

Adopted on May 6, 2002 via Chancellor's and Faculty Cabinet Discussion

DALLAS COUNTY COMMUNITY COLLEGES

FACULTY EVALUATION SYSTEM

Revised

Spring, 2002

This system of evaluation is scheduled for a comprehensive review every five (5) years, beginning in 2006-2007. Such review will be initiated by the Executive District Director of Human Resources in concert with the Chancellor's Cabinet and Faculty Cabinet leadership. Any substantive changes resulting from such review will be shared broadly and implemented with a minimum of one academic year advance notice.

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Philosophy

The faculty evaluation process within the Dallas County Community Colleges is built upon mutual trust and open communication. Evaluation represents an assessment of the individual faculty member's fulfillment of contractual responsibilities and of any additional responsibilities agreed upon by the faculty and his/her immediate supervisor. All areas of the evaluation process must align with appropriate District, college, and discipline planning documents.

In addition to providing official documentation of accountability, this faculty evaluation process is intended to be formative, enhancing a faculty member's professional and academic development. Instructional deans and others who supervise full-time faculty are equally responsible with the faculty whom they supervise for developing and maintaining work relationships of the highest caliber.

If a quality relationship does not exist, both the supervisor and the faculty member should seek a mutually acceptable third party to provide professional assistance in order to establish a viable evaluation process.

Faculty Evaluation: An Overview

The Faculty Evaluation system is predicated upon the assumption that the faculty role is complex, and in some dimensions, unique, with each individual. There are no recipes or formulas for “good” teaching, counseling, or instructional development. Yet the lack of simple, linear measures does not mean that individual performance cannot be evaluated. It means that, within the parameters of the position description, organizational needs, and District policy, faculty members have a key role in defining criteria for their performance. In the evaluation system designed for the DCCC, faculty participate in establishing criteria through development of the Individual Action Plan/Profile and by conferring with their supervisors in review sessions as outlined by the procedures.

Extra-service teaching assignments of these full-time faculty employees are covered by separate contract. Such arrangements must be evaluated and may be evaluated separately. If a full-time faculty member's extra-service teaching is outside the primary teaching area, that teaching will be evaluated separately by the appropriate supervisor. The division dean who issues the extra-service contract is responsible for conducting the evaluation of the faculty member's performance under that contract.

Some full-time faculty will work with more than one area or supervisor in the course of a year's assignment. If an administrator other than the primary supervisor supervises twenty percent or more of a faculty member's load during a semester, then the assigned supervisor will participate in the evaluation regarding that assignment. All areas of job responsibility and teaching modalities should be reflected in the evaluation documents with appropriate means of evaluation agreed upon by the faculty member and the supervisor (s). If a second supervisor participates in the evaluation, that supervisor's signature should be included on the documents.

Faculty members on one-year contracts are evaluated annually, while faculty members on multi-year contracts are evaluated every other year. In the case of a non-renewal of a multi-year contract (wind-down), the faculty member is evaluated as if on a one-year contract. Within this document, reference is sometimes made to the “formal” evaluation year, and that is dependent upon the individual faculty member's contractual status. The formal evaluation year is the one in which the required documents (IAP Forms, Mid Year Review, Classroom Visitation, Appraisal Report Summary Forms) are developed, reviewed, signed and submitted to the personnel file, and occurs every other contractual year during the life of a faculty member's employment.

Each faculty member develops a two-year Individual Action Plan/Profile at the beginning of his/her formal evaluation year. The first page of the IAP/Profile provides a quick overview of the numerical dimensions of workload, as well as a summary listing of other activities, so that the faculty member and supervisor can consider the

unique setting and demands of the job. The specific criteria for evaluation is documented on the additional pages of the IAP/Profile and developed in cooperation with the supervisor. This plan is designed to do just what it says: outline areas in which action will be taken for development of new skills, enhancement of existing talents, or emphasis in areas of ongoing responsibility. As described in detail in Appendix II, Page 17, the faculty member develops the action plan to suit individual interests and abilities and to assure that divisional needs and planning activities are met. There is no intent to imply that the sheer number of activities is a valid basis for evaluation; in fact, all the evidence is to the contrary.

The IAP/Profile, which is built upon the position description, statement of responsibilities, and divisional planning activities, is the key component of the evaluation process.

Various methods may be used to provide information about faculty performance. These include the instructional visitation, student survey of instruction, and others. While certain documents are required, a faculty member is encouraged to develop, in cooperation with the supervisor, other means to fairly evaluate individual performance.

These sources will provide information to support or clarify the professional judgments of the supervisor and the faculty member regarding performance. No single data source provides all the information which supports an evaluative judgment; rather, each is part of a complex whole whose matrix includes subjective and objective observations.

Four categories are used to describe performance:

1. Unacceptable Performance: Does not meet requirements; ineffective.
2. Below Standards of Performance: Does not consistently meet requirements; marginal.
3. Meets Standards of Performance: Meets all requirements; satisfactory.
4. Exceeds Standards of Performance: Surpasses requirements; exceeds expectations.

There is no quota or limit, expressed or implied, on the number of employees who may receive any rating.

The IAP/Profile will be developed for two-year periods at the beginning of each formal evaluation year. Two or three conferences per year will be scheduled so the faculty member and supervisor may coordinate and negotiate the various components of the evaluation systems.

The broad parameters for “Standards of Performance” are set forth in the faculty position description, the Policy and Procedures Manual, and the Statement of Responsibilities. However, the faculty member and the supervisor make the requirements for performance more specific through the development and approval of the IAP/Profile. Standards are not developed overnight, or necessarily spelled out in infinite written detail; rather, they are developed over time through the actions and expectations of the District, the college, the division, peers, and the faculty member.

This overview describes the minimal conferences and surveys required. Either the faculty member or the supervisor may request additional meetings or gather additional evaluative data.

Evaluation is a process and not an end in itself. Used effectively, evaluation can help a faculty member make a greater professional contribution and can help assure that DCCCD uses its faculty resources wisely and well. But the effectiveness of this evaluation may depend more on the faculty member than it does the supervisor. It takes time to develop a thoughtful, well-considered Individual Action Plan. It means that a faculty member must weigh his/her skills and talents, building on the strong areas and strengthening the weaker ones. A faculty member must be able to examine him/herself with some measure of objectivity—never an easy task—and to consider the suggestions made by the supervisor and/or resulting from survey data. A participative model for evaluation certainly demands more faculty time and thought than a more traditional approach, in which the supervisor completes a standard performance evaluation form and the faculty member signs on the dotted line. But this participative evaluation will return more, too. As a professional, a faculty member is able to maintain some measures of control about the areas in which energy is focused. A faculty member has an important role in determining acceptable levels of performance for many aspects of the job. And through the faculty member's involvement, it is possible for the individual to gain new insights into the faculty role and how it is best fulfilled.

This system of evaluation is scheduled for a comprehensive review every five years, beginning in 2006-2007. Such review will be initiated by the Executive District Director of Human Resources in concert with the Chancellor's Cabinet and Faculty Cabinet leadership. Any substantive changes resulting from such review will be shared broadly and implemented with a minimum of one academic year advance notice.

Components of Evaluation

I. Position Descriptions and Statement of Responsibilities

Position descriptions appear in Appendix VII, beginning on Page 34, of this document. The "Statement of Responsibilities" is found in the Appendix I, Page 16, and is the foundation upon which faculty evaluation is built. It includes, by reference, contracted duties as defined in the Board Policy and Procedures Manual.

II. Individual Action Plan/Profile

The first page of the IAP/Profile summarizes a faculty member's professional responsibilities for each semester. It addresses major aspects of the position description, including ongoing responsibilities. This profile will vary among faculty members according to the requirements of the specific jobs. It reveals at a glance the varied assignments of each faculty member, including extra-service assignments, which are evaluated separately. The remaining pages of the plan allow a faculty member to specify the emphasis areas of the occupied position. In discussion between the faculty member and supervisor, expectations for successful implementation of the plan to meet individual and institutional needs are clarified.

Since this document is used to review all areas of responsibility (Primary, Institutional Service, Student Service, Professional Growth, Community Responsibilities, Job Related Personal Qualities, and Other), all categories are shown. But, as explained in the IAP/Profile Guidelines, it is not required that each of these areas be supported by specific IAP items. Some areas may include only on-going responsibilities, which do not need to be specified.

Guidelines for completing the IAP/Profile and forms are located in Appendix II, beginning on Page 17.

III. Instructional Visitation

An appointment for this visit is always scheduled in advance between the supervisor and faculty member. A faculty member is required to submit Part I of the Instructional Visitation Appraisal ahead of time to provide the supervisor with an idea of the instructional plans for that particular class session. A discussion of the class visitation is to be scheduled at a mutually convenient time following the visit. (This conference may be combined with the Mid-Year Review.) For the majority of instructors, this will be the only classroom visit. For new instructors or instructors needing assistance, other visits may be scheduled. This visitation is not required for faculty members in the informal year of the evaluation system. Copies of the Instructional Visitation forms are found in Appendix IV, Page 27.

IV. Student Surveys

These surveys indicate student perceptions of teaching. Statistical compilations of student survey results are used for institutional data collection. A faculty member may find the results valuable for planning and professional growth. A copy of the Student Survey Appears in Appendix V, Page 29 of this document.

The Student Survey of Instruction can be administered between October 15th and December 7th. The college may establish a deadline for accumulating the data to be analyzed but the faculty member may distribute the Survey at a convenient time within the timeline published. Faculty teaching a self-paced or flexible entry course may want to have students fill these out whenever they complete their work.

The Student Survey of Instruction has three parts. Part I includes 18 required questions. Parts II and III provide optional questions developed by the faculty member related to his/her specific course and opportunities for comments.

Two copies of responses from Part I will be tabulated and distributed in a computer printout. The faculty member receives a copy, as does the supervisor. Summaries by division, day, evening and total college will be made for institutional assessment purposes. Although the validity and reliability of the Student Survey of Instruction have not been established, survey information can provide help to a faculty member in planning and carrying out some instructional activities. The responses that are received for Parts II and III go directly to the faculty member immediately after the semester in which the survey is conducted. Each campus administration will determine the process of data collection and communicate details and timelines as appropriate. Each student will receive a response form for Part I. When requesting responses for Parts II and III, responses will be directed to be written on separate paper. Prior to the administration of the survey, a faculty member must assure students of the confidentiality of the process.

Questions included in Part I contain information all students should be able to answer for any course in which they have enrolled.

Faculty should feel free to add any other questions in Parts II and III that are important to their instructional area. Since Student Surveys are completed during the fall semester, the data will be available for use in the mid-year review. Statistical summaries of responses to the first 18 questions, by law, will be made available to the public. Responses in Parts II and III are confidential, for use in improving instruction at the discretion of the faculty member. The student surveys are optional for faculty members in the informal year of the evaluation system. Appendix V, Pages 29-31, includes more complete procedures related to the administration of the Student Survey of Instruction.

The Student Survey of Non-classroom Based Instruction (Appendix V, Page 31) is designed to provide an alternative survey format for an instructor engaged in non-traditional instruction. If this form is selected, Section I is required. In Section II, instructors may ask particular questions to fit their course design, and in Section III, instructors may ask for additional comments.

Implementation occurs in three ways:

1. An instructor, in consultation with his/her Division Chairperson, may choose to administer this form instead of the present traditional form.
2. This survey would be administered during the time of the traditional student survey of instruction at each college.
3. The results of this survey would serve as the student input component in the instructor evaluation system.

End-of -Year Review, Appraisal Report Summary, Contractual Recommendation Form

The Appraisal Report Summary indicates the level of performance for the activities identified by the faculty member's IAP/Profile, Instructional Visitation, Student Survey of Instruction, and other evaluation documents utilized during the current contract year. It is completed in conjunction with the End-of-Year Review.

In a review session, a faculty member and the supervisor will discuss the faculty member's total performance and contributions during the year. The focus of the discussion will be the documentation on the IAP/ Profile, which will form the basis for ratings given in the Appraisal Report Summary. The faculty member and supervisor will consider each job responsibility area, using, where appropriate, the evaluation data from the Instructional Visitation, the Student Survey of Instruction, and other relevant sources of information. The faculty member will also have an opportunity to present evidence of work including the areas emphasized as priorities on the IAP/Profile. It is possible that some activities will not neatly fit in a nine-to-twelve month time frame. Implicit in the review of such activities is assessment of progress toward the goal of completion.

As a result of this conference and the supervisor's assessment of total performance throughout the year, the supervisor will complete the Appraisal Report Summary and the Contractual Recommendation form. By the time these forms are completed, a faculty member and supervisor will have thoroughly discussed the year's activities and will have reached a "meeting of the minds" on a faculty member's total contribution to the District program.

When the supervisor has completed the Appraisal Report Summary and Contractual Recommendation forms, a faculty member will have an opportunity to add comments and initial the documents before they are forwarded to the appropriate Vice President and the college President for approval. Any change to the document in the approval process must be discussed, in person, by the faculty member and all appropriate supervisors. The changes must be reconciled before final signatures are given. The faculty member is the last person to sign the documents.

The original copy of the Appraisal Report Summary is filed in the faculty member's personnel file on campus. The original of the Contractual Recommendation form will be forwarded to the District Human Resources Office, and a copy of the Contractual Recommendation will be kept in the faculty member's personnel file on campus. Copies will be given to the faculty by April 15.

A faculty member may add his/her observations regarding the evaluation to the personnel file. If the faculty member and the supervisor fail to reach a consensus on the Appraisal Report Summary, a faculty member can appeal the evaluation. A copy of the appeal procedure contained in DLA (Regulation) of the Board of Trustees Policy and Procedures Manual will be provided to the faculty member by the supervisor.

For faculty on multi-year contracts, the Appraisal Report Summary will be completed only during the formal year of the two-year plan. During the year when faculty are not being formally evaluated, the Faculty Contractual Recommendation form will not include performance evaluation, and the faculty member will be eligible for a new three-year contract.

If the supervisor recommends non-renewal of a faculty member's employment contract, the faculty member will be given a copy of the appeal procedures contained in DMAB (Local) of the Board of Trustees Policy and Procedures Manual. If the faculty member chooses not to appeal the non-renewal decision as provided in the procedures, the non-renewal recommendation will be forwarded to the Board of Trustees for approval.

Note: A recommendation of non-renewal for one-year contract shall be made before the last day of April in the current contract year and for a three- year contract before the first day of March during the final year of the contract.

It should be noted that a Contractual Recommendation form is completed each year – whether or not it is a formal evaluation year. This document serves as the official record of the offer of a new three-year contract. In years when there is no formal evaluation, the Contractual Recommendation form with all required signatures is the only document required for renewal of the three-year contract or a continuing one-year contract.

Copies of the Appraisal Report Summary and Contractual Recommendation forms are in Appendix VI, beginning on Page 32.

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V. Components of Evaluation for Counseling and LRC Faculty

Evaluation components for counseling and LRC faculty are the same as those of instructional faculty, with the obvious proviso that the Instructional Visitation and Student Survey are used only as appropriate. Unique dimensions of counseling and LRC assignments may suggest other useful evaluation sources. The LRC User Survey and other program evaluation instructions should be used as an indicator by the service/curriculum in general.

Evaluation Systems

Annual Evaluation

The following faculty members will be evaluated annually.

1. Faculty not on continuing three-year contracts.
2. Faculty not scheduled for evaluation that choose to be evaluated. Any faculty member requesting this option must notify his/her supervisor by September 15.
3. Faculty not scheduled for evaluation whose most recent overall evaluation was either below standards of performance or unacceptable performance may be evaluated at the discretion of the supervisor. Any supervisor implementing this option must notify the faculty member by September 15. (If the most recent overall performance evaluation was either meets standards of performance or exceeds standards of performance, the supervisor does not have the option to evaluate them.)

Evaluation for Faculty Members on Three Year Contracts

The evaluation system requires a formal evaluation of faculty on a three-year contract during every other contract year. When the system was first put in place in 1982-1983, the faculty were split alphabetically in order to begin with half of the group receiving an evaluation during the first year, and half during the second year of implementation. In order to continue this system, a faculty member should be formally evaluated in the first year of his/her first three-year contract, and every second year after that throughout the life of faculty employment. Those faculty members who are being formally evaluated will complete all steps of the process.

1. Prepare or revise, if necessary, the IAP/Profile.
2. Participate in the instructional visitation process.
3. Administer the Student Survey of Instruction instrument (or Student Survey of Non-Traditional Instruction instrument).
4. Complete the Mid-Year Review.
5. Complete the End-of-Year Review.
6. The Appraisal Report Summary will be completed based on the End-of-Year Review.
7. The chairperson/dean will complete the Faculty Contractual Recommendation form based on the Appraisal Report Summary.

It is important to note that the formal year of evaluation is the reference point for this consideration, and does not reference data collected as part of the informal evaluation year. Those faculty members not being formally evaluated will complete the following steps.

1. Prepare or revise, if necessary, the IAP/Profile.
2. Administration of the Student Survey of Instruction instrument (or Student Survey of Non-Traditional Instruction instrument) is optional. This information is not used in the future formal evaluation period.
3. Complete the End-of-Year Review.
4. The chairperson/dean will complete the Faculty Contractual Recommendation form without notations in the performance evaluation section, and the faculty member will be eligible for a new three-year contract.

It is important to note that a faculty member may be subject to an annual evaluation cycle for just cause (gross incompetence, neglect or other good cause) when unexpected events occur and the serious nature of the action/issues require immediate District response.

Evaluation Process Summary/Time Table

Formal Evaluation Year

- Step I** Development of the IAP/Profile: The IAP/Profile is to be completed by all Faculty between April 15 and October 1 of the formal evaluation year. Include Final Review information from the previous year and divisional activities from the planning process.
- Step II** Notification of Formal Evaluation: September 15.
- Step III** Completion of IAP/Profile: October 1.
Copies returned to Faculty by October 15.
- Step IV** Student Survey of Instruction: October 15- December 7 Results returned to the faculty member after grades have been posted for the Fall semester and before scheduled mid-year reviews.
- Step V** Instructional Visitation: October 1- December 7- formal evaluation only.
- Step VI** Mid- year Review/ Visitation Conference: November 1– January 31 may be combined if mutually agreeable, formal evaluation only.
- Step VII** Complete first page of IAP/Profile to summarize current semester duties: February 1- complete only if different from fall semester.
- Step VIII** End-of- Year Review: April 1.
- Step IX** Faculty Appraisal Report Summary: April 1 complete only for formal evaluation. Copies to Faculty by April 15.
- Step X** Faculty Contractual Recommendation form to District Office: April 15.
Copies to Faculty by April 15.

Second Year of Evaluation Cycle – No Action Unless Requested by Faculty Member or Supervisor

- Step I** Notification of formal Evaluation: September 15.
- Step II** Complete first page of IAP/Profile to summarize current semester duties.
Revise IAP/Profile as necessary: October 1.
- Step III** Optional Student Survey of Instruction; October 15- December 7. Results returned to the faculty member after grades have been posted for the Fall semester.
- Step IV** Instructional Visitation: October- December- formal evaluation only.
- Step V** Complete first page of IAP/Profile to summarize current semester duties: February 1 complete only if different from fall semester.
- Step VI** End-of--Year Review: April 1.
- Step VII** Faculty Appraisal Report Summary: April 1 complete only for formal evaluation. Copies to Faculty by April 15.
- Step VIII** Faculty Contractual Recommendation form to District Office: April 15.
Copies to Faculty by April 15.

Confidentiality of Performance Evaluation

The only employees with access to evaluation information within a faculty member's personal file are DCCC administrators making personnel decisions and the faculty member. When oral inquiries from potential employers or lending agencies are made regarding a faculty member's employment, the District Human Resources Office will release only dates of employment, and, if requested in writing, salary information. If a written request is made under the Texas Public Information Act, Chapter 552 of the Government Code, only information that is disclosable under the Act is released. Such information may include name, sex, ethnicity, salary, title, dates of employment, performance evaluation, and other public information. When such a request is received, a faculty member will be notified prior to release of the information.

APPENDIX I

Statement of Responsibilities

This statement of Responsibilities is included on all professional contracts.

1. Performance of the duties enumerated in the formal description of the position in which a faculty member is employed.
2. Adherence to an implementation of the District's policies and procedures as published in its Board of Trustees Policies and Procedures Manual and from time to time amended.
3. Maintenance of professional competence by participation in programs of continuing professional development and individual action, undertaken in consultation with the supervisor.
4. Demonstration of professional competence, integrity and high ethical standards in the performance of duties, including cooperation with associates and students, honesty in transactions, and judicious behavior.

APPENDIX II

Guidelines for Completing the IAP/Profile Form

The guidelines emphasize the individuality of each faculty member in the district and their participation in the planning process. Better results are obtained by encouraging participation rather than dictating performance.

1. The IAP/Profile is to be completed by all faculty between April 15th of the second year of a two year planning cycle and the following October 1.
2. The IAP/Profile covers a two year period and should reflect activities included in the two year work group plan unless individual circumstances dictate a one-year planning period. There should be direct relationship between the planning process and the evaluation process. Work group activities, which address college objectives, must be developed with the participation of all members of the work group. This participation helps to insure the validity of the activities on the IAP/Profiles of the members of the group. It is likely, however, that all faculty members in a work group will not include activities in their IAP/Profile that address a specific objective. Also not every work group will have activities that relate to all college objectives.
3. The IAP/Profile may be renegotiated at any time. Both the supervisor and faculty member agree on the renegotiated items.
4. A separate first page is provided for teaching, counseling and LRC faculty. Space is provided to outline the faculty member assignments for each of the four semesters of the two- year cycle. If one semester's assignments are identical to the previous semester's assignments, simply write "same as above" across the space provided.

Signature and date space are provided for each of the four semesters with comments specifying when signatures are required.

5. An attempt was made to keep the paper to a minimum. If there is insufficient room on the form to properly document the specifics of the plan or for comments by the faculty member or supervisor, a blank form is provided (page four). Other pages may be duplicated as required, or an additional sheet of paper may be added to the form to provide additional workspace.
6. The working space provided on the form does not imply that all space should be filled. The IAP/Profile should be as long or as short as it needs to properly describe a particular faculty member's plan.
7. On the second and following pages of the form, six areas of responsibility are listed. It is not expected that everyone will include specific items in the space provided for each area of responsibility. If no specifics are necessary for an individual plan, the on-going responsibility notation is sufficient. On-going responsibility includes the items in the job description and statement of responsibilities, both of which are included in the faculty evaluation document and the Policies and Procedures Manual.
8. The following is a list of topics that are provided as examples, which you may or may not wish to consider or include in the various areas of responsibilities.

Institutional Service

- Committee Assignments
- Student Advising Activities

Student Service

- Clubs or Activities
- Support of Various Student Activities

Appendix II

Professional Growth
Workshops or Conferences Attended
Courses Completed
Readings or Presentations
Work Experience
Community Responsibility
Community Resource in some area
Presentations
Civic service or membership

9. The space under the areas of responsibility are for brief descriptions of items emphasized such as those listed in Item 8 above, assuming that a faculty member might want to specify special items outside of on-going responsibilities.
10. The IAP/Profile is by design and definition an individualized document. It is not appropriate for anyone to dictate specific IAP items for all faculty members of a division or college.
11. A “comments” section is provided for each year of the two- year evaluation cycle. Comments may be added at any time the plan is renegotiated or during mid-year reviews.

The comments and related code columns are to be used only for those individuals being evaluated on an annual basis or those in the formal year of the biennial evaluation system. If an outstanding contribution occurs that should be recognized in the year when a faculty member is not formally evaluated, a separate memo should be written.

Comments should be added if appropriate. Any code of below standards or unacceptable performance should have comments. A code of meets or exceeds standards may or may not necessitate comments. As mentioned previously, an additional sheet of paper may be added if space on the form is insufficient.

12. The “F” and “S” columns provided with each “comments” section are for codes (listed at the top of the pages). The “F” column is for codes at the end of the fall semester during the mid-year review, and the “S” column is for code at the end of the spring semester during the end-of the –year review.

Guidelines for Assigning Percentages to Areas of Responsibilities

It is very important that a faculty member and supervisor agree at the beginning of the evaluation cycle, on the relative importance placed on each area of responsibility. The percentage criteria on the IAP is designed specifically to meet this requirement. The overall evaluation rating should be consistent with an evaluated performance.

To clarify the importance of each area of responsibility for each IAP/Profile, percentages should be assigned to each area. Percentages must be assigned during the formal evaluation year. In the year a faculty member is not being formally evaluated, percentages are optional and can be assigned only at the discretion of the faculty member. These percentages should reflect an individual’s emphasis in each area based on student need, division activities, college objectives, individual strengths and weaknesses, marketing or recruiting efforts, professional growth projects that are very important to an individual’s contribution to the effectiveness of a department, division college, or other relevant and justifiable criteria.

Everyone should assign at least one percent to each of the first six areas, and it is possible that as much as 40 percent or more may be assigned to an area outside of the primary area. However, some consideration should be given to balancing priorities.

The IAP/Profile is an individual document, and the percentages should be negotiated between the individual and the supervisor. Any combination of percentage assignments is acceptable if relevant and justifiable criteria are met. If a faculty member and division chair/dean reach an impasse regarding IAP items or the weighting of areas of responsibility, the matter should be resolved by discussion at the VP level. The president is the last level of appeal in this process.

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Such matters should not be allowed to fester until the evaluation rating is made but should be resolved as quickly, simply, and directly as possible. No one should define limits of percentages for all faculty on any campus or in any division of a campus, except for the 1% minimum for each category as required above.

Name: _____
 College: _____
 Division: _____
 Academic Years: _____

DCCC – Individual Action Plan/Profile
TEACHING

Initial Document Approval
 Faculty: _____ Date: _____
 Supervisor: _____ Date: _____

% Required Formal Year Only

1st Year				2nd Year			
Indicate % for each area							
I. _____%	II. _____%	III. _____%	IV. _____%	I. _____%	II. _____%	III. _____%	IV. _____%
V. _____%	VI. _____%	(VII, if used) _____%		V. _____%	VI. _____%	(VII, if used) _____%	
			=100%				=100%

1st Year
 Evaluation Cycle: 1 Yr. _____ 2-yr. _____
 For 2-yr. Cycle: Formal _____ Informal _____
 Mid-Year Review Formal Only
 Faculty: _____ Date: _____
 Supervisor: _____ Date: _____

End-of-Year Review, All
 Faculty: _____ Date: _____
 Supervisor: _____ Date: _____

2nd Year
 Evaluation Cycle: 1 Yr. _____ 2-yr. _____
 For 2-yr. Cycle: Formal _____ Informal _____
 Mid-Year Review Formal Only
 Faculty: _____ Date: _____
 Supervisor: _____ Date: _____

End-of-Year Review, All
 Faculty: _____ Date: _____
 Supervisor: _____ Date: _____

Primary Area of Responsibility:
TEACHING

Fall	Courses Taught: _____ Number of Different Course Preparations: _____ Instructional Methods (Mark those which apply) Lecture _____ Seminar _____ Field Course _____ Self-Paced _____ Telecourse _____ Laboratory _____ Other/Describe _____ Special Assignments (e.g. Co-op, International Education, Leave, etc.) _____ Courses taught for extra-service (list): _____	Class Hours Per Week: _____ New Courses: _____ Student Load: _____ Large Group Instruction _____ Fasttrack _____
Spr	Courses Taught: _____ Number of Different Course Preparations: _____ Instructional Methods (Mark those which apply) Lecture _____ Seminar _____ Field Course _____ Self-Paced _____ Telecourse _____ Laboratory _____ Other/Describe _____ Special Assignments (e.g. Co-op, International Education, Leave, etc.) _____ Courses taught for extra-service (list): _____	Class Hours Per Week: _____ New Courses: _____ Large Group Instruction _____ Fasttrack _____
Fall	Courses Taught: _____ Number of Different Course Preparations: _____ Instructional Methods (Mark those which apply) Lecture _____ Seminar _____ Field Course _____ Self-Paced _____ Telecourse _____ Laboratory _____ Other/Describe _____ Special Assignments (e.g. Co-op, International Education, Leave, etc.) _____ Courses taught for extra-service (list): _____	Class Hours Per Week: _____ New Courses: _____ Large Group Instruction _____ Fasttrack _____
Spr	Courses Taught: _____ Number of Different Course Preparations: _____ Instructional Methods (Mark those which apply) Lecture _____ Seminar _____ Field Course _____ Self-Paced _____ Telecourse _____ Laboratory _____ Other/Describe _____ Special Assignments (e.g. Co-op, International Education, Leave, etc.) _____ Courses taught for extra-service (list): _____	Class Hours Per Week: _____ New Courses: _____ Large Group Instruction _____ Fasttrack _____

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Name: _____
 College: _____
 Division: _____
 Academic Years: _____

**DCCC – Individual Action Plan/Profile
 LRC**

Initial Document Approval
 Faculty: _____ Date: _____
 Supervisor: _____ Date: _____

% Required Formal Year Only

1st Year				2nd Year			
Indicate % for each area							
I. _____%	II. _____%	III. _____%	IV. _____%	I. _____%	II. _____%	III. _____%	IV. _____%
V. _____%	VI. _____%	(VII, if used) _____%		V. _____%	VI. _____%	(VII, if used) _____%	
=100%				=100%			

1st Year
 Evaluation Cycle: 1 Yr. _____ 2-yr. _____
 For 2-yr. Cycle: Formal _____ Informal _____
 Mid-Year Review Formal Only
 Faculty: _____ Date: _____
 Supervisor: _____ Date: _____

**Primary Area of Responsibility:
 LRC**

Fall Weekly Hours: _____ Number of hours spent: _____ Reference Desk: _____ Materials Selection: _____
 Consultations: _____ Cataloging of materials: _____ Other/Describe: _____
 Number of Projects: _____ Number of lectures given: _____ Number of workshops given: _____
 Number of Courses Taught: _____
 Courses taught for extra-service (list): _____

End-of-Year Review, All
 Faculty: _____ Date: _____
 Supervisor: _____ Date: _____

Spr Weekly Hours: _____ Number of hours spent: _____ Reference Desk: _____ Materials Selection: _____
 Consultations: _____ Cataloging of materials: _____ Other/Describe: _____
 Number of Projects: _____ Number of lectures given: _____ Number of workshops given: _____
 Number of Courses Taught: _____
 Courses taught for extra-service (list): _____

2nd Year
 Evaluation Cycle: 1 Yr. _____ 2-yr. _____
 For 2-yr. Cycle: Formal _____ Informal _____
 Mid-Year Review Formal Only
 Faculty: _____ Date: _____
 Supervisor: _____ Date: _____

Fall Weekly Hours: _____ Number of hours spent: _____ Reference Desk: _____ Materials Selection: _____
 Consultations: _____ Cataloging of materials: _____ Other/Describe: _____
 Number of Projects: _____ Number of lectures given: _____ Number of workshops given: _____
 Number of Courses Taught: _____
 Courses taught for extra-service (list): _____

End-of-Year Review, All
 Faculty: _____ Date: _____
 Supervisor: _____ Date: _____

Spr Weekly Hours: _____ Number of hours spent: _____ Reference Desk: _____ Materials Selection: _____
 Consultations: _____ Cataloging of materials: _____ Other/Describe: _____
 Number of Projects: _____ Number of lectures given: _____ Number of workshops given: _____
 Number of Courses Taught: _____
 Courses taught for extra-service (list): _____

DCCC – IAP/Profile

E=Exceeds Standards M=Meets Standards B=Below Standards U=Unacceptable I=In Progress R=Renegotiated

I. Primary Area of Responsibility (cont.) _____%	F	S	Comments 1 st Year Annual or formal biennial only	F	S	Comments 2 nd year Annual or formal biennial only
On-going responsibilities						
II. Institutional Service Responsibilities _____%						
On-going responsibilities						
III. Student Service Responsibilities _____%						
On-going responsibilities						

Adopted on May 6, 2002 via Chancellor's and Faculty Cabinet Discussion

DCCC – IAP/Profile

E=Exceeds Standards

M=Meets Standards

B=Below Standards

U=Unacceptable

I=In Progress

R=Renegotiated

IV. Community _____%	F	S	Comments 1 st Year Annual or formal biennial only	F	S	Comments 2 nd year Annual or formal biennial only
On-going responsibilities						
V. Professional Growth Responsibilities _____%						
On-going responsibilities						
VI. Job Related Personal Qualities _____%						
On-going responsibilities						

DCCC – IAP/Profile

E=Exceeds Standards M=Meets Standards B=Below Standards U=Unacceptable I=In Progress R=Renegotiated

VII. Other _____ %	F	S	Comments 1 st Year Annual or formal biennial only	F	S	Comments 2 nd year Annual or formal biennial only

Adopted on May 6, 2002 via Chancellor's and Faculty Cabinet Discussion

**Appendix III
FACULTY APPRAISAL REPORT SUMMARY**

Name _____ Job Title _____ Review Period _____
 Division _____ College _____

The ratings which follow describe performance in areas of responsibility as described in the appropriate position description, the individual action plan, faculty profile, and statement of responsibilities.

Category	Exceeds Standards of Performance	Meets Standards of Performance	Below Standards of Performance	Unacceptable Performance
I Primary Area(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II Institutional Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III Student Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV Community Responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V Professional Growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI Job-Related Personal Qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supervisor Comments:

Faculty Comments:

Overall Performance Evaluation: Exceeds Standards of Performance Meets Standards of Performance
 Below Standards of Performance Unacceptable Performance

Supervisor _____ Date _____ President _____ Date _____

Vice President _____ Date _____ Faculty Member _____ Date _____

Original: President, 1st Copy: Vice President, 2nd Copy: Supervisor, 3rd Copy: Faculty Member

APPENDIX IV

Instructional Visitation Appraisal

1. A date and time for the instructional visitation is to be established by the instructor and supervisor.
2. Part I is to be filled out by the instructor and given to the supervisor at least 24 hours in advance of the visit.
3. At the request of either the instructor or supervisor, an instructional visitation may be preceded by a conference for discussion on the instructional visitation process.
4. Part II is to be filled out by the supervisor and returned to the instructor within one week of the visit.
5. A follow-up conference to evaluate strengths, weaknesses, and directions for future growth will be held within two weeks after the visit, or with the agreement of both instructor and supervisor, may be held at the time of the Mid- Year Review.
6. Part III is completed by the instructor after reviewing the supervisor's comments and/or discussing the class visitation with the supervisor.
7. Signatures are to be added after completion of Parts I, II, and III and the follow- up conference.

Name _____ College _____

Division _____ Date of Visit _____ Time _____

Location _____ Course _____

Part I: Class Session /Learning Experience Description

1. Briefly describe your objectives for this class session/ learning experience in relation to the overall course plan.
2. Describe the method of instruction to achieve these objectives.
3. How will the students participate?

Part II: Class Session/Learning Experience Review (Supervisor's Comments)

1. The instructor clarified the objectives for the students.
Comments:
2. The method of instruction was appropriate in the meeting the objectives.
Comments:

APPENDIX V
Student Survey of Instruction

General Procedures for Faculty in Administering the Survey.

1. Instructors should pick up their envelopes in the division office. Envelopes are labeled by name and class section.
2. Some locations may recycle envelopes for use in future years. Envelopes should not be marked by the faculty member in any way.
3. Other necessary materials (i.e. pencils, blank paper) are available in the division office on the date of use.
4. The evaluation should be conducted during the first 15 minutes of the assigned class, unless an instructor determines that a later time would work better for students as a whole.. The faculty member should provide the students with the faculty member's full name and seven-digit course identification number.
5. The instructor should ensure that an appropriate number of forms are available and that students understand the necessity and importance of the course identification number in accumulating the results.
6. The instructor must confirm to the students that the results of the survey are shared anonymously - and only after the completion of the course. The instructor should identify the student who will present the instructions, gather the scantrons/comments, and deliver to the designated location as soon as completed. Unused scantrons should be collected and returned as well.
7. The instructor must leave the classroom during the completion of the survey.
8. For classes evaluated after division offices have closed, each college will advise of proper handling of survey data and unused forms.

Appendix V

Student Survey of Instruction

1. I enrolled in this course:
 - a. For a degree or certificate requirement
 - b. As a college requirement (developmental studies, ESOL)
 - c. As an elective
 - d. For self-improvement
 - e. To develop a job skill

Section I. Use the scale below to indicate your agreement with the following statements. Each statement will have 5 possible responses:

A – Strongly Agree B- Agree C- Disagree D- Strongly Disagree E- Does Not Apply

2. The written course outline/syllabus serves as a worthwhile guide to the course.
3. The course activities and materials are helpful.
4. The instructions for tests and/or assignments are clear.
5. The tests and/or assignments cover the course content.
6. The grading method for student tests and assignments has been defined and explained.
7. The method for determining final course grade is clearly defined.
8. The instructor is knowledgeable about the subject.
9. The instructor shows enthusiasm for the subject.
10. The instructor is courteous and considerate.
11. The instructor is prepared for each class session.
12. The instructor makes this course challenging.
13. I can get individual help outside of class when I need it.
14. I would recommend this instructor to another student.
15. I have learned a lot from this instructor.
16. I have learned a lot from this course.
17. Students are encouraged to ask questions and express their ideas.
18. Students are informed of grades on class tests and assignments in a timely manner.

Section II. Instructors may add further questions to fit their own needs.

Section III. Instructors may ask for additional comments.

Appendix V

Student Survey of Instruction (Non-classroom Based)

1. I enrolled in this course:

- a. For a degree or certificate requirement
- b. As a college requirement (i.e. developmental studies, ESOL)
- c. As an elective
- d. For self-improvement
- e. To develop a job skill

Section I. Use the scale below to indicate your agreement with the following statements. Each statement will have 5 possible responses:

A – Strongly Agree B- Agree C- Disagree D- Strongly Disagree E- Does Not Apply

2. The course outline/syllabus serves as a worthwhile guide to the course.
3. The course activities and/or materials were helpful.
4. The instructions for tests and/or assignments are clear.
5. The tests and/or assignments cover the course content.
6. The grading method for student tests and assignments has been defined and explained.
7. The method for determining final course grade is clearly defined.
8. The instructor is knowledgeable about the subject.
9. The instructor is courteous and considerate.
10. The instructor and/or materials make this course challenging.
11. I can get individual help when I need it in this course.
12. I would recommend this instructor to another student.
13. I have learned a lot from this instructor.
14. I have learned a lot from this course.
15. Students are encouraged to ask questions and express their ideas.
16. Students are informed of grades on class tests and assignments in a timely manner.

Section II. Instructors may add further questions to fit their own needs.

Section III. Instructors may ask for additional comments.

Adopted on May 6, 2002 via Chancellor's and Faculty Cabinet Discussion

Appendix VI

DALLAS COUNTY COMMUNITY COLLEGES
FACULTY CONTRACTUAL RECOMMENDATION
_____ ACADEMIC YEAR
(LOCATION)

NAME: SSN: PAY STATION:

LATEST HIRE DATE: FULL-TIME HIRE DATE:

DIVISION NAME:

CURRENT RANGE: STATUS:

CURRENT CONTRACT: _____ YEAR OF A _____ YEAR CONTRACT

OVERALL PERFORMANCE EVALUATION:

- EXCEEDS STANDARDS OF PERFORMANCE
- MEETS STANDARDS OF PERFORMANCE
- BELOW STANDARDS OF PERFORMANCE
- UNACCEPTABLE PERFORMANCE
- FACULTY MEMBER NOT FORMALLY EVALUATED THIS YEAR

COMMENTS: (REQUIRED IF RATINGS ARE "BELOW STANDARDS OF PERFORMANCE" OR "UNACCEPTABLE PERFORMANCE")

IT IS RECOMMENDED THAT:

- A ONE-YEAR CONTRACT BE OFFERED
- A THREE-YEAR CONTRACT BE OFFERED
- THE CURRENT MULTI-YEAR CONTRACT BE CONTINUED TO
 - SECOND OF THREE
 - THIRD OF THREE
- THE CONTRACT NOT BE RENEWED. (IN THIS CASE OF NON-RENEWAL, COPIES OF ALL EVALUATION FORMS, CONFERENCE SUMMARIES, AND APPRAISALS MUST ACCOMPANY THIS REPORT.)

_____ Supervisor	_____ Date	_____ President	_____ Date
_____ Vice-President	_____ Date	_____ Faculty Member	_____ Date

Distribution: Original: District Human Resources
 1st: College President
 2nd: Supervisor
 3rd: Faculty Member

"REVISED Faculty Teaching Position Description"
Includes changes agreed upon on July 11, 2005 after reviewing
after reviewing input from Faculty Council and minor revisions made by CCAB on August 1, 2005.

Appendix VII

Revised Teaching Faculty Position Description

The Dallas County Community College System seeks faculty who strive for excellence and have a continuous dedication to *student centered values*, learning and personal growth. Faculty bring job related personal qualities that optimize the learning environment. Faculty who possess such qualities are committed to continuous student learning and demonstrate passion and skill in effective teaching/learning facilitation. They are innovative and committed to on-going assessment and evaluation of their teaching. They demonstrate competence in their discipline and in working effectively with diverse populations. They demonstrate a commitment to the mission and philosophy of the community college through their continued personal growth, their collegiality and collaboration with others, and their effective communication with others, particularly about the scholarship of teaching and learning. Finally, they demonstrate and promote high ethical standards and academic honesty.

Primary Area of Responsibility

1. Teaches students effectively in assigned classes and maintains office hours for student consultation in accordance with procedures outlined in the Dallas County Community College Board Policy Manual and/or agreed upon with immediate supervisor.

2. Provides students with a written course syllabus that should include items specified by the college and/or Dallas County Community College System.
3. Participates in the evaluation of the instructional process and uses innovative strategies to continually improve learning.
4. Participates in development and support of their discipline by recommending books and materials, revising curricula, and recommending teaching assignments when appropriate.
5. Maintains accurate and complete course records as required by law and the Board of Trustees Policies and Procedures Manual.
6. Performs professional activities and assumes professional responsibilities as agreed upon with the division dean, and works with colleagues to achieve shared goals and visions. Values the collaborative process.
7. Uses knowledge of diverse communities and learning styles and has the ability to incorporate diversity of delivery of such learning styles in instruction.
8. Participates in student advising and registration.
9. Utilizes technology to facilitate learning and to access data, maintain records, generate reports, and communicate with others.

Institutional Service Responsibilities (College and Dallas County Community College System)

10. Meets professional assignments in accordance with the System's calendar and contractual obligations.
11. Complies with DALLAS COUNTY COMMUNITY COLLEGE SYSTEM board policy, state and federal policy, and the student code of conduct as appropriate.
12. Commits to college mission and goals through participating in planning

division objectives and budget requests.

13. Serves on and attends college and/or system committees as assigned.
14. Participates in campus commencement exercise(s) as required by Board Policy and attends other required college meetings and activities.
15. Participates in his/her own performance appraisal.
16. Demonstrates ability to work effectively with persons from diverse backgrounds.

Student Services Responsibilities

17. May work with student clubs and/or organizations.

Community

18. Consistent with other DCCC job descriptions demonstrates verbal and written communication skills to support and enhance effective interaction between Dallas County Community College System and other organizations, businesses and community groups as well as faculty, staff and students from diverse socio-economic backgrounds.
19. Promotes the college in the community by participating in a variety of marketing activities.

Professional Growth Responsibilities

20. Participates in professional development activities.

THE ABOVE REVISED FACULTY TEACHING POSITION DESCRIPTION PROVIDES A SUMMARY OF CHANGES MADE BY CCAB TO THE ORIGINAL FACULTY ROLES TASK FORCE JOB DESCRIPTION DOCUMENT. INPUT FROM FACULTY COUNCIL WAS TAKEN INTO ACCOUNT.

Appendix VII

Teaching Faculty Position Description

1. Reports for duty in accordance with the District's calendar and contractual obligations.
2. Teaches students effectively in assigned classes and maintains office hours for student consultation in accordance with the procedures and policies outlined in the Board of Trustees policies and Administrative Procedures Manual.
3. Gives students written course expectation, including the course objectives, attendance policy, methods of evaluation, grading practices and the District Withdrawal policy.
4. Participates in the evaluation of the instructional process and explores appropriate strategies to make improvements in his/her own instruction.
5. Participates in development and support of the instructional division by recommending books and materials, revising curricula, and recommending teaching assignments when appropriate.
6. Participates in the planning process by assisting in the formulation of division objectives and goals and preparation of budget material requests.
7. Maintains accurate and complete course records as required by law and the Board of Trustees Policies and Administrative Procedures Manual.
8. Participates in student advising and registration.
9. Promotes the college in the community.
10. Performs professional activities and assumes professional responsibilities as agreed upon with the division chairperson/dean.
11. Participates in his/her own performance appraisal.

Adopted on May 6, 2002 via Chancellor's and Faculty Cabinet Discussion

Appendix VII

LRC Faculty Position Description

1. Reports for duty in accordance with the District's calendar and contractual obligations.
2. Assists administrators, instructors, and students to achieve stated objectives through the application of a variety of learning resources.
3. Instructs users in the process of locating, accessing, retrieving, utilizing, and interpreting materials.
4. Participates in the evaluation of the instructional process and explores appropriate strategies to make improvements in his/her own area of responsibility.
5. Participates in development and support of the instructional divisions by recommending books and materials, revising curricula, and recommending teaching strategies, when appropriate.
6. Participates in the planning process by assisting in the formulation of LRC objectives and goals, and in the preparation of budget material requests.
7. Maintains accurate and complete course records as required by law and the Board of Trustees Policies and Administrative Procedures Manual.
8. Participates in student advising and registration.
9. Promotes the college in the community.
10. Performs professional activities and assumes professional responsibilities as agreed upon with the supervisor.
11. Participates in his/her own performance appraisal.

Appendix VII

Counselor Position Description

Primary Organizational Relationship:

A position directly responsible to the Director of Counseling.

Duties:

Counselors are educators whose unique professional preparation and experience qualify them to function as consultants and intervention specialists. Within these roles, counselors interact with students, instructors, and administrators to facilitate career, academic, and personal development while also serving in a resource capacity for the community. They perform professional activities and assumes professional responsibilities as agreed upon with the supervisor. Specifically, counselors function in the following areas.

- I. Instructional Activities:
 - A. Teaches assigned schedule of classes, maintains office hours, and performs according to instructional guidelines.
 - B. Serves as consultant to faculty colleagues.
 - C. Participates in instructional staff development.
- II. Educational Advisement and Career Counseling:
 - A. Informs students of opportunities available to them in the college and the community.
 - B. Assists students in planning long- term programs consistent with their potential and interests.
 - C. Teaches skills involved in the process of information utilization and decision-making.
- III. Counseling Activities
 - A. Provides counseling for students requesting help with educational vocational, social, and personal concerns on a scheduled or walk-in basis.
 - B. Serves as an information resource, e.g.
 1. Test availability resource
 2. Articulation process (high school/college)
 3. Career information
 4. Outside agency referral
 - C. Publicizes counseling center activities.
 - D. Provides programs for specialized human needs individually or in groups, e.g.
 1. Crisis intervention
 2. Stress reduction
 3. Personal, social, and intercultural understanding
 - E. Maintains program of appropriate retention activities.
- IV. Division Liaison Activities
 - A. Acquires knowledge of programs.
 - B. Understands individual course content.
 - C. Attends appropriate meetings.
 - D. Communicates to students occupational trends related to program of study.
 - E. Provides services that meet the unique needs of students within assigned division.
 - F. Publicizes services to students within that division.

Adopted on May 6, 2002 via Chancellor's and Faculty Cabinet Discussion

Staff Development Activities

- A. Participates in design and implementation of staff development activities.
- B. Attends relevant professional conferences and workshops.
- C. Pursues professional development through advanced graduate work, seminars, and /or appropriate activities.

V. Marketing

- A. Contacts high schools in service area.
- B. Participates in appropriate community activities.