

**LONE STAR COLLEGE SYSTEM DISTRICT  
BOARD POLICY MANUAL  
Fourth Edition**

(c) **Institutional Service** means one of three faculty workload components that contemplates collateral responsibilities to support the College in achieving its goals, such as serving on committees, mentoring faculty, recruiting, developing curriculum, and supporting administrative functions.

(d) **Learning Facilitation** means one of three faculty workload components that includes responsibilities associated with serving students such as: teaching, planning, evaluating, advising, and counseling.

(e) **Negotiated Workload** means an individualized workload assignment based on Division/College goals.

(f) **Professional Development** means one of three faculty workload components that may include responsibilities associated with addressing growth and change such as participating in the evaluation process, attending workshops, enrolling in programs of study, and contributing to one's profession.

(g) **Traditional Workload** means a workload assignment consisting of responsibilities in all three workload components of the faculty position at the identified percentage of time, and a teaching assignment according to the discipline profile, including a minimum of 24 hours per week devoted to serving students.

#### **IV.F.2.3. Faculty Workload Responsibilities**

Workload consists of faculty responsibilities identified in three job components with a recommended (traditional) percentage. They are:

- (a) Learning Facilitation - 70%
- (b) Institutional Service - 20%
- (c) Professional Development - 10%

With permission from the vice president of instruction, Faculty may choose a traditional or negotiated workload with at least 24 hours per week devoted to learning facilitation. Workload calculation is based on a general guideline of a 35-hour week.

#### **IV.F.2.4. Teaching Assignments**

The teaching component of the faculty workload follows the applicable discipline profile. Teaching hours may be adjusted for faculty on a negotiated workload with permission from the vice president of instruction.

### **IV.F.3. Employee Performance**

#### **IV.F.3.1. Policy**

Competent employee performance is key to the College's mission of serving students and the community. Employees and supervisors should discuss performance expectations and requirements and should promptly address issues.

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**IV.F.3.2. Definitions**

(a) **Administrative Review** means an employee's request for administrative review of a performance evaluation because the employee disagrees with the evaluation or believes the performance evaluation was conducted in a manner that violates this policy.

(b) **Performance Evaluation Form** means an electronic or physical form used to give and request employee performance feedback. The employee and supervisor should acknowledge receipt. The employee keeps a copy and a copy is placed in the employee's personnel file.

**IV.F.3.3. Professional and Support Staff Performance Evaluations**

Supervisors conduct periodic performance evaluations of each full-time employee under their direct supervision. This evaluation focuses on whether an employee has met the evaluation period's goals, documents achievements, difficulties, and sets goals for the next evaluation period. The evaluation is conducted in a face-to-face meeting using the Performance Evaluation Form. The evaluated employee is encouraged to provide feedback and offer clarification on strengths and shortcomings discussed in the Performance Evaluation Form. An employee who disagrees with their evaluation may request Administrative Review.

**IV.F.3.4. Administrator Performance Review**

Each Administrator self-evaluates their performance annually. The Administrator's supervisor accepts or rejects the Administrator's self-evaluation. If the supervisor rejects any part of the Administrator's self-evaluation, the supervisor must provide constructive feedback on how the Administrator can meet the supervisor's expectations. The College may also periodically solicit employee feedback regarding their experience with various Administrators, for purposes of encouraging more effective self-evaluation and professional development planning. An Administrator who disagrees with their evaluation may request Administrative Review.

**IV.F.3.5. Faculty Assessment**

Faculty member assessment is a collaborative process between the faculty member and their supervisor. Faculty members self-assess their performance, goals, and effectiveness. Supervisors assess faculty members by reviewing instruction, curriculum development, continuing professional development, and institutional and community service. Supervisors use the information gathered in this assessment process to: (1) share information with the faculty member regarding professional development; (2) improve communication between faculty members and supervisors; (3) encourage excelling faculty members and provide guidance to faculty members needing improvement; and (4) collect information regarding continuing employment and contract renewals. A faculty member who disagrees with their assessment may request Administrative Review.

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**IV.F.3.6. Addressing Employee Performance**

Promptly addressing performance issues fosters individual responsibility and accountability. Employees must know expectations and meet those expectations. Supervisors must efficiently communicate each job's expectations and address performance issues in a reasonable and timely manner. Performance issues include, but are not limited to, attendance, behavior or conduct, and meeting job required standards. Employees receive opportunities to correct performance issues before discipline is imposed. The College uses a progressive discipline model, developed and maintained by the Office of Human Resources, to address performance issues. Continued performance deficiencies can result in employment termination.

**IV.F.4. Additional Employment**

**IV.F.4.1. Policy**

The College's mission requires its employees' professional endeavors to be focused on their primary jobs at the College. The College may permit additional employment outside of an employee's primary job if the additional employment does not negatively impact the College's mission.

**IV.F.4.2. Definitions**

(a) **Additional Employment** means any paid employment or contract work outside of an employee's primary job at the College.

**IV.F.4.3. Additional Employment Restricted**

As determined by the employee's supervisor (college dean for faculty), a full-time employee may not undertake additional employment that (1) directly or indirectly interferes with the employee's primary job; (2) has been offered because of the employee's official connection to the College; (3) uses College resources—including but not limited to computers, copiers, materials, equipment, or offices; (4) was not approved in advance and in writing by both the employee's supervisor and the respective college president, vice chancellor, or other operational officer reporting directly to the Chancellor ("chief area officer"); (5) is expressly limited by the employee's employment contract (if any) with the College; or (6) violates any principle established in this Board Policy.

When a full-time College employee wishes to engage in additional employment, including self-employment or an additional position within the College, the employee must report the nature and scope of the outside employment to the employee's immediate supervisor. The employee may not engage in the employment unless and until it is approved in writing by the employee's supervisor and the applicable college president, vice chancellor, or chief area officer.

**IV.F.4.4. Commissioned Peace Officers**

College peace officers seeking to work additional jobs are subject to the additional procedures and guidelines prepared by the administrator serving as Police Commissioner or designee.