or acquaintances, including people involved in an intimate or sexual relationship. Gender-based misconduct can be committed by men or by women, and it can occur between people of the same or different sex.

Examples of gender-based misconduct

- Pressure for a date or a romantic or intimate relationship
- Unwelcome touching, kissing, hugging, or massaging
- Pressure for or forced sexual activity
- Unnecessary and unwelcome references to various parts of the body
- Belittling remarks about a person's gender or sexual orientation
- Inappropriate sexual innuendoes or humor
- Videotaping and photographing someone or people without consent
- Obscene gestures of a sexual or gender-based nature
- Offensive sexual graffiti, pictures, or posters

- Sexually explicit profanity
- Use of email, the Internet, or other forms of digital media to engage in gender misconduct

Gender-based harassment: Acts of verbal, nonverbal, or physical aggression, intimidation, stalking, or hostility based on gender or gender-stereotyping constitute gender-based harassment. Gender-based harassment can occur if students are harassed either for exhibiting what is perceived as a stereotypical characteristic for their sex, or for failing to conform to stereotypical notions of masculinity or femininity. In order to constitute harassment, the conduct must be such that it has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile, demeaning, or offensive academic or living environment.

Intimate partner violence: The use of physical violence, coercion, threats, intimidation, isolation, stalking, or other forms of emotional, sexual or economic abuse directed towards a partner in an intimate relationship constitute intimate partner violence. This includes any behaviors that intimidate, manipulate, humiliate, isolate, frighten, terrorize, coerce, threaten, blame, hurt, injure, or wound someone. Intimate partner violence can be a single act or a pattern of behavior in relationships. Intimate partner relationships are defined as short or long-term relationships (current or former) between persons intended to provide some emotional/romantic and/or physical intimacy.

Stalking: A course of conduct directed at a specific person that would cause a reasonable person to feel fear. Stalking involves repeated and continued harassment made against the expressed wishes of another individual, which causes the targeted individual to feel emotional distress, including fear and apprehension. Stalking behaviors may include: pursuing or following; non-consensual (unwanted) communication or contact - including face-to-face, telephone calls, voice messages, electronic messages, text messages, unwanted gifts, etc.; trespassing; and surveillance or other types of observation.

Sexual assault: Sexual assault is defined as any non-consensual, intentional physical contact of a sexual nature, such as unwelcome physical contact with a person's genitals, buttocks, or breasts. Sexual assault occurs when the act is committed by: a) physical force, violence, threat, or intimidation; b) ignoring the objections of another person; c) causing another's intoxication or impairment through the use of alcohol or other drugs; and/or d) taking advantage of another person's incapacitation, helplessness, or other inability to consent.

Consent: The presence of consent involves explicit communication and mutual approval for the act in which the parties are/were involved. A sexual encounter is considered consensual when individuals willingly and knowingly engage in sexual activity. The use of coercion in instances of sexual assault involves the use of pressure, manipulation, substances, and/or force. The absence of "No" is not a "Yes."

The use of alcohol and other drugs: The use of alcohol and other drugs can have unintended consequences. Alcohol and other drugs can lower inhibitions and create an atmosphere of confusion over whether consent is freely and affirmatively given. The perspective of a reasonable person will be the basis for determining whether one should have known about the impact of alcohol and other drugs on another person's ability to give consent. The use of alcohol and other drugs never makes someone at fault for being sexually assaulted.

Reporting Discrimination or Harassment

Louisiana Delta Community College has designated one employee to coordinate the recipient's Title IX responsibilities. These responsibilities include implementation of grievance procedures, including notification, investigation and disposition of concerns; provision of educational materials and training for the campus community; conducting and/or coordinating investigations of complaints received pursuant to Title IX; ensuring a fair and neutral process for all parties; and monitoring all other aspects of the College's Title IX compliance.

Any person who believes he or she has been harassed or subjected to discriminatory treatment is strongly encouraged to report the misconduct to either the Title IX Coordinator or the Office of Student Services, both of whom are obligated to act on any report.

Concerns Against Faculty, Staff, Administrators, and/or Third Parties

Title IX Coordinator

Alvina Thomas

athomas@ladelta.edu

(318) 345-9145

Students attending our community campuses (Bastrop, Jonesboro, Farmerville (workforce non-credit), Lake Providence, Ruston, Tallulah, West Monroe, and Winnsboro) who wish to report gender-based misconduct will do so through each campus' Coordinator for Student Affairs. The Coordinator for Student Affairs will then collaborate directly with the Office of Student Success Services, located on the Monroe campus, to assess and/or investigate the alleged harassment by a student and they will work directly with the Title IX Coordinator, who is also based on the Monroe campus, to review and address matters associated with employee gender-based misconduct.

A concern submitted to LDCC should be presented as promptly as possible after the alleged misconduct occurs. LDCC does not limit the timeframe for filing a report of gender-based misconduct. Reports can be submitted at any time following an incident, although the College's ability to take any action may be limited by the matriculation status of the alleged respondent.

Students may also choose to file a legal report with Campus Security and/or the Monroe Police Department. The College system and the police/legal system work independently from one another. Students can file reports with Louisiana Delta Community College, with the Monroe Police Department, or with both systems.

In cases where gender-based misconduct is reported by a third party, the Title IX Coordinator will inform the Complainant and will schedule a meeting to discuss his or her options, and resources at the College and in the community.

All LDCC faculty, staff, and administrators informed of an allegation of gender-based misconduct involving students are required to file a report with Student Services. Certain College personnel who are serving in a privileged professional capacity (i.e. mental health counselors) are not bound by this expectation except as required by law.

Resources for Anyone Experiencing Discrimination or Harassment

- **Relevant Government Resources**

U.S. Department of Education, Office for Civil Rights

<http://www.hhx.gov/ocr/>

U.S. Department of Justice, Office on Violence Against Women

<http://www.ovw.usdoj.gov>

- **Additional Resources**

LDCC Student Counseling and Disability Services (318) 345-9152 LDCC

Campus Security (318) 345-9105

The Wellspring Alliance 24/7 Phone Lines (318) 323-1505

Family Justice Center (318) 998-6030

St. Francis Medical Center (318) 996-4000

Monroe Police Department - Emergency: 911 or (318) 329-2600

Assessment/Investigation of a Report

The Title IX Coordinator will acknowledge receipt of a report of misconduct within five (5) business days of their receipt of the complaint. The complaint may have been made directly to them or may have been forwarded to them by the Office of Student Services. The time it will take to reach an outcome from the College's investigation will vary depending on the complexity of the incident(s). However, a typical resolution should be determined within sixty (60) days of the first filing of the report.

If at any point the Complainant requests privacy, LDCC will make all reasonable attempts to comply with this request. In these situations, LDCC's ability to investigate and respond may be limited. Title IX requires that colleges weigh the Complainant's request for privacy with the college's commitment to provide a reasonably safe and non-discriminatory environment. If it is determined that the Complainant's privacy cannot be maintained, they will be notified by the Title IX Coordinator.

The following steps will be taken during an investigation:

- The Complainant will initiate a complaint by submitting to the Title IX Coordinator or the Office of Student Services a completed Student Grievance/Discrimination/Harassment Complaint Form located in Appendix B of the Louisiana Delta Community College Student Handbook.
- Interim measures to prevent continued discrimination or harassment will be considered and implemented during the investigation period as deemed appropriate. Examples include but are not limited to: restrictions on contact between the Complainant and the alleged harasser, bans from areas of campus, provision of an escort to ensure safety in class and during activities, and/or appropriate changes in academic schedule. Failure to adhere to the parameters of any interim measures is a violation of policy and may lead to additional disciplinary action.
- Provision of mental health counseling services and/or academic support services such as tutoring will be offered

to the Complainant.

- The Title IX Coordinator will conduct a preliminary review of the matter in order to determine whether a formal investigation should occur. If the decision is made to proceed in a formal manner, a determination will be made as to whether to utilize a sole investigator or an investigative team.
- Relevant witnesses, including the alleged harasser, Complainant, and all first-hand witnesses will be identified and separately interviewed. The Complainant and the Respondent may each have a “support person” present at all interviews. The supporter’s function in the process is to provide support to the student. The supporter may talk quietly with the student or pass notes in a non-disruptive manner. The supporter may not, in any way, intervene on the student’s behalf.
- Confidentiality concerns and the LDCC’s position on retaliation will be discussed with all witnesses.
- All witnesses will be asked to put their statements in writing.
- Both parties will receive periodic status updates.

At the conclusion of the investigation, the college representative(s) shall set forth their findings and recommendations in writing. The representative shall send a copy of the findings and recommendations to the Complainant, the Respondent and the Title IX Coordinator. The Title IX Coordinator shall consider the findings and recommendations of the representative(s) and shall determine whether disciplinary action is appropriate. The Title IX Coordinator shall advise the complainant and respondent of his or her decision in a detailed written summary/report which contains statement of allegation, reply to the allegation by the individual who has allegedly engaged in misconduct, statement of evidence, and a conclusion as to whether the Nondiscrimination Policy and/or Sexual Harassment Policy has been violated.

If the Title IX Coordinator determines that disciplinary action is not appropriate and the Complainant disagrees, the Complainant may appeal, in writing, to the Chancellor. The Chancellor shall respond within ten (10) working days of receipt of the appeal. The request for appeal must be a signed, written document stating why the decision to dismiss the complaint is believed to be in error. If the decision to dismiss is upheld, that decision is final. If the decision is overturned, the complaint is sent back to the Office of Student Services for investigation in accordance with the formal resolution procedures.

Resolution Options:

Administrative Resolution: Administrative resolution resolves all concerns at the earliest stage possible with the cooperation of all parties involved and typically does not involve a formal investigation. If no resolution can be reached that is acceptable to both parties and to the College, the Title IX Coordinator may institute a formal investigation. The goal of administrative resolution is to resolve all concerns at the earliest stage possible. Means of resolution shall be flexible and encompass a full range of possible appropriate outcomes. Options include:

- Mediation, when deemed an option, does not allow parties wishing to engage in this type of resolution to have contact with one another to discuss mediation. Mediation will only be pursued with the consent of both parties. If a resolution is reached during this process, the formal disciplinary procedure will be concluded and the case will be closed. If a resolution is not met, the disciplinary process will proceed. Mediation is not an option in cases involving allegations of sexual assault. In other cases involving alleged gender-based misconduct, the Title IX Coordinator and/or Dean of Student Success Services/Coordinator for Student Affairs will determine whether mediation is an appropriate method of resolution based on the information provided about the incident. Separating

the parties

- Referring the parties to counseling programs
- Negotiating an agreement for disciplinary action
- Conducting targeted educational and training programs
- Remedies for the individual harmed by the harassment
- Discussions with the parties, making recommendations for resolution and conducting follow-up after a period of time to assure that the resolution has been implemented effectively

The Complainant may, at any time, request to end the informal process and begin the formal stage of the complaint process.

Formal Resolution Procedures:

If the Title IX Officer determines that disciplinary action should be instituted **against a student**, the Office of Student Services shall address the issue by following due process procedures as described in Section Two of the Louisiana Delta Community College Code of Student Conduct.

If the Title IX Coordinator determines that disciplinary actions should be instituted **against an employee**, the applicable provisions of employee rights and responsibilities and discipline procedures should be followed. These provisions include but are not limited to policies and procedures as set forth by LDCC and LCTCS Office of Human Resources under the Division of Finance and Administration as well as state and federal constitutional and statutory provisions.

Notice of Outcome:

Both parties will be notified in writing of the outcome of the complaint and if an appeal has been filed by either party at any point in the outcome phase. The written report will include one of two determinations 1) that the facts do not support the allegations and the complaint should be dismissed; 2) there is a preponderance of evidence that a violation of the Nondiscrimination Policy and/or Sexual Harassment Policy has occurred. The respondent will be informed of the imposed sanctions.

The complainant and the respondent may appeal the decision and sanctions rendered if any of the following apply: insufficient evidence to support the charge(s); sanctions imposed were inappropriate; information discovered that indicates that the administrator or committee members were not impartial. The appeal should be submitted in writing to the Dean of Student Success Services/Coordinator for Student Affairs within ten (10) business days following the date of the outcome letter in order to request a hearing with the Chancellor. Within ten (10) days, a hearing with the Chancellor is scheduled. The Chancellor issues a decision within ten (10) days following the hearing.

If the complainant and/or respondent remain dissatisfied with the decision, he or she must notify the Dean of Student Success Services/Coordinator for Student Affairs within ten (10) days and must request a hearing with the Governing Board. Within ten (10) days after receiving the request, the Dean of Student Success Services/Coordinator for Student Affairs notifies the Governing Board to establish a hearing date. The hearing is to be conducted within thirty (30) days within date of notification to the Governing Board.

Board of Supervisors
Louisiana Community & Technical College System 265
S. Foster Dr.
Baton Rouge, LA 70806- 4104
Phone (225) 922-2800

Faculty Employment - Vacancies, Recruitment and Hiring

See the Louisiana Delta Community College *Human Resources Policies* for specific information.

Contracts of Employment

Full-time teaching faculty (including program directors, lead faculty, and coordinators) are normally hired for a nine-month contract which includes the fall and spring instructional 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.

Continuing faculty shall be provided contracts for the ensuing academic year. Contracts must be signed and returned to the Office of Human Resources according to a date established each year based on the date of receipt. The Vice Chancellor of Academic Affairs will work with the Office of Human Resources to process the contracts.

Faculty Rank

The Chancellor will have authority to approve recommendations for faculty promotion-in-rank. Any exceptions to the institutions 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.

General Responsibilities of Faculty

LDCC 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 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.

Student Government Association Faculty/Staff Advisors Statement

Louisiana Delta Community College values the time and dedication of the faculty and staff in assisting with projects sponsored by the Student Government Association. Faculty/staff chosen as Advisors may serve a staggered two-year term.

The Advisors will assist students with SGA business and activities and will provide guidance as necessary and serve as a liaison between the SGA and the College Administration. Advisors are to attend meetings at least twice a month each semester to keep abreast of the SGA functions.

The Dean of Student Success Services/Coordinator for Student Affairs will designate the advisors with the recommendations from the Faculty Council and with input and the approval of the Vice Chancellor for Student Affairs. The Dean of Student Success Services/Coordinator for Student Affairs has the overall responsibility for ensuring that the Student Government Association is administered in accordance with the policies of the Louisiana Community and Technical College System (LCTCS) Board of Supervisors.

Faculty Workloads

Faculty workloads may vary but are directed toward fulfilling the principal goals and mission of the College. In assigning workloads, assignments are made appropriate to the faculty member's teaching responsibility. 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 Instructional Supervisors, with approval of the Vice Chancellor of Academic Affairs, make faculty member assignments. The faculty job description contains a list of faculty responsibilities. LDCC reserves the right to change instructors listed in the course schedule due to course cancellation, class splits, or other conditions that necessitate the reassignment of instructors. Students should be cautioned that the listing of an instructor's name in the course schedule is no guarantee that this instructor will teach the course.

Overload Sections

Overload class assignments are based on student demand, instructor expertise and evaluations of faculty teaching during the previous academic year. The instructional supervisor along with the Vice Chancellor for Academic Affairs will grant approval to requests for faculty overloads. Overload contracts are reviewed carefully to ensure the teaching faculty member has appropriate skills, adequate time to develop and conduct a quality educational experience, and the ability to continue performing other service duties as needed. Full-time faculty receive priority in overload assignments. Assignments of overload are made in the best interests of the College including faculty and students. Faculty who have received an annual evaluation rating of "needs to improve" or "unsatisfactory" will not be permitted to teach an overload until they receive a satisfactory performance evaluation. Full-time academic faculty may not teach more than 21 credit hours concurrently with a total maximum of 24 credit hours within a 16 week semester. Summer and winter sessions for faculty teaching academic courses will be limited to 10 credit hours per term with summer having two separate parts of term. Exceptions to this provision must be approved by the Vice Chancellor for Academic Affairs. The instructional supervisor and the Vice Chancellor for Academic Affairs will consider the number of repeat sections "preps" a given faculty member is teaching in determining overall faculty load and if exceptions are to be made. Instructors teaching

career and technical courses subject to clock to credit conversion will be limited to 50 clock hours per week. LDCC utilizes eight week and other parts of term, therefore, efforts are made to use these parts of term in a manner which supports optimal concurrent teaching loads.

Adjunct Sections

After completion of registration and evaluation of instructional needs, the Instructional Supervisor recommends adjunct faculty members contracts to the Vice Chancellor of Academic 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 9-month 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 Instructional Supervisor makes summer semester assignments with approval of the Vice Chancellor of Academic 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 master's degree with no less than 18 graduate hours in the discipline to be taught. Job expectations for full-time faculty include the following:

DUTIES AND RESPONSIBILITIES:

1. Teaching

- a. Teaches a load of 15 credit hours per semester or 30 clock hours per week per semester
- b. Plans, develops, and uses effective teaching methods and materials which assist students in meeting course objectives, are appropriate for students with diverse educational and experiential backgrounds and learning styles, and engage the students in learning
- c. Classes taught may be day, afternoon, evening, and/or weekends
- d. Maintains regular office hours (10hrs per week minimum) and grade records
- e. Responds to requests for information in a timely manner
- f. Attends and participates in faculty meetings
- g. Designs and develops curriculum within state and accreditation body guidelines
- h. Provides support for associate faculty
- i. Assists in assessment and placement of students in appropriate classes
- j. Participates in student recruitment, placement, advisement, and serve on College committees
- k. Identifies student learning outcomes: develops processes and tools for assessment; incorporates

results in order to modify instruction and materials in coordination with colleagues. Collaborates with appropriate instructional supervisor and Academic Assessment Committee members to ensure timely response and completion of program and/or general education assessments.

2. Professional Development

- a. Maintains high standards of competence in the discipline(s) and teaching methodologies through professional development activities.
- b. Reviews, evaluates, reflects, and revises program curricula and teaching methods through a self-evaluation process of self- reflection.
- c. Meets or exceeds professional standards, state-mandated guidelines, requirements of business/industry, and higher education, as appropriate to the discipline(s).

3. Service

- a. Actively participates in College meetings, committees, task forces, advisory councils, etc.
- b. Participates in College-related activities such as registration, community education, and recruitment of students, student retention, and faculty selection
- c. Participates in College activities for students/student organizations to aid in retention
- d. Participates in business and community activities that foster goodwill and promote the mission and values of the College
- e. Participates in activities required to maintain program and College accreditation standards
- f. Participates in setting departmental goals, in developing College budgets that support the goals, and in planning for achieving those goals.
- g. Promotes and maintains departmental affiliation agreements and other partnerships
- h. Performs Other duties as assigned

Online Faculty (Remote)

PROFESSOR TRACK ONLINE FACULTY WORKING REMOTELY

Full-time online faculty (professor track) hired to work remotely are required to meet all of the duties included in the full-time instructor job description via teleconference, posted virtual office hours, synchronous and/or asynchronous instruction, or in-person participation if travel to campus is feasible. Online faculty working remotely will not have dedicated personal office space on any campus, but may use shared office space where designated. Online faculty working remotely (full or part-time) will be responsible for providing all technologic equipment including, but not limited to: computer, phone, internet access, and any other necessary software or hardware to perform required job duties. There will be no stipends for phone/internet access or other items essential to performing required job duties. New full-time online faculty positions will be offered at the discretion of the Vice Chancellor for Academic Affairs in consultation with the appropriate instructional supervisor. The online professor track instructor position is a full-time benefits eligible position compensated at the applicable rate according to LDCC's posted faculty salary schedule. New positions approved by the Vice Chancellor will be posted on LDCC's job portal.

ONLINE FACULTY LECTURER (NON PROFESSOR TRACK) ONLINE ONLY

LDCC defines a “lecturer” as an instructor that carries a full teaching load of 15 credit hours and maintains a minimum of 10 virtual office hours during a semester. With all online only faculty, it is the sole responsibility of the employee to provide their own technologic equipment including, but not limited to: computer, phone, internet access, and any other necessary software or hardware to perform required job duties. There will be no stipends for phone/internet access or other items essential to performing required job duties. The lecturer position is only reserved for online instructors working remotely, therefore, no personal office space will be provided. Online lecturers are not required to participate in other college activities outside of the scope of teaching classes and working with the students enrolled in their classes. Online lecturer positions will be offered at the discretion of the Vice Chancellor for Academic affairs in consultation with the appropriate instructional supervisor. The online lecture position is a full-time benefits eligible position compensated at 2/3 the applicable rate according to LDCC’s posted faculty salary schedule. All new lecturer positions will be posted on LDCC’s job portal.

Faculty Evaluation

It is policy of Louisiana Delta Community College that faculty, are evaluated annually and the results 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. The Vice Chancellor of Academic Affairs is responsible for seeing that established procedures are followed.

1. Student End-of-Course Surveys. Each semester students are given the opportunity to evaluate the course and the instructor through confidential student completed end-of-course surveys. End-of-course surveys are administered during the semester prior to the final exam period. The results of those surveys are made available to the faculty member and his/her instructional supervisor after final course grades are posted.
2. Administrative Evaluation of Faculty. Annually the instructional supervisor must evaluate each faculty member’s performance 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, and 3) student survey results. If the student generated data from end-of-course evaluations is insufficient, the instructional supervisor will adjust his/her faculty evaluation accordingly. Faculty are expected to encourage students to provide feedback through the end-of-course survey process. The total evaluation of the faculty member is summarized in writing and signed by the instructional supervisor and faculty member. A copy is placed in the appropriate personnel file in Human Resources with one copy given to the faculty member.

CRITERIA FOR EVALUATION OF FACULTY

All faculty are evaluated annually. The criteria established by the College are instruction and service. Instructional supervisors are responsible for performing annual instructional faculty performance evaluations. Each faculty member is expected to be engaged in the job functions related to their status as a full-time with instruction receiving the primary emphasis and service receiving appropriate consideration for full-time faculty. Part-time (adjunct) instructor evaluations are based upon their performance with regard to instruction as their sole function.

1. Instruction

A. Classroom Performance

Faculty are 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.

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 and workshops. 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.

2. Service to College and Community

It is appropriate and important that full-time 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 with attendance and participation in meetings of professional organizations relevant to their areas of instructional 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

LDCC 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://doa.louisiana.gov/osp/travel/travelpolicy.htm>). A request using Chrome River (using LOLA acct) for travel must be submitted in advance of travel date, except in special circumstances. All travel must be authorized and approved in writing by supervisor. Out of state travel **must be** approved by the instructional supervisor, Vice Chancellor for Academic Affairs, and the Chief Financial Officer.

Faculty Leave

- a. **Faculty leave, including sick leave (other)** as specified by the official college calendar to eligible (full-time) 9 and 10 month faculty employed for a regular academic year. The intent is to ensure faculty continue to receive regular earnings between terms. For more detailed information please refer to the LCTCS policy at the following link [LCTCS Personnel Leave Policy](#).
- b. **Sick leave** is paid leave granted to an unclassified employee who is suffering from a disability which prevents said employee from performing their usual duties and responsibilities and who requires medical, dental, or optical consultation or treatment. Louisiana R.S. 17:3311.

Research and Grants

The primary mission of Louisiana Delta Community College is instruction and service and the principal responsibility of the College faculty 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 instructional 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. **Faculty interested in applying for extramural funding should communicate their intent to the Office of Grants Development early on in the process.** No proposal for funding will be considered official or in any way binding on the College until it is approved by all appropriate unit heads and finally routed through the Office of Grants Development. Please consult the Office of Grants Development for further instructions, requirements and internal policies.

CHAPTER IV 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 inform the student of the opportunity for withdrawal from the class and notify the Retention Coordinator. LDCC does not have an institutional attendance policy; however, these are suggested attendance protocols:

- 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
- Ten percent of classes schedule in a part-of-term manner

No Show: Students who have met the minimum requirements to be admitted to LDCC and have registered for classes and paid tuition and fees but have not attended any classes up to the official census date for the specified term will be identified as a no show student. These students will be purged from the class roster. The Registrar's Office will notify faculty of pending census dates. It is imperative that all full-time and part-time faculty keep and report accurate student participation information.

Faculty Calendar Responsibilities

Faculty are expected to be accountable for a normal 40 hour work week. Faculty are required to be available on campus a minimum of 35 hours per week for instructional responsibilities, meeting with students, and committee meetings. Faculty calendar responsibilities begin with the Faculty Convocation/Orientation each August and end on the 180th workday to include the spring semester commencement ceremony. Faculty must continue to be available for consultation with students and for College/departmental meetings and professional development up to and including the 180th scheduled workday as identified on the official college work day calendar approved by the Vice Chancellor for Academic Affairs. Any faculty member who cannot meet this schedule must secure prior approval from the Vice Chancellor for Academic Affairs.

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 instructional supervisor must approve deviations. In case of illness, emergencies or death in the family, prompt notification of the instructional supervisors is required. Arrangements are to be coordinated through the instructional supervisor to cover classes that will be missed.

Graduation Audit

DegreeWorks is a web-based planning tool to help students, advisors, instructors, department heads, and student affairs staff monitor a student's progress toward degree completion. DegreeWorks provides a more accessible, convenient, and organized way for students to know where they are academically and how they can plan the rest of their college careers.

DegreeWorks extracts student and curricular information from Banner as is the primary tool used when performing a degree audit. Graduation audit sheets must be printed from DegreeWorks using the student's catalog term. The "what-if" function within DegreeWorks can be used to evaluate the student in another program and/or additional certificates.

DegreeWorks is only capable of auditing students with the catalog term fall 2017 and forward. All students with a catalog term prior to fall 2017, must be evaluated using the CAPP auditing system within Self-Service Banner. CAPP is accessible through Self Service Banner>Faculty and Advisors>Student Information>Degree Evaluation. DegreeWorks instructional workbooks and videos are located in LoLA, under the Training tab.

Commencement

Commencement exercises will be held at the end of the spring semester. All faculty members are expected to attend and "walk" in full academic regalia during the commencement ceremony each academic year. Adjunct faculty are encouraged to participate as well. Participation in the commencement ceremony is considered part of a full-time faculty member's contractual responsibilities. Permission not to participate in commencement due to extenuating circumstances may be obtained by petitioning the Vice Chancellor of Academic Affairs by written request. Each 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 instructional supervisor determines 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 instructional 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.

Students with Disabilities – Faculty Responsibility

Louisiana Delta Community College complies with Section 504 of the Rehabilitation Act, as well as the Americans with Disabilities Act. Students with disabilities who attend the Monroe campus may make a request by contacting the Director of Counseling and Disability Services (345-9152, Room 155).

Reasonable accommodations will be identified for students with documented disabilities. Accommodations can be provided once notifications are received and are not retroactive.

Grading System

The grading system for the College is presented in detail in the [College Catalog](#).

Academic Extra Credit

LDCC 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 instructional supervisor.

Academic Honesty

Louisiana 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. See the [College Catalog](#) for more information.

Grade Appeal Procedure

All academic appeals related to final grades received in courses must be initiated within seven (7) calendar days from the end of term date for the course within the semester. Failure to appeal within the seven (7) calendar day period will result in the waiver of the student's rights to appeal the grade.

The following link contains additional information regarding the grade appeals process:

[LDCC Final Grade Appeal Process](#)

*[APPENDIX I](#) INCLUDES A COPY OF THE APPEALS PROCESS

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 Office of Enrollment Services and forwarding a change of grade form, along with a written explanation for the change, through the Vice Chancellor of Academic Affairs. 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.”

Semester Examinations and Grade Reporting

Faculty are required to conduct classes, evaluate students’ coursework and report grades to the Office of Registrar within the prescribed time period. The Vice Chancellor for Academic Affairs must approve deviations from the published academic calendar. Final examinations shall be held at the end of each semester in accordance with the schedule published by the Vice Chancellor of Academic Affairs. 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 required final examinations. Faculty must complete class records and grade sheets and submit them as specified by the Office of the Registrar. Failure to meet the submission schedule for final grades will result in delay of payment for course or compensation.

Visitors in Classroom/Children of Students/Animals on Campus

In order to maintain an academic environment conducive to the well-being of all students, Louisiana Delta Community College prohibits visitors to the academic classroom without prior approval from the instructor, appropriate Division Chairs, or Campus Director.

This statement applies to the presence of children or pets of enrolled students. Children should not be left unattended in parking lots, student lounge areas, building lobbies, or any of the service areas. All types of animals are prohibited on campus with the exceptions of those animals that assist students with disabilities and those animals that are used as part of teaching or instruction.

Textbooks and Instructional Resources

Textbook and learning resource adoptions are recommended by instructional faculty and approved by the appropriate academic supervisor (Division Chair or Program Director). Requests for adoption, confirmation, and revision should be accomplished in a timely manner prior to each semester (fall, spring, summer) to allow for ordering and stocking by the campus resource provider. Course resource adoptions are identified as “required” or “recommended” during the semester planning process. Requests and confirmations are submitted to the academic supervisor and then forwarded to the campus bookstore provider for ordering. *Required* resources should be available for purchase at the campus bookstore so that students may use financial aid to acquire their learning resources. If a new edition is released by the publisher, the division may adopt the new edition, retain the previous edition as long as it remains in print, or adopt a new resource altogether.

In accordance with Louisiana Senate Bill 117, colleges and universities are encouraged to explore Open Education Resources (OER) and Affordable Education Resources (AER) as alternatives to traditional high-cost textbooks. OER are

defined as zero-cost publications and web-based tools offered for educational use and are not bound by traditional copyright laws. AER are defined by SB 117 as low-cost resources not to exceed \$29. The Louisiana Library Network (LOUIS) has compiled an extensive database of OER/AER across a variety of disciplines for faculty to explore and search for student learning resources and instructional materials.

Requests for complimentary instructor texts are submitted to the academic supervisor (Division Chair or Program Director) and following approval are distributed to the faculty who initiated the request. The Code of Governmental Ethics prohibits the sale of complimentary textbooks by faculty and staff (see LDCC's *Human Resources Policies*). Also, instructional faculty may not receive royalties from a *required* resource in the faculty member's course or profit from the assembly of books or laboratory materials *for direct sale* to students.

Curriculum

LDCC 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. The procedure 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 LDCC:

FACULTY: Faculty has oversight of and responsibility for course syllabi content according to appropriate parameters. The instructional supervisor and Vice Chancellor of Academic Affairs review recommended changes to existing courses and curricula, as well as recommendations for new courses. 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 representatives.

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: Instructional Supervisors review associate degree and academic certificate programs on a periodic schedule. The administration of LDCC 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.

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, instructional supervisor (division chairs) and administrators and a determination is made as to whether they fit into the overall programs of LDCC. Curricular change can originate from any of these levels or sources as to whether the proposal supports the mission and goals of the College.

1. The process of establishing curricula is institution-wide and is coordinated between the various entities involved. Curricular offerings and changes at the course level at LDCC are often 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 Vice Chancellor of Academic Affairs Role
 - i. Discusses the proposal with the instructional supervisors (division chairs) and forwards to the Curriculum Committee for consideration
 - ii. Requests an appropriate syllabus if changes include a course addition. Should the proposal be a new program, the Vice Chancellor of Academic Affairs and Instructional 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 Chair Role
 - i. Receives proposal from the Vice Chancellor of Academic Affairs (with appropriate forms and/or feasibility study)
 - ii. Requests further clarification is needed, the Vice Chancellor of Academic Affairs should return the documentation to the point of origin of the proposal for improvements
 - iii. 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. Has committee members' sign appropriate forms approving/disapproving the proposal.
 - v. Provides reasons if a proposal is not approved, reason should be provided. The Chair of the committee may discuss the findings with the Vice Chancellor of Academic Affairs
 - c. The Vice Chancellor of Academic Affairs Approval Role
 - 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. Provides reasons If the proposal is not approved

To facilitate the above process, the Curriculum Committee Chair, the Vice Chancellor of Academic 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 instructional environment that is student-centered. It is the institutional unit that guides the Instructional endeavor at Louisiana Delta Community College. With the institutional mission as a framework, the Academic Affairs division's role is to assure "student achievement, instructional excellence, lifelong learning, and the use of current technology." The Academic Affairs goals permeate from the overarching College mission to:

1. Assure a strong educational foundation in developmental courses.
2. Develop partnerships and collaborations with high school 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.

APPENDIX A

CURRICULUM APPROVAL FORM

Date of Request _____

Check One:

____Textbook Revisions/Adoption ____New Program Proposal

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 _____

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

Instructional Supervisor _____
Date

Recommendation to Curriculum Committee:

Department Chairperson _____
Date

Vice Chancellor of Academic Affairs _____
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)

Upon approval of course, information will be distributed to:

- Dean / Instructional Supervisor
- Director of Enrollment Services
- Director of Library/LRC
- MIS/IT
- Vice Chancellor of Academic Affairs

The approved course form and syllabus will be housed in the Vice Chancellor of Academic Affairs Office.

APPENDIX B

FACULTY JOB DESCRIPTION

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:

REPORTS TO:

SUMMARY

Louisiana Delta Community College is seeking a creative and effective faculty member to . . .

LOUISIANA DELTA COMMUNITY COLLEGE

Louisiana Delta Community College (LDCC), located in beautiful northeast Louisiana, boasts eight campuses and two sites. With a service area of approximately 2,100 square miles, LDCC is positioning itself to meet the growing needs of her communities. The Instructor for . . . is housed on the . . . campus in . . . LDCC offers transfer programs, career and technical education, health science programs, adult education, and customized training.

QUALIFICATIONS

The successful candidate must possess the following: 18 graduate semester hours in . . .

DUTIES AND RESPONSIBILITIES:

1. Teaching

- Teach a load of 15 credit hours per semester or 30 clock hours per week.
- Plans, develops, and uses effective teaching methods and materials which assist students in meeting course objectives, are appropriate students with diverse educational and experiential backgrounds and learning styles, and engage the students in learning.
- Classes may be day, afternoon, evening, and/or weekends
- Maintain regular office hours, grade records
- Respond to requests for information in a timely manner
- Attend and participate in faculty meetings

- Design and develop curriculum within state and accreditation body guidelines
- Provide support for associate faculty
- Assist in assessment and placement of students in appropriate classes
- Participate in student recruitment, placement, advisement, and serve on College committees
- Identify student learning outcomes: develop processes and tools for assessment; incorporate results in order to modify instruction and materials in coordination with colleagues

2. Professional Development

- Maintains high standards of competence in the discipline(s) and teaching methodologies through professional development activities.
- Reviews, evaluates, reflects, and revises program curricula and teaching methods through a self-evaluation process of self- reflection.
- Meets or exceeds professional standards, state-mandated guidelines, requirements of business/industry, and higher education, as appropriate to the discipline(s).

3. Service

- Actively participates in College meetings and/or committees, task forces, and councils
- Participates in College-related activities such as registration, community education, and recruitment of students, student retention, and faculty selection
- Participates in College activities for students/student organizations to aid in retention
- Participates in business and community activities that foster goodwill and promote the mission and values of the College
- Participates in activities required to maintain program and College accreditation standards
- Participates in setting departmental goals, in developing College budgets that support the goals, and in planning for achieving those goals.
- Promotes and maintains departmental affiliation agreements and other partnerships
- Other duties as assigned

APPENDIX C

Course Evaluation form

* What is your age?

- Under 18 years old
- 18-24 years old
- 25-34 years old
- 35 years or older

* How difficult is the course material for you?

- Very Easy
- Somewhat Easy
- Neither Difficult Nor Easy
- Somewhat Difficult
- Very Difficult

* What grade do you expect to earn in the course?

- A
- B
- C
- D
- F
- I

* Is this an online course?

- Yes
- No

* The instructor posts materials and/or assignments in a timely manner.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

* The lessons and assignments are appropriately paced so you have sufficient time to complete the work.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

* How many absences have you had during this course?

- 0
- 1-2
- 3-4
- 5 or more
-

* The instructor starts and ends the class on time.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

* How often have you noticed cheating in this course?

- Never
- Rarely
- Sometimes
- Often
- Very Often

* Is this a lab-based science class that takes place on campus (not online)?

- Yes
- No

* The instructor thoroughly covered laboratory safety protocols at the beginning of the course.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

* The instructor seems well prepared for class and demonstrates a clear understanding of the laboratory material and procedures.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

* The instructor provides clear instruction of laboratory procedures in a manner that promotes student understanding.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

* The instructor enforces laboratory safety protocols throughout the course.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

* The instructor seems well prepared for class and demonstrates a clear understanding of the course material.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

* The instructor makes clear and understandable presentations.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

* The instructor clearly stated the requirements and provided an appropriate syllabus at the beginning of the course.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

* The instructor provides regular feedback about your performance in a timely manner throughout the course.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

* The instructor is respectful and is willing to respond to your questions and concerns.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

* The availability of expected help for this class, including class questions/office hours, exists.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

* The instructor's overall quality of instruction in the course contributes to your learning and your willingness to recommend this teacher to others.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

* What about this course/instructor do you like or not like?

APPENDIX D



FULL-TIME FACULTY ANNUAL 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.

**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
---------------	------------------------	----------------------	---------------------	------------------	---

Multiple categories required for a rating greater to or equal to 3.

CLASSROOM OBSERVATION OF FACULTY (40%)

Date of Visit _____

Length of Visit _____

Objectives

Use of objectives in the lesson: <input type="checkbox"/> Objectives clearly stated/displayed. <input type="checkbox"/> Explained the relationship between current & previous lesson. <input type="checkbox"/> Current lesson objectives relate to outcomes, competencies, and skills required in subsequent lessons of the course. <input type="checkbox"/> Other: _____	5 4 3 2 1 NA
--	--------------

Comments on exceptional (5) or needs improvement ratings (1 or 2):

Course Knowledge

1. Demonstrates a thorough knowledge of subject matter. <input type="checkbox"/> Multiple representations or explanations. <input type="checkbox"/> Use of real world application. <input type="checkbox"/> Cross-curricular reference. <input type="checkbox"/> Other _____	5 4 3 2 1 NA
2. Topics were integrated/related meaningfully to each other.	5 4 3 2 1 NA

--	--

Comments on exceptional (5) or needs improvement ratings (1 or 2):

Facilitator Communication

1. Asked questions periodically to determine student understanding. Positive interaction with students was displayed.	5 4 3 2 1 NA
2. Important ideas were clearly explained.	5 4 3 2 1 NA
3. Critical thinking & analysis were modeled and encouraged.	5 4 3 2 1 NA
4. Class presentation : <input type="checkbox"/> appropriately sequenced <input type="checkbox"/> well organized <input type="checkbox"/> utilized time effectively	5 4 3 2 1 NA

Comments on exceptional (5) or needs improvement ratings (1 or 2):

Delivery Style

1. Demonstrated leadership and command of the classroom. <i>Face to face:</i> <input type="checkbox"/> Eye contact <input type="checkbox"/> Clear voice <input type="checkbox"/> Effective mannerisms <input type="checkbox"/> Appropriate movement <i>Online:</i> <input type="checkbox"/> Clear Student Announcements <input type="checkbox"/> Feedback to Student assignments <input type="checkbox"/> Communication of Deadlines & Expectations <input type="checkbox"/> Other: _____	5 4 3 2 1 NA
2. Used a variety of teaching methods to engage the learners. <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion <input type="checkbox"/> Group work <input type="checkbox"/> Role-play <input type="checkbox"/> Experiments <input type="checkbox"/> Game-based (competition) <input type="checkbox"/> Flipped classroom <input type="checkbox"/> Case studies <input type="checkbox"/> Use of manipulatives <input type="checkbox"/> Student taught activity <input type="checkbox"/> Active learning <input type="checkbox"/> Other: _____	5 4 3 2 1 NA

Comments on exceptional (5) or needs improvement ratings (1 or 2):

Total Points: _____ / 9 Average: _____

INSTRUCTIONAL/DEPARTMENTAL RESPONSIBILITIES (20%)

Section Rating Scale = Rating Definition

5 = Meets all criteria with efficiency	4 = Meets most criteria with efficiency	3 = Meets some criteria with some efficiency	2 = Meets few criteria with minimal efficiency	1 = Meets minimal criteria with minimal/no efficiency	0 = Meets no criteria
--	---	--	--	---	-----------------------

_____ 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 Evaluation methods
 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 Canvas resources in addition to textbook or other minimal course materials (Review CANVAS for evidence of usage.)
 Syllabi Grade book Home page Announcements Inbox Modules Quizzes Assignments
 Interactive resources Discussions Conferences Mastery Paths Calendar
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 uses class time appropriately). And/or Faculty member organizes online class into regular learning units with a schedule of regular assessments (Evidence that faculty member clearly communicates start and end dates with students).

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 (within 3 business days), is helpful, treats students with respect and dignity, sensitive to needs of students, etc.)

Comments: _____

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

GENERAL Comments from Observer:
Faculty response required to any item rated below 3:

Observer Signature

Date

Faculty Signature

Date

A. Teaching and Direct Instructional Activities: (Counts as 70% of evaluation)
Criteria for Evaluation

1. Classroom observation (40%) Score from classroom observation form _____
2. Student Performance Evaluation (10%) Student evaluation score Fall _____ Winter _____ Spring _____ Summer _____ Average score from all semesters _____
3. Instructional Responsibilities (20%) Score from Instruction responsibilities form _____
Classroom observation _____ X 0.40 = _____ Average student evaluation _____ X 0.10 = _____ Instructional Responsibilities _____ X 0.20 = _____ <div style="text-align: right;">Total _____</div>

B. Service to Students, Department, Division or College: (Counts as 15% of evaluation)
Criteria for Evaluation

1. Institutional Service (5%) Required activities as documented by committee chairs and/or other appropriate documentation constituting a rating of 3: <ul style="list-style-type: none"> • accepts divisional assignments • attends departmental meetings • attends convocation and participates in commencement 																		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Additional activities as shown by appropriate documentation:</td> <td style="width: 20%;"></td> </tr> <tr> <td>Serves as an officer of the faculty senate</td> <td></td> </tr> <tr> <td>Non-officer participation in the faculty senate</td> <td></td> </tr> <tr> <td>Serves on more than one committee</td> <td></td> </tr> <tr> <td>Participates in assigned sub-committee work as requested</td> <td></td> </tr> <tr> <td>Conducts workshops/seminars for LDCC</td> <td></td> </tr> <tr> <td>Serves as an officer of a committee</td> <td></td> </tr> <tr> <td>Serves on advisory board, steering, or selection committee at college</td> <td></td> </tr> <tr> <td>Participates in recruiting activities</td> <td></td> </tr> </table>	Additional activities as shown by appropriate documentation:		Serves as an officer of the faculty senate		Non-officer participation in the faculty senate		Serves on more than one committee		Participates in assigned sub-committee work as requested		Conducts workshops/seminars for LDCC		Serves as an officer of a committee		Serves on advisory board, steering, or selection committee at college		Participates in recruiting activities	
Additional activities as shown by appropriate documentation:																		
Serves as an officer of the faculty senate																		
Non-officer participation in the faculty senate																		
Serves on more than one committee																		
Participates in assigned sub-committee work as requested																		
Conducts workshops/seminars for LDCC																		
Serves as an officer of a committee																		
Serves on advisory board, steering, or selection committee at college																		
Participates in recruiting activities																		

Performs other evidence of institutional service as approved by supervisor	
--	--

Ratings

- **1 – Unsatisfactory**
Not completing any of the required activities
- **2 – Needs Improvement**
Completing one or two of the required activities
- **3 – Meets Expectations**
Completing all required activities
- **4 – Exceeds Expectations**
Completing the required activities plus one additional activity
- **5 – Outstanding**
Completing the required activities plus two additional activities

Score: _____ **X 5% =** _____ **weighted rating**

2. Community Service (5%)

Required Activity constituting a rating of 3:

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

Additional activities as shown by appropriate documentation:	
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 community 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: _____ X 5% = _____ weighted rating

3. Student Services (5%)

Required Activity constituting a rating of 3:

- advises students within their discipline and technical/academic programs
- posts appointment schedule in a timely manner
- keeps scheduled appointments
- makes few errors in registration

Additional activities as shown by appropriate documentation:	
Sponsors student activities/group/clubs	
Conducts workshops/seminars for students	
Advises students in career and job placement in addition to curriculum advising	
Offers distinguished service to campus organizations as determined by the appropriate supervisor	
Advises more than 50 students	
Sponsors student field trips and other documented extracurricular 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: _____ X 5.0% = _____ weighted rating

Total weighted score for Institutional Svc + Community Svc + Student Svc =

--

C. Research and Professional Development Activities: (Counts as 15%)

Criteria for Evaluation

1. Professional Development

Required activities:

- Attends and participates in 12 clock hours of professional development in one academic year and provides verification by either certificate or letter of approval from their supervisor along with actual evidence of attendance. The academic year will commence the day following the previous evaluation and continue until the current evaluation and encompass three semesters (typically Fall, Spring & Summer semesters August - July).
- Activities include training that help enhance teaching 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

LDCC sponsored hours _____

Outside additional 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	
Publishes book/manual used solely by college	
Writes grant(s) funded and/or non-funded	
Reviews grant(s) internal/external	
Performs/oversees research that positively reflects on the institution	
Performs/oversees research FOR the college	
Participates in research review activities	
Gives presentation at local, state, regional or national level related to area of expertise/discipline	
Performs creative works and/or has creative works accepted by juried competition	
Implements grant(s) (not compensated; no release)	
Other evidence of professional development as approved by supervisor:	
Attends more than the required 12 clock hours of professional development	

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 _____ X 15% = _____ weighted rating

OVERALL EVALUATION SUMMARY NARRATIVE:

OVERALL EVALUATION RATING CALCULATOR: 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.

Section	%Effort Assigned to Section		Sum Total of Weighted Ratings
A Classroom Observation	40%	=	
Averaged Student Evaluation	10%	=	
Instructional/Departmental	20%	=	
B Service to Students, Department, Division or College	15%	=	
C Research and Professional Development Activities	15%	=	
Overall Evaluation Rating	100%		

Overall Rating Scale = Overall Rating Category

- 4.50 – 5.00 Outstanding**
- 3.50 – 4.49 Exceeds Expectations**
- 2.50 – 3.49 Meets Expectations**
- 1.50 – 2.49 Needs Improvement ***
- 1.00 – 1.49 Unsatisfactory ***

*Requires Performance Improvement Plan

FACULTY MEMBER COMMENTS (add separate sheet if necessary):

THIS APPRAISAL HAS BEEN DISCUSSED BY THE UNDERSIGNED

Director/Division Chair (Sign & Print)

Date

Faculty Member* (Sign & Print)

Date

*This signature does not indicate agreement or disagreement but simply that the evaluation has been discussed.



**ADJUNCT OR TWO-THIRDS LECTURER
FACULTY ANNUAL 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.

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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.

**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
---------------	------------------------	----------------------	---------------------	------------------	---

Multiple categories required for a rating greater to or equal to 3.

CLASSROOM OBSERVATION OF FACULTY (45%)

Date of Visit _____

Length of Visit _____

Objectives

Use of objectives in the lesson: <input type="checkbox"/> Objectives clearly stated/displayed. <input type="checkbox"/> Explained the relationship between current & previous lesson. <input type="checkbox"/> Current lesson objectives relate to outcomes, competencies, and skills required in subsequent lessons of the course. <input type="checkbox"/> Other: _____	5 4 3 2 1 NA
--	--------------

Comments on exceptional (5) or needs improvement ratings (1 or 2):

Course Knowledge

1. Demonstrates a thorough knowledge of subject matter. <input type="checkbox"/> Multiple representations or explanations. <input type="checkbox"/> Use of real-world application. <input type="checkbox"/> Cross-curricular reference. <input type="checkbox"/> Other _____	5 4 3 2 1 NA
2. Topics were integrated/related meaningfully to each other.	5 4 3 2 1 NA

Comments on exceptional (5) or needs improvement ratings (1 or 2):

Facilitator Communication

1. Asked questions periodically to determine student understanding. Positive interaction with students was displayed.	5 4 3 2 1 NA
2. Important ideas were clearly explained.	5 4 3 2 1 NA
3. Critical thinking & analysis were modeled and encouraged.	5 4 3 2 1 NA
4. Class presentation: <input type="checkbox"/> appropriately sequenced <input type="checkbox"/> well organized <input type="checkbox"/> utilized time effectively	5 4 3 2 1 NA

Comments on exceptional (5) or needs improvement ratings (1 or 2):

Delivery Style

1. Demonstrated leadership and command of the classroom. <i>Face to face:</i> <input type="checkbox"/> Eye contact <input type="checkbox"/> Clear voice <input type="checkbox"/> Effective mannerisms <input type="checkbox"/> Appropriate movement <i>Online:</i> <input type="checkbox"/> Clear Student Announcements <input type="checkbox"/> Feedback to Student assignments <input type="checkbox"/> Communication of Deadlines & Expectations <input type="checkbox"/> Other: _____	5 4 3 2 1 NA
2. Used a variety of teaching methods to engage the learners. <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion <input type="checkbox"/> Group work <input type="checkbox"/> Role-play <input type="checkbox"/> Experiments <input type="checkbox"/> Game-based (competition) <input type="checkbox"/> Flipped classroom <input type="checkbox"/> Case studies <input type="checkbox"/> Use of manipulatives <input type="checkbox"/> Student taught activity <input type="checkbox"/> Active learning <input type="checkbox"/> Other: _____	5 4 3 2 1 NA

Comments on exceptional (5) or needs improvement ratings (1 or 2):

Total Points: _____ / 9 Average: _____

INSTRUCTIONAL/DEPARTMENTAL RESPONSIBILITIES (45%)

Section Rating Scale = Rating Definition

5 = Meets all criteria with efficiency	4 = Meets most criteria with efficiency	3 = Meets some criteria with some efficiency	2 = Meets few criteria with minimal efficiency	1 = Meets minimal criteria with minimal/no efficiency	0 = Meets no criteria
--	---	--	--	---	-----------------------

- _____ 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 Evaluation methods
 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 Canvas resources in addition to textbook or other minimal course materials (Review CANVAS for evidence of usage.)
 Syllabi Grade book Home page Announcements Inbox Modules Quizzes Assignments
 Interactive resources Discussions Conferences Mastery Paths Calendar
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 meets classes as scheduled for prescribed time (Evidence that faculty member begins and uses class time appropriately). And/or Faculty member organizes online class into regular learning units with a schedule of regular assessments (Evidence that faculty member clearly communicates start and end dates with students).
Comments: _____

_____ 6. Faculty member submits required assignments, reports, and documents in a timely manner (i.e., textbook orders, course schedule, syllabi, attendance verification, grades, etc.)

Comments: _____

_____ 7. Responsive to students (returns student phone calls and/or emails in a timely manner (within 3 business days), is helpful, treats students with respect and dignity, sensitive to needs of students, etc.)

Comments: _____

Total: _____/7 **Average:** _____

GENERAL Comments from Observer:

Faculty response required to any item rated below 3:

Observer Signature **Date**

Faculty Signature **Date**

**Teaching and Direct Instructional Activities: (Counts as 100% of evaluation)
 Criteria for Evaluation**

4. Classroom observation (45%) Score from classroom observation form _____			
5. Student Performance Evaluation (10%) Student evaluation score Fall _____ Winter _____ Spring _____ Summer _____ Average score from all semesters _____			
6. Instructional Responsibilities (45%) Score from Instruction responsibilities form _____			
Classroom observation	_____	X 0.45 =	_____
Average student evaluation	_____	X 0.10 =	_____
Instructional Responsibilities	_____	X 0.45 =	_____
Total			_____

OVERALL EVALUATION RATING CALCULATOR: 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.

Overall Rating Scale = Overall Rating Category	
4.50 – 5.00	Outstanding
3.50 – 4.49	Exceeds Expectations
2.50 – 3.49	Meets Expectations
1.50 – 2.49	Needs Improvement *
1.00 – 1.49	Unsatisfactory *

*Requires Performance Improvement Plan

FACULTY MEMBER COMMENTS (add separate sheet if necessary):

THIS APPRAISAL HAS BEEN DISCUSSED BY THE UNDERSIGNED

Director/Division Chair (Sign & Print)

Date

Faculty Member* (Sign & Print)

Date

*This signature does not indicate agreement or disagreement but simply that the evaluation has been discussed.

APPENDIX E

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: _____

Vice Chancellor of Academic Affairs Signature: _____ Date: _____

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

Registrar Signature: _____ Date: _____

APPENDIX F

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

APPENDIX G

Louisiana Delta Community College's Determination of Credit Hours for Courses Policy:

- 1) defines a credit hour for all credit bearing college courses
- 2) provides direction for determining credit hours for credit bearing college courses
- 3) ensures credit hours are properly applied and assigned to courses which conform to commonly accepted practices in higher education

Academic Courses not subject to Clock to Credit Hour Conversion (Associate's Degree programs)

In setting its annual calendar beginning and ending school dates, Louisiana Delta Community College sets a minimum of 750 minutes of seat time for one semester hour of academic course credit in traditional face-to-face courses for coursework not subject to the Clock to Credit Hour Conversion Formula. In accordance with federal regulations, a credit hour is defined as not less than one collegiate hour of classroom or direct faculty instruction per week over a fifteen week semester and a minimum of two hours out of class student work weekly (homework assignments, research, test preparation, etc.) for fifteen weeks for one semester. In addition to seat time requirements, academic courses not subject to the Clock to Credit Hour Conversion require a minimum of two hours of unsupervised work completed by the student outside of scheduled class time per week for every one semester hour of credit for that course. A course offered in fewer than 15 instructional weeks shall contain the same total hours (contact hours, preparation time, content, and requirements) as the same course offered in the standard 15-week semester.

Louisiana Delta Community College recognizes that college-level learning may be acquired in a variety of settings and can be documented objectively and comprehensively through written or performance examinations and other academically sound procedures. With the growth of distance education; the introduction of technology in delivering instruction; and the increase in the number of special topic courses and independent study courses, the nature of contact hours has changed and requires greater flexibility. All courses not subject to the Clock to Credit Hour Conversion must be of reasonable length and include both content and contact sufficient to maintain high academic quality and standards commensurate with the credit hours awarded. The basis for such certification of learning is a valid, credible assessment system which reliably determines whether a student possesses clearly identified, standards-based knowledge, skills, and abilities.

For the purpose of awarding credit hours for distance education courses, hybrid, studio, clinical, directed study, and lab course formats, all LDCC courses not subject to the Clock to Credit Hour Conversion shall engage students for a minimum of three hours per week (homework assignments, research, test preparation, class meeting, clinical experience, etc.) not less than 2250 minutes per credit hour per week for every one semester hour of credit. Because it is difficult to measure engaged time for courses offered in hybrid or online formats, course content and learning outcomes should be matched to those established in face-to-face sections of the same courses.

Academic Programs subject to Clock to Credit Hour Conversion (Technical Diploma Programs/Certificates)

For courses in programs that are subject to the Clock to Credit Hour Conversion Formula (programs that do not lead to an Associate's degree), LDCC follows the Federal Department of Education Guidelines regarding Gainful Employment (GE) Program student contact hours. Credit hours for courses meeting the GE criteria will be determined based upon 37.5 contact hours per one credit hour if no unsupervised outside-of-class work is included in the course. If the course does require substantial outside-of-class work to be completed at a ratio of 7.5 hours per one credit hour then the credit awarded for that course will be based upon 30 contact hours per one credit hour. Documentation of unsupervised outside-of-class work must be contained within the syllabus for that course along with an appropriate list of assignments to demonstrate compliance with Federal Department of Education Guidelines regarding Title IV funding.

For the purpose of awarding credit hours for distance education courses and other alternative formats (hybrid, studio, clinical, directed study, and labs) which are applicable to GE programs and subject to the Clock to Credit Hour Conversion shall engage students for a minimum of 37.5 hours per credit hour. Because it is difficult to measure engaged time for courses offered in hybrid or online formats, course content and learning outcomes should be matched to those established in face-to-face sections of the same courses.

Note: Programs governed by separate accreditation bodies or state boards (i.e. LSBNE) must adhere to special guidelines stipulating program length or contact hours in a particular course. For these programs, the aforementioned policy regarding the clock to credit conversion will serve as the minimum. These programs may have student engagement time in excess of 37.5 hours per credit.

APPENDIX H

Types of Academic Misconduct

Although all academic misconduct is wrong, premeditated acts of academic misconduct represent a greater threat to the integrity of the College than do unpremeditated acts of academic misconduct. The following definitions of and distinctions between unpremeditated and premeditated academic misconduct are established.

Unpremeditated academic misconduct is an act of academic misconduct taken without advance contemplation, prior determination, or planning, or full understanding that the act is considered academic misconduct: e.g., on the spur-of-the-moment, seizing the opportunity to cheat; collaboration to a greater degree than is permitted in a particular situation; and careless or incomplete documentation of sources.

Premeditated academic misconduct is an act of academic misconduct which grows out of advance contemplation or meditation, prior deliberation, or planning which may, but not necessarily, include the preparation of a written plan or notes. Although prior thought and planning is requisite to premeditation, this prior thought and planning need not exist for any particular period of time before it is carried into effect.

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 responsible 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.

Complicity is the willing involvement with others in any academic misconduct.

Software Fraud is the unlawful downloading and copying of computer software used in the creation of academic work.

Multiple submissions of work involve handing in academic work that was done previously by the student for another class, or by someone else.

Disciplinary Sanctions 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:

- Assignment of a reduced grade on a paper, project, assignment, or exam
- Reduction of final grade for the course
- Assignment of a grade of “F” for the course
- Assignment of a grade of zero on a paper, project, assignment, or exam
- Verbal Warning – an oral explanation by the faculty member of violation and possible consequences if misconduct continues
- Written Reprimand – from the faculty member to the student on whom the penalty is imposed, placed in the student’s permanent discipline record
- Academic Probation – a specified period of testing imposed on a student during which further violations may result in suspension from the College.
- Removal from the course in which the academic misconduct occurred with a letter grade of “F”
- Counseling – students are directed to seek counseling for a period of time to be designated by the counselor.
- Academic Suspension – this suspension is for a specified period of time and the student may apply for readmission to the College subsequent to expiration of the specified time. (to be used by the Vice Chancellor for Academic Affairs or Academic Appeals Committee.)
- Expulsion – permanent separation from the College (to be used by the Vice Chancellor for Academic Affairs or Academic Appeals Committee.)

If the student is suspended or expelled before the published automatic “W” grade deadline date, the student will receive a “W” in currently enrolled course(s). If the student is suspended or expelled after the published automatic “W” grade deadline date, the student will receive an “F” in currently enrolled course(s). In cases of serious violations, a notation that the student is not eligible to return to the College is noted on the student’s Academic Transcript until it is cleared. In cases of dismissal from the College, the record is permanent.

APPENDIX I

Final Grade Appeal

All academic appeals related to final grades received in courses must be initiated within seven (7) calendar days from the end of term date for the course within the semester. Failure to appeal within the seven (7) calendar day period will result in the waiver of the student's rights to appeal the grade.

Conditions for Appealing a Final Grade

Only final grades in a course may be appealed. Final grades may only be appealed if at least one (1) of the following conditions exist:

- The instructor departed substantially from his/her previously articulated written standards, without notifying students, in determining the grade
- The instructor has imposed criteria different from those used to evaluate the academic work of other students in the class as outlined in the course syllabus
- The instructor has demanded as a condition of passing a course a requirement not germane to the subject matter of the course
- The instructor has made a calculation error and the student has tangible evidence to support the claim that an error was made

Burden of Proof

The grade assigned by the instructor is assumed to be correct and the student appealing the grade must justify the need for a change of the grade assigned.

Procedures for Appealing a Final Grade

*****Associate of Science in Nursing (ASN) students must begin at Step 2 below*****

1. The grade appeal begins with the student submitting, in writing, an appeal to the faculty member. If the faculty member agrees that a course grade change is warranted, the faculty member will complete a "Grade Change Form", obtain the written signature of his/her division chair/program director, and forward the form to the Registrar with a copy to the Division Chair/Program Director. If the faculty member does not agree to the grade change, his/her written response to the student must explain why the appeal is being denied. Email will suffice as written correspondence.
2. If the faculty member denies the appeal or does not respond to the appeal within five (5) calendar days, the student may appeal to the Division Chair/Program Director. Appeals to the Division Chair/Program Director must be made using the "[Grade Appeal to the Division Chair/Program Director Form](#)" and must be submitted within fifteen (15) calendar days of the final grade assignment. Division Chairs/Program Directors may meet with the student and/or faculty member. Division Chairs/Program Directors must respond, in writing, to student grade appeals within ten (10) calendar days of receipt. If the Division Chair/Program Director grants the appeal, the Division Chair/Program Director must complete a "Grade Change Form" and forward the form to the

Registrar, with a copy to the faculty member. If the Division Chair/Program Director denies the appeal, his/her written response to the student must explain why the appeal is being denied. Email will suffice as written correspondence.

- ***** ASN students must submit their grade appeals within seven (7) calendar days of the final grade assignment and must do so using the "Grade Appeal to the Division Chair/Program Director Form" (found on the LDCC website). ASN students will have their grade appeal reviewed by the Nursing Faculty Association's Appeals Committee. The Committee must respond, in writing, within seven (7) calendar days of receipt of the appeal*****
3. If the grade has not been resolved through meetings with the faculty member and Division Chair/Program Director, the student may appeal to the Vice Chancellor of Academic Affairs. Appeals to the Vice Chancellor of Academic Affairs must be made using the ["Grade Appeal to the Vice Chancellor of Academic Affairs Form"](#) and must be submitted within five (5) calendar days of notification from the Division Chair/Program Director that a grade appeal has been denied. The Vice Chancellor of Academic Affairs may meet with the student, Division Chair/Program Director, and/or faculty member. The Vice Chancellor of Academic Affairs must respond, in writing, to student grade appeals within ten (10) calendar days of receipt, notifying the student, faculty member, and Division Chair/Program Director on the correspondence. If the Vice Chancellor grants the appeal, he/she must complete a "Grade Change Form" and forward the form to the Registrar, with a copy to the Division Chair/Program Director and the faculty member. If the Vice Chancellor of Academic Affairs denies the appeal, his/her written response to the student must explain why the appeal is being denied. Email will suffice as written correspondence. The Vice Chancellor's decision will be final and binding.

<https://www.ladelta.edu/academics/final-grade-appeal>

APPENDIX J

Endowed Professorship Award Policy and Agreement Form

Title: Endowed Professorship Award Policy

Document Number:

Effective Date: 9/30/2020

Revised Date: 9/27/2020

Department: Academic

Purpose

In accordance with the Louisiana Board of Regents Endowed Professorships policy, Louisiana Delta Community College (LDCC) has instituted an Endowed Professorship Award program. The Board of Regents originally established an Endowed Professorship Program in 1990-91 with the following directive: *“The objectives of this program are to enhance the quality of higher education and to promote the economic development of Louisiana.”*

Scope

LDCC Faculty

Policy

This policy establishes criteria and procedures for the awarding of endowed professorships for eligible full-time teaching faculty members of LDCC.

A. Eligibility

To be eligible to apply for an endowed professorship award, an applicant must meet the following criteria:

1. Be existing faculty.
 - a. A faculty member must have full-time teaching responsibilities at the College and must hold a minimum rank of Instructor.
 - b. All faculty will be required to demonstrate significant relevant experience, relevant service, leadership and effective instruction in the area the endowed professorship is offered.
 - c. Faculty applicants that already additionally serve as committee chairpersons and/or program coordinators in the various academic divisions, majors and programs that receive no more than 40% total reassigned time will be eligible for selection.
2. Only faculty within the profession or occupation program area, academic discipline or major for which the endowed professorship award is designated (by the donor) are eligible to apply.
3. In a case in which the donor of the endowed professorship award places restrictions that conflict with these eligibility criteria, the procedures will be modified, if possible, to be

consistent with the donor's restrictions or the donation will be rejected at the discretion of the College.

B. Application Process

1. The applicants must apply by submitting a letter of intent to the Vice Chancellor for Academic Affairs in accordance with the established criteria and selection timeline.
2. The Vice Chancellor for Academic Affairs will verify eligibility of the applicants.
3. Following verification of eligibility, applicants will be contacted by the Vice Chancellor for Academic Affairs to provide next steps in the process and applicable submission timeline.
4. An Endowed Professorship Award Committee will be established in accordance with the Selection Process.
5. Eligible applicants will submit documentation to the Endowed Professorship Award Committee Chairperson within the specified time frame for consideration. The committee will make the final decision regarding awards based upon an appropriate rubric.

C. Selection Process

1. All applicants' materials will be reviewed and evaluated by the Endowed Professorship Award Committee. The committee will be comprised of the following members:
 - a. LDCC Foundation Director or designee will serve as the chairperson who is a non-voting member unless a tie occurs and will cast the deciding vote
 - b. Chair of the Division(s) from which the endowed professorship(s) will be awarded
 - c. A member of the external Community
 - d. Five (5) ad hoc faculty committee members from other disciplines at the college which are not eligible for a particular award
 - e. The committee will review each applicant's materials
 - f. The committee will inform the Vice Chancellor for Academic Affairs of the final selection. Applicants will be notified in writing of final decision concerning the award process
2. The applicant's proposal will be assessed according to an agreed upon rubric created by the Endowed Professorship Award Committee which meets the criteria and eligibility requirements of the endowment and guidelines determined by the Vice Chancellor for Academic Affairs in accordance with donor restrictions if applicable. Applicants must include a detailed plan to share the knowledge gained through conferences, research, etc., funded by the award among relevant LDCC and community stakeholders. For other proposals including equipment, property or other forms of compensation, a description of how the award will benefit the college/community is required.

D. Duration/Distribution of Awards

1. Each endowed professorship will be awarded for the stipulated period of time which can be up to three years or as a one-time event to cover the cost of travel, training, conferences, equipment, compensation, etc., as determined by the Vice Chancellor for Academic Affairs. Generally, a faculty member will not receive consecutive awards. However, exceptions to this rule may exist as required by donor restrictions or for other compelling reasons.
 - a. The College's Chancellor and Chief Financial Officer will perform an annual review of investment income related to endowed professorships. Following the investment guidelines adopted by the Foundation Board and those established by the Louisiana Board of Regents, the annual payout will be determined and reported to the Vice Chancellor for Academic Affairs.
 - b. The College reserves the right to terminate the award based on any of the following:
 - i. The recipient retires, resigns, or otherwise ends full-time employment
 - ii. The recipient fails to use the funds as described in the submitted proposal.
 - iii. The Chancellor or Vice Chancellor for Academic Affairs determines that circumstances exist which deem it necessary to terminate the award
 - c. Any funds remaining in an award after completion or termination will be reinvested in the professorship account.
 - d. In the event an awardee does not follow through with his/her obligations related to the award he/she must return the money to the college in a timely manner. Examples of such obligation include, but are not limited to completion of the annual Board of Regents report (publications, presentations, exhibits, patents, etc.), does not attend a conference paid for by endowment funds, failure to follow through with proposal as approved without extenuating circumstances, etc.
 - e. Professorship awardees are responsible for following all applicable Board of Regents policies and reporting requirements which can be found on the LA Board of Regents Website.
2. A review and discussion of the established goals and related professional activities for the professorship will be included as part of the annual faculty evaluation procedure. Failure to meet the conditions of the appointment may result in termination of the professorship.

* If applicable, the awardee can include the respective professorship title in news releases, presentations, and publications. An additional sentence stating, "The Professorship is made available through the State of Louisiana Board of Regents Support Fund" should be included. Recognition of donors and interaction with donors and the recipient/unit/college/university should be promoted.

Professorship Funds Agreement

1. Each endowed professorship will be awarded for the stipulated period of time which can be up to three years or as a one-time event to cover the cost of travel, training, conferences, equipment, compensation, etc., as determined by the Vice Chancellor for Academic Affairs. Generally, a faculty member will not receive consecutive awards. However, exceptions to this rule may exist as required by donor restrictions or for other compelling reasons.
 - a. The College's Chancellor and Chief Financial Officer will perform an annual review of investment income related to endowed professorships. Following the investment guidelines adopted by the College and those established by the Louisiana Board of Regents, the annual payout will be determined and reported to the Vice Chancellor for Academic Affairs.
 - b. The College reserves the right to terminate the award based on any of the following:
 - i. The recipient retires, resigns, or otherwise ends full-time employment
 - ii. The recipient fails to use the funds as described in the submitted proposal.
 - iii. The Vice Chancellor for Academic Affairs determines that circumstances exist which deem it necessary to terminate the award
 - c. Any funds remaining in an award after completion or termination will be reinvested in the professorship account.
 - d. In the event an awardee does not follow through with his/her obligations related to the award he/she must return the money to the college in a timely manner. Examples of such obligation include, but are not limited to completion of the annual Board of Regents report (publications, presentations, exhibits, patents, etc.), does not attend a conference paid for by endowment funds, failure to follow through with proposal as approved without extenuating circumstances, etc.
 - e. Professorship awardees are responsible for following all applicable Board of Regents policies and reporting requirements which can be found on the LA Board of Regents Website.
2. A review and discussion of the established goals and related professional activities for the professorship will be included as part of the annual faculty evaluation procedure. Failure to meet the conditions of the appointment may result in termination of the professorship.
3. If applicable, faculty can include the respective professorship title in news releases, presentations, and publications. An additional sentence stating, "The Professorship is made available through the State of Louisiana Board of Regents Support Fund" should be included. Recognition of donors and interaction with donors and the recipient/unit/college/university should be promoted.

*By signing below, I agree to the terms of the LDCC Professorship Award Policy as presented

Faculty Applicant Name:

Signature:

Date: