



***FACULTY PERSONNEL  
POLICY STATEMENT***

**Adopted By**

**The Board of Governors  
Pima County Community College District**

**State of Arizona**

**for**

**2017/2018**

# **Faculty Personnel Policy Statement**

This personnel policy statement applies specifically to full-time regular Faculty employees. For additional personnel policies that apply to employees, please refer to the *Personnel Policy Statement for College Employees*. That policy statement contains such items as:

- Management Rights
- Equal Employment Opportunity / Affirmative Action Policy
- Sexual Harassment Policy
- Harassment Policy
- Americans with Disabilities Act Compliance
- Accommodation for Religious Observance
- Drug-Free Work Place Policy
- Conflict of Interest / Nepotism
- Conflict of Interest / Consensual Relations
- Definitions
- Outside Employment
- Personnel Files
- Participation in College Activities
- Employment \*
- Benefits \*
- Leaves\*
- Code of Conduct
- Disciplinary Procedure\*
- Grievance Procedure\*
- Bargaining Unit\*

*\* All or part may apply only to regular or regular full-time employees.*

Reasonable accommodations, including materials in an alternative format, will be made for individuals with disabilities when a minimum of five working days advance notice is given. Please contact the PCC Human Resources Office at (520) 206-4624 or TTY (520) 206-4852.

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# **Article I. General Information**

## **A. Preamble**

Effective learning requires the creation and maintenance of an educational atmosphere that is conducive to learning. Central to such a learning climate are open and honest interaction among students, Faculty members, and the Administration, adequate financial support for educational programs, fair and equitable employment procedures, fair and adequate Faculty remuneration, and the observance of the legal and professional rights of all persons in the educational process. After meeting-and-conferring with the Pima Community College Education Association (an affiliate of the Arizona Education Association and the National Education Association), to promote an effective learning environment, the Board of Governors of Pima County Community College District adopts this policy. By establishing this policy in writing, the Board of Governors is taking positive action to improve the educational climate and policies of the College, ensure individual legal and professional rights, and establish employment procedures that shall be explicit and equitable.

## **B. Policy Statement**

WHEREAS, the Pima County Community College District Governing Board has recognized Pima Community College Education Association (PCCEA) as the Faculty representative group which, in accordance with PCCCD Board Policy 4001, provides input for the development of personnel policies specific to the responsibilities or contractual obligations and benefits for regular, full-time Faculty, as well as wages, salaries and working conditions; and such recognition does not exclude input from others; and

WHEREAS, the Governing Board of Pima County Community College District has entered into the "meet-and-confer" process in order to promote harmonious relations between the Faculty and the Board, and to permit input for the development of personnel policies directly and substantially related to wages, salaries, working conditions for Faculty in order to encourage an efficient and high level of educational service to the community, and to foster open and honest relations among the Faculty, Administration, and the general College community.

NOW, THEREFORE, BE IT RESOLVED that the Pima County Community College District Governing Board adopts this policy statement as the expression of personnel policies that are unique to full-time regular Faculty at Pima County Community College District. This policy statement revokes, modifies, and supersedes any and all Faculty personnel policy statements that may have existed previously. This policy statement and the *Personnel Policy Statement for College Employees* contain the personnel policies of the Pima County Community College District Governing Board regarding Faculty.

These personnel policies herein shall govern employment practices involving Faculty after their effective date. The provisions of these policies, however, do not apply to nor govern the employment practices of the Faculty before the effective date of the policies. Such employment practices must be construed and dealt with according to the provisions of the policies existing at the time of the specific employment practice in question.

The Governing Board of Pima County Community College District reaffirms that the personnel policies contained herein are the personnel policies of the Governing Board and may be supplemented, modified or deleted, without restrictions, by the Pima County Community College District Governing Board pursuant to its statutory authority.

Nothing in these personnel policies shall inhibit, restrict, modify and/or supersede the Board's responsibilities and/or authority pursuant to and in compliance with any state or federal law, executive order, agency rule or guidelines. If any provision of this policy statement is in conflict with any accrediting agency, state or federal law, executive order or guideline, or any provisions or regulations pertaining thereto, the provisions of such orders, laws, federal regulations, and rules shall prevail. All other provisions or applications of this policy statement shall remain in full force and effect. When such conflict occurs, the College will notify the Faculty representative group and, whenever possible, collaborate with the group to investigate solutions.

The provisions of this policy statement are declared to be severable and if any section, subsection, sentence, clause or phrase of this policy statement shall for any reason be held to be invalid or unconstitutional by a court of competent jurisdiction, such decision shall not affect the validity of the remaining sections, sentences, clauses, and phrases of this policy statement.

## **C. Definition and Coverage**

The term Faculty includes all full-time regular Faculty who meet the definitions in the *Personnel Policy Statement for College Employees* (the Common Policies). Adjunct Faculty are not covered by the Faculty Personnel Policy Statement. Adjunct Faculty responsibilities are outlined in the Adjunct Faculty Handbook.

Provisional Faculty appointments are made non-competitively or on a limited competitive basis. Provisional Faculty are represented by PCCEA. Terms and conditions of employment for Provisional Faculty appointments shall not include: seniority except as outlined in Article III C or Personal Faculty enrichment fund allocation. The salary for Provisional Faculty is based on step one and educational attainment (see Appendix A).

## **D. Policy Implementation**

Administrative procedures followed in implementing this document shall be made publicly available.

The Chief Human Resources Officer and/or designee is responsible for interpreting the policies in the Faculty Personnel Policy Statement.

## **E. Code of Ethics of the Education Profession**

### **1. Preamble**

The Faculty member, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence and the nature of democratic principles. Essential to these goals are the protection of academic freedom as defined in Article IV A,

and the guarantee of equal educational opportunity for all. The Faculty member recognizes the magnitude of the responsibility inherent in teaching and providing complementary educational services. The Faculty member accepts the responsibility to adhere to the highest ethical standards and conduct.

This Code of Ethics indicates the aspiration of all Faculty members and provides a standard by which to evaluate a Faculty member's conduct.

## **2. Principle I - Commitment to the Student**

The Faculty member strives to help each student realize her or his potential as a worthy and effective member of society. The Faculty member therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the Faculty member:

1. shall encourage and support students in independent action in the pursuit of learning;
2. shall endeavor to ensure student learning, success, and retention;
3. shall promote student access to varying points of view;
4. shall provide faithful and opportune information relevant to students' progress;
5. shall make reasonable efforts to protect students from conditions harmful to their learning, health, and safety;
6. shall create and provide educational experiences so students are not intentionally exposed to embarrassment or disparagement;
7. shall abide by State and Federal laws and local ordinances prohibiting discrimination and shall provide teaching and complementary educational services that respect differences in race, color, religion, sex, national origin, age, disability, veterans status, sexual orientation, gender identity and any other legally protected category, and shall work to ensure that no student experiences unlawful discrimination by exclusion from participation in any program, denial of benefits and/or granting unfair advantage;
8. shall maintain professional relationships with students and not engage students for private advantage; and
9. shall maintain confidentiality regarding information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

## **3. Principle II - Commitment to the Profession**

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.



In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the Faculty member shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the Faculty member:

1. shall represent himself/herself accurately and honestly in any application for a professional position(s) or in any other representation of professional qualifications, and shall make full disclosure of all material facts related to competencies and qualifications;
2. shall maintain confidentiality regarding information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law;
3. shall refrain from false or malicious statements about colleagues or about candidates for professional positions;
4. shall refuse any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions;
5. shall encourage persons who are qualified in respect to character, education or other relevant attribute(s) to enter into the profession; and
6. shall work to ensure that only qualified Faculty members engage in the practice of teaching and delivery of complementary educational services.

#### **4. Principle III – Commitment to the College**

The Faculty member, believing in the mission of the College, demonstrates and promotes organizational values in his/her teaching and other service for the College. The work of the professional Faculty member includes service to students, the profession, the College, the campus and Pima County. The roles of the professional Faculty member include instructor and provider of complementary educational services, departmental colleague, College and community citizen, mentor and applied researcher. Therefore, the inclusion and participation of Faculty members in the life of the College is essential in creating a culture conducive for student learning.

In fulfillment of the obligation to the College, the Faculty member:

1. shall promote rational dialogue and debate about the standards, strengths, achievements, opportunities and challenges of the College;
2. shall provide educational leadership and service to the College for institutional advancement;
3. shall help create readiness for institutional change;

4. shall respect, respond to, and advocate for the needs of the diverse external community;
5. shall exercise professional ethics and individual accountability in the discharge of all duties, assignments and service to the College;
6. shall remain current in his or her discipline and curriculum by engaging in life-long learning and in professional development activities designed to enhance his or her skills, abilities and knowledge;
7. shall collaborate with other members of the College community to fulfill the College's mission;
8. shall use his/her professional judgment to select appropriate materials and resources and to identify and recommend delivery systems to support student success; and
9. shall participate in institutional activities and processes that create an environment which makes the College an employer of choice.

# **Article II. Conditions of Work**

## **A. General Responsibilities**

1. Faculty shall provide educational services consistent with their assignments. Faculty job descriptions shall reflect the assignments in the Faculty Personnel Policy Statement. Faculty job descriptions are periodically reviewed and revised. The Chief Human Resources Officer will provide a process by which the Faculty will actively participate to provide input into the specific job duties and general responsibilities when the revisions occur. (Appendix D, Faculty Duties and Responsibilities.)

Faculty members' regular duties shall consist of teaching or complementary educational service assignments. Regular duties also include participating in the development of curricular and administrative policies relevant to their disciplines, creating and implementing assessments (including the assessment of Student Learning Outcomes) and analyzing and utilizing the results, participating in the development and implementation of College policy and governance, holding office hours, and participating in professional activities including, but not necessarily limited to, student advising, program review, the student success program, and Faculty and department meetings.

Faculty members may be required to serve on one (but not more than one) College-wide or campus committee, standing committee, task force or ad hoc work group. Serving as a faculty leader (Article Section G), or similar assignments recognized by the College, also fulfills the minimum service requirement. In addition to this service, Faculty members will serve on their College-wide Discipline Area Committee (Article II G) and may be asked to serve on a selection advisory committee (Article III). However, the Faculty member's regular teaching or complementary educational service scheduled assignment shall take precedence over all other duties.

2. Faculty members shall ensure that their students and their supervisor(s) receive all syllabi for that Faculty member's courses by the courses' first day of class. Faculty members shall prepare and keep current all curricula, instructional materials, and syllabi for the courses they are teaching. Syllabi must contain all content as required by the College.
3. Instructional Faculty members shall maintain office hours consistent with their assignments and shall be available to students. Office hours shall be distributed throughout the Faculty member's scheduled assignments and shall be posted conspicuously at the Faculty member's office and other appropriate sites. For every three load hours of instruction in the Faculty member's regular load, 16 hours of office hours are expected and will be scheduled in consultation with their supervisor. This equates to five office hours per week for Faculty members teaching 15 load hours of regular load during a 16-week semester. No additional office hours are required for voluntary or involuntary overloads. Office hours shall be scheduled in a minimum of one-half hour increments.

During the course of the semester, including finals week, a Faculty member may reschedule posted official office hours as needed in consultation with their supervisor or designee. Rescheduled office hours will be posted.

Faculty members may elect, with the approval of their supervisor, to hold up to 20 percent of their office hours using an electronic format. Faculty members who teach a load that includes online, hybrid, or other formats requiring extra electronic communication may elect to hold a proportional amount of additional electronic office hours up to 80 percent, with the approval of their supervisor. If a Faculty member chooses one of these options, then:

- Electronic office hours may be off site
- Electronic office hours do not have to be designated hours
- Electronic office hours represent a commitment to replying to student e-mails within 24 hours during the work week.

In consultation with their supervisor, a Faculty member may schedule additional electronic office hours in lieu of traditional hours in the Faculty member's office.

This alternative opportunity for students, including the commitment to reply to student e-mails within 24 hours during the work week, will be noted in the Faculty member's syllabus and load form.

Regardless of the format of office hours, all Faculty members are required to be present at the College for meetings, committee work, and other required Faculty assignments per Article II Conditions of Work.

Educational Support Faculty members will maintain a work schedule consistent with their assignments. The approved work schedule shall be posted conspicuously.

4. Instructional Faculty members shall provide academic advising in their discipline/program to currently enrolled and prospective students as part of their professional responsibility and refer students, as appropriate, to Educational Support Faculty members.

Instructional Faculty members are assigned for five days each year to student advising or other functions pertinent to College enrollment, registration, retention, and community outreach, including participation in approved workshops and other student development activities (Unit Guide on Non-Teaching Days of Accountability for Instructional Faculty). These activities are in addition to the discipline- or program-based academic advising Instructional Faculty members regularly perform and are typically to be conducted within the Faculty member's 169 (or for 12-month Instructional Faculty, 221) days of accountability throughout the year.

At the request of the Faculty member and with the approval of their supervisor(s), the Faculty member may complete all or a portion of this assignment during the summer sessions and/or winter intersession, provided that the Faculty member is on a Flex Schedule (Unit Guide on Flex Year Contracts for Instructional Faculty). Depending upon College and/or campus needs, the physical location of such assignments may vary (e.g., registration site, Faculty office, and school or community location). Assignments for advising and registration duties at a College-designated location other than the Instructional Faculty member's normal location shall, if reasonably

practical, be by mutual consent of the Faculty member and their supervisor or designee and arranged in advance. Instructional Faculty members shall have input into registration assignments through appropriate committees, if any, or through consultation with their appropriate Dean or designee.

5. The Faculty member shall maintain the right and responsibility to determine grades and other evaluation of students within the grading policies (see the official Pima Community College Catalog) of the College, based upon professional judgment of available criteria pertinent to any given subject area or activity for which she or he is responsible.

A copy of the final Faculty gradebook shall be submitted in a timely manner to their supervisor or designee after the date of grade submittal for archiving. Faculty gradebooks shall be retained by the College for three years.

For each class section taught, the Faculty member shall evaluate student performance. During Fall and Spring semesters, final evaluations, if used, shall be given during final exam week. The times scheduled for final evaluations are to be used for that purpose or continued instruction. For courses offered during a nontraditional term, final evaluations, if used, shall be given at the end of that term. Faculty members shall retain final evaluation instruments for one year from the end of the semester in which the course was completed. However, if the final evaluation instrument is returned to the student, the one-year retention requirement does not apply.

No grade or evaluation shall be changed without approval of the Faculty member. However, in cases where the instructor cannot complete the process, the Dean in consultation with the Department Head may facilitate the grade change process.

## **B. Workload, Workload Calculations and Accountability**

During days of accountability, the primary employment responsibility of the Faculty member is to Pima Community College. These obligations shall take precedence over all other employment commitments.

Service to students is the highest priority. Besides traditional instructional services and complementary educational support services, the College meets the needs of students by offering its services through a variety of innovative methods and flexible scheduling.

1. Faculty members shall help determine their teaching assignment(s), and/or complementary educational support assignment(s) and request and/or provide input into overload assignments (Article II C). Scheduling and assignments are subject to approval by the appropriate supervisor. Scheduling conflicts between regular Faculty members concerning class assignments will be resolved by a process deemed fair and equitable by the department Faculty. Schedules for new Faculty members will be established within the first three days of accountability of the individual Faculty member's contract. Whenever possible, appropriate consideration should be given to the needs of the individual Faculty member. If a course that is part of a Faculty member's regular load is cancelled, or if his/her load is reduced for reasons beyond his/her control, he/she may, through collaboration with his/her primary supervisor, request assignment to an unstaffed section or to a section staffed with an Adjunct. In the event that a schedule modification is required due to class cancellation or other unforeseen and unavoidable circumstances, the Faculty member and

supervisor will mutually agree to an alternative schedule or assignment in advance unless circumstances do not permit.

The teaching assignment shall typically span no more than nine hours on any given day and the first class on one day must begin at least 12 hours after the end of the last class the preceding day. An exception to these guidelines may only be required in the event that a Faculty member cannot otherwise meet his/her full-time annual load obligation. Additionally, Faculty members may request to teach schedules that do not conform to these criteria.

Faculty are responsible for ensuring that the educational services are provided during day, evening, and weekend service hours except when the College is closed. Faculty will work with their supervisor(s) to accommodate brief breaks away from the workspace (e.g., classroom, circulation desk, office) as needed.

2. With the agreement of the Department Head(s) and Dean(s), a Faculty member may distribute his/her assigned duties over more than one campus or over more than one department or discipline/program/service area within a campus. The Faculty member shall submit a request for such an assignment in writing to the appropriate Dean(s) and the relevant Department Head(s) by the first Friday in February for the upcoming summer and fall terms and by the second Friday in September for the upcoming spring term. Exceptions to these deadlines may be granted by the Dean(s) as needed to benefit the College, Campus, or discipline(s). It is expected that the Faculty member requesting cross-campus, cross-discipline, or cross-department assignments will work cooperatively with the unit where s/he wished to teach in order to provide the best service to students.

A requested assignment will be approved unless either the Deans(s) or the receiving unit attest that the assignment would negatively affect the quality of the educational program or the operation of the subject/service area involved. Faculty denied such an assignment may appeal to the Dean's Campus Vice President or Vice President of Instruction. The appeal decision is final. (Appendix B: Unit Guide on Cross-Campus, Cross-Department and Cross-Discipline Faculty Assignment(s)).

3. The priority of the College is to assure that the supervisor work with the Faculty member to arrange a combination of courses and responsibilities to meet the Faculty member's regular load and the Faculty member's desire to teach an overload that will best meet the needs of the College and its students. Once the Faculty member and supervisor have agreed to the specific responsibilities outlined in this Article, the Faculty member will designate, with the concurrence of supervisor, which courses are the regular and overload components on Workload Form (Appendix C) that the supervisor signs. In special circumstances, the Workload Form may have to be adjusted.

#### **4. Academic Year Instructional Faculty Workload**

- a. The required teaching assignment shall be either 15 load hours per semester or 30 load hours per academic year and shall occur during 169 days of accountability. Faculty on Flex schedules have additional options for scheduling load and days of accountability (Unit Guideline on Flex Year Contracts for Instructional Faculty).

- b. Academic year contract teaching assignments do not include classes taught in the summer sessions or winter intersession unless the Faculty member is teaching under a Flex Schedule contract (Unit Guide on Flex Year Contracts for Instructional Faculty).
- c. In consultation with the appropriate supervisor, a Faculty member may choose to have load hours above 15 compensated at the Faculty overload rate (Article V F) or applied throughout the contract year to meet the annual load.

In consultation with the appropriate supervisor, the Faculty member may also choose to teach fewer than 15 load hours in the fall semester if he or she is scheduled to complete the required 30 load hours by the end of the academic year, but in accordance with the overload policy. The signatures of the Faculty member and supervisor on the Faculty Workload Form (Appendix C) will demonstrate this is a mutual agreement.

- d. Annual load hours over 30 per contract year must be compensated at the overload rate. (Article V F.)
- e. If the regular workload in an academic year is less than 30 load hours, the appropriate Dean may assign teaching and/or non-teaching duties within the contract period to complete an Instructional Faculty member's regular workload. These duties shall be consistent with her/his regular assignment.
- f. Instructional Faculty members on a regular contract will not have their salary reduced if the administration is unable to develop a full-time teaching schedule and/or a full-time non-teaching assignment equal to the assigned workload for the academic year. In the event the full-time teaching schedule cannot be met, a variety of scheduling formats may be approved. These duties shall be consistent with her/his regular assignment and will be within the contract period.
- g. The Total Faculty Load appearing on a Faculty member's approved load sheet will not exceed 25.5 load hours per semester. The Faculty member's Dean may allow a Faculty member to exceed this maximum for the benefit of the program and/or students.

## **5. Academic Year Instructional Faculty Workload Calculations**

- a. Terminology:
  - Definitions of course types (e.g. lecture, seminar, laboratory, workplace learning, etc.) can be found in Curriculum Procedures Manual Appendix A: Course Types
- 1. Load Hour – is a unit of instructional effort that serves as a basis for fulfilling Faculty teaching obligations or compensating Faculty beyond the full-time Faculty obligation
- 2. Contact Hour (any type) – is equal to 50 minutes per week for a traditional length semester for a total of 800 minutes (50 minutes x 16 weeks = 800 minutes)
- 3. Lecture or Seminar Load Hour – one lecture or seminar contact hour is equal to one (1) load hour
- 4. Laboratory Load Hour – one (1) lab contact hour is equal to .70 load hour
- 5. Open Center – a course delivery option that allows for multiple courses, which include a lab component, within a discipline to be offered in a self-paced on campus format. Use of the

open center delivery system may be chosen by a campus for two or more of the following reasons:

- Make more efficient use of limited campus resources where available individual work stations would be too costly for traditional delivery; and/or
  - Allows offering one or more low-enrollment courses (typically in, but not limited to, occupational programs) required for program completion with appropriate instructional support from and on-site Faculty; and/or
  - May or may not provide designated work times for students, and may allow for extended time to work on course objectives on a space available basis Open centers are typically housed in an area with multiple workstations open for continuous hours of operation (see adjustment calculation in Article II, B.d2 below). Operational hours may be limited for work breaks and/or safety considerations. Faculty are assigned hours of accountability in the open centers and are typically expected to provide instructional support for all CRNs offered in the center.
- b. Workload values remain the same regardless of course delivery. Alternative load values must be supported by a mutually-agreed upon rationale that clarifies why the typical load value is not appropriate, and must be approved by the Campus President and the Chief Human Resources Officer or designee.
- c. For courses in which the enrollment affects the calculation of work load, enrollment is determined at the end of the drop period, unless the Faculty member selects the 45th day. This selection must be made prior to the end of the drop period. For a non-16-week term, enrollment will be determined at the end of the drop period.
- d. The total assignable load of an open center shall be based on the load for the number of equivalent sections that would be run traditionally if space and resources allowed. Each Course Registration Number (CRN) scheduled in the center shall be divided by the traditional course equivalent class size, rounded up to the next whole section and multiplied by the load assigned to the course. The total load from all CRNs scheduled will be distributed according to the open center adjusted load rate in Article II 5.d1 below.

EXAMPLE 1:

Campus A runs an open center for fitness classes using one CRN for each type of course number offered. Campus A has 343 students enrolled in FAW110F1, CRN 12345 and 117 students enrolled in FAW110F2, CRN 12346. The campus traditional course equivalent for each is 30 students. The total load for the open center would be calculated:

|   |                        |
|---|------------------------|
| FAW 110F110F1   | CRN 12345              |
| Course Load = 1.4   | Students Enrolled= 343 |
| Traditional Course Equivalent = 30 Students                     |                        |
| 343 Students/30 Students = 11.34 Sections (12 Sections Rounded) |                        |
| 12 Sections x 1.4 Load = 16.8 Load                              |                        |

|   |                         |
|---|-------------------------|
| FAW 110F2                                   | CRN 12346               |
| Course Load = 2.8                           | Students Enrolled = 117 |
| Traditional Course Equivalent = 30 Students |                         |



117 Students/30 Students = 3.9 Sections (4 Sections Rounded)  
 4 Sections x 2.8 Load = 11.2 Load

If these are the only two (2) CRNs assigned to the open center, the total available load is 16.8 load + 11.2 load = 28 total load

**EXAMPLE 2:**

Campus B runs an open center for automotive classes using one CRN for each type of course number offered. Campus B has 88 students enrolled in AUT100, CRN 22356 and 95 students enrolled in AUT101, CRN22357. The campus traditional course equivalent for each is 15 students. The total load for the open center would be calculated:

|  |                        |
|--|------------------------|
| AUT 100  | CRN 22356              |
| Course Load = 3.8  | Students Enrolled = 88 |
| Traditional Course Equivalent = 15 Students                  |                        |
| 88 Students/15 Students = 5.66 Sections (6 Sections Rounded) |                        |
| 6 Sections x 3.8 Load = 22.8 Load                            |                        |

|  |                        |
|--|------------------------|
| AUT 101  | CRN 22357              |
| Course Load = 5.2  | Students Enrolled = 95 |
| Traditional Course Equivalent = 15 Students                  |                        |
| 95 Students/15 Students = 6.33 Sections (7 Sections Rounded) |                        |
| 7 Sections x 5.2 Load = 36.4 Load                            |                        |

If these are the only two (2) CRNs assigned to the open center, the total available load is 22.8 load + 36.4 load = 59.2 load

- e. In an open center load will be based on the percentage of the total of the ‘Lecture’ and ‘Laboratory’ curricula offered in the center.

**EXAMPLE:** The total of all load hours of all of the courses offered in the center is 150, 60 of which are Lecture load hours and 90 of which are Laboratory load hours. For any Faculty member teaching in the center, the 50-minute load rate is calculated as follows:

$$\left( \frac{60}{150} \right) * 1.0 + \left( \frac{90}{150} \right) * 0.7 = 0.82 \text{ load per 50 minute hour}$$

Note: If all courses offered by an open center are loaded the same, then the load rate in the open center will be equivalent to the traditional loading.

- f. In an open center where the Faculty member is scheduled in 60-minute increments, the 50 minute loading rate will be adjusted by multiplying by 1.2 (60 minutes/50 minutes) to account for the additional time.

Examples:

(1.0 lecture hour per 50 minutes) x 60 minutes operational hour = 1.2 load hours  
 (.70 lab hours per 50 minutes) x 60 minutes operational hour = .84 load hours

Load hours for the lab portion of a Workplace Learning Course (CPM, Appendix A) shall be calculated at .067 load hours per student per credit hour to a maximum of 9.0 load hours determined as per Article II B 5c. The load hours for the lecture portion of Workplace Learning Courses shall be loaded as other lecture courses.

Examples:

- .067 per student per one (1) credit hour
- .133 per student per two (2) credit hours
- .200 per student per three (3) credit hours
- .267 per student per four (4) credit hours
- .333 per student per five (5) credit hours
- .400 per student per six (6) credit hours
- .467 per student per seven (7) credit hours
- .533 per student per eight (8) credit hours
- .600 per student per nine (9) credit hours

Note: All calculations per student are to be performed to three (3) decimal places with the final load calculation to be rounded to one (1) decimal place.

- g. Load hours for Independent Study courses (currently house numbers 195, 196, 295 and 296) shall be calculated as .067 load hours per student per credit hour. Examples: Refer to Article II.B.5e. above.
- h. Load hours for Lecture courses, in excess of 42 students, excluding any lab component, and alternatives to lecture courses, shall be determined as per Article II B 5a. Enrollment in excess of 42 students to a maximum of 72 students will add .033 load hours per student per credit hour for the lecture component not to exceed double the regular loading. Enrollment in excess of 72 students will result in double the regular load for the lecture component.

For example, load for lecture courses in excess of 42 students shall be compensated at the following rate per student per credit hour:

- .033 = one (1) credit hour
- .067 = two (2) credit hours
- .100 = three (3) credit hours
- .133 = four (4) credit hours
- .167 = five (5) credit hours
- .200 = six (6) credit hours
- .233 = seven (7) credit hours
- .267 = eight (8) credit hours
- .300 = nine (9) credit hours

Note: All calculations per student are performed to three (3) decimal places with final Load calculation to be rounded to one (1) decimal place.

- i. Faculty teaching students in the individual Music Instruction Course Type will be compensated using a fee system tied to each half-hour (30-minute) of instruction per student. The formula used to calculate compensation is: 0.56-load-hour per student per class.

- j. When the Supervising Administrator(s), President, and the Provost and Executive Vice Chancellor for Academic and Student Services agree that the development of a) a new course regardless of the delivery, or b) modification of an existing course to be taught using an alternative delivery method, requires significant work, the Faculty member will receive reassigned time equivalent to the loading of the course for one semester, or compensation equivalent to the value of the load (Article II D).

As part of the compensation for development of the course, if the course is offered, the Faculty member will be offered the opportunity to teach the course two times within a two-year time frame from the completion of the development project. This agreement will be documented and signed by the Faculty member, Supervising Administrator, President and the Provost and Executive Vice Chancellor for Academic and Student Services prior to the commencement of the activity. Copies of the written agreement shall be recorded with the offices of Human Resources and Academic Services.

- k. If a Faculty member is teaching a specific course delivered entirely via the internet for the first time, the class size will be limited to 25 students. If a Faculty member has previously taught the specific course entirely via the internet, then the class size will be limited to 30. The Supervising Administrator may approve a lower maximum class size for certain circumstances, courses, and/or disciplines.

At the request of the Supervising Administrator, and with the agreement of the Faculty member, additional students may be added. In this circumstance, enrollment in excess of maximum class size (30 students) determined as per Article II.B.5c will add .033 load hours per student per credit hour to the normal load not to exceed double the regular loading Examples: Refer to Article II.B.5g above

Faculty members teaching these classes are expected to respond to student queries at least once per day during the work week excluding holidays and recesses.

- l. The primary purpose of this clause will be to encourage and allow Faculty members and the College sufficient latitude to employ non-traditional workload computation. Teaching workloads for innovative courses, or nontraditional workloads not defined in this section (Article II.B.) shall be determined based on load or credit hours and shall be codified in a written agreement between the involved Faculty member and the appropriate Supervising Administrator and approved by the Campus President. Copies of the written agreement shall be recorded with the offices of Human Resources and Academic Services. These agreements may be in effect for up to one year. If there is a need for the agreement to continue, it must then be submitted to Human Resources for review and submittal to the Meet and Confer process. Agreements may be continued until the loading issue is resolved through the Meet and Confer process.

For new commonly accepted course types or options for course delivery, a loading value must be assigned through the Meet and Confer process.

## **6. Academic Year Instructional Faculty Accountability**

- a. The academic year Instructional Faculty contract includes 169 days of accountability: 158 days for the Faculty member's regular assignment, one day for All College Day in the fall, up to five days of advising or other student development activities (Unit Guide "Non-teaching days of accountability for instructional accountability"), one day for All Faculty Day in the spring, three days for preparation, and one day for the Graduation Ceremony. Each day spent in a required college, campus, and/or divisional meeting scheduled during the five accountable days prior to regular semesters outside of All College Day and All Faculty Day will count as one of the five days of advising. The academic year Instructional Faculty member's contract consists of 197 contract days (based on a five-day workweek). Annual salary is based on the Faculty Compensation Plan (Appendix A).
- b. Instructional Faculty non-teaching assignments which are in addition to these 169 days of accountability shall be compensated at the hourly rate for supplemental non-teaching assignments (Article V D).
- c. A Flex Schedule option is available to Instructional Faculty with the approval of the appropriate Dean and in light of the educational needs of the College. Contract start and stop dates may vary depending on College needs; however, the Dean, Department Head, and the Faculty member are jointly and individually responsible to assure that the appropriate number of days of accountability and load hours are worked within the flex year contract period (Unit Guide on Flex Year Contracts for Instructional Faculty).
- d. The workweek for Instructional Faculty not participating in the Flex Schedule option (Unit Guide on Flex Year Contracts for Instructional Faculty) consists of an average of 40 hours of accountability to the College, which are normally assigned within a five-day work schedule. Faculty are required to be on campus each week at times consistent with their professional obligations (teaching, non-teaching assignments and interacting with students and colleagues) as stated in the Faculty Personnel Policy Statement and the College *Personnel Policy Statement for College Employees*.
- e. Instructional Faculty will spend an average of 29 of these hours on campus, at the District Office, or other sites.<sup>1</sup> Teaching, academic advising and institutional responsibilities occur throughout the workweek. Instructional Faculty preparation does not necessarily occur at a College location.

## **7. Twelve-Month Instructional Faculty Workload and Accountability**

- a. The required teaching assignment shall be 15 load hours for each of the fall and spring semesters as well as nine (9) load hours during the summer term spread over Session A/C or Session B. This totals 39 load hours per year.
- b. In consultation with the appropriate supervisor, a Faculty member will have load hours above 15 in the fall and spring compensated at the Faculty overload rate (Article V F). Any load taught above nine (9) load hours during summer will be compensated at the Faculty overload rate (Article V F).
- c. If the regular workload in a contract year is less than 39 load hours, the appropriate Dean may assign teaching and/or non-teaching duties within the contract period to complete a

12-month Instructional Faculty member's regular workload. These duties shall be consistent with his/her regular assignment.

- d. Twelve-month Instructional Faculty members on a regular contract will not have their salary reduced if the administration is unable to develop a full-time teaching schedule and/or full-time non-teaching assignment equal to the assigned workload for the academic year. In the event the full-time teaching schedule cannot be met, a variety of scheduling formats may be approved. These duties shall be consistent with his/her regular assignment and will be within the contract period.
- e. The Total Faculty Load appearing on a 12-month Faculty member's approved load sheet will not exceed 25.5 load hours per semester. The Total Faculty Load appearing on a 12-month Faculty member's approved load sheet will not exceed 15.3 load hours in summer. The Faculty member's Dean may allow a Faculty member to exceed this maximum for the benefit of the program and/or students.
- f. The 12-month Instructional Faculty contract includes 221 days of accountability: 210 days for the Faculty member's regular assignment, one day for All College Day in the fall, up to five days of advising or other student development activities (Appendix B: Unit Guide Non-teaching days of accountability for instructional accountability), one day for All Faculty Day in the spring, three days of preparation, and one day for the Graduation Ceremony. Each day spent in a required college, campus, and/or divisional meeting scheduled during the five accountable days prior to regular semesters outside of All College Day and All Faculty Day will count as one of the five days of advising. Annual salary is based on the Faculty Compensation Plan (Appendix A).
- g. Instructional Faculty non-teaching assignments which are in addition to these 221 days of accountability shall be compensated at the hourly rate for supplemental non-teaching assignments (Article V D).
- h. Twelve-month Instructional Faculty are automatically placed on a flex-year contract between July 1 and June 30. Flex schedules for the upcoming contract year should be established by the Graduation Day and, whenever possible, give appropriate consideration to the needs of the individual Faculty member. The division leaders (faculty leader and immediate supervisor) and the Faculty member are jointly and individually responsible to assure that the appropriate number of accountable days and/or hours are worked within the contract period. A record of the flex-year assignment will be maintained in the Faculty member's official personnel file. A 12-month Instructional Faculty member can request his/her supervisor to approve modifications to his/her flex schedule due to extenuating circumstances with as much advance notice as possible. Such requests will be approved unless the supervisor demonstrates how the modification would negatively affect the operation of the service area involved. To accommodate extenuating circumstances, the supervisor and the Campus 12-month Instructional Faculty members will collaborate with as much advance notice as possible to modify flex schedules.
- i. Twelve-month Instructional Faculty are required to be on campus each week at times consistent with their professional obligations (teaching, non-teaching assignments and

interacting with students and colleagues) as stated in the Faculty Personnel Policy Statement and the College *Personnel Policy Statement for College Employees*.

- j. Instructional Faculty will spend an average of 5.8 hours per day of accountability on campus at the District Office or other sites<sup>1</sup>. Teaching, academic advising and institutional responsibilities occur throughout the work week. Instructional Faculty preparation does not necessarily occur at a College location.

## **8. Non-standard Instructional Faculty Workload and Accountability**

- a. In service to students and in support of the College's mission, division leaders (faculty leader and immediate supervisor) and Faculty may develop a non-standard Instructional Faculty contract. Non-standard Instructional Faculty contracts are workload agreements that a) are less than 169 days of accountability or b) exceed 169 days of accountability yet fall short of a 221-day contract commitment. Non-standard Instructional Faculty contracts are approved on a yearly basis; receiving such a contract does not imply approval for future years. Payment is based on the Faculty member's average daily rate. Any load taught in addition to the agreed upon contract(s) will be compensated at the overload rate (Article V.F).
- b. In devising non-standard Faculty contracts, both days of accountability and teaching load must be adjusted so that the level of commitment and load hours remain in same proportion as the workload expected of Faculty in 169-day contracts.
- c. The proportionality between days of accountability and required load for a non-standard contract will be 5.633 days of accountability per load hour. The load number should be rounded to the nearest tenth. The rounded load number represents the total Faculty teaching workload required for the contract period.
- d. As with 221-day contracts, Faculty receiving non-standard contracts are automatically placed on a flex-year contract (See Unit Guideline Flex Year Contracts for Instructional Faculty).
- e. Faculty members with non-standard Instructional Faculty contracts have the same job related obligations as Academic Year and 12-month Instructional Faculty.
- f. Office hours are also proportional to the decrease/increase in teaching load and days of accountability.
- g. Sick leave hour accrual is proportionate to the number of accountable days of annual employment (See Article VI. A. Sick Leave).

## **9. Educational Support Faculty Workload and Accountability**

- a. Subject to FTE (position) authorizations and prior budgetary approval, Educational Support Faculty positions may be established for either 169 days of accountability or 221

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<sup>1</sup> According to the *Personnel Policy Statement for College Employees*, the term campus means assigned locations, approved community facilities and locations, and/or other locations approved and designated for instruction or instruction-related activities.

days of accountability with the approval of the appropriate supervisor and in light of the educational needs of the College.

- b. Educational Support Faculty are placed on a flex-year contract (as appropriate, for either 169 or 221 days of accountability) at the standard 8 hours per day, between July 1 and June 30. Flex schedules for the up-coming contract year should be established by the Graduation day and whenever possible, give appropriate consideration to the needs of the individual Faculty member. The supervisor and the Faculty member are jointly and individually responsible to assure that the appropriate number of accountable days and/or hours are worked within the contract period. A record of the flex-year assignment will be maintained in the Faculty member's official personnel file. An Educational Support Faculty member can request his/her supervisor to approve modifications to his/her flex schedule due to extenuating circumstances with as much advance notice as possible. Such requests will be approved unless the supervisor demonstrates how the modification would negatively affect the operation of the service area involved. To accommodate extenuating circumstances, the supervisor and the Campus Educational Support Faculty members will collaborate with as much advance notice as possible to modify flex schedules. Educational Support Faculty will communicate approved or modified work schedules with their supervisory chains.

*Note: The appointment of the Coordinator of Counseling and Advising and will be completed prior to the scheduling of flex days in order for the Faculty member to schedule his or her contract days based on the days of accountability required to fulfill the duty as Coordinator.*

- c. Educational Support Faculty will collaborate with their supervisor to determine work schedules and coverage priorities. Educational Support Faculty are responsible for ensuring that the educational services are provided during day, evening, and weekend service hours except when the College is closed. In scheduling these hours, the College will provide flexibility to accommodate the needs of the individual Faculty members. Once approved, schedules will not be modified unless mutually agreed upon by both the supervisor and the Faculty member unless circumstances do not permit.

The Educational Support Faculty work assignment shall not exceed nine hours on any given day unless the Faculty member requests a modification. The start time on one day must begin at least 12 hours after the ending time on the preceding day, unless a different schedule is requested by the Faculty member.

An Educational Support Faculty member who works on a weekend day meets a day of accountability.

- d. Flex-year schedules include fixed days when high demand for counseling and library services exist on the campuses. Fixed days will be reviewed annually and determined by the appropriate supervisor. If a Coordinator of Counseling and Advising has not been selected, then the appropriate supervisor will determine the fixed days in consultation with at least two department ESF members. The determination of fixed days will be completed at least one month prior to the deadline for submission of flex schedules and will be

provided to ESF in writing. Fixed days for flex scheduling may vary from campus to campus.

The standard for fixed days will not exceed a total of 24 days annually.

- e. If the Graduation Ceremony, All College Day, and/or All Faculty Day are included in a flex-year schedule, each fulfills a day of accountability.
- f. The annual salary for a “169-day” Educational Support Faculty member is based on the Faculty Compensation Plan (Appendix A Academic Year Faculty Salary Schedule). The annual salary for a 221-day Educational Support Faculty contract is based on the Faculty Compensation Plan (Appendix A Faculty Salary Schedule and Compensation Plan).
- g. An Educational Support Faculty member teaches a maximum of three load hours per semester, in course(s) directly related to his/her job assignment as a part of her/his regularly assigned duties and weekly work schedule. Such assignments will be approved unless the supervisor demonstrates how the teaching schedule would negatively affect the operation of the service area involved. When he/she is teaching, he/she will be provided with time to prepare for class meetings. The amount of preparation time each week will be equivalent to the amount of time spent in class each week and will be part of the Faculty member’s weekly work schedule. Preparation and designated online instruction time do not necessarily occur at a College location.
- h. An Educational Support Faculty member who is requested to work additional accountable days during the course of his or her contract, as approved by the appropriate supervisor, may opt to take an equal number of compensable days off, or be paid for the days worked. Days taken for compensatory time shall be determined by the Faculty member with the approval of the appropriate supervisor. Compensable days banked but not taken shall be compensated at the end of the contract at the average daily rate at which they were earned. If the Educational Support Faculty member chooses to be paid for days worked, payment shall be based on the Faculty member’s average daily rate.

### **C. Overload Contracts (Teaching Assignments)**

- 1. For each load hour taught beyond the Faculty member’s regular assignment per semester (each overload), the Faculty member may choose to be compensated at the overload rate or the overload may be applied throughout the contract year to meet the annual load (Article V F). The agreement will be recorded on the Instructional Faculty Workload Form (Appendix C). If the Faculty member prefers to be paid at the overload rate, the compensation shall be paid during the term of the overload contract.
- 2. An involuntary overload is a course that is used partially to fulfill the Faculty member’s regular load and is partially compensated for at the overload rate. An involuntary overload will be listed twice on the Faculty member’s Workload Form (Appendix C): the portion required to fulfill the regular load will be noted on the top portion of the Form, while the remaining load will be listed under “Overloads” and will be compensated for using the overload rate (Article V F). A voluntary overload is a course that is entirely compensated for using the overload rate and will be listed only under the “overload” section of the Faculty member’s Workload Form. Faculty members choose whether or not they will teach voluntary overloads.



3. Faculty members desiring overload classes for their primary campus shall have first preference for the allowable number of unassigned sections in their subject area(s) for their primary campus. Faculty members desiring overload classes must request these classes in writing no later than the first Friday in February for the upcoming summer and fall terms and by the second Friday in September for the upcoming spring term. Faculty members are encouraged to contact the Department Head or designee as early as possible and work collaboratively to identify potential overload assignments. After the request deadline has passed, classes not assigned to fulltime Faculty may be assigned to adjunct Faculty. After the deadline passes, full-time Faculty may request a course listed as unstaffed, but the assignment is not guaranteed.

If a new section is added to the schedule, division leaders (faculty leader and immediate supervisor) should make a reasonable effort to allow full-time Faculty in the discipline a first right of refusal before staffing it with adjunct Faculty.

It is expected that as faculty members work across campuses, disciplines and in different delivery methodologies, they will work cooperatively across the college with the unit where they wish to teach in order to provide the best service to students.

4. For each overload taught at locations other than the Faculty member's primary campus, the Faculty member shall typically be compensated at the overload rate and shall be paid during the term of the overload contract. Alternatively, the Faculty member may request that the overload be applied throughout the contract year to meet his/her annual load at his/her primary campus. If the supervisor at the primary campus agrees to the request, the agreement will be recorded on the Instructional Faculty Workload Form (Unit Guide on Cross-Campus, Cross-Department and Cross-Discipline Faculty Assignments).
5. By mutual agreement between the Faculty member and the College, a maximum overload of 10.5 load hours per semester may be assigned. The maximum is defined as the Total Overload appearing on a Faculty member's approved load sheet. The Faculty member's Dean may allow a Faculty member to exceed this maximum for the benefit of the program and/or students.
6. The Faculty member will be issued a contract for each overload teaching assignment.

## **D. Reassigned Time**

Reassigned time is provided to a Faculty member for activities, responsibilities and projects outside of his/her job description (Appendix D). Reassigned time is granted in load hours. One load hour of reassigned time for an Educational Support Faculty equates to two hours of reassigned time from his or her weekly work schedule.

Reassigned time may be used to meet the Faculty member's regular load and/or may be used as a voluntary overload. Reassigned time taken as part of an overload shall be compensated at the current overload rate (Article V F). The combination of reassigned time taken as an overload and overload hours taught may not exceed the maximum allowed (Article II C), with a project for which the Faculty member is granted reassigned time being considered as a 'class' for this purpose.

Reassigned time may not be used to exempt faculty from all teaching duties, without approval of the Provost.

A Faculty member who chooses to take reassigned time, and who does not perform the duties intended for the reassigned time, must notify their supervisor so that the appropriate payroll adjustments can be made.

## **E. Non-teaching Supplemental Assignments**

Supplemental activities represent professional duties deemed necessary by the administration and are defined as being clearly beyond (or outside the normal expectations of) the regular Faculty contractual obligations. Within the approved categories of Instructional Support, Student Support and Institutional Support, supplemental agreements are generally made for three types of activities: providing a service, participating in an activity or producing a product. Agreements are generally made within the Faculty member's area of expertise, unique skill sets and/or knowledge base.

Supplemental agreements may be made either during or outside the start and end dates of regular Faculty contracts and special provisions pertain in both circumstances. Supplemental agreements encompass non-teaching activities only.

The compensation rate for supplemental activities is subject to Board authorization and may be found in Article V D. In unusual circumstances, upon the recommendation of the Campus President and the approval of the Chancellor, compensation may exceed the stated policy and practice.

Up to 12 clock hours of supplemental activities per week may be authorized for Faculty members during their regular contract. During this time, the number of allowable supplemental agreement clock hours shall decrease by two clock hours per week for each overload hour taught.

Up to 40 hours per week may be authorized for Faculty members who are not under their regular contract.

1. Faculty members shall have first preference for supplemental assignments if the interested Faculty member has the requisite qualifications to successfully accomplish the purpose and goal of the supplemental assignment. All Faculty members will be advised of and offered the opportunity to express interest in supplemental assignments on College-wide initiatives. Campus Faculty will be advised of and offered the opportunity to express interest in supplemental assignments across their own campuses and within respective campus units for initiatives requiring more than the equivalent of 25 hours per semester. In two consecutive weeks, such opportunities will be advertised on the Human Resources Web page. The closing date of the position will be three calendar weeks from the date of the initial posting. Given extenuating circumstances, the closing date may be accelerated at the discretion of the Chief Human Resources Officer. In addition, it will be the responsibility of the Chief Human Resources Officer to notify the President of PCCEA of the supplemental assignment opportunity.
2. Faculty members are not required to assume supplemental assignment duties.
3. Should more than one Faculty member express interest and have the requisite qualifications to successfully accomplish the purpose and goal of the supplemental assignment, the division

leaders (faculty and immediate supervisor) will work with Human Resources to design and provide to the candidate an appropriate selection process.

4. Payment for supplemental assignments relative to providing a service or participating in an activity will be made biweekly. Payment for supplemental assignments requiring a product typically will be made after completion and acceptance of the product. However, payment for supplemental assignments requiring a product may also be paid incrementally as parts of the project are completed and accepted, if this is requested by the Faculty member and approved by their supervisor.

## **F. Academic, Library and Counseling Leadership Structure**

Each College division will collaboratively determine an academic leadership structure which will ensure that the different programs and disciplines within the division operate effectively and are involved in continuous improvement. Individuals serving in roles to accomplish this work are considered to be completing faculty service and leadership (Article II G.). These roles may include but are not limited to

- Department Head,
- Discipline Coordinator,
- Coordinator of Counseling and Advising,
- Campus Library Director.

The roles and related components, including compensation, are outlined in the *Handbook for Academic, Library, and Counseling Leadership* (located on the Intranet under Human Resources, Personnel Policies and Handbooks). In order to serve, a Faculty member must

- have appropriate academic qualifications and work experience;
- be able to effectively lead and collaborate with faculty and staff;
- be approved through a transparent selection process with significant input from department faculty, as described in the Handbook. The process will include a review of all candidates by department faculty and recommendation of finalists to the Dean.

Terms of service are up to three years, with the possibility of multiple terms. Departments are encouraged to provide these leadership opportunities to different individuals over time whenever possible to encourage professional development, equitable access, and a diverse leadership pool. Each division will collaboratively identify how leadership responsibilities will be shared between the administrator and faculty selected for leadership roles.

### **Review Process**

As part of continuous improvement, a Department Leadership Working Group will be convened in September 2017 to review the Handbook and provide recommendations for changes. Employee feedback will inform the group. The Group shall include Administration, Staff, and Faculty, with Faculty representation including both PCCEA and Faculty Senate members, both Instructional and Educational Support Faculty, and Faculty members currently serving in the leadership roles above. A Faculty co-chair will be elected by the Faculty representatives.

During the 2017/18 Academic Year, as new division structures are evaluated and adjusted in the first year of implementation, the Working Group will be responsible for updating the Handbook to ensure appropriate leadership responsibilities, equitable compensation across all roles and divisions, and a robust, transparent mechanism for recommending faculty leadership finalists to the Dean. A collaborative, interest-based, data-informed, and consensus-building process will guide the Group's decision-making. Any changes to the Handbook will be posted and communicated to Faculty, with rationale, no later than thirty days following approval.

As of June 2017, a two-year effort to provide a new framework for employee input had concluded with a draft Administrative Procedure, AP 1.25. It is anticipated that the new AP will govern the process to update and refine policies applicable to employee compensation and working conditions. Changes to the Handbook that affect the compensation and working conditions of Faculty will be handled either through traditional Meet and Confer or the AERC outlined in AP 1.25, whichever process is in effect at the time.

## **G. Faculty Service and Leadership**

During their employment with the College, Faculty members are expected to assume leadership positions and represent their colleagues as part of institutional service (Article I E Principle III and Article II B). These positions include but are not limited to those described below. (See also Appendices D and E for more information.)

1. Department/ Discipline Leadership  
See Article II. F.

2. Campus and College-wide Service and Leadership  
Faculty members may fulfill their obligations for service by participating in and/or co-chairing campus-based and College-wide task forces and committees, as appropriate. Committees and task forces that are evenly composed of Faculty members and Administrators will include a Faculty Co-chair position. The Faculty Co-chair will be elected by the members on the committee or task force.

Refer to Administrative Procedure (AP) 1.05.01 for information regarding standards for College Standing Committees, Task Forces and Faculty and Staff Governance Review Bodies.

3. Service and Leadership for Disciplines  
The College Discipline Area Committees (CDACs) are College-wide committees of Faculty that evaluate and vote on curriculum submissions and perform other tasks to improve instruction in their discipline(s) as outlined in SPG-3106/BB "College Discipline Area Committee", AP 3.01.01 "Faculty Standard and Qualifications," and the "Guidelines for College Discipline Area Committees" (located on the College's Intranet, Academic Services, under Curriculum).

The Faculty Co-chair of the CDAC is the Faculty leader who works in conjunction with the Administrative Co-chair to facilitate the work of this group.

The specific roles and responsibilities for CDAC membership and for the co-chair position are described in the Guidelines for the College Discipline Area Committees. Voting rights are

described in the Cross-Campus, Cross-Department and Cross-Discipline Faculty Assignments Unit Guide (Appendix B, point 11).

## **H. Grants/Awards/Externally Funded Contracts/Agreements**

For the purpose of this document, any reference to grants includes externally funded grants and awards that were received as a result of a competitive process through the College's Grants Office. Externally funded contracts and agreements are defined as non-grant activities that are conducted by either individuals or departments using funds and resources external to the College. Compensation coordinated through the College and funded wholly from sources external to the College will be based on the College's compensation policies for the activity, provided such rate of compensation does not exceed the rate of compensation received by the Faculty member under her/his regular contract with the College.

Grant and award activities:

### **1. Definitions, roles and processes**

Faculty Proposal Initiator/Developer (this person is not compensated from grant funds). This is an individual who is hired to provide writing support and assistance in the development of a grant proposal that it is in compliance with PCC policies and funder requirements as stated in the funding announcement to which the campus decides to respond. The appointment of a Faculty Proposal Initiator/Developer is based on the individual's qualifications, knowledge, expertise, availability and ability to deliver the expected outcomes within specified deliverables and timelines.

Faculty Project Manager/Director, or other titles determined by the grantor, will have primary responsibility for technical compliance, completion of programmatic work, fiscal stewardship of sponsor funds, and other duties as defined by the grant. It is the Faculty Project Manager/Director's responsibility to complete and file the required programmatic report. The appointment of a Faculty Project Manager/Director in a grant-funded project is based on the individual's qualifications, knowledge, expertise and experience to perform the role of the assignment. This decision rests with Dean. The person selected for this assignment may be identified during the proposal development stage or upon receipt of a grant through an internal recruitment process.

Other Faculty roles – These individuals participate in other grant activities as specified in the funded grant.

The above assignments are under the direction of a Dean.

### **2. Duties and responsibilities of Faculty members involved in grants:**

- a. In collaboration with the College's grants office and, when appropriate, the administrators named in the grant, the Faculty Project Director/Manager is expected to:

- Be knowledgeable about appropriate agency and College guidelines and restrictions relative to the budgeting of both direct and indirect costs, proposal preparation, the conduct of the project, instruction and training, and other grant-related activities, and be willing to comply with such guidelines and restrictions;
- Secure appropriate campus approvals through appropriate campus channels and granting agency approval through the College's grants office;
- Comply with the specific terms and conditions of each award as stated in the grant, cooperative agreement or sub-award documents and with all administrative requirements, as set forth by the federal government, sponsoring agency and campus policy statements, as applicable;
- Adhere to specific budget restrictions, ensuring that activities do not begin and expenditures are not incurred prior to the receipt of a fully executed award unless necessary and authorized advanced approvals have been obtained, and that expenditures do not exceed the total amount of funds obligated;
- Certify that all costs charged to a grant-funded project are accurate and specifically benefit the project being charged including the certification of salaries charged to grant awards;
- Provide justification and documentation of costs being transferred, if after-the-fact adjustments in the allocation of certified costs become necessary;
- Comply with the reporting requirements as stated in the grant, cooperative agreement or sub-award documents, including the submission of periodic and final programmatic reports, financial reports, invention reports and inventory and equipment reports;
- Ensure that any sub-recipients comply with the terms and conditions of each award as stated in the sub-award documents and with all administrative requirements, as set forth by the federal government and granting agency, as appropriate;
- Provide the administrator(s) named in the grant with accurate and timely information about expenditures; confer with the administrator(s) named in the grant and Campus Business Office in order to make adjustments as may be necessary to ensure that the grant account is cleared of any expenses not applicable to the project. Such adjustments may include transferring outstanding liens, transferring items of expense not allowable under that particular award, and transferring overdrafts to other permissible fund sources. The administrator(s) named in the grant and other College offices are responsible for providing reliable guidance and direction to the Faculty member on details for administering grant funding.

b. Other Faculty involved in a grant will perform the activities to completion as indicated in the grant.

3. Resources available for supporting Faculty members involved in grants.

- It is reasonable and appropriate for the Project Director/Manager and/or the Faculty Proposal Initiator/Developer to obtain assistance from division and/or campus administration support staff in support of activities under a grant-funded project.
- The College will provide direction to the Faculty member in an effort to meet the responsibilities stated above.
- Faculty who administer grant projects shall be provided access to highly responsible technical advisement from the College.

Externally funded contract and agreement activities:

Faculty involved in an external contract will perform the activities to completion as indicated in the contract. (See Article V. E.)

# **Article III. Faculty Employment**

## **A. Recruitment for Faculty Positions**

When the need for a new or replacement full-time regular Faculty position is administratively established, the campus discipline Faculty shall be notified about position vacancies as soon as possible and CDAC's should be formally notified on All College Day. If the College authorizes recruitment after All College Day, the CDAC co-chairs will be provided with a revised timeline for the out-of-cycle recruitment.

The Faculty hiring process begins with the Faculty transfer process. Faculty interested in transfer opportunities should see Article VIII.

Campus discipline Faculty provide assistance to the department chair and Administrator in the development of job duties and responsibilities, screening criteria, minimum qualifications, and preferences on the position announcement(s) in an effort to reflect the needs of the College. Campus discipline Faculty will have an opportunity to review the completed Faculty position announcement(s) prior to posting. If no campus discipline Faculty are available, Faculty certified in that discipline should be involved in development of the position announcement(s).

In newly-established degree or certificate programs, the job announcement must state that new contracts for the Faculty position are contingent on meeting established program enrollment target goals.

Faculty job announcements shall be posted throughout the College for at least 21 calendar days, with a copy sent to the president of PCCEA and the president of the Faculty Senate. The Department of Human Resources will determine and make additional distribution depending on the recruitment area identified and the needs of the College.

Guidelines, timelines and procedures associated with the Faculty Hiring Process are defined in AP 5.01.02.

## **B. Selection of New Faculty**

Selection Advisory committees will be established as described below for participation in all aspects of recommending final candidates for Full-time Faculty positions. Selection advisory committee members will represent diversity in its broadest sense. It is the intent of the College that Faculty members on the Selection Advisory Committee will represent the discipline/educational support area under recruitment subject to the terms and conditions of this policy.

Committee co-chairpersons shall consist of an Administrator and a Faculty member. The Faculty co-chair shall be chosen from and elected by the Faculty committee membership. Clerical assistance will be provided by the Administrator. Whenever possible, meetings will be set at a time that is least disruptive to the majority of the committee members.



1. For position vacancies at one campus: The selection advisory committee will consist of five members (one Administrator and four Faculty members). The committee membership shall be as follows:
  - a. Whenever possible two of the Faculty members will fulfill the majority of their workloads at the Campus where the vacancy exists, and two will work at another site(s). Whenever possible, two Faculty will be from the same discipline at the campus where the vacancy occurs. Typically, the Administrator will select one Faculty member who meets each of these criteria (one on-site and one off-site), and the Faculty members within the discipline/area at the campus where the vacancy exists will select the other two committee members. When there are no Faculty members in the discipline area at that campus, then the CDAC or sub-CDAC shall make this selection from regular Faculty. Note: if a Faculty member accepts the opportunity to participate on an advisory committee and then resigns, another Faculty member may be selected for the remainder of the search.
  - b. An Administrator from the campus where the Faculty vacancy exists or an Administrator appointed by the Chancellor or his/her designee.
  - c. As needed, a community or advisory ad hoc member and/or an equal employment opportunity or human resources representative as a resource person. The Faculty and administrative co-chairs, on behalf of the advisory committee, may request an exception to the role of the community member to allow the community member to participate as a sixth member of the committee.
2. For position vacancies common to more than one campus, the selection advisory committee shall consist of five or more members as follows:
  - a. An Administrator appointed by the Chancellor or his/her designee.
  - b. When two or three campuses are hiring Faculty members in the same discipline/area, two Faculty members who fulfill the majority of their workloads at each Campus where the vacancies exist; an Administrator at each site will select one of the Faculty members who will represent the campus, and the Faculty members within the discipline/area where the vacancy exists will select the other.
  - c. When four or more campuses are hiring, one Faculty member from each campus will be identified by the Faculty members within the discipline/area where the vacancy exists.
  - d. As needed, the Administrator may select a community or advisory member and/or an equal employment opportunity or human resources representative to serve as a resource person. The Faculty and administrative co-chairs, on behalf of the advisory committee, may request an exception to the role of the community member to allow the community member to participate as a sixth member of the committee. Note: if a Faculty member accepts the opportunity to participate on an advisory committee and then resigns, another Faculty member may be selected for the remainder of the search.

- e. The Chief Human Resources Officer will assure that appropriate support is provided for the search. Examples of logistical support include providing staff support, arranging campus tours, copying, collating, and scheduling.
3. When determining the membership of the Selection Advisory Committees described in sections B1 and B2 above, the priority will be first to select members who fulfill the majority of their workload in the discipline/educational support area in which the new Faculty member(s) will work. If none is available, a Faculty member from a closely related field/service area who is recommended by the Administrator or the Faculty, as appropriate, and approved by the Provost and Executive Vice Chancellor for Academic and Student Services may serve.

When a position in an area new to the College is being filled, the Provost determines the related College-wide Discipline Area Committee(s) (CDAC) from which Faculty members may be drawn to serve on the advisory committee. This CDAC(s) recommends two Faculty members to serve on the committee. The appropriate Administrator selects two members from the same CDAC(s) to serve on the committee.

4. The selection advisory committee membership list will be approved by the appropriate Campus President(s) and reported to the Chancellor or designee prior to the first committee meeting. The President of PCCEA will review the committee membership to ensure compliance with this policy.
5. The Campus President may submit a written request for an exception to either of the advisory committee compositions specified above based on technical or programs needs or the availability or withdrawal of specific Faculty. The Chief Human Resources Officer, after consultation with the appropriate Administrator, Department Chair, and PCCEA president, may approve such requests.
6. Subsequent changes to the committee composition will be recommended by the Campus President to the Chief Human Resources Officer, who after consultation with PCCEA, may approve the change.
7. The committee and appropriate Administrators shall follow the competitive employment process for new or replacement positions as established by the Human Resources Office and the Affirmative Action Office. A Human Resources and/or EEO/AA representative may observe or monitor the process and serve as a resource for the advisory committee and the hiring Administrator.
8. The committee shall identify in writing the strengths and limitations of each candidate to the Campus President(s).
9. At the conclusion of the formal interview process, the Campus President will meet with the members of the selection advisory committee to discuss the strengths and limitations of each final candidate.
10. After the discussion, the Campus President(s) makes the final decision from the list of final candidates and offers the position to the successful candidate contingent on approval of the Board. The Chancellor shall make the final recommendation to the Board.

11. If a search process has failed to yield a candidate to fill the position, a new search will begin the following fall and follow the same process.
12. Details regarding other facets of the hiring process are described in AP 5.01.02.

### **C. Faculty Provisional Appointments**

The need for a Provisional Faculty appointment and the process used to fill it are identified by the campus discipline Faculty in consultation with the Dean. There are three processes for filling a Provisional Faculty position: direct appointment, an internal competitive process, and an external competitive process. The preferred process should be based on a variety of factors, including, but not limited to, time constraints and the richness of the internal pool of adjunct Faculty. Details regarding the hiring process for Faculty Provisional Appointments can be found in AP 5.01.02

### **D. Seniority**

The starting date of a Faculty member for purposes of establishing seniority shall be the original date of hire by the District with the classification of Faculty, or the date of reclassification to such Faculty status from any other non-Faculty classification status.

This seniority can be altered by the following circumstances:

1. The seniority of Faculty members starting on the same date will be determined by date of acceptance of their Faculty positions.
2. Individuals employed as Provisional Faculty do not accumulate seniority. However, Provisional Faculty who later compete for and accept a regular, full-time Faculty position shall be credited seniority for time spent (in either one-year or consecutive semesters) as a Provisional Faculty. She/he shall be granted seniority from the original date of hire as a Provisional Faculty. For seniority to accrue there can be no break in service as a Provisional Faculty.
3. When a Faculty member is originally appointed to a position created by funding sources external to the District, she/he shall not accumulate seniority. However, if this Faculty member's position is later incorporated into the regular operational budget of the District, she/he shall be granted seniority from the original date of hire.
4. When a Faculty member accepts a position at the College, but outside the classification of Faculty, seniority will be suspended and the Faculty member will not accumulate seniority. However, if the employee later returns to a full-time Faculty position, she/he will be credited with seniority equal to the time previously spent in the Faculty classification.
5. A Faculty member shall not accumulate seniority during the period of an unpaid leave.
6. For all Faculty members employed at the inception of the first negotiated policy statement, time in the past charged to unpaid time off due to sick or medical leave will not alter the Seniority date. However, for all Faculty hired on or after August 19, 1978, unpaid sick leave will result in an adjustment of seniority date proportionate to the amount of unpaid leave.

## **E. New Contract and Term of Employment**

A Faculty member shall be offered a new contract for the ensuing academic or fiscal year unless she/he receives notice otherwise on or before March 1. This provision is not applicable to those positions being eliminated under the retrenchment policy or to newly-established degree or certificate programs where enrollment target goals were not met. In the case of the elimination of newly-established degree or certificate programs where enrollment target goals were not met, written notification will be provided.

The term of employment of fiscal year Faculty shall be July 1 through June 30.

The term of employment of academic year Faculty for this fiscal year shall be from the first day of accountability in August through the last day of accountability in May. The Graduation ceremony whether it falls within or outside this time period will be considered as one day of accountability.

Other terms of employment may be established by the administration for flex-year and Educational Support Faculty positions in accordance with Article II B.

If the new Faculty member's start date is after the beginning of the academic, fiscal or flex-year, or otherwise does not work or account for all days of accountability, the actual salary will be prorated based on the average daily rate. The average daily rate will be computed by dividing the annual salary by the appropriate number of days of accountability.

Employment contracts and pay are based on periods of active employment. Occasionally, a Faculty member is approved for a full academic, fiscal, or flex-year contract and works less than the commensurate number of days of accountability. In this situation, the Faculty member shall be paid at the average daily rate for the number of accountable days actually worked and shall have proportionately reduced required teaching load (see Article II.B. for workload requirements).

# **Article IV. Professional Status**

## **A. Academic Freedom**

The College subscribes to the following statement on Academic Freedom:

1. In the course of performing duties consistent with one's assignments, any Faculty member is entitled to freedom of discussion provided the discussion has educational value and is relevant to the course or educational support service.
2. Any Faculty member is entitled to full freedom in research and in publication of the results, subject to the adequate performance of her/his primary responsibilities. (Please refer to Board Policy BP 6.05 Copyright, and Board Policy BP 6.06 Intellectual Property Ownership.)
3. The College Faculty member is a citizen, a member of a learned profession, and a member of an educational institution. When she/he speaks or writes as a citizen, or exercises legal or constitutional rights, she/he shall be free from institutional censorship or discipline. However, in extramural utterances, the Faculty member has an obligation not to imply that she/he is an institutional spokesperson.
4. Textbooks and other classroom materials shall be selected by the departmental Faculty. Major purchases of equipment directly related to the Faculty member's subject or service area shall be made with the review of the Faculty from that area. Although not a deciding factor, cost to students should be considered during the textbook selection process. This includes consideration of open educational resources and other materials that are free to students.

## **B. Faculty Evaluation and Success Program**

The primary purpose of the evaluation is to strengthen the Faculty member's teaching and complementary educational service in order to enhance student success. The College is committed to providing ongoing support for the growth and success of Faculty. As part of this commitment, every Faculty member will work in collaboration with his/her supervisor on various components of evaluation listed below. During the Annual Collegial Conference, the Faculty member and the supervisor will discuss challenges and accomplishments of the preceding year and plans for the following year.

A detailed description of the Faculty Evaluation and Success Program is provided in Appendix F. Briefly, the components are:

- a Annual Goals
- b Student Feedback
- c Review of teaching and learning in the form of an observation or materials review
- d Self-Reflection
- e Discussion of the Final Evaluation Rubric in the Annual Collegial Conference

Note: The Annual Collegial Conference is not designed for development of a Performance Improvement Plan (See: *Personnel Policy Statement for College Employees*).

### **C. Faculty Professional Enrichment Funds**

The College shall provide on-going support for the enrichment or improvement of individual Faculty performance. As part of this program, the College will provide Faculty members Professional Enrichment Funds for activities directly related to his/her professional enrichment goals or professional improvement.

Faculty Professional Enrichment Funds shall be allocated annually in the amount of \$1,000 per year. These funds will be carried forward for three years, up to a maximum accrual of \$4,000. Faculty members requiring professional enrichment funds above their account balance may apply for additional support through the Faculty Enrichment Reserve Fund.

Expenditures for Faculty Professional Enrichment Funds are managed by the Faculty member in consultation with his/her Supervising Administrator and in accordance with College policy. All activities and plans must be documented with sufficient information about goals and measurable outcomes so as to provide objective evaluation criteria. A copy of the document authorizing fund expenditure will be signed by the Faculty member and his/her designated Supervising Administrator(s). Authorization to expend the funds for professional enrichment or professional improvement may be secured through consultation with the Faculty member's Supervising Administrator.

An individual Faculty member's professional enrichment fund balance which reaches \$4,000 must be expended during the fiscal year that the maximum is allocated. If not used, the amount of funds exceeding \$3,000 will be appropriated to the Faculty Enrichment Reserve Fund on June 30 of that fiscal year. (Article IV D)

Faculty Professional Enrichment Funds are to be used solely for expenses outlined in this policy. These funds may be used to cover expenses in the following areas:

1. Coursework: The cost of tuition and application fees for credit or non-credit courses from a regionally accredited institution (excluding Pima Community College).
2. Professional materials, memberships, training workshops/classes or certifications to maintain teaching/professional currency. The cost of books, trade journals, professional association memberships or certifications, electronic media, computer software, etc.

**Exclusions and limitations:** All materials or items acquired remain the property of the College.

3. Registration Fees and Travel Expenses: The cost of attendance or presentation at conferences, workshops, and/or seminars within or related to the Faculty member's field of instruction or service, subject to the provisions of the College travel policy.

**Exclusions and limitations:** Reimbursement for international travel other than to Canada or Mexico requires prior approval by the Chancellor (see: RG-2412/A).

4. Professional Presentation or Public Performance: Reimbursement of actual expenses at a professional presentation or public performance within or related to the Faculty member's field of instruction or service.
5. Funds may be used for non-traditional, innovative professional development activities not included in items 1– 4 above.
6. The Campus President or designee will maintain a list of activities authorized for expenditure under the Campus Faculty Enrichment Fund for a three-year cycle.

**General Exclusions and Limitations:** Expenses associated with the following activities are not eligible for reimbursement: club advising, committee work, time spent reading for your profession, time spent in preparation for professional presentations or public performance, student tours for which the Faculty member is not compensable, guest lecturing at the College, and performance of duties and responsibilities of the Faculty member's regular assignment or during the Faculty member's 40 hours of accountability. In addition, expenses related to equipment, such as office equipment, computers, and computer peripheral equipment are not eligible for reimbursement.

**Fiscal Accountability:** During the Annual Collegial Conference, the Faculty member and Supervising Administrator will identify complete and incomplete activities (if any). For any incomplete activities for which College funds were expended, the Supervising Administrator will notify the appropriate Administrator to determine if repayment of funds is required. If repayment is required, the Executive Vice Chancellor for Finance and Administration shall determine the schedule for repayment.

**Appeal Process:** A Faculty member denied the use of his/her Professional Enrichment Funds will be informed of the decision and reason(s) in writing. The Faculty member may first appeal the denial to their President. Assignments not approved by the Campus President may be appealed once, in writing, to the Chief Human Resources Officer whose decision is final.

## **D. Faculty Enrichment Reserve Fund**

Each Regular Faculty member receives \$1,000 on July 1 in Faculty Professional Enrichment Funds. These funds will be carried forward for three years, up to a maximum of \$4,000. On June 30, the amount of funds exceeding \$3,000 will be appropriated to the Faculty Enrichment Reserve Fund provided an additional \$1,000 is allocated for the following fiscal year.

Starting July 1, 2019, these funds will be carried forward for four years, up to a maximum of \$5,000. On June 30, 2019 the amount of the funds exceeding \$4,000 will be appropriated to the Faculty Enrichment Reserve Fund provided an additional \$1,000 is allocated for the following fiscal year. This staggered increase to a \$5,000 maximum is to ensure a sufficient fund balance in the Reserve during the transition.

Faculty Enrichment Reserve Funds are set aside by the College to assist Faculty members in meeting their professional enrichment goals or for professional improvement. The Reserve Fund also can

provide support for Faculty-initiated professional development activities that enrich or improve the teaching, learning or complementary educational services environment on any campus.

These funds are particularly appropriate for Faculty members who have expended their accounts and for Provisional Faculty, who do not receive Professional Enrichment Funds. Funds in individual Faculty accounts must be designated, encumbered, or expended before Reserve funds may be used. However, any Faculty member is encouraged to apply for these funds regardless of his or her individual professional enrichment account balance, especially for faculty-led initiatives and professional development activities on campuses.

### **Reserve Fund Management**

The Faculty Enrichment Reserve Fund will be managed by a Standing Committee consisting of six Faculty members and one campus Dean or Vice President, with the support of Human Resources. It is the role of the Committee to ensure equitable use of the Reserve Funds among all Faculty applicants.

Representatives on the Committee will be elected by the full-time faculty at each campus, with elections being conducted under the supervision of the Provost Office. In March, nominations will be requested from Faculty. If only one nomination from any campus is received, the nominee will become the representative for that campus. If multiple nominations for any campus are received, a campus election will be held by secret ballot in April. Individuals elected will begin serving a two-year term on the Committee, commencing the following fall semester. Representatives are eligible to serve more than one term of office. All seven representatives are voting members, with one faculty member serving as chair. Every effort will be made to ensure that each campus has representation. Any full-time Faculty member teaching regularly for PimaOnline may represent Community Campus.

During the 2017/2018 academic year, the Provost Office will facilitate the elections process for the first Standing Committee, to be concluded no later than September 30, 2017. The elected representatives will serve until May 31, 2019, at which point the normal election cycle will go into effect. Until October 31, 2017, applications for Reserve funds will continue to be approved by the Campus President.

If a representative applies for Reserve funds during his/her term of office, the representative shall recuse himself/herself from the committee decision. If a representative must vacate the position temporarily for a period lasting a semester or less (e.g., accepts a temporary provisional appointment, goes on sabbatical or other leave, or is unable to attend Committee meetings for any other reason), the position may be filled in an acting capacity by any full-time Faculty member from the same campus. If a representative is unable to finish his/her term of office with more than a semester of the term remaining, or if a position remains vacant for any other reason, an interim election to select a replacement may be held following the procedures outlined above for regularly scheduled elections.

### **Application and Authorization**

1. A Faculty member must apply for Faculty Enrichment Reserve Funds by submitting a request to the Committee using a straightforward process developed by the Committee. The request should include: Name, Campus, Department; Date of Submission; Description of Proposed Activity; and a brief statement explaining how the Faculty member, PCC students, the campus, the department,



and/or the College will benefit. If funds remain in the individual Faculty member's accounts, the proposal must include an explanation of how the funds are designated to be used. A budget including all costs such as transportation, meals, lodging, registration fees and miscellaneous costs should also be submitted. A copy of the request will be sent to the Supervising Administrator.

2. The proposed activity may support the Faculty member's annual goals or it may be used for professional improvement; or it may be innovative in nature; or it may address a specific goal or topic identified by the campus (i.e. technology, internet teaching, alternative delivery modalities, or program review benchmarking). Faculty Enrichment Reserve Funds are to be used solely to cover expenses as defined in the Faculty Professional Enrichment Funds for approved expenditure activity.
3. Funds may also be allocated to support proposed activities such as presentation at an international, national or regional conference or attendance at a conference as an international, national or regional officer. In addition, funds may be used to support nontraditional professional development opportunities. All international travel must conform to current college travel policies.
4. Applications will be reviewed on a monthly cycle and must be submitted to the Committee by the first Friday of the month. Those submitted after the deadline may be reviewed in the next cycle. The Committee may review late applications out of cycle; however, it is expected that Faculty will plan accordingly. During periods when the faculty Committee members are unavailable, for example when off contract, the Committee will appoint designee(s) to approve any requests, typically the Dean or Vice President on the Committee. No request will be processed during periods when the College is closed, for example over Rodeo break.
5. The Committee will authorize the use of any Reserve funds and will respond to applications with a rationale for approval or denial as soon as possible and no later than the third Friday of the month.
6. The Committee will submit an end-of-year report listing activities authorized for expenditure, their costs, and requests that were denied with rationale to the Provost for publication.

## **E. College Support of Faculty Professional Development**

When the Faculty member and supervisor agree that attendance at a conference, workshop, or other professional development activity supports the Faculty member's responsibility to maintain currency in his/her discipline (Article I E, Principle III), the College will compensate substitutes, when necessary, for all classes, including voluntary overloads, that the Faculty member misses while engaged in this activity. Additionally, the Faculty member will not be required to use accumulated leave (Article VI) while at the conference/professional development activity. Appropriate travel documents must be submitted and approved prior to the commencement of the activity.

## **F. Membership in Professional Organizations**

Faculty of the District shall have complete freedom in selecting the professional organizations they may wish to join, without coercion of any kind from any officer or employee of the District.

The use of coercion or pressure by an administrative officer or other District employee or any association or its officers to influence any Faculty member or other employee to join or refrain from joining any organization shall be deemed unprofessional conduct.

## **G. Charitable Organizations**

Contributions to any private or public charitable organization are recognized as voluntary actions on the part of each Faculty member.

## **H. Faculty Support**

The College is committed to supporting its instructional program. The College shall provide clerical/secretarial and technological support to meet the needs of academic personnel provided sufficient resources are available. The College shall support and encourage collaboration and professional development in innovative instruction and communication with students. The administration shall periodically review, not less than once every three years, the College workload and budget to determine levels of instructional support.

## **I. College-Wide Committees, Working Groups, and Task Forces**

1. By October 15 of each year, the following information about College-wide standing committees, working groups and task force groups shall be made available to PCCEA and Faculty Senate Presidents:
  - a. A list of all such committees and membership;
  - b. The Faculty and Administrative co-Chairs;
  - c. The charge to the committees;
  - d. Calendar of days and meeting times.

Information is posted at <http://www.pima.edu/about-pima/college-organization/index.html>

2. If a new standing committee, working group, or task force is approved, the above information shall be made available within two weeks to PCCEA and Faculty Senate by the Chancellor's office or designee.
3. Approved minutes of College-wide standing committee and task force meetings shall be made available to PCCEA and Faculty Senate upon request. The administration will be responsible for providing appropriate staff support (i.e., keeping minutes and scheduling rooms).

## **J. Governing Board Appearances**

1. A Faculty member is expected to discuss, and attempt to resolve, his/her concerns with the appropriate line Administrators prior to bringing them to the attention of the Board.
2. A Faculty member desiring to appear before the Governing Board in open session, other than during citizens interim to address a campus concern or issue, shall apply through the appropriate Campus President to the Chancellor for such appearance.

3. A Faculty member desiring to appear before the Governing Board in open session, other than during citizen's interim to address a College-wide concern or issue, shall apply to the Chancellor for such an appearance.

# **Article V. Compensation**

## **A. Faculty Salary**

Effective July 1, 2014, there are 391 full-time regular Faculty positions.

1. The College grants a one-step increase to those Faculty members who qualify according to Appendices A and J.
2. The entry salary (Grade S, Step 1) for the Academic Year Faculty Salary Schedule is \$43,580. The entry salary (Grade S, Step 1) for the 12-month Faculty Salary Schedule is \$56,990. These figures are based on the 2013-14 entry salaries, plus any funding granted by the Board of Governors to increase Faculty salaries that remains after funding paragraph (1) above.

<http://www.pima.edu/administrative-services/human-resources/classification-compensation/salary-schedules.html>

3. Future salary adjustments are subject to recommendations from the Meet and Confer process and available financial resources.

For Nursing Faculty:

- a) The entry salary (Grade S, Step 1) for the Academic Year Nursing Faculty Salary Schedule for regular fulltime Nursing Faculty is \$57,032 (See Appendix A)
- b) Full-time regular Nursing Faculty who maintain specialty certifications from nationally recognized nursing accrediting organizations such as: ANA, NLN, AANP are eligible for an annual \$250 stipend.
- c) Provisional appointments in nursing will follow the policies outlined in Section 2 of the *Personnel Policy Statement for College Employees*. Placement will be based on the Nursing Faculty Salary Schedule.

## **B. Salary Determination for Regular Full-Time Faculty**

The Chief Human Resources Officer is responsible for recommending initial salary determination of the prospective Faculty member to the Campus President. Initial salary placement will be made in accordance with the Faculty Compensation Plan (Appendix A). The prospective Faculty member shall be informed of the initial salary by the Campus President or designee.

If the new Faculty member's start date is after the beginning of the academic, fiscal or flex year, or otherwise does not work or account for all days of accountability, the actual salary will be prorated based on the average daily rate. The average daily rate will be computed by dividing the annual salary by the appropriate number of days of accountability.

At the time of the employment offer, new Faculty members shall be advised of the opportunity to request a review of the initial salary determination. Within one month of the Faculty member's start date, the Faculty member will receive a copy of Human Resource's written review of his/her initial

salary determination. The written review is intended to help the Faculty member determine if all relevant information has been considered in the placement decision. It is the Faculty member's responsibility to examine the initial placement, to notify Human Resources of any discrepancy in credited education or experience, and to provide documentation supporting his/her claim to additional credit.

Once all relevant information has been considered, a decision has been made and during the initial contract period, the Faculty member may file a written appeal of the initial salary determination to the Chief Human Resources Officer. The Chief Human Resources Officer will review the salary determination and the Faculty member's rationale for the appeal. After consulting with campus administration and Faculty with expertise in the discipline as appropriate, the Chief Human Resources Officer will issue a final decision. The decision of the Chief Human Resources Officer regarding the review of the initial salary determination is final.

Employment contracts and pay are based on periods of active employment. Faculty members who have been approved for full academic, fiscal, or flex-year contracts and who work less than the commensurate number of days of accountability, shall be paid at the average daily rate for the number of accountable days actually worked.

Additional compensation for faculty members performing leadership duties beyond the regular faculty role is described in the Handbook for Academic, Library and Counseling Leadership (located on the Intranet under Human Resources, Personnel Policies and Handbooks).

### **C. Other Instructional Rates - Activity Related**

See Appendix G for compensation for instruction-related additional assignments.

### **D. Non-Teaching Supplemental Rate**

Effective fall semester 2012, the compensation for non-teaching assignments will be \$31 per clock hour. Also see Article II Section E.

### **E. Grants/Awards/Externally Funded Contracts/Agreements**

Compensation coordinated through the College and funded wholly from sources external to the College will be based on the College's compensation policies for the activity, provided such rate of compensation does not exceed the rate of compensation received by the Faculty member under her/his regular contract with the College.

Grants and awards:

1. Salary rates for work performed on sponsored agreements by Faculty members during the academic year (see Article II F for definitions).
  - a. Faculty Proposal Initiator/Developer Faculty members will be compensated during the academic year by either reassigned time for those activities or the current supplemental Faculty rate.
  - b. Faculty Project Manager/Director will be compensated from grant funds, at his/her current Faculty salary rate during the academic year period by use of reassigned time to satisfy part of his/her regular load. In no event will charges to sponsored agreements, irrespective of the basis of computation, exceed the current Faculty salary for that period.

- c. Other Faculty roles:  
Teaching activities requiring Faculty teaching credentials will be included in the Faculty member's regular assigned load.

Non-teaching activities requiring Faculty teaching credentials will be in place of regular load as reassigned time.

- 2. A Faculty member participating in grant activities during periods outside the regular academic year will be compensated as follows:
  - a. Faculty Proposal Initiator/Developer will be compensated at the supplemental rate.
  - b. Faculty Project Manager/Director will be compensated at a rate not in excess of his/her current Faculty base salary (the base salary is the Faculty member's most recent academic year regular appointment). Compensation is on a prorated hourly wage multiplied by the number of hours worked on grant activities as shown below:

$$(\text{base salary} / \text{days of accountability}) / 8 \text{ hours} = \text{hourly rate}$$

$$\text{hourly rate} * \text{time worked on grant activity} = \text{compensation}$$

- c. Other non-teaching Faculty roles will be compensated at the supplemental rate.
- d. Teaching activities requiring Faculty teaching credentials will be compensated at the College's overload rate.
- e. Grants activities that do not require Faculty teaching credentials will be in accordance with the College's compensation plan corresponding to the duties and responsibilities of the grant assignment.

Also see Article II, Section F. for definitions and duties as referenced above.

Externally funded contracts and agreements:

Similar to compensation from grants, compensation from external contracts should reflect the type of work required (refer to Article II Section F). For example, if the responsibilities of the Faculty member funded by the contract are parallel to the responsibilities of a Faculty Project Director as defined in Article II Section F, the contract should be constructed so that the Faculty member is compensated at his/her current Faculty salary (daily) rate.

## **F. Overload Rate (Teaching Assignments)**

Effective Fall semester 2017, the overload rate is \$820 per load hour. Also, see Article II Section B for Workload and Workload Calculations.

## G. Summer Sessions

Instructional Faculty members who are not working under the Instructional Faculty Flex Program and who are teaching during summer sessions will be compensated at the overload rate.

Overload rates do not apply to Educational Support Faculty who teach during the summer as an approved part of their flex-year schedule.

## H. Substitute Pay

A full-time Faculty member, with the approval of the supervisor responsible for the class to be missed, may substitute for another full-time or adjunct Faculty member in a class for which (s)he is qualified. If the only responsibility is proctoring, any Faculty member may substitute for the absent Faculty member. If substitution occurs, the full-time Faculty member who is substituting may elect to be compensated as per this section or may elect not to be paid.

Substitute pay for teaching a class in a traditional face-to-face modality shall be computed based on the load of the class, including any adjustments (e.g., large enrollment), multiplied by the established Overload Rate (Article V.F), divided by the number of times the class is scheduled to meet during the term.

Substitute pay for teaching each day of an online class shall be computed based on the load of the class, including any adjustments (e.g., large enrollment), multiplied by the established Overload Rate (Article V.F) and divided by the number of days the class is scheduled to run (i.e., non-holiday weekdays).

A combination of the above two procedures will be used to compute substitute pay in Hybrid classes in proportion with how the course is scheduled and work performed by the substitute.

Substitute pay for teaching in an open center shall be a flat rate as specified in the table below. The rates specified are for 50-minute instructional periods and are based upon the current overload rate (Article V.F), the meeting time for the traditional-length semester, and the Course Type (Curriculum Procedures Manual) of the class covered. In the event that the substitute provides coverage for longer than a 50-minute period, the clock hour rate can be obtained by multiplying the appropriate rate from the table by a factor of 1.2.

Substitute Pay for a 50-minute instructional period in an open center:

|                   |                      |                      |
|-------------------|----------------------|----------------------|
| Lecture Load Only | Lecture/Lab Load Mix | Laboratory Load Only |
| <b>\$50</b>       | <b>\$43</b>          | <b>\$35</b>          |

Substitute pay for Educational Support Faculty non-teaching activities and responsibilities shall be based on the hourly rate for non-teaching supplemental assignments (Article V.D).

Additional substitute pay may be approved by the supervisor responsible for the class, to account for a substitute having to make up unfinished work not completed by the instructor of record; examples include grading past-due assignments and replying to emails or discussion posts older than 24 hours.

## **I. Pay Dates**

Scheduled pay dates are defined by the payroll calendar adopted by the Finance Office.

Nine-month Instructional Faculty may elect to receive their salary paid during the academic year on the basis of 20 or 21 equal payments dependent on the number of pay periods in the contract term. Pay periods will begin on the first pay date after instructional accountability begins and end after the last day of accountability.

Alternatively, Instructional Faculty may elect to be paid year-round by selecting the deferred salary option that results in 26 equal payments that begin on the first pay date after instructional accountability begins and end prior to the start of the next academic year. An initial election of deferred pay or any change in pay selection must be completed by August 1.

Flex-year Faculty typically will be paid on the basis of 26 pay dates (Unit Guide Flex Year Contracts for the Instructional Faculty).

Salary elections are effective until revoked in writing by the Faculty. Election of the deferred salary payment option is irrevocable during the contract year and must be made before the beginning of the work period for which the Faculty is paid.

## **J. Meet and Confer**

Meet and Confer (see BP-4001) is the process approved by the Board of Governors which allows employee representative groups to provide input for the development of personnel policies directly and substantially related to wages, salaries and working conditions of the employee group. The issues included in the Meet and Confer process are Board determined and comprise those personnel policies specific to the responsibilities or contractual obligations and benefits for regular full-time employees within the employee representative group. In accordance with this policy the issues under discussion may include policy language and appendices for any aspects of the Faculty Compensation Plan including (but not limited to) the salary schedule, initial placement procedures, horizontal and vertical advancement policies, overload rate, substitute pay, and the non-teaching supplemental rate.



# **Article VI. Leaves**

With respect to leaves, it is expected that the Faculty member's appropriate supervisor will be notified promptly, and prior to the leave being taken, if possible. Please refer to the *Personnel Policy Statement for College Employees* for additional information on leave, including bereavement leave, jury duty, unpaid leaves and leave under the Family and Medical Leave Act.

The supervisor and others involved on a limited need-to-know basis must maintain confidentially with regard to personal and/or medical information provided with a leave request. All medical and other documentation associated with the leave must be submitted to the Employee Service Center Benefits Office for retention to maintain required confidentiality safeguards and protect against unauthorized disclosure.

Leave that is approved and taken must be reported in accordance with Section II D of the *Personnel Policy Statement for College Employees, Accounting for Work and Leave*. Whenever any type of leave is taken, Faculty members submit time records on an exception basis with an accurate accounting of all paid and/or unpaid leave taken. If a Faculty member satisfies a portion of his/her work responsibilities for a day of accountability, then leave may be used and reported in 15-minute increments.

## **A. Sick Leave**

Refer to the *Personnel Policy Statement for College Employees* for more information on sick leave.

Full-time regular Faculty, as well as Faculty on provisional appointments, are eligible for sick leave. To be eligible, a Faculty member must carry at least a 3/5 load.

### **1. Accrual**

Each Instructional Faculty member on an academic year contract with 169 days of accountability is credited ten days (58 hours) of sick leave per year on September 1. A Faculty member who is on active leave status at the beginning of his or her contract year, but whose leave is exhausted prior to September 1 will be credited with 10 days (58 hours) on September 1 and may apply the leave retroactively.

At the beginning of each fiscal year, Educational Support Faculty members or 12-month Instructional Faculty on a contract with 221 days of accountability are credited 13 days (104 hours for Educational Support Faculty or 75.4 hours for 12-month Instructional Faculty) of sick leave per year. Educational Support Faculty members on a contract with 169 days of accountability are credited ten days (80 hours) of sick leave per year on July 1.

Other Faculty covered by this schedule are credited hours proportionate to the number of accountable days of annual employment.

Each Faculty member may accumulate no more than 180 days (1044 hours for Instructional Faculty, 1440 hours for Educational Support Faculty) of sick leave. Accumulation shall resume once the total number of hours falls below the maximum, and is subject to the maximum accumulation as defined above.

## 2. Sick Leave Definition and Reasons

Earned paid sick time shall be provided to all employees for use in the following circumstances:

- a. An employee's mental or physical illness, injury or health condition; an employee's need for medical diagnosis, care, or treatment of a mental or physical illness, injury or health condition; an employee's need for preventive medical care;
- b. Care of a family member with a mental or physical illness, injury or health condition; care of a family member who needs medical diagnosis, care, or treatment of a mental or physical illness, injury or health condition; care of a family member who needs preventive medical care;
- c. Care of the employee's newborn child or placement of a child with the employee for adoption or foster care. Use of sick leave under the provisions is limited to six weeks.
- d. Closure of the employee's place of business by order of a public official due to a public health emergency or an employee's need to care for a child whose school or place of care has been closed by order of a public official due to a public health emergency, or care for oneself or a family member when it has been determined by the health authorities having jurisdiction or by a health care provider that the employee's or family member's presence in the community may jeopardize the health of others because of his or her exposure to a communicable disease, whether or not the employee or family member has actually contracted the communicable disease; or
- e. Appointments with physicians or dentists. However, Faculty members will make reasonable efforts to schedule routine doctor's and dentist's appointment to minimize disruptions to instruction and complementary educational services.
- f. Notwithstanding section 13-4439, Arizona Revised Statutes, absence necessary due to domestic violence, sexual violence, abuse or stalking, provided the leave is to allow the employee to obtain for the employee or the employee's family member:
  - i. Medical attention needed to recover from physical or psychological injury or disability caused by domestic violence, sexual violence, abuse or stalking;
  - ii. Services from a domestic violence or sexual violence program or victim services organization;
  - iii. Psychological or other counseling;
  - iv. Relocation or taking steps to secure an existing home due to the domestic violence, sexual violence, abuse or stalking; or
  - v. Legal services, including but not limited to preparing for or participating in any civil or criminal legal proceeding related to or resulting from the domestic violence, sexual violence, abuse or stalking.

The use of sick leave for a domestic partner requires a signed Confidential Domestic Partnership Affidavit of domestic partnership by the Faculty member and his or her domestic partner, prior to use. The Affidavit must be submitted to the Employee Services Center / Benefits office and will be maintained in the Faculty member's benefit file.

### **3. Guidelines**

With respect to sick leave, it is expected that the Faculty member's appropriate supervisor will be notified promptly, and, if possible, prior to the leave being taken.

If a Faculty member does not have sufficient accumulated sick leave to cover an entire absence, she or he should refer to Section IV of the *Personnel Policy Statement for College Employees* and consult with the District Benefits Office for additional information on leave policies.

Should a Faculty member fail to appear for any reason other than illness, the sick leave credited for that year will be reduced by an amount proportional to the amount of the contract term that elapses before the Faculty member begins work.

### **4. Reporting Sick Leave**

- a. If a Faculty member misses an entire day, instructional Faculty members submit timesheets reporting 5.8 hours of sick leave and educational support Faculty members submit timesheets reporting 8 hours of sick leave. This leave amount applies to all regular load classes as well as involuntary overloads.
- b. If a Faculty member misses part of a day, sick leave is reported in 15-minute increments to cover the work time that cannot otherwise be made up.
- c. A Faculty member who is unable to report for work at any time during her/his voluntary overload may elect to either use sick leave or have the overload contract adjusted. If requested by the Faculty member, the Faculty member's accumulated sick leave will be reduced by an amount equal to the amount of time missed in 15-minute increments. This amount of leave is in addition to what is required to cover regular contract obligations. If the Faculty member chooses not to use accumulated sick leave under these circumstances, the overload contract will be adjusted.

For use of sick leave and/or sick leave qualifying under the Family and Medical Leave Act, please refer to College policy in the *Personnel Policy Statement for College Employees*.

## **B. Personal Leave**

Each year two days of Personal Leave are granted by the College for each regular Faculty member. Once the two Personal Leave days have been exhausted, the Faculty member may choose to take up to two additional Personal Leave days, which will be deducted from accumulated Sick Leave. Whenever possible, the amount of leave and the dates of the leave must be requested in writing and approved in advance by the supervisor. Personal Leave is reported in half-day increments.

The following are examples of how the policy may be applied:

- Personal Leave may be taken in half-day or full-day increments up to two day allotment per semester; or
- When circumstances require it, the Faculty member may request to use up to the allowed four-day maximum in one semester.
- Under special circumstances, the supervisor may grant an additional Personal Leave day to be deducted from accumulated Sick Leave in order to allow for a full five consecutive

days of personal time to handle unanticipated personal matters of an emergency or crisis nature.

Requests for Personal Leave and/or for an exception to the two day per semester limitation do not require explanation and will be approved unless the supervisor attests that the use of the Personal Leave would affect negatively the quality of the educational program or the operation of the subject/service area involved.

Approved Personal Leave can be used at any time during the Faculty member's regular contract period including overloads.

## **C. Unpaid Leave**

Unpaid leaves are available for up to one contract year. In some circumstances, unpaid leaves of less than one contract year may be handled through a Non-standard Instructional Faculty contract (See Article II.B.8). Depending on the needs of the College and/or department, consecutive unpaid leaves may be granted but must be requested annually. A Faculty member on an unpaid leave must be available to return to regular employment on or before the expiration date of the leave. A one-year unpaid leave disqualifies the Faculty member from step advancement. A one-semester unpaid leave may disqualify the Faculty member from step advancement. See Appendix J for information regarding step advancement and Section IV in the *Personnel Policy Statement for College Employees* for information on Unpaid Leaves of Absence.

### **1. Unpaid Personal Leave**

Upon request, a personal leave of absence to handle pressing personal obligations may be granted to a Faculty member for up to a maximum of one contract year. Requests are made in writing to your supervisor.

### **2. Unpaid Professional Leave**

Upon request and with the approval of the Campus President or designee, a Faculty member shall be granted unpaid leave up to one contract year for professional development and/or service. Contingent upon approval of an annual request, a Faculty member may receive more than one consecutive unpaid leave. Unpaid professional leave should not create circumstances that will impact negatively the operation of the subject/service area. The employee must be available to return to regular employment on or before the expiration date of the leave.

A Faculty member should refer to Appendix J if he/she wishes to apply the activities of the unpaid professional leave to the Professional Development criteria in their step progression plan. If the unpaid professional leave is approved, the Faculty member must serve 50% of the accountable days of his/her contract instead of the 60% normally required for step progression.

## **D. Holidays and Recesses**

The College recognizes the following holidays and recesses. A holiday is a day on which the College's offices and instructional and complementary educational services are officially closed. A recess is a day or a period of time during which the College temporarily closes some general business offices, while simultaneously providing a limited or concentrated level of instructional and

complementary educational services. See Article II B for more information regarding accountability and Article III E regarding contract and term of employment.

**ACADEMIC CONTRACT FACULTY**

**Holidays:**

Labor Day Holiday  
Veterans Day Holiday  
Martin Luther King, Jr. Holiday

**Recesses:**

Thanksgiving Recess  
Winter Recess  
Tucson Rodeo Recess  
Spring Recess

**FISCAL CONTRACT FACULTY**

**Holidays:**

Independence Day Holiday  
Labor Day Holiday  
Veterans Day Holiday  
Martin Luther King, Jr. Holiday  
Memorial Day Holiday

**Recesses:**

Thanksgiving Recess  
Winter Recess  
Tucson Rodeo Recess  
Spring Recess

The specific dates for all holidays and recesses are set on a yearly basis by the College and Academic Year calendars, which are available on the college website.

If, by Board action, the College is closed due to an emergency on a Faculty member's day of accountability, no deduction shall be taken from the Faculty member's salary. However, make-up instructional and complementary educational services will be scheduled whenever possible.

The College shall ensure that relevant dates (e.g., semester end, beginning and drop/add dates) for alternative and traditional semesters are posted for Faculty and student use.

PCCEA shall receive a copy of the College calendar for review and comment to ensure that the academic calendar is in agreement with contract days and days of accountability. If not, PCCEA will work with the Chancellor and his/her designee to resolve inconsistencies prior to review by the Faculty Senate and final Board action. The academic calendar will contain all relevant dates (e.g., semester end, beginning and drop/add) for alternative and traditional semesters, and will be distributed by Office of the Provost and Executive Vice Chancellor for Academic and Student Services to Faculty members upon final Board action.

# **Article VII.**

## **Faculty Professional Development Program**

### **A. Faculty Professional Development Program – General**

#### 1. Purpose

The Professional Development Program for Faculty is designed to promote individual, group and institutional development for a healthy, supportive environment in which Faculty can best fulfill the College's mission. The work of the Faculty at the College is dynamic, demanding and rewarding, and necessitates that Faculty members take time for professional growth to enhance their skills and knowledge, and for personal renewal. This purpose is achieved through sabbaticals (Article VII B), Faculty exchanges (Article VII C), and the activities that support the enrichment of the Faculty member (Article IV C).

2. The Faculty Professional Development and Sabbatical Standing Committee facilitates professional development programs including the Sabbatical Program, the Faculty Exchange Program and the Professional Enrichment Recognition Award, as described below.

The Faculty Professional Development and Sabbatical Standing Committee, with the support of the Department of Human Resources at the College, facilitates the following programs:

- The Sabbatical Program
- The Faculty Exchange Program
- The Professional Enrichment Recognition Award

The Faculty Professional Development and Sabbatical Standing Committee is responsible for the following:

- a. conducting annual workshops and educational sessions for Faculty interested in applying for sabbaticals; providing non-monetary resources for those applying for sabbatical (examples: information and sample sabbatical applications);
- b. reviewing sabbatical proposals and recommending approved sabbaticals to the Chancellor;
- c. reviewing Faculty Exchange assignments for compliance with program guidelines and recommending approved Faculty exchanges to the Chancellor;
- d. formulating Sabbatical and Faculty Exchange Program guidelines to ensure compatibility with College goals and policy;
- e. determining the recipients of the Professional Enrichment Recognition Award; and
- f. providing review and making recommendations to the office of Organizational and Professional Development on programs that support Faculty professional development.

#### 3. Committee Membership and Elections

Eight representatives on the Faculty Professional Development and Sabbatical Standing Committee will be elected from district-wide divisions or groups of smaller divisions in proportion to division size, as determined by a vote of the Committee. Each division or group

of smaller divisions is entitled to one representative. Two representatives will be elected from District for Educational Support Faculty, one representing Counselors and one representing Librarians. In addition, Desert Vista, Downtown, East, Northwest, and West Campuses will each elect one at-large member who will represent all faculty at that campus. A Faculty member serves as chair.

Elections\* will be conducted under the supervision of Human Resources at the District Office. In March, nominations will be requested from divisions and the district Educational Support Faculty needing representation. If only one nomination is received, the nominee will become the representative for that division. If multiple nominations are received, an election will be held by secret ballot in April. After division and Educational Support Faculty are elected, nominations will be requested from campuses and elections will take place later in April. Individuals elected will begin serving on the committee commencing the following fall semester. The term of office will be for two years, starting in the fall semester. Representatives are eligible to serve more than one term of office.

Should a representative apply for a sabbatical during his/her term of office, the representative shall remove himself/herself from committee service until the sabbatical selection process is concluded. If a representative must vacate the position temporarily for a period lasting a semester or less (e.g., s/he is applying for a sabbatical, accepts a temporary provisional appointment, goes on sabbatical or other leave, or is unable to attend Committee meetings for any other reason), the position may be filled in an acting capacity by any full-time Faculty member from the same division. If a representative is unable to finish his/her term of office with more than a semester of the term remaining, or if a representative position remains vacant for any other reason, an interim election to select a replacement may be held following the procedures outlined above for regularly scheduled elections.

The Chief Human Resources Officer or his/her administrative designee shall be a member of the committee. The Chief Human Resources Officer will provide staff support to the Committee.

\*For the 2017-2018 academic year only, elections will held by September 2017 due to the College reorganization by district-wide divisions.

## **B. Sabbatical Program**

In 2009/10, nine Faculty members' full-pay sabbatical proposals were recommended for approval to the Chancellor, but due to economic constraints, the Board of Governors suspended sabbaticals for 2010/11. The sabbatical program was reinstated in the 2012-13 academic year.

### **1. Description**

The purpose of the sabbatical program is to provide individual regular full-time Faculty members with extended alternatives for professional development that will benefit students, Faculty members, the College and, therefore, the community.

The sabbatical process will be competitive. The review of sabbatical proposals will be based on criteria that are objective, measurable and rigorous. The criteria upon which the awards are made emphasize benefits to students, Faculty members, the College and, by extension, the

community. The expense incurred in awarding sabbaticals must stand the test of public scrutiny.

For academic year Faculty, a sabbatical leave may comprise a compensated professional development leave of one or two semesters. For fiscal year Faculty, a sabbatical leave may comprise a compensated professional development leave of six or twelve months.

Up to twelve full-pay, one semester (academic year Faculty) or six-month (fiscal year Faculty) sabbaticals will be available each fiscal year. There are no restrictions on the number of half-pay sabbaticals that the Committee may recommend to the Chancellor. A one-semester half-pay sabbatical will be paid at 25 percent of contract salary.

A Faculty member who is eligible for sabbatical may apply for a half-pay, one- semester/six-month sabbatical at the same time that (s)he applies for the full-pay sabbatical. (S)He may take this additional sabbatical during semesters contiguous with the approved full-pay or half-pay sabbatical. In these situations, the default compensation will be 75% of his/her regular contract paid in equal installments. In the event that the sabbatical contract is not completed, see Article VII, Section B.5.

Faculty members on sabbatical are paid their regular salary for completion of their professional development leave goals and objectives.

## 2. Eligibility

A Faculty member may apply for his/her first one-semester/six-month full-pay or half-pay sabbatical after five or more consecutive academic/fiscal years of service to the College as a full-time Faculty member. Following return from the sabbatical, the Faculty member is again eligible to apply for a sabbatical during his/her sixth consecutive year of service to the College.

For academic year Faculty, up to two semesters and for fiscal year Faculty up to one fiscal year of approved paid or unpaid professional leave, sabbatical, or approved Faculty exchange will be considered to be full-time service to the College for the purpose of determining eligibility for the sabbaticals. (Please refer to Section IV D and the *Personnel Policy Statement for College Employees*, Section IV, for additional information regarding approved leaves.)

Approved sabbaticals will not interrupt Faculty progression on the salary schedule. Successful completion of a sabbatical qualifies the Faculty member for step advancement. Failure to completely satisfy the sabbatical objectives jeopardizes step advancement.

Faculty members granted sabbatical will maintain continuity of insurance and retirement benefits with the College District, subject to the terms and conditions of those benefits.

Approved sabbaticals with either full-pay or half-pay must not interrupt the continuity of services at the campuses.

## 3. Submission and Evaluation of Sabbatical Proposals



Faculty members applying for a sabbatical are encouraged to attend an orientation workshop provided by the Faculty Professional Development and Sabbatical Standing Committee. The workshop is designed to provide guidance on how to develop a proposal, how proposals are evaluated, and how to get help refining a proposal. Faculty members also are encouraged to review exemplary sabbatical proposals and final reports located on the Pima Intranet; Academic Services, Faculty Professional Development link.

A Faculty member must submit a proposal that includes the Sabbatical Proposal Cover Form (Appendix H) to the Faculty Professional Development and Sabbatical Standing Committee for all sabbatical requests. The Sabbatical Proposal Cover Form must be signed by the designated Dean(s), as appropriate, to attest that the sabbatical has been reviewed and will not seriously hamper the operation of the subject/service area involved.

A Faculty member submitting proposals for one semester at full pay and contiguous semester at half pay needs to submit two separate complete proposals, one for the full-pay sabbatical and one for the half-pay sabbatical, because full-pay and half-pay proposals will be evaluated separately by the Committee.

The Sabbatical Proposal Cover Form is available from members of the Committee in Appendix H and is available on the Pima Intranet; College Forms; Human Resources link.

Proposal submissions for full-pay and half-pay sabbaticals for both the fall and/or spring semester of the following academic/fiscal year are due by the third Monday in October to the Dean. The Dean reviews proposal(s) and forwards signed proposal(s) to the appropriate Vice President by the Friday of the same week. The appropriate Vice President reviews and forwards signed proposal(s) to the Faculty Professional Development and Sabbatical Standing Committee by the last Friday in October. Exceptions to the deadlines for half-pay sabbaticals may be made at the discretion of the Campus President. Faculty members will be notified, whenever possible, of the Faculty Professional Development and Sabbatical Standing Committee's recommendation by mid-February.

Each sabbatical proposal must include the signed Cover Form; a signed Conflict of Interest Advisement Form, a description of the plans, purpose and value of the sabbatical; and a current résumé or curriculum vitae (CV). The Committee requests that as much of the proposal as possible be submitted in electronic format.

If the proposal includes international travel, it must follow the College Travel Policies (RG-2412/A) and include the "Sabbatical International Travel Form." This form contains the following information: purpose of the travel; reason the international travel is needed in lieu of a domestic based experience; the benefit to the College (students, program, or department); and assurance that the travel does not go to or through any country or location on the U.S. State Department's warning list (<http://travel.state.gov/travel>). This form will be forwarded to the Chancellor by the Campus President.

All sabbatical applications will be evaluated independently; inter-dependent sabbatical leaves involving two or more Faculty members will not be considered.

The committee will evaluate each individual sabbatical proposal on the components and weighting system below. Proposals which do not demonstrate equivalency to the contractual load may be eliminated from further consideration by the Committee. Effective fall 2007, a standardized form and rubric will be used. For reference, Faculty members applying for sabbatical can find a copy of the rubric in Appendix H.

- Statement of overall purpose of the sabbatical including specific objectives and detailed activities; these objectives and activities will be evaluated on their measurability, feasibility, and equivalency to the contractual load 45%
- Value of sabbatical to the Faculty member, students, and the College 40%
- Current résumé or CV that details the Faculty member's professional activities and his/her service to students; his/her department, discipline and Campus; and to the College and community 15%

Proposals with the highest scores will be recommended to the Chancellor. The Chancellor, in turn, forwards these selected proposals to the Board of Governors for their approval.

#### 4. Prior to and during the Sabbatical

Successful sabbatical awardees are encouraged to attend a pre-sabbatical workshop on protocols to be met prior to or while on sabbatical and submission of the post sabbatical report. Additional assistance may be obtained through the campus/division representative on the Faculty Professional Development and Sabbatical Standing Committee.

If the objectives and/or activities described in the approved sabbatical proposal change prior to or while on sabbatical, the Faculty member must notify the supervising Vice President and the Faculty Professional Development and Sabbatical Standing Committee, in writing, of the intent to change and must request approval before implementing the change or as soon as circumstances necessitating the change become known. When a request to change sabbatical objectives and/or activities is received, the Faculty Professional Development and Sabbatical Standing Committee Co-chair will notify the Faculty member, within 10 working days that the request will be considered at the next scheduled meeting with a decision or a deadline for making a decision. The requirement for notification does not apply during the months of May, June, July, and August because the Standing Committee does not meet during these months. The Faculty Professional Development and Sabbatical Standing Committee will notify the Faculty member, in writing, of the acceptance or denial of the change.

If circumstances beyond the control of the Faculty member prevent taking the sabbatical as planned, the sabbatical can be delayed until the following contract year. Delaying the sabbatical in this manner must be recommended by the Campus President and approved by the Chancellor. A new sabbatical timeline must be submitted to the Committee and any changes in objectives and/or activities must be approved as described above. This delay will not negatively impact the number of full-pay sabbaticals available for the next contract year.

## 5. Completion of Sabbatical Report

Upon return from sabbatical, the Faculty member must submit a written report that includes documentation that substantiates completion of the stated objectives and activities from the sabbatical proposal(s). The report is submitted to the Campus President and the Faculty Professional Development and Sabbatical Standing Committee within 45 calendar days following the first accountable day of the following semester. Separate reports will be required for consecutive sabbaticals. The Committee asks that reports be submitted in electronic format to facilitate archival of completed reports. At the discretion of the College, reports may be placed on the College Intranet.

A Sabbatical Report Documentation Form is to be used in submitting the report(s). The form is available from members of the committee, and on the PCC Intranet; College Forms; Human Resources link.

The Faculty Professional Development and Sabbatical Standing Committee will perform an initial review of each sabbatical report. If the report is approved, it will be submitted to the Campus President, with a copy to the Chancellor. If the report is incomplete, the Standing Committee will offer to assist the Faculty member to ensure that completion of all objectives and/or activities is clearly documented. After review of the final report, including any additional documentation provided by the Faculty member, the Standing Committee will submit a written notification to the Campus President, with a copy to the Chancellor, that either the objectives or activities outlined in the sabbatical proposal were completed satisfactorily or state which objectives and activities were not completed satisfactorily. The Chancellor, in turn, shares these reports with the Board of Governors. In addition, the Board will receive a report summarizing the products, services and outcomes resulting from the sabbaticals.

A Faculty member who fails to satisfy or complete the objectives and activities of the leave, to complete the sabbatical report or to perform the post-semester(s) employment requirement, may be penalized. Penalties may include repayment of all or part of the payments he/she received from the College while on sabbatical or loss of the step granted for sabbatical activities or both. If a penalty is required, the Campus President will make the recommendation to the Chancellor. The Chancellor shall make the final determination.

## 6. After the Sabbatical

Upon return from a sabbatical, the Faculty member will be reinstated to his or her former or comparable position within the College, unless otherwise agreed upon by the Faculty member and the College.

Upon return from sabbatical, the academic-year Faculty member will be required to complete one semester of full-time service to the College for each semester of sabbatical. The fiscal-year Faculty member will be required to complete six months of full-time service for each six months of sabbatical.

Faculty members are responsible for sharing their results with an appropriate audience within the College community, the Board of Governors, and/or the public. At the College's discretion, the sabbatical report may be posted on the Pima Intranet. The results of the Faculty members'

sabbatical may be presented through activities co-sponsored and supported by the College, such as:

- Presentation to colleagues
- PimaNews article and/or announcements
- Campus brown bag session
- Public forum presentations
- Presentation at a Board of Governors meeting

## 7. Sabbatical Appeals

If a Faculty member's request for a sabbatical is denied, and if the Faculty member believes the denial resulted from a violation of the process described in this Article, the Faculty member may request reconsideration by the Chancellor or his/her designee. If an error of process is determined to have occurred, an additional sabbatical may be approved.

## C. Faculty Exchange Program

A Faculty exchange assignment is a leave of absence from the College of not more than two consecutive semesters in which the Faculty member exchanges positions with a colleague at another post-secondary institution. The purpose of Faculty exchanges is to provide Faculty members with opportunities for professional growth while experiencing the environment of another institution, and to allow the College to benefit from having Faculty from other institutions serve with the College. This Faculty Exchange Program applies only when developed by the Faculty member.

Eligibility for a Faculty Exchange assignment is dependent upon:

1. Completion of three or more years of full-time regular employment with the College as a Faculty member. After completing an exchange assignment, the Faculty member will complete three or more years of full-time service to the College before becoming eligible for another exchange assignment.
2. Locating a Faculty member at another postsecondary institution who is willing and able to exchange assignments and who is acceptable to the subject area Faculty and approved for potential participation in the exchange by the Dean and Campus President.
3. A formal application that includes the Faculty Exchange Cover Form (Appendix I) must be submitted to the Faculty Professional Development and Sabbatical Standing Committee by April 10. The application must be signed by the appropriate supervisor signifying that such an exchange will not seriously hamper the operation of the subject/service area involved, and by the Discipline Coordinator signifying that the visiting Faculty member is acceptable to the subject-area faculty.
4. The Faculty exchange assignment will be evaluated on the basis of merit by the Faculty Professional Development and Sabbatical Standing Committee. The committee will make final recommendations to the Chancellor. The Chancellor will notify the Faculty member of his/her selection as soon as reasonable.

5. Pima Community College Faculty on exchange assignments will be compensated by the College. The visiting Faculty member will be compensated by his/her home institution. The College will not assume any financial liability as a result of the Faculty exchange assignment other than the payment of the PCC Faculty member's normal compensation.
6. Overload assignments, either at the College or at the exchange institution, do not come under the purview of this program.

For the purpose of participation in other College professional development programs, PCC Faculty in the Faculty Exchange Program will be considered to be full-time.

PCC Faculty will be reinstated in their former or comparable positions upon return from the exchange assignment. This Faculty exchange assignment shall be considered as time in-service at the College for salary and retirement purposes.

#### **D. Professional Enrichment Recognition Award**

The Professional Enrichment Recognition Award is for innovative and outstanding Faculty activities that have positive impact on students, the College and/or the community. The recognition is an award of \$500 and a certificate describing the activity. Two recognition awards will be available each year. Faculty may self-nominate or be nominated by students, staff, colleagues, administrators or community members. Submission of an application and documentation to the Faculty Professional Development and Sabbatical Standing Committee is due prior to 4:00 p.m. on the first Friday of March. The application form is available on the College's Intranet under the Human Resources section. A description must be included of how the activities have positively affected students, the College and/or the community. Up to three letters of support from students, staff, Faculty, administrators and/or community members describing the activities or impact of the activities are encouraged. Awards will be presented at the Board of Governors meeting in April.

# **Article VIII. Transfers**

Transfers shall be made only in the area of the Faculty member's competency as evidenced by appropriate credentials. Each Faculty member's preference shall be honored whenever possible. Transfers and changes of assignment shall be on a voluntary basis whenever possible.

## **A. Voluntary Transfers**

1. The campus discipline Faculty and CDAC's will be notified about vacancies on All College Day. Within 14 calendar days after All College Day, CDAC co-chairs provide suggestions to HR regarding appropriate advertising sources/sites if the position vacancy reaches the External Recruitment Phase.
2. Campus discipline Faculty provides assistance to the Department Chair and Supervising Administrator in the development of the campus portion of the position announcement template(s) in an effort to reflect the needs of the campus. If no campus discipline Faculty is available, Faculty certified in that discipline should be involved in development of the transfer announcement(s).
3. A Faculty member who has completed two or more consecutive years of regular full-time Faculty employment may request consideration for voluntary transfers in accordance with the College's Voluntary Transfer Program (*Personnel Policy Statement for College Employees*). A Faculty member may apply for new, vacant, exchange or transfer positions for which they are qualified as such positions become available.
4. Faculty transfer opportunities shall be announced electronically and will remain open for a minimum of seven days, with a copy sent to all full-time regular Faculty, the Provost, the president of PCCEA and the president of the Faculty Senate.
5. Every eligible Faculty member who applies for transfer will be interviewed by the Campus President and Supervising Administrator.
6. Each candidate will meet with the Department Chair and campus discipline Faculty. If there are no campus discipline Faculty, the CDAC will be invited to identify additional Faculty members to contribute discipline expertise.
7. The Campus President and Supervising Administrator will meet with the Department Chair and the discipline Faculty to discuss the strengths and limitations of each candidate with respect to the needs of the department.
8. Each candidate who applies for transfer will be contacted by the Campus President or Supervising Administrator with the result of the process.
9. No teaching demonstrations are permitted.

## **B. Involuntary Transfers**

1. Involuntary transfers or reassignments will be made after due consideration of the need to relocate the affected Faculty member. If involuntary transfers or reassignments are necessary, the Faculty members with the least seniority shall be involuntarily transferred or reassigned first, providing all other factors are substantially equal.
2. An involuntary reassignment shall be made only after a meeting of the Faculty member involved and, if desired, a representative of the Faculty member's choice, and the Chancellor or designee, at which time the Faculty member shall be given written reasons for the transfer.

3. Faculty members will not normally be involuntarily transferred or reassigned from their present positions to other District openings when the College deems there are others equally qualified to staff the position.
4. A Faculty member being involuntarily transferred or reassigned shall be placed only in a position for which she/he is qualified and which does not involve a reduction in total compensation for the remainder of the academic contract.
5. Notice of an involuntary transfer or reassignment shall be given in writing to the Faculty member when possible at least one semester prior to the date of transfer.

### **C. Administrator Transfers to Faculty**

1. Any Administrator who is being considered for transfer to Faculty will be interviewed by the Campus President, Supervising Administrator, and Department Chair for the Faculty position.
2. A teaching demonstration may be required by the Campus President for administrators who have not taught as full-time Faculty.
3. The Chancellor will be contacted by the Campus President with the results of the process.

# **Article IX. Complaints Concerning Faculty**

Refer to the *Personnel Policy Statement for College Employees* (PPSCE) for College complaint processes.

## **A. Purpose**

This article does not apply to student complaints against Faculty. Students wishing to initiate the formal complaint process should follow Administrative Procedure (AP) 3.31.01 Student Complaints. As of June 2017, a two-year effort to provide a new framework for employee input had concluded with a draft Administrative Procedure, AP 1.25. It is anticipated that the new AP will govern the process to update and refine policies applicable to employee compensation and working conditions. Problems or issues arising from AP 3.31.01 and referenced documents or digital materials may be brought forward to AERC as outlined in AP 1.25 for consideration

The College encourages the informal resolution of complaints whenever possible. However, when a complaint cannot be resolved informally or using the alternative dispute resolution process called Mediation (*PPSCE* Appendix D), the College provides for a formal review, which attempts to resolve the matter.

Under this article, any complaint must refer to actions of the Faculty member within the course and scope of his/her employment. If a verbal or written complaint is received concerning a Faculty member, the complaint shall be referred to the appropriate College complaint procedure (e.g., EEO/ADA Complaint Procedure) for processing and attempted resolution. If no other procedure is appropriate, the provisions within this article will be used to attempt resolution. All time limits in the article must be met unless the parties mutually agree to an extension, or extenuating circumstances warrant an extension by the Dean or upper level administration.

It is the intent of this article to address complaints brought against a Faculty member by another college employee. Concerns brought forward by a supervisor should be addressed following procedures outlined in Section V of the PPSCE. If during the processing of the complaint, it becomes clear that the conduct of the Faculty member warrants corrective or disciplinary action, the process outlined in this article is suspended and the procedures outlined in Section V of the PPSCE are followed. Corrective and/or disciplinary actions taken, if any, must comply with the College's procedures, and the Faculty member shall have the protection of the grievance procedures.

The provisions of this article are superseded by the College's obligations as a political subdivision of the state of Arizona. The College's obligations include cooperation in criminal investigations (Article I B, paragraph six).

## **B. Representation**

Should the complainant initiate the formal complaint process, during a meeting required to discuss these issues, the Faculty member may invite another employee of the College or a non- attorney member of the local affiliated Faculty representative group (PCCEA) to be an observer or advisor. The complainant may also invite a suitable, non-attorney representative. These meetings must be scheduled at least four hours in advance, and, at the request of the Faculty member, shall be delayed



until the next accountable day for the Faculty member. The meeting shall not be delayed further due to the unavailability of an observer or advisor.

Required meetings to address these matters shall be scheduled during normal work hours, and shall not interrupt the Faculty member's classroom instruction, complementary educational service, or other required service to the College.

## **C. Complaint Procedure**

### **Informal Resolution**

The complainant is strongly encouraged to attempt resolution by discussing the differences of opinion with the Faculty member. All discussions between the complainant and the Faculty member concerning the complaint should be discussed privately and kept confidential. The points at issue should be well defined in order to keep the discussion as objective as possible.

If the problem between the complainant and the Faculty member cannot be resolved at this level, the complainant and the Faculty member are encouraged to attempt resolution using the Mediation Process (PPSCE, Appendix D). If all informal efforts fail to resolve the issue, then a formal complaint may be filed using the process detailed below.

### **Formal Complaint Procedure**

#### **Step 1 – Formal Complaint and Meeting Request**

The complainant submits to the supervisor a written request asking for a meeting to resolve the complaint. The written request must include a detailed description of the complaint and appropriate documentation. The complainant (other than a student) must initiate this request within seven working days of the attempted informal resolution or within seven working days of the event prompting the complaint.

The Faculty member will be provided a copy of the complaint as soon as possible.

The supervisor shall work individually and in confidence with the complainant and the Faculty member in an effort to resolve the conflict. Should it become necessary, the supervisor will convene a Dispute Resolution Committee within fourteen working days of receipt of the formal request and relevant data supplied by the complainant.

#### **Step 2 – Notice to Dispute Resolution Committee**

The supervisor will notify in writing the members of the Dispute Resolution Committee of the scheduled meeting.

The Dispute Resolution Committee has the following members:

- The supervisor, who functions as the Dispute Resolution Committee Chair.
- The Complainant, who is the individual filing the complaint.
- A regular college employee excluding a lawyer, designated by the complainant who may be invited to attend

- The Faculty member involved. A representative (excluding a lawyer) designated by the Faculty member may also be invited to attend.

### **Step 3 – Dispute Resolution Committee Meeting**

The Dispute Resolution Committee will attempt to resolve the issue at this level through discussion. Meetings of the Committee will be closed to all observers.

If the issue cannot be resolved to the satisfaction of the complainant and Faculty member at this step, the Dispute Resolution Committee Chair becomes responsible for deciding if the complaint is valid and what appropriate action should be taken. The supervisor's written decision and proposed action will be sent to the next line administrator within seven working days of the meeting date. Copies of the decision and proposed action will be sent to the complainant and Faculty member involved. If there is no appeal by either party, the action proposed by the committee chair will be taken.

### **Step 4 – Appeal**

If either the complainant or the Faculty member is dissatisfied with the decision or action proposed by the Dispute Resolution Committee Chair, an appeal may be made to the next line supervisor within seven working days of receipt of the proposed action. This appeal will be a written memorandum outlining the nature of and the basis for dissatisfaction with the proposed decision or action. A copy of the appeal is to be given to the committee chair and the complainant or Faculty member, as appropriate.

Once the appropriate next line supervisor has received the appeal and a written answer from the committee chair, the administrator will meet with the complainant and the Faculty member, separately or together, at the next line supervisor's discretion, within ten working days to discuss the matter.

### **Step 5 – Final Decision**

After reviewing the appeal and consulting with the Campus President, the reviewing next line supervisor has discretionary power to uphold, reverse, or modify the recommendation of the Dispute Resolution Committee Chair.

The reviewing next line supervisor will prepare a written decision that will be sent to the complainant, to the committee chair, and to the Faculty member within fifteen working days of receiving the appeal.

The decision of the next line supervisor is final and completes the procedure for a complaint involving a Faculty member at Pima Community College. The Office of the next line supervisor will be the official repository of records regarding the decisions or actions taken involving this complaint.

Action(s) taken, if any, must comply with the College's corrective and/or discipline procedures, and the Faculty member shall have the protection of the grievance procedure (PPSCE).

# **Article X.**

## **Miscellaneous Conditions of Employment**

### **A. Course Material Royalties and Conflict of Interest**

Pursuant to A.R.S. 38-501 through 38-511, College employees are subject to Arizona conflict of interest laws. In general, Arizona's conflict of interest laws (1) require an employee who has a conflict of interest to disclose the conflict, and (2) prohibit an employee with a conflict from having any involvement, as an employee, in any proposed contract, procurement, or other decision to be made by the College on a subject matter related to the conflict. This includes any decision whether or not to use particular course materials. Course materials are defined as but not limited to: textbooks, course adopted software and custom anthologies.

If a Faculty member, or one of the Faculty member's relatives, has a present or anticipated personal pecuniary or proprietary interest in any proposed course materials, the Faculty member must not be involved in the decision-making process regarding the use of those course materials. Prior to the Faculty member adopting and using those course materials, the Faculty member must receive written approval of the Provost or an official designee. The Faculty member will then complete a conflict of interest disclosure form, and submit this, along with the written approval, to the Chancellor's office.

Refer to the *Personnel Policy Statement for College Employees* for more information on conflict of interest disclosure requirements.

<http://www.pima.edu/administrative-services/human-resources/personnel-policy-statements/common-policy.html>

### **B. Health and Safety**

The Board shall at all times provide and maintain facilities, equipment, and a general educational environment which do not in any way endanger or otherwise jeopardize the health and safety of Faculty members or students. Faculty members shall not be required to work under unsafe conditions or to perform tasks which endanger their health and safety. When a Faculty member reports working conditions perceived to be unsafe, the Administrator charged with resolving the issue shall provide appropriate feedback to the Faculty member on the resolution of the reported unsafe working condition.

### **C. Out-of-Pocket Expenses**

No Faculty member shall be obligated to incur out-of-pocket expenses for the performance of required duties. No Faculty member shall be required to transport students in her/his private car, nor shall a Faculty member be required to use her/his car for District business. If, however, a Faculty member chooses to use a privately owned vehicle for approved District business, the District shall provide reimbursement for such use at the official state mileage rate plus tolls.

## **D. Past Practices**

In cases of precedents established by management regarding Faculty working conditions, these shall not be changed, except as provided in these policies, without notification of the Faculty representative group (PCCEA) President.

## **E. Retirement**

1. Retired Faculty members may be employed by the College as an Adjunct Faculty member or on a part-time temporary basis, at current rates of pay and in accord with rules and procedures for such employment.
2. Retired Faculty members may be employed by the College at the pro-rated pay of his/her last year of employment but must carry proportionate general responsibilities as defined Article II A, in order to be eligible for pro-rated pay.

## **F. Student Code of Conduct**

Pima Community College Board of Governors adopted policy BP-3504 *Student Conduct and Ethics* on December 21, 1988, and revised on March 8, 1995, Motion No. 5315. The Student Code of Conduct is available at the following website:

<http://www.pima.edu/current-students/code-of-conduct/docs/Student-Code-of-Conduct.pdf>.

## **G. Faculty Resources**

The Administration and Faculty agree to move the College toward 21st century learning. The College will support and encourage collaboration, professional development, and technology advancement across the College in innovative instruction, support, and communication with students.

# **Article XI. Retrenchment and Reduction-in-Force**

## **A. Statement of Intent**

One of the primary duties of the College is to ensure that its academic priorities remain paramount, particularly with regard to the quality of instruction or educational support services, even under severe financial or programmatic distress. Therefore, this policy provides the College the ability to adjust full-time Faculty staffing to meet the College's needs. The College values its Faculty and is committed to treating them fairly and with compassion and recognizes the importance of communication and collaboration in addressing any restructuring or reduction of the workforce.

This policy may be enacted as a result of program reduction, enrollment decline, College reorganization, financial exigency or under other unforeseen circumstances when doing so best meets the needs of the College. When circumstances necessitate retrenchment, certain Faculty may be separated from the College through the reduction or elimination of a program, consolidation of positions and/or a layoff. Declining enrollment within a specific program or College-wide may lead to the reduction or elimination of a specific program or programs even in times of financial stability College-wide. All personnel actions will comply with applicable federal and state laws and the College's policy on non-discrimination.

In any circumstance addressed by this policy, affected and potentially affected Faculty shall be given as much notice as possible that the provisions of this policy may be invoked. Except under unforeseen circumstances, notice shall be given to potentially affected Faculty at the start of the Fall semester so that they are able to apply for other employment. This policy does not apply to externally funded regular full-time positions.

## **B. Definitions**

Program reduction means a decision to cancel, consolidate or realign a program or discipline. Program reduction may or may not lead to the layoff of Faculty, depending on the circumstances.

An enrollment decline means a pattern of declining enrollment across the College, a Campus, or within a program; i.e., a significant and sustained downward trend over time. The Chancellor and/or Board of Governors is responsible for determining when an enrollment decline exists that is sufficient to invoke this policy.

A financial exigency exists when substantial or recurring diminishing financial resources threaten the ability of the College to meet its present financial obligations. The Chancellor and/or the Board of Governors is responsible for determining when a financial exigency exists that is sufficient to invoke this policy.

Retrenchment means a restructuring of Faculty workforce due to program reduction, enrollment decline or financial exigency. Retrenchment might include transfer of Faculty members to other sites, shifting Faculty members to other disciplines in which they are already qualified to teach, and other methods of reducing expenses in order to meet the College's needs.

Reduction-in-Force ("RIF") means a reduction in the total number of employees of the College due to program reduction, a demonstrated enrollment decline, a financial exigency or other circumstances that affect an individual program or the College as a whole.

### **C. Program Reduction**

Administration, in consultation with program Faculty, may identify an academic program that should be targeted for reduction or elimination as a result of declining enrollment, program decertification, financial considerations, or other reasons. Information relevant to identifying such programs may come from the on-going program review process. When program reduction is being considered, the following guidelines apply:

1. Faculty members working in the program shall be informed that the program has been identified for potential reduction or elimination as soon as possible and shall be involved in discussions regarding the potential reduction or as part of the decision-making process.
2. When a program is identified for potential reduction or elimination, any decision regarding that program shall be based on the review of data regarding, among other things, enrollment trends, community needs and the financial viability of programs.
3. If Faculty positions within a program are to be eliminated, the RIF criteria and procedures below shall apply.

### **D. Criteria for Determining a Reduction-in-Force**

The College shall undertake a reduction in force only after less impactful alternatives (such as transfer, voluntary resignation, retrenchment, reduced contract, etc.) have been exhausted. If the Chancellor determines that RIF is still necessary, s/he shall share with employees all pertinent analysis and documentation that, in her/his opinion, warrants a RIF.

Before a RIF occurs, the Chancellor shall seek broad input, including from relevant employees and their representative groups, to determine the best possible RIF Implementation Process. The Process shall include the selection criteria and methodology that will be used to determine which employees will be subject to the RIF.

In determining the Process, the Chancellor shall respect the following principles:

- a. Any elimination of staff and/or Faculty positions will have the least possible impact on students
- b. Transparent and fair processes shall be used to determine which employees' jobs are eliminated
- c. Both quantitative and qualitative data, such as enrollment trends, community need, financial viability of programs, or external accreditation results, shall inform decisions about which employees' jobs are eliminated
- d. Discipline-specific insight shall be sought from relevant College Faculty and subject matter experts
- e. A RIF shall not be employed as a tool for performance management or to eliminate problem employees

f. In all cases, the primary objective of the selection criteria shall be to assure that the College retains the Faculty members who are best qualified to accomplish the College's goals in meeting the needs of its students and the community. In making that determination, factors including but not limited to the following, which are not listed in order of priority, may be considered.

- Overall experience, training, ability and performance;
- Lack of active corrective or disciplinary action, recent disciplinary action, and/or a pattern or history of disciplinary action;
- Ability of Faculty to teach in multiple disciplines or sub-specialties;
- Professional development activities that directly enhance the Faculty member's value in the discipline and to the College;
- Leadership and professional service to the College;
- All other factors being equal, length of service.

The relevance and importance of each factor may vary in particular circumstances

## **E. Procedures**

1. Notice of selection for a RIF will be provided in person whenever possible and in writing no less than one month prior to the effective date of such RIF. In most circumstances, Faculty will be given at least one semester of notice that they have been selected for a RIF, and, whenever possible, at the beginning of the Fall semester. The College may, in its discretion, elect to pay Faculty members in lieu of providing the minimum one month notice period.
2. Faculty members who are selected for a RIF shall be provided with a written notice of the specific selection criteria that were used to determine which Faculty members would be subject to the RIF. This notification shall occur in a confidential meeting with their supervisor and higher administrator and include a listing of employee rights, obligations, and responsibilities with regard to RIF.
3. Faculty members who are subject to a RIF are encouraged to apply for other open positions within the College. Human Resources will provide assistance in locating available positions within the College and/or assistance in locating alternate employment. Job placement services or assistance may be made available to Faculty members subject to a RIF. Any assistance available to the affected Faculty members will be identified in the RIF notification, if not before.
4. Faculty members who are subject to a RIF shall have the right to be considered for internal transfer positions via the process set forth in Article VIII during the next recruitment cycle even though they may not be current College Faculty.
5. Faculty members who obtain an alternate Faculty position with the College within one year after the date of the RIF shall retain all pre-existing employment rights, including credit for sabbaticals, salaries and sick leave.

6. Individuals selected for RIF pursuant to this policy may file a grievance in accordance with College policy if the employee believes that the provisions of this policy have not been followed.
7. Termination of employment as a result of a RIF pursuant to this Article is not dismissal for cause and shall not be recorded or reported as such.
8. Faculty members who are subject to RIF shall be paid for any unused personal days.



## **Article XII.**

# **Faculty Representative Group (PCCEA) Rights**

### **A. Representation and Association Rights**

PCCEA members and officers will be permitted to participate in legitimate association business, to include representation of employees. Representation is defined as any activity in which a Faculty member or PCCEA official accompanies, advises, or helps in the preparation of materials for another Faculty member. At a Faculty member's written request, PCCEA or another Faculty member may speak for or represent him/her when (s)he is not available because of an authorized leave, or when his/her circumstances preclude adequate self-representation. A group of Faculty members who share an identical concern(s) may request, in writing, that PCCEA file a grievance on their behalf.

No harassment will be tolerated against a PCCEA representative because of his/her membership in PCCEA or participation in legitimate business and/or PCCEA activities.

Designees of PCCEA shall be permitted to transact official PCCEA business on College property, provided that this shall not interfere with their contractually assigned duties and responsibilities.

Refer to the *Personnel Policy Statement for College Employees* for further information about representation during corrective, disciplinary and grievance procedures.

### **B. Communications**

Given adequate institutional resources, the College agrees to provide physical bulletin board space on the Community Campus, Desert Vista Campus, Downtown Campus, East Campus, Northwest Campus, and West Campus for the exclusive use of PCCEA for posting official notices pertaining to PCCEA business. With prior approval from the Campus President, the PCCEA campus representative(s) may briefly present Faculty-related information during Campus Faculty or Division meetings. PCCEA may use the College mail services and Faculty mailboxes for internally generated communications to Faculty members, but it shall pay its own United States postage costs.

PCCEA may use College resources to advise Faculty on legislative developments and to promote civic responsibility. Pursuant to Arizona Revised Statute 15-1408, however, PCCEA may not use College resources to influence the outcome of elections.

The PCCEA web address is: <https://www.pima.edu/faculty-staff/employee-organizations/pccea/>.

### **C. Information**

The College agrees to make available upon request, data and information, which may be necessary for a grievant to process any grievance or complaint.

The College shall make available to a PCCEA designated official a copy of the Board agenda and packets for public meetings by 4:00 p.m. on the Friday immediately preceding any Wednesday meeting of the Board, if possible.

#### **D. Designation of Meet and Confer Teams**

At the beginning of the academic year, the College shall credit PCCEA with paid reassigned time equivalent to 45 load hours. Such time shall be used by PCCEA for the purposes of transacting PCCEA business, processing grievances, and engaging in meet-and-confer sessions with the College.

Release of Faculty for reassigned time is subject to the approval of the appropriate Campus President. The PCCEA President will notify in writing, the Chief Human Resources Officer, in a timely manner, the allocation of reassigned time.

By November 15 of each year, management and the PCCEA shall make known the identity of the persons designated to serve on their respective meet-and-confer teams.

#### **E. Use of Facilities**

Upon written request and with reasonable notice, the College shall make available to the Faculty Representative Group (PCCEA) an appropriate room for meetings, so long as PCCEA use does not interfere with the officially scheduled operation of the College.

PCCEA may use College office equipment and copy machines and audio-visual equipment (e.g., slide and film projectors, opaque's and screens) when such equipment is not otherwise in use. PCCEA shall furnish its own consumable supplies and pay any lease costs for printing and copying.

#### **F. Office Facilities**

The College agrees to provide to PCCEA at least 150 square feet of office space in a mutually acceptable location. Faculty members shall be permitted to receive telephone calls from PCCEA agents or representatives in their offices.

#### **G. Statutory Changes**

1. Improvements in Faculty benefits which are brought about by the amendment or addition of statutory guarantees now provided in Arizona law should be incorporated into this policy statement.
2. Reduction or elimination of Faculty benefits which are brought about by the amendment or repeal of statutory guarantees incorporated into this policy statement should obligate the parties, within ten days of such reduction or repeal, to negotiate for an acceptable alternative benefit.

#### **H. Meet and Confer Cost**

Cost and expenses incurred in securing and utilizing the services of a consultant are the responsibility of the party engaging in this service.

# **Appendices**

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**Appendix A: Faculty Salary Schedule and Compensation Plan, FY2017/2018**

**9M Educational Support and Instructional Faculty (A9)  
169 Days of Accountability,**

| Step      | Grade    |          |          |          |          |          |
|-----------|----------|----------|----------|----------|----------|----------|
|           | S        | S1       | M2       | M3       | M4       | D        |
| <b>1</b>  | \$44,670 | \$46,457 | \$48,245 | \$50,032 | \$51,819 | \$53,606 |
| <b>2</b>  | \$46,903 | \$48,691 | \$50,478 | \$52,266 | \$54,052 | \$55,840 |
| <b>3</b>  | \$49,136 | \$50,924 | \$52,712 | \$54,499 | \$56,286 | \$58,073 |
| <b>4</b>  | \$51,370 | \$53,158 | \$54,945 | \$56,733 | \$58,519 | \$60,307 |
| <b>5</b>  | \$53,603 | \$55,391 | \$57,179 | \$58,966 | \$60,753 | \$62,540 |
| <b>6</b>  | \$55,837 | \$57,624 | \$59,412 | \$61,200 | \$62,986 | \$64,774 |
| <b>7</b>  | \$58,070 | \$59,858 | \$61,646 | \$63,433 | \$65,220 | \$67,007 |
| <b>8</b>  | \$60,304 | \$62,091 | \$63,879 | \$65,667 | \$67,453 | \$69,241 |
| <b>9</b>  | \$62,537 | \$64,325 | \$66,113 | \$67,900 | \$69,687 | \$71,474 |
| <b>10</b> | \$64,771 | \$66,558 | \$68,346 | \$70,134 | \$71,920 | \$73,708 |
| <b>11</b> | \$67,004 | \$68,792 | \$70,579 | \$72,367 | \$74,154 | \$75,941 |
| <b>12</b> | \$69,238 | \$71,025 | \$72,813 | \$74,601 | \$76,387 | \$78,175 |
| <b>13</b> | \$71,471 | \$73,259 | \$75,046 | \$76,834 | \$78,621 | \$80,408 |
| <b>14</b> | \$73,705 | \$75,492 | \$77,280 | \$79,067 | \$80,854 | \$82,642 |
| <b>15</b> | \$75,938 | \$77,726 | \$79,513 | \$81,301 | \$83,088 | \$84,875 |
| <b>16</b> | \$78,172 | \$79,959 | \$81,747 | \$83,534 | \$85,321 | \$87,109 |

**9M Instructional Faculty Nursing (N9)  
169 Days of Accountability**

| <b>Grade</b> |           |           |           |           |           |           |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|
| <b>Step</b>  | <b>S</b>  | <b>S1</b> | <b>M2</b> | <b>M3</b> | <b>M4</b> | <b>D</b>  |
| <b>1</b>     | \$58,458  | \$60,796  | \$63,133  | \$65,471  | \$67,809  | \$70,147  |
| <b>2</b>     | \$61,381  | \$63,719  | \$66,056  | \$68,394  | \$70,732  | \$73,070  |
| <b>3</b>     | \$64,304  | \$66,642  | \$68,979  | \$71,317  | \$73,655  | \$75,994  |
| <b>4</b>     | \$67,228  | \$69,566  | \$71,903  | \$74,241  | \$76,579  | \$78,917  |
| <b>5</b>     | \$70,151  | \$72,489  | \$74,826  | \$77,164  | \$79,502  | \$81,840  |
| <b>6</b>     | \$73,074  | \$75,412  | \$77,749  | \$80,087  | \$82,425  | \$84,763  |
| <b>7</b>     | \$75,998  | \$78,336  | \$80,673  | \$83,011  | \$85,349  | \$87,687  |
| <b>8</b>     | \$78,921  | \$81,259  | \$83,596  | \$85,934  | \$88,272  | \$90,610  |
| <b>9</b>     | \$81,844  | \$84,182  | \$86,519  | \$88,857  | \$91,195  | \$93,533  |
| <b>10</b>    | \$84,768  | \$87,106  | \$89,443  | \$91,781  | \$94,119  | \$96,457  |
| <b>11</b>    | \$87,691  | \$90,029  | \$92,366  | \$94,704  | \$97,042  | \$99,380  |
| <b>12</b>    | \$90,614  | \$92,952  | \$95,289  | \$97,627  | \$99,965  | \$102,303 |
| <b>13</b>    | \$93,537  | \$95,875  | \$98,212  | \$100,550 | \$102,888 | \$105,227 |
| <b>14</b>    | \$96,461  | \$98,799  | \$101,136 | \$103,474 | \$105,812 | \$108,150 |
| <b>15</b>    | \$99,384  | \$101,722 | \$104,059 | \$106,397 | \$108,735 | \$111,073 |
| <b>16</b>    | \$102,307 | \$104,645 | \$106,982 | \$109,320 | \$111,658 | \$113,996 |

**12M Educational Support and Instructional Faculty (F2)  
221 Days of Accountability**

| <b>Grade</b> |           |           |           |           |           |           |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|
| <b>Step</b>  | <b>S</b>  | <b>S1</b> | <b>M2</b> | <b>M3</b> | <b>M4</b> | <b>D</b>  |
| <b>1</b>     | \$58,415  | \$60,752  | \$63,088  | \$65,425  | \$67,762  | \$70,099  |
| <b>2</b>     | \$61,336  | \$63,673  | \$66,009  | \$68,346  | \$70,683  | \$73,020  |
| <b>3</b>     | \$64,257  | \$66,594  | \$68,930  | \$71,267  | \$73,604  | \$75,941  |
| <b>4</b>     | \$67,179  | \$69,516  | \$71,851  | \$74,188  | \$76,525  | \$78,862  |
| <b>5</b>     | \$70,100  | \$72,437  | \$74,773  | \$77,110  | \$79,447  | \$81,784  |
| <b>6</b>     | \$73,021  | \$75,358  | \$77,694  | \$80,031  | \$82,368  | \$84,705  |
| <b>7</b>     | \$75,942  | \$78,279  | \$80,615  | \$82,952  | \$85,289  | \$87,626  |
| <b>8</b>     | \$78,864  | \$81,201  | \$83,536  | \$85,873  | \$88,210  | \$90,547  |
| <b>9</b>     | \$81,785  | \$84,122  | \$86,458  | \$88,795  | \$91,132  | \$93,469  |
| <b>10</b>    | \$84,706  | \$87,043  | \$89,379  | \$91,716  | \$94,053  | \$96,390  |
| <b>11</b>    | \$87,627  | \$89,964  | \$92,300  | \$94,637  | \$96,974  | \$99,311  |
| <b>12</b>    | \$90,549  | \$92,886  | \$95,221  | \$97,558  | \$99,895  | \$102,232 |
| <b>13</b>    | \$93,470  | \$95,807  | \$98,143  | \$100,480 | \$102,817 | \$105,154 |
| <b>14</b>    | \$96,391  | \$98,728  | \$101,064 | \$103,401 | \$105,738 | \$108,075 |
| <b>15</b>    | \$99,312  | \$101,649 | \$103,985 | \$106,322 | \$108,659 | \$110,996 |
| <b>16</b>    | \$102,234 | \$104,571 | \$106,906 | \$109,243 | \$111,580 | \$113,917 |

**Faculty Compensation Plan**  
**Approved by the Governing Board effective July 1, 2014**

All new regular Faculty will be placed on the Board-approved Faculty Salary Schedule based on criteria as set forth below. After initial salary placement, range advancements (horizontal/column movement) and step increases (vertical movement) on the salary schedule will be awarded based on the criteria in this plan, recommendations from the Meet and Confer process, and available financial resources, unless the Governing Board determines that a financial exigency exists.

**I. Initial Salary Placement for Faculty with an Initial, Full-time Regular Contract in Fiscal Year 2014/15.**

Initial salary placement will be based on educational attainment and years of creditable previous experience.

**A. Minimum Standards for Faculty Employment and Educational Attainment**

**Ranges:**

Minimum standards for Faculty employment are based on a combination of educational attainment and years of creditable experience. Placement with the minimum standard only is Grade S, Step 1 and equates to the following.

- Associate's degree or equivalent and five years of experience
- Bachelor's degree or equivalent and three years of experience
- Master's degree

Definitions on Educational Attainment and approved experience are contained in Sections I C and III of this Appendix respectively.

Placement will be based on the highest academic degree attained, or equivalent (Section III A), as documented with an official transcript. To be creditable, all academic degrees must be earned and credit hours must be granted by or acceptable to an institution recognized by a regional accrediting commission on institutions of higher education (for example, NCA).

**B. Additional Horizontal/Column Credit at Time of Hire:**

1. Additional Horizontal/Column Credit will not be awarded a Faculty member whose most advanced degree is an Associate's degree, or equivalent.
2. A Faculty member whose most advanced degree is a Bachelor's degree, or equivalent, and who has earned 30 additional graduate level academic credit hours after the award of the Bachelor's degree, will be placed in Column S1.

Horizontal/Column Credit beyond S1 will not be awarded a Faculty member whose most advanced degree is a Bachelor's degree or equivalent.

3. A Faculty member whose most advanced degree is a Master's degree or equivalent will receive additional horizontal column movement based on graduate level academic credit hours attained beyond the award of a master's degree. Horizontal credit is based on completed increments of 15 semester hours (or 23 quarter hours). Salary placement with Additional Horizontal Credit beyond the award of the Master's degree is based on the following:

- Master's degree plus 15 semester credits (Grade/Column S1)
  - Master's degree plus 30 semester credits (Grade/Column M2)
  - Master's degree plus 45 semester credits (Grade/Column M3)
  - Master's degree plus 60 semester credits (Grade/Column M4)
  - M.F.A. and Ed.S. degrees will be credited at the Master's degree + 30 semester credits (Grade/Column M2). Other degrees may be added to this category by administrative determination, based upon national recognition that the criteria, requirements, and standards for the award of the degree clearly and substantially exceed those of typical master's degree programs.
4. A Faculty member whose most advanced degree is a doctorate degree will be placed in Column D.
  5. No partial credit will be awarded. To be creditable, courses used for Horizontal/Column Credit must be documented with an official transcript, and submitted to the Human Resources Office. See Article V B for information on requesting a review of initial salary determination.

### **C. Additional Vertical Credit at Time of Hire**

1. Additional Vertical Credit (step placement) may be granted at time of hire for previous work experience as defined below. Credit will be given for approved teaching and/or occupational (non-teaching) experience in the field, not to exceed one year of experience for each twelve-month period.
2. Teaching Experience - Teaching a complete course in a related subject area at an accredited institution, regardless of the duration. Less than full-time experience, which meets the duration requirement, will be credited on a pro-rated basis. NOTE: Teaching assistant experience will NOT be credited unless the employee provides documentation from an appropriate official of the institution that the teaching assistant was the sole instructor of record and was responsible for course content and student evaluation.
3. Occupational Experience - Related occupational work experience in the field to be taught or the area of specialization, with a minimum duration of six months. To be creditable, the related work experience must have been the primary responsibility of the position. Less than full-time experience, which meets the duration requirement, will be credited on a pro-rated basis. Training completed to obtain related certification beyond the requirements used for placement (minimum standards) will be credited based on its experience-equivalent as stated by the certification program, subject to the overall limitation of no more than one year of experience for each twelve-month period.
4. Previous Experience - No credit will be allowed under this provision for experience required to meet the minimum standards for Faculty employment (Section I A).
5. Maximum Vertical Credit - For full-time Faculty members with an initial contract for the 2014/15 academic or fiscal year, a maximum of six steps (up to Step 6) may be awarded for previous experience as defined above.



Salary step placement will be at the rate of one step for two years of approved experience, for each of the first two steps and then three years of approved experience for each of the steps three through six, subject to the six-step maximum placement (Step 6) as noted above.

**D.** Initial salary placement will be predicated on the Faculty Personnel Policy Statement in force when the Faculty member receives his/her first, Full-time, Regular Contract.

## **II. Guidelines for Salary Adjustments for Faculty with an Initial, Full-time, Regular Contract Prior to Fiscal Year 2014/15.**

Salary adjustments in the form of horizontal and vertical movement are given according to the following guidelines. Horizontal and vertical movements on the salary schedule are independent of each other.

### **A. Horizontal/Column Movement**

1. Additional Horizontal/Column movement is awarded based on the standards outlined in Section I B 1-4. If a Faculty member has completed additional education sufficient to advance to a new educational range, the Faculty member's new horizontal position will be determined by moving horizontally to the appropriate educational attainment range within his/her current step.
2. No partial credit will be awarded. To be creditable and effective for contracts issued on or after July 1, these hours must be documented with an official transcript, and submitted to the Human Resources Office by August 31 of that same contract year.

### **B. Vertical Movement**

1. Vertical movement (step advancements) requires approval by the Board of Governors and will be effective the beginning of the contract year following approval. After initial placement on the salary schedule, a Faculty member will be approved for step advancement provided that he/she has satisfied the Step Progression Plan described in Appendix J.
2. When the Board grants step advancement to the Faculty group, Faculty members who are on steps 1 through 15 and are approved for step advancement will move to the next higher step within the appropriate column.

**C.** Initial salary placement and column/step advancement is not modified by subsequent approved changes to eligibility, definition, and salary progression criteria unless so recommended through the meet and confer process and approved by the Board of Governors.

## **III. Definitions**

### **A. Educational Attainment (non-inclusive listings)**

**Associate's degree or equivalent** - A.A. or A.S. degree. Equivalent is defined as satisfactory completion of 64 semester hours or 96 quarter hours, with or without attainment of a degree.

**Bachelor's degree or equivalent** - B.A., B.S., B.F.A. or B.S.N. degree. Equivalent is defined as satisfactory completion of 125 semester hours or 188 quarter hours, of which at least 42 of the credit hours must be upper division level.

**Master's degree** - An earned M.S., M.A., M.Ed., M.B.A., M.L.S, M.R.C., M. Div or M.N. degree or other equivalent earned master's-level degrees.

**Doctorate degree** - An earned Ph.D., Ed.D., D.A., or J.D. degree, or other equivalent earned doctorates.

**B. Year of Service** - 9 consecutive months for 9-month Faculty; 12 consecutive months for 12-month Faculty; or the equivalent number of days of accountability for flex-year Faculty.

**C. Break in Service** - If a Faculty member terminates employment with the College and is later rehired, the Faculty member will be placed on the salary schedule in the same manner as new hires. If a Faculty member has a break in Faculty service which does not terminate employment with the College and later returns to a Faculty position, the Faculty member will return to his/her last (most recent) Faculty salary schedule placement. Intervening service as an Administrator will be credited consistent with Section IV of this plan.

**D. Credit for Approved Leave** - Full credit will be given for Faculty on approved paid leave or half-pay leave approved under the Faculty Professional Development Program. No credit will be given for other approved unpaid leave of one-half year or more (as defined above under "year of service"). Upon return from non-creditable unpaid leave, the Faculty member will return to his/her last (most recent) salary schedule placement.

#### **IV. Salary Placement for Administrators Assigned to Faculty Status**

Salary placement for Administrators assigned to Faculty status will be in accordance with the Administrative Personnel Policy Statement which can be found at [http://www.pima.edu/administrative-services/human-resources/personnel-policy-statements/pps-admin/admin\\_ApxD.pdf](http://www.pima.edu/administrative-services/human-resources/personnel-policy-statements/pps-admin/admin_ApxD.pdf).

An administrator returning to Faculty shall be credited with the number of steps attained during tenure as an administrator. However, to maintain equity, adjustments to the step structure of either the Faculty or administrator salary schedule during his/her tenure will be taken into account in determining step placement as long as Human Resources has determined the employee is not disadvantaged.

#### **V. Exceptions**

The Chancellor, with the approval of the Governing Board, may establish a stipend applicable only to those specific disciplines where the District is experiencing substantial difficulty in attracting and/or retaining quality Faculty members. This stipend would be variable, depending on the degree of competition for Faculty in a particular discipline, and, once implemented, is intended to be phased out over time to bring the affected Faculty back to the core salary schedule rates.

## **VI. Implementation and Administration**

The Administration is authorized to develop regulations and procedures as necessary to implement and administer this compensation plan. The Administration is the final authority in interpreting and applying the provisions of this plan.

## **Appendix B: Unit Guidelines**

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## Unit Guideline

### Non-Teaching Days of Accountability for Instructional Faculty

#### Introduction

Service to students is the College's highest priority. To facilitate the College's ability to meet the needs of students, Instructional Faculty offer traditional instructional services and other instructional services through a variety of innovative methods and flexible scheduling. Instructional Faculty are an integral part of the College's student success model, and, as part of their professional responsibility, they also provide valuable, complementary support to various student development functions, including student advising, enrollment, registration, retention and community outreach. The coordination of these functions is essential to maximize service to students and the College.

#### Definition

In accordance with the Faculty Personnel Policy Statement, Instructional Faculty may be assigned for five (5) days each year to student advising, or other functions pertinent to college enrollment, registration, retention and community outreach, including participation in approved workshops. These activities are in addition to the discipline or program-based academic advising and are to be conducted within the Faculty member's 169 days of accountability throughout the year.

#### Standards

1. Through consultation with their supervisor or designee, each Faculty member shall have input into the scheduling of the five (5) days for student advising or other functions.
2. A College-approved list of authorized activities will be provided by the Provost's Office to the Faculty member's supervisor or designee to include, but not be limited to:

##### Enrollment/Registration

- Advising--all locations and modalities
- Student Orientations and Workshops

##### Outreach

- K-12 schools
- Community-based agencies
- Businesses and industries
- Governmental agencies
- Post-secondary institutions (private and public)

##### Retention

- Early Alert follow-up
- Classroom visitations
- Directing or leading seminars and workshops
- Designing or developing advising and retention aids
- Serving as an advisor for clubs sponsored by the College
- Participating in other approved student success activities

- Advising or working with students in PCC non-credit academic preparation programs, for example Brush-Ups and Boot Camps, Adult Basic Education and GED preparation

#### Technology-related Training

- Advising
  - Retention
  - Outreach
3. The supervisor or designee will provide a copy of the College-authorized list to each Faculty member and approve the Faculty member's academic or flex year non-teaching days of accountability.
  4. The activity facilitator(s) will provide the faculty member's supervisor or designee with documentation of their s participation in the approved activity.
  5. The supervisor or designee will monitor and maintain accountability records for each Faculty member.

#### **Evaluation of Activities/Programs**

The Dean of Education and Student Affairs will evaluate the overall effectiveness of the program, including the value of the activities for Faculty and student success. The procedures outlined in this guideline and authorized list may be amended, as needed by the Provost Office.

## Unit Guideline

### Cross-Campus, Cross-Department and Cross-Discipline Faculty Assignments

#### Introduction

With the agreement of the supervisor, a Faculty member may request that his/her regular full-time assigned duties be distributed over more than one campus, department or discipline/program/service area (Article II B). A Faculty member with distributed duties is expected to fulfill the complete range of duties and responsibilities outlined in the Faculty Personnel Policy Statement, *Personnel Policy Statement for College Employees*, and to meet all other appropriate College policies, regulations and Standard Practice Guides. The College administration will ensure that Faculty approved for distributed assignments receive clear and consistent administrative supervision and direction and are accorded all the respect, courtesies and rights of his/her Faculty professional status. For more specific information see Articles II and VIII of the Faculty Personnel Policy Statement. The Faculty member is to be considered a regular Faculty member in these cross-campus, cross-department or cross-discipline/program/service area assignments which are part of his or her regular full-time assignment.

Full-time Faculty have the right to select classes for both their regular load and overload on their primary campus before any classes are released for cross-campus assignments, which will be made in the following order:

1. Full-time Faculty who have requested cross-campus assignments in writing by the dates specified in Article II B, Section 2, and Article II C, Section 3, will be informed of available classes and the departmental procedures for assigning them by the appropriate department chair. Any class assignments to adjunct Faculty before these dates are considered contingent.
2. Department chairs will then staff the agreed upon classes with cross-campus, full-time Faculty before staffing the rest with adjunct Faculty. At this point, classes are considered officially assigned, and full-time Faculty may not displace adjunct Faculty except to make regular load.
3. Should a new or existing section become available, the Department chair should make a reasonable effort to allow first, full-time Faculty at their primary campus and then all other full-time Faculty in the discipline, a first right of refusal before staffing it with adjunct Faculty. Faculty have seven 7 calendar days, when possible, to notify chairs of their interest in the class, at which time the Department Chair may staff the class with an adjunct Faculty member.

#### Definition

Each Faculty member with approved distributed responsibilities will be assigned a primary campus, department and/or a discipline/program/service area. A regular Faculty member teaching or providing complementary education services over two campuses is considered to have a primary campus, department, and/or discipline/program/service area assignment when 51% or greater of his/her teaching and/or complementary educational service assignment occurs on one of them. A regular Faculty member whose teaching and/or complementary educational service assignment is 50% or less over two or more campuses, departments and/or disciplines/programs/service areas shall have a

primary assignment designated with agreement among the supervisor(s). This primary assignment will also be made in consultation with the Faculty member.

The primary campus is the campus that schedules the class and receives the FTSE for the class, regardless of the location where the class is delivered.

### **Standards**

1. The FTE for the regular Faculty member shall reside at the designated primary campus, department, and/or discipline/program/service area and shall be supervised by the appropriate supervisor for that area. A Faculty office will be provided with appropriate furniture and office equipment, including computer technology as needed.
2. A request for a cross-campus assignment must be made in writing to the supervisors at both campuses (the primary campus and the campus at which the Faculty member wishes to teach), no later than midnight on the dates specified in Article II B, Section 2, and Article II C, Section 3. Copies of the written request must also be given to the Presidents and appropriate Department Chairs at both campuses. Sending your request by email and including all appropriate parties is considered to be an acceptable written format.
3. The cross-campus assignment will be approved unless the supervisor at either campus attests that the cross-campus assignment would negatively affect the quality of the educational program or the operation of the subject/service area involved.
4. The primary campus will receive Adjunct Faculty dollars from the receiving campus for the cross-campus assignment in situations where the primary campus hires an Adjunct Faculty to cover that fraction of the full-time Faculty member's load.
5. The primary supervisor at the primary campus, department and/or discipline/program/service area shall be responsible for maintaining, evaluating and approving workload assignments, including days of accountability for flex year contracts, teaching load and/or assigned complementary service work schedules, Faculty office hours, advising, committee assignments, etc. for that portion of the load assigned as primary. Supervisors from different campuses, departments, and/or divisions shall collaborate with the primary supervisor to determine teaching load or work schedules for complementary educational services of the participating Faculty member.
6. The primary supervisor shall also be responsible for conducting the College- approved Faculty evaluation process with the Faculty member and for responding to student complaints and/or grievances. supervisor on other campuses shall also collaborate on evaluating the Faculty member, and in handling student complaints and/or grievances if they occur, other than on the primary campus, department, and/or discipline/program/service area.
7. The Faculty member shall have the right to provide input into his/her teaching schedule and/or complementary service work schedule of coverage in all departments, disciplines/programs and service areas assigned.
8. The regular Faculty member shall be provided the opportunity to meet his/her assigned load or service area work schedule by having priority over Adjunct Faculty assignments or by utilizing a



flexible schedule. If a course that is part of a Faculty member's regular load is cancelled, or if his/her load is reduced for reasons beyond his/her control, he/she may, through collaboration with his/her primary supervisor, request assignment to an unstaffed section or a section staffed with an Adjunct at any other site. In addition, regular Faculty desiring overload classes shall have preference in accordance with overload policy (Article II C).

9. The regular Faculty member shall have the same opportunity to receive information and be involved in all assigned campus, department and discipline/program/service area activities including campus, department, and division meetings. For Instructional Faculty, the regular Faculty member shall provide input into the other assigned departments' curriculum process and textbook selection process. All Faculty members on cross-campus or department assignments shall be provided the opportunity to participate in grants development and professional development, among others.
10. The regular Faculty member shall participate in the election of a Department Chair as appropriate in the primary department and/or discipline/program/service area at his/her primary campus (Appendix D).
11. The regular teaching Faculty member shall have the opportunity to attend all CDACs for which he/she has an assigned load, but the Faculty member's primary discipline assignment (see Definition above) shall determine the CDAC to which he/she has full membership, including voting rights.
12. The regular Faculty member shall be afforded the same opportunity for summer teaching assignments in each department and discipline/program as any other regular Faculty member in the respective department or discipline/program.

### **Evaluation of Assignments**

The primary supervisor in consultation with the other supervisors shall seek input from Faculty in these distributed assignments about the challenges and opportunities such assignments afford them.

### **Appeal Process**

Faculty denied a cross-campus assignment may first appeal to their President. Assignments not approved by the Campus President may be appealed once, in writing, to the Chief Human Resources Officer whose decision is final.

## **Unit Guideline**

### **Flex Year Contracts for Instructional Faculty**

#### **Introduction**

As established in 2003/04 in Article II of the Faculty Personnel Policy Statement, a flex year contract will be available to interested Instructional Faculty with the approval of the appropriate Campus President and in light of the educational needs of the College. Contract start and stop dates may vary depending on College needs; however, the administration, appropriate faculty leadership and the Instructional Faculty member are jointly and individually responsible to assure that the appropriate accountability is fulfilled within the flex year contract period.

#### **Definition**

Flex year contracts for Instructional Faculty provide for flexible scheduling of instructional services and are intended to expand the ways in which the College and Instructional Faculty meet student needs. This program is also designed to give the Instructional Faculty member more options for meeting contractual obligations. Instructional Faculty participating in this program fulfill the provisions in Article II during a variety of non-traditional times such as recesses, winter intersession, and summer sessions, by flexible loading during traditional semesters, or a combination of both.

Classes taught during any summer session and/or during winter intersession may be used as part of an instructional flex schedule. Any summer session used in an instructional flex schedule must be used at the end of the contract year. See the examples listed below.

#### **Parameters**

##### **Accountability**

The Faculty member, in consultation with their supervisor, will develop a Flex Schedule Calendar demonstrating how his/her days of accountability (169 for Academic Year Faculty, and 221 for 12-month Faculty) and instructional annual workload (30 load hours for Academic Year Faculty, and 39 load hours for 12-month Faculty) will be met (see Article II B). The Flex Schedule Calendar will be submitted to District Human Resources for verification of policy adherence.

It is assumed that the Flex Schedule, weekly, on-campus accountability shall be the equivalent of an average of 29 hours in a standard workweek.

In addition, other expectations of Faculty members, such as annual student advising hours (29) and office hours, committee assignments and other professional activities described in Article II A must be met in order to fulfill the full-time contractual obligation. Furthermore, the Faculty member is accountable for attending the Graduation Ceremony, All College Day, and All Faculty Day, if the flex year scheduled period coincides with these activities. The administration, faculty leadership and the Faculty member are jointly and individually responsible to ensure that the Faculty member's accountability is met.

#### **Eligibility**

Current regular, Academic Faculty interested in the program must submit a memo to their supervisor by March 1 for the following fiscal/contract year. The memo should demonstrate that the schedule

does not negatively affect the program, and should give a general outline of the proposed flex schedule. However, not all disciplines or programs lend themselves to flex year contract schedules.

If an unforeseen circumstance arises, a Faculty member, in conjunction with their supervisor, can request an exception to the flex deadline in order to serve the needs of the educational program or operation of the subject/service area. Requests will be submitted to the Campus President for consideration of approval.

Requests made after the deadline will be considered in accordance with this policy as long as the Faculty member is paid on a 26 pay period cycle.

Typically, newly employed Faculty are eligible to volunteer for the flex year program by the March 1 deadline of their first contract year of regular employment. However, a newly employed Faculty member who agrees to work a schedule that otherwise meets the flex schedule definition during his/her first contract year of regular employment may request an exception.

In consultation with the Dean, a faculty member in a leadership position may develop a flex schedule.

All 12-month Instructional Faculty are automatically on a flex schedule and should meet with their supervisor by Graduation Day, whenever possible, to establish the flex schedule for the upcoming contract year.

### **Selection Process**

The Flex Schedule assignment will be approved unless the supervisor demonstrates that the flex schedule assignment would negatively affect the quality of the educational program or the operation of the subject/service area involved, or if requests by multiple Faculty members for Flex Schedules within the same year create circumstances that will negatively impact the operation of the subject/service area involved. If no satisfactory compromise can be achieved, then preference will be given to Faculty members who have not previously been accommodated using Flex Schedules. Additional consideration will then be given to Flex Schedules that support professional development. Seniority with the College will be the final determining criterion. The administration and faculty leadership reserve the right to consider extenuating circumstances in approving Flex Schedules.

After approval, the Faculty member, along with their supervisor, work together to set the flex year calendar. All Flex-year Schedules requested by March 1 must be set by June 30. Requests made and approved after the March 1 deadline will be set as soon as possible.

A Faculty member, who has received approval and has set his/her Flex Schedule, may request to modify the Flex Schedule during the contract year that the Schedule is in effect.

The faculty member's supervisor is the final approving authority over flex year contracts, understanding that fairness and equity are important issues in the selection process. Faculty members denied a flex schedule assignment may appeal to their Dean or Vice President if the Dean is their supervisor. If the faculty member or their supervisor do not agree with the decision made upon initial appeal, they may make a final appeal, in writing, to the Campus President whose decision is final.

## **Salary**

Faculty members in the flex year program shall be paid on the basis of 26 pay periods if the contract dates are different from the traditional academic year Faculty contract dates. (If the dates are the same, the Faculty member may opt for either 20 or 26 pay periods.) Therefore, Faculty who may be interested in requesting a flex year option should contact the payroll department by April 15 to be placed on the 26 pay period cycle.

Annual salary shall be based on the Faculty Compensation Plan. However, should the Faculty member not meet full contractual obligations, for example, by separating employment, any salary paid shall be reconciled with the number of days of accountability actually worked.

### 1. Examples

In order to assist Academic Year Faculty members who are interested in establishing a flex year contract, the following illustrates a combination of sessions and times in which the full teaching load may be met\*:

1. Fall semester through Spring semester
2. Fall semester, Spring semester, and Summer Session B
3. Fall semester, Spring semester, and Summer Session A
4. Fall semester, Summer Session A, and Summer Session B
5. Spring semester, Summer Session A, and Summer Session B
6. Fall semester, Spring semester, and Summer Session C
7. Fall semester, Winter Intersession, and Spring semester

\*Note: Any schedule requires 169 days of accountability.

Evening, weekend, recess, late start, pre-session and post-session may be used under any option above to meet the regular load.

### 2. Leaves of Absence

A Faculty member participating in the flex year program who is approved for a paid or unpaid leave of absence during the flex year should consult with their supervisor and the Chief Human Resources Officer to review appropriate policies, revise or modify the Flex Schedule Calendar, and to determine if the leave of absence will result in a proration of salary.

## Unit Guideline

### Supplemental Agreements (Non-teaching)

#### Introduction

The regular Faculty member's full range of duties and responsibilities are outlined in Article II of the *Faculty Personnel Policy Statement (FPPS)* and in the general job descriptions for Instructional Faculty and Educational Support Faculty (Appendix H) approved by the College administration and maintained by the Office of Human Resources.

The Faculty member's professional skills, talents, and capabilities may also be essential to the College's provision of services and/or development of products and services, which are beyond the Faculty member's regular duties and responsibilities. Supplemental agreements may be made either during or outside the start and end dates of regular Faculty contracts and special provisions pertain in both circumstances. Supplemental agreements encompass non-teaching activities only. (Articles II E and V D.)

#### Definition

Supplemental activities represent professional duties deemed necessary by the administration and are defined as being clearly beyond (or outside the normal expectations of) the regular Faculty contractual obligations.

Compensation for supplemental activities is subject to Board authorization and may be found in the Faculty Personnel Policy Statement.

Up to 12 clock hours of supplemental activities per week may be authorized for Faculty members during their regular contract. During this time, the number of allowable supplemental agreement clock hours shall decrease by two clock hours for each overload hour taught.

Up to 40 hours per week may be authorized for Faculty members who are not under their regular contract.

Within the approved categories of Instructional Support, Student Support and Institutional Support, supplemental agreements are generally made for three types of activities: providing a service, participating in an activity or producing a product. Agreements are generally made within the Faculty member's area of expertise, unique skill sets and/or knowledge base.

Examples of supplemental agreements may include but are not limited to:

- Holiday Session Coordinator;
- Student Academic Achievement Coordinator;
- Campus Honors Program Coordinator;
- Faculty Mentoring Coordinator;
- various grant activities (see Article II, Section F);
- coordination/management of educational projects such as summer bridge programs;
- mandated attendance at workshops and seminars;
- attendance during certain committee meetings (outside of the contractual obligation);

- new program development;
- design and development of non-traditional formats;
- design and development of courses into non-traditional scheduling formats;
- paper screening for Faculty applicants;
- off-contract committee and/or task force work.

### **Selection Process**

In accordance with Article II E, all Faculty members will be advised of and offered the opportunity to express interest in supplemental assignments on College-wide initiatives. Should more than one Faculty member express interest and have the requisite qualifications to successfully accomplish the purpose and goal of the supplemental assignment, the campus administration will work with the department of Human Resources to design and provide to the candidate an appropriate selection process.

### **Evaluation of Assignments**

Upon the completion of all supplemental agreement assignments a written evaluation of the service provided, the activity attended, and/or the product produced will be submitted by both the Faculty member and the hiring authority to the next supervisory level. Evaluations shall be kept on file for three years by the hiring authority.



## **Appendix D: Faculty Duties and Responsibilities**

The Faculty duties and responsibilities will be reviewed regularly and adjusted as the need arises under the supervision of the Provost.

The duties and responsibilities of the Pima Community College Faculty place the highest priority on providing outstanding educational opportunities for the community and promoting an effective learning environment for the students of Pima Community College. The Faculty also provide critical assistance to Administration in developing and implementing College Policies and Procedures. Faculty may have involvement in academic and student disciplinary matters as referenced in the Student Code of Conduct. Faculty members are expected to conduct all duties and responsibilities with integrity and in accordance with all applicable federal, state and local statutes and the College's policies, procedures and regulations.

Duties and responsibilities include, but are not limited to, the following:

### **General Duties**

- Commits to and supports the philosophy, mission and goals of the Pima County Community College District.
- Demonstrates commitment to student success.
- Maintains currency in practices, trends, and research related to area of specialization or assignment.
- Completes training (offered on-line and/or face-to-face) required by the College.
- Participates in the Student Learning Outcomes Assessment process at the course, program and College-wide levels and provides required documentation.
- Participates in continuous improvement by engaging in a program of professional development.
- Participates in the development and implementation of applicable policies and procedures.
- Participates and engages in the program review process.
- Participates and engages in curriculum review.
- Attends Faculty meetings and other College, campus, department, discipline/program or committee meetings as appropriate.
- Participates in all College, campus, departmental, programmatic and Faculty self-evaluation processes.
- Demonstrates efficient and proper use of College resources.
- Assists with appropriate extra and co-curricular activities as requested or assigned.
- Complies with official reports, requirements and deadlines established by the College.
- Establishes and maintains appropriate working relationships with members of the College community.
- Performs other job-related duties and responsibilities as assigned.

### **Student Learning Outcomes**

#### **Definition**

In accordance with The Higher Learning Commission Criteria for Accreditation, Criterion Three: Student Learning and Effective Teaching (the institution provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its mission), Pima Community College defines student learning outcomes (SLOs) as the knowledge, skills, and values students are expected to attain



upon completion of a program, activity, course or project at the College. Through their College experiences, Pima students will enhance their abilities to learn, communicate, innovate, participate, and aspire. Specific outcomes, and their assessment and analysis, are determined by discipline Faculty for each course and program. The College is committed to achievement of these outcomes at the course, program, and college level. Assessment and analysis of SLOs will contribute to the continuous improvement of the courses and programs at the College and of the College as a whole.

### **Student Learning Outcome Duties**

All Faculty are required to participate in the determination of specific outcomes for courses and programs appropriate to their discipline, as well as the assessment, analysis, implementation of curricular or programmatic change, and reassessment of those outcomes for each course and program.

### **Instructional Faculty**

#### **Classroom/Course Duties**

Instructional Faculty provide instruction and conduct classes in accordance with the Mission and Values of the College and within the scope of a defined course of study. Instructional Faculty prepare and keep current course policies, syllabi, class presentations, assignments, as well as student outcomes and evaluation instruments for their specific disciplines. They provide course requirements, attendance requirements, grading criteria and office hours to students in writing. Instructional Faculty provide instructive feedback and evaluate student progress based upon performance of official course objectives in a manner consistent with the grading policy of the College using the criteria specified in the syllabus. They adhere to published class schedules by meeting and teaching all classes as assigned. They manage and maintain an appropriate classroom environment. They post and maintain office hours throughout the assigned workweek and maintain academic and student records as required by the institution.

#### **Departmental/Discipline Duties**

Instructional Faculty collaborate on the development, review and revision of curriculum, including the Student Learning Outcomes process, and operational procedures in relevant subjects or disciplines. They provide support to their discipline leadership in the identification and recommendation of qualified Adjunct Faculty and in the selection of textbooks and course materials. Instructional Faculty participate in program review and student outcome assessment activities.

#### **Advising and Student Development Duties**

Instructional Faculty provide on-going academic advising, both general and/or subject specific, to current and prospective students. Faculty may participate in advising workshops to remain current and to provide students with accurate advising information. Up to five days of advising or other student development activities may be assigned as part of a Faculty member's regular assignment and are defined in the Unit Guide: Non-teaching days of accountability for Instructional Faculty.

### **Educational Support Faculty: Counselors**

#### **Counselor Duties**

Counselors educate students in the pursuit of their personal, academic and career goals. Counselors are trained to understand students with diverse backgrounds and experiences and to help students conduct realistic self-appraisals. Counselors maintain current knowledge of professional counseling issues as well as legal and ethical issues related to counseling. In response to changing demographics, technological and evolving community needs, counselors provide instruction,

leadership and support in the development of new and enhanced student success and retention programs.

Counselors promote student self-efficacy, sound decision-making, responsible behaviors, and respect for self and others. Counselors guide students in making major decisions regarding careers and college plans, by interpreting personality and interest inventories, facilitating goal setting, goal attainment, and values clarification. Counselors assist students with attaining educational success by assessing their academic progress, learning, and life management skills, and by offering strategies that improve student academic experiences.

Personal counseling is short-term and counselors focus on issue assessment, problem solving, and decision making processes as they relate to the student's academic, career, and personal goal achievement. Counselors respond to students in crisis with intervention, stabilization, and referral. If the Counselor determines a student requires services beyond those provided by the College, or authorized by the Counselor's job duties, then referral is made to community based agencies and/or therapeutic services.

### **Instructional Duties**

Counselors may teach a course which is directly related to his/her job assignment as approved by their supervisor. Counselors participate in the development, review, and revision of Student Success curriculum and operational procedures. When teaching, Counselors fulfill the same classroom, course and departmental duties as the Instructional Faculty.

### **Advising and Student Development Duties**

Counselors provide on-going academic advising to currently enrolled and prospective students. They share in the development and delivery of new student orientation programs as well as other programs targeting special populations and student retention. Counselors act as resources for Faculty and staff in the areas of counseling and student success.

## **Educational Support Faculty: Librarians**

### **Professional Role**

#### **Librarian Duties**

Librarians assist students, Faculty, staff and administrators in accessing reliable, accurate information through a variety of avenues. Librarians provide in-depth and one to one research and reference consultations. Librarians produce traditional and web-based bibliographies and pathfinders.

Librarians develop, assess and maintain the library collection as a resource for students, staff, Faculty and administrators. Librarians review, adjust, and implement the Pima Community College District Collection Development Policy.

#### **Instructional Duties**

Librarians provide information literacy instruction designed to support self-directed, self-sufficient learning in a variety of settings and in a variety of instructional modalities. Librarians may team teach or provide instructional support to subject area Faculty.

### **Advising and Student Development Duties**

Librarians may participate in new student orientations, academic advising activities, workshops, and training sessions based on student and/or campus needs.

## **Appendix E: The Faculty Senate and Faculty Senate President**

### **Introduction**

A clearly defined and well-coordinated governance review process is a cornerstone of any Institution of higher education and it has the potential to contribute significantly to the development of a positive institutional climate. Faculty senators are elected by their departmental colleagues to represent their departments in the governance review process. The specific duties and responsibilities for Senators are described in the Faculty Senate Charter.

The President of the Faculty Senate is elected from the Senate membership and is responsible for scheduling and directing the activities of this governing body, recommending Faculty participants for standing committees and task forces, and speaking for the Faculty in the governance review process.

### **Reassigned Time for Faculty Senate President**

In recognition of the time, energy and service to Pima Community College, the Office of the Chancellor endorses reassigned time for a Faculty member who serves as Faculty Senate President during a traditional academic year.

The Faculty Senate President will be authorized for one class reassigned time not to exceed 4 equivalent load hours per semester. The total amount of reassigned time for service as Faculty Senate President cannot exceed more than 50% of his or her teaching assignment.

Exceptions to this personnel guideline may be authorized by the Executive Vice Chancellor for Finance and Administration on a case-by-case basis.

## Appendix F: Faculty Evaluation and Success Program

### 1. Components of the Faculty Evaluation Program

#### a Annual Goals

All Faculty, in consultation with their supervisor, will set mutually agreed-upon goals for the coming year at the beginning of the fall semester. A mid-year “check-in” may occur in person or electronically, and a final review will occur in April during the Annual Collegial Conference.

#### b Student Feedback

Instructional Faculty will receive anonymous feedback from students in every course they teach. Educational Support Faculty will also receive feedback from students. All Faculty will receive feedback using College-approved forms.

#### c Evaluation of Teaching and Learning

All Faculty will be observed in one of the courses or educational support activity on a regular cycle recommended by the Faculty Evaluation Working Group. In some years, a Faculty Member may be observed by their supervisor. In other years, a Faculty Member may elect to be observed by a peer, to observe a peer, or to participate in a course materials review instead. Administrators may conduct additional observations, and Faculty may request additional peer reviews. These activities typically occur between October and February.

#### d Self-Reflection

All Faculty will complete a self-reflection form, typically in March, prior to the Annual Collegial Conference and will submit this form to their supervisor one week before the conference.

#### e Annual Collegial Conference

All Faculty will meet each year with their supervisor to discuss the challenges and accomplishments of the preceding year and potential goals for the following year. The discussion will be reflected on the Final Evaluation Rubric and informed by components a - d above.

The Faculty member and supervisor will mutually agree upon a time for the Collegial Conference. Collegial Conferences typically are held in April. The meeting should be scheduled at least three weeks in advance to allow the Faculty member time to prepare a self-reflection.

### 2. Professional Development

If a need for improvement is indicated, the College shall provide support for the improvement of the individual Faculty performance. A Performance Improvement Plan will be mutually developed by the Faculty member and their supervisor using the Corrective Action Procedure described in the *Personnel Policy Statement for College Employees*. **The Annual Collegial Conference is not designed for development of a Performance Improvement Plan.**

The plan shall be sensitive to the available accumulation in the individual Faculty member's Professional Enrichment Fund. Should the Fund be insufficient to cover the cost of the plan, the

supervisor will work with the Faculty member to identify alternative sources and programs for improvement and/or alternative sources of funds for the Performance Improvement Plan.

A Faculty member may request the Faculty Resources Center(s) or similar campus resources and supervisor to assist in the development of additional instruments or procedures which may be used to evaluate the instructional process, classroom effectiveness, or other areas needing improvement.

3. **Forms**

The forms used in this evaluation process are posted on the PCC Intranet.

4. **Review Process**

As part of continuous improvement, a Faculty Evaluation Working Group has been created to review the Faculty Evaluation and Success Program. Employee feedback will inform the group. The group shall include Administration, Staff, and Faculty, with Faculty representation including both PCCEA and Faculty Senate members as well as both Instructional and Educational Support Faculty. Recommendations for changes will be forwarded to the Executive Leadership Team, to Faculty Senate, or to the Meet-and-Confer process as appropriate and communicated to Faculty no later than thirty days following approval.

5. **New Faculty**

Every newly hired Faculty member will meet with their supervisor during the first thirty days of employment to set goals, discuss expectations, and modify timelines as necessary.

6. **Appeals**

In the event that a Faculty member disagrees with his/her evaluation following the Annual Collegial Conference, he/she may appeal the outcome to the Campus President by providing a written rationale for the disagreement and any application documentation.

## **Appendix G: Other Instructional Stipends - Activity Related**

Load hour equivalency is a one-time stipend per fiscal year. The stipends for these activities are determined by multiplying the overload rate (Article V. F) by the specified number of load hours.

A full-time Faculty member may only be assigned one of the activities listed below at any given time, unless an exception has been granted by the Dean.

| <b>Activity</b>  | <b>Load Hour Equivalency</b> |
|--|------------------------------|
| Winter Intersession Coordinator                              | 3.2                          |
| Band Director  | 5                            |
| <i>Aztec Press</i> Advisor                                   | 6                            |
| Chair or Co-Chair of Major Task Force <sup>1</sup>           |                              |
| Chorale Director   | 5                            |
| Drama Productions Director, each production<br>3 Productions | 5                            |
| Honors Coordinator, each coordinator<br>1 Per Campus         | 2.5                          |
| Publication Advisor, each publication <sup>2</sup>           | 5                            |

<sup>1</sup> Activity and rate determined by the Chancellor's Cabinet. Other activities and rates may be determined by the Chancellor's Executive Leadership Team.

<sup>2</sup> Approved publications are *SandScript*, and *Cababi*.

## **Appendix H: Sabbatical Proposal and Report Cover Forms**

Refer to the *Faculty Personnel Policy Statement* (FPPS), Article VII B for provisions of the Faculty Sabbatical Program. This section describes the purpose of the sabbatical program, the evaluation requirements and screening criteria used by the Faculty Professional Development and Sabbatical Standing Committee, and the approval and appeal processes for sabbaticals.

### **Steps for completing a Sabbatical Proposal**

1. Complete the **Sabbatical Proposal Cover Form** (sabbatical forms are located at on the PCC Intranet; College Forms; Human Resources link).
2. Attach your current résumé **or** CV. This résumé or CV should clearly detail your professional activities, your service to students, your Department, discipline, your Campus, and to the College and community.
3. Complete and attach your **full proposal** for your sabbatical; include the overall **purpose** of the sabbatical including specific **objectives**, and detailed **activities**, and a discussion of the **value** of the sabbatical to you, your students, and the College.
4. Complete and attach the Conflict of Interest Advisement Form.
5. If required, complete the Sabbatical International Travel Form.
6. In two paragraphs on a separate sheet, **summarize** your sabbatical purpose, objectives, and activities for the Board of Governors' Report.
7. Submit your sabbatical proposal to your Dean for approval and to obtain these **signatures** for the Sabbatical Proposal Cover Form by the third Monday in October.

Submit your **completed and signed Sabbatical Proposal Cover Form, sabbatical proposal** (including résumé or CV), **and summary** to the supervising Vice President for his/her signature by the **following Friday in October**. Please submit as much of the proposal as possible in electronic format. The supervising Vice President, in consultation with the appropriate campus administrators, reviews the proposal to ascertain that if it is approved, it will not seriously hamper the operation of the subject/service area involved. Upon approval by the supervising Vice President, s/he will forward the packet to the Organizational Effectiveness and Development Office, Human Resources by the last Friday in October. Concurrently, the appropriate Vice President also will send a copy of the signed cover page to the Faculty member.

8. If a sabbatical is awarded, please be advised that your sabbatical proposal (without résumé) and sabbatical report may be placed on file on the College Intranet.



### **Steps for completing a Sabbatical Report**

1. Complete the Sabbatical Report Documentation Form.
2. Submit electronic copies of your report to your supervising Vice President and to the Faculty Professional Development and Sabbatical Standing Committee within 45 days of the first day of accountability of the semester following the sabbatical.



**Pima Community College  
Sabbatical Proposal Cover Form**

Name: \_\_\_\_\_ E-mail: \_\_\_\_\_

Subject/ Support Service: \_\_\_\_\_ Assigned \_\_\_\_\_ Campus/Location: \_\_\_\_\_

Dean \_\_\_\_\_ Dean-mail \_\_\_\_\_

Start Date as Regular, full-time Faculty Semester/year of last sabbatical \_\_\_\_\_

Semester of Sabbatical Requested (Spring, Fall, or, if flexible, please specify) \_\_\_\_\_

Full- or Half-Pay Sabbatical Requested \_\_\_\_\_

- Copy all objectives and activities exactly from those listed on proposed sabbatical onto the table.
- List the specific items that will be submitted to document the completion of each of the objectives and activities in the table. Append the table and include additional information if necessary.

| Objectives/Activities<br>(Must be copied exactly from those listed on the sabbatical proposal.) | Specific Documentation to be Provided (How will each of the objectives/activities documented?) |
|---|--|
| <b>Objective 1:</b>   | <b>Objective 1:</b>  |
| Activity A:   | Activity A:  |
| Activity B:   | Activity B:  |
| <b>Objective 2:</b>   | <b>Objective 2:</b>  |
| Activity A:   | Activity A:  |
| Activity B:   | Activity B:  |
| <b>Objective 3:</b>   | <b>Objective 3:</b>  |
| Activity A:   | Activity A:  |
| Activity B:   | Activity B:  |

- By submitting this Sabbatical Proposal Cover Form and Sabbatical Proposal, I certify that the statements in this document are true and complete to the best of my knowledge. If I receive a sabbatical, I agree to abide by the policies of the sabbatical program described in Article VII of the Faculty Personnel Policy Statement. I affirm that the proposed objectives and activities are equivalent to my contractual load.
- If the purpose, specific objectives, and detailed activities described in this sabbatical proposal change prior to or while on sabbatical, I agree to notify the Campus President and the Faculty Professional Development and Sabbatical Standing Committee ( FPDSSC), in writing, of the intent of the change and to request approval **prior to** implementing the change.
- Upon my return, I agree to submit documentation that substantiates the completion of the objectives and activities outlined in this proposal. This report will be submitted to the Campus President and the FPDSSC within 45 calendar days following the first day of accountable following my return from sabbatical.
- I agree to complete one semester or 6 months of service to the College for every semester of sabbatical that I receive.

\_\_\_\_\_  
Signature of Faculty Member Date

\_\_\_\_\_  
Signature of Dean Date

\_\_\_\_\_  
Signature of Vice President Date

*Administrative signatures indicate that this sabbatical proposal has been reviewed and will not seriously hamper the operation of the subject/service area involved.*

**Pima Community College  
Sabbatical Report Documentation Form**

Name: \_\_\_\_\_ E-mail: \_\_\_\_\_

Subject/ Support Service: \_\_\_\_\_ Assigned Campus/Location: \_\_\_\_\_

Dean \_\_\_\_\_ Dean E-mail \_\_\_\_\_

Sabbatical Start Date \_\_\_\_\_ Sabbatical End Date \_\_\_\_\_

Semester of Sabbatical \_\_\_\_\_ Full- or Half-Pay \_\_\_\_\_

- Copy all objectives and activities exactly from those listed on the original, FPDSSC approved sabbatical proposal.
- List all FPDSSC approved sabbatical modifications separately.
- List the specific items/files that document the completion of each of the objectives and activities in the table below. Append the table and include additional information if necessary.
- Specify the location of each piece of documentation
- NOTE: All materials submitted as documentation will be retained by the College and cannot be returned to you; please submit copies if you wish to retain the originals.

| Objectives/Activities<br>(Must be copied exactly from those listed on the original, approved sabbatical proposal.) | Specific Documentation Provided (How are each of the objectives/activities documented?) | Location of Documentation<br>Where is this documentation located?<br>(File name, page number, appendix, etc.) |
|--|---|---|
| <b>Objective 1:</b>  | <b>Objective 1:</b>   | <b>Objective 1:</b>   |
| Activity A:  | Activity A:   | Activity A:   |
| Activity B:  | Activity B:   | Activity B:   |
| <b>Objective 2:</b>  | <b>Objective 2:</b>   | <b>Objective 2:</b>   |
| Activity A:  | Activity A:   | Activity A:   |
| Activity B:  | Activity B:   | Activity B:   |
| <b>Objective 3:</b>  | <b>Objective 3:</b>   | <b>Objective 3:</b>   |
| Activity A:  | Activity A:   | Activity A:   |
| Activity B:  | Activity B:   | Activity B:   |
| <b>Approved Sabbatical Modifications</b>   | <b>Approval Date</b>  | <b>Specific Documentation Provided</b>  |
| <b>Modified Objective:</b>   |   | <b>Modified Objective:</b>  |
| Modified Activity:   |   | Modified Activity:  |

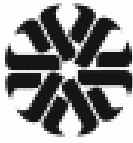
By submitting this Sabbatical Report Documentation Form and supporting documentation of completed objectives and activities to the FPDSSC for verification of successful completion of the proposed and approved sabbatical, I certify that the statements in this document are true and complete to the best of my knowledge, and that I have abided by the policies of the sabbatical program described in Article VII of the Faculty Personnel Policy Statement. The completed objectives and activities are equivalent to my contractual load.

I am sending this form and supporting documentation to the FPDSSC within 45 calendar days following the first day of accountability in my returning semester.

I agree to complete one semester or six months of service to the college for every semester or period of sabbatical that I received.

Signature \_\_\_\_\_ Date of Submission \_\_\_\_\_

Sample Form:



**Pima Community College  
Sabbatical Report Documentation Form**

Name: Franny Faculty E-mail: Franny.Faculty@pima.edu  
 Subject/Support Service: Social Justice Assigned Campus/Location: Community  
 Supervisor: Herkimer B. Cheez Administrator's E-mail Herkimer.Cheez@pima.edu  
 Sabbatical Start Date August 15, 2009 Sabbatical End Date December 16, 2009  
 Semester of Sabbatical Fall, 2009 Full- or Half-Pay Full-Pay

- Copy all objectives and activities exactly from those listed on the original, FPDSSC approved sabbatical proposal.
- List all FPDSSC approved sabbatical modifications separately.
- List the specific items/files that document the completion of each of the objectives and activities in the table below. Append the table and include additional information if necessary.
- Specify the location of each piece of documentation
- NOTE: Please submit documentation in electronic format whenever possible. All materials submitted will be retained by the College and cannot be returned to you; please submit copies if you wish to retain the originals.

| Objectives/Activities<br>(Must be copied exactly from those listed on the original, approved sabbatical proposal.) | Specific Documentation Provided<br>(How are each of the objectives/activities documented?)          | Location of Documentation<br>Where is this documentation located?<br>(File name, page number, appendix, etc.)  |
|--|---|--|
| <b>Objective 1: Complete 2 U of A classes</b>  | <b>Objective 1: Official U of A Transcript</b>  | <b>Objective 1: See File on CD entitled Appendices. The Official Transcript is scanned into Appendix A</b>     |
| Activity A: <b>Complete ANT 569</b>  | Activity A: <b>Grade of "A" on transcript</b>   | Activity A: <b>See File on CD entitled Appendices. Appendix A, Official Transcript for Fall Semester, 2009</b> |
| Activity B: <b>Complete ETH 615</b>  | Activity B: <b>Grade of "A" on transcript</b>   | Activity B: <b>See File on CD entitled Appendices. Appendix A, Official Transcript for Fall Semester, 2009</b> |
| <b>Objective 2: Attend National Conference</b>   | <b>Objective 2: Certificate of Attendance</b>   | <b>Objective 2: See File on CD entitled Appendices. The attendance certificate is scanned into Appendix B.</b> |
| Activity A: <b>Attend National Association of Social Justice Education Conference, Atlanta</b>                     | Activity A: <b>Provide NASJE Certificate of Attendance from October, 2009 Conference in Atlanta</b> | Activity A: <b>This activity was modified, see below</b>   |
| <b>Objective 3: Create a 3-dimensional model of social justice for use in PCC classes</b>                          | <b>Objective 3: Photographs of completed 3-dimensional model</b>                                    | <b>Objective 3: See File on CD entitled Appendices. The photos are in Appendix C.</b>                          |
| Activity A:  | Activity A:   | Activity A:  |
| Activity B:  | Activity B:   | Activity B:  |
| <b>Approved Sabbatical Modifications</b>   | <b>Approval Date</b>  | <b>Specific Documentation Provided</b>   |
| <b>Modified Objective: 2</b>   |   | <b>Modified Objective: 2</b>   |
|  |   | <b>Location of Documentation</b>   |
|  |   | <b>Modified Objective: 2</b>   |

|  |          |   |  |
|--|----------|---|--|
| Modified Activity:<br><b>Attended National</b>                         | Sept. 15 | Modified Activity: <b>Unable to attend conference in Atlanta, requested and</b>   | Modified Activity: <b>See File on CD entitled Appendices. Appendix B. The final PCC Travel Expense Report is</b> |
| <b>Association of Social Justice Researchers Conference in Florida</b> |          | <b>approved to attend a similar national conference in Florida. Submitting copy of final PCC Travel Expense report as verification.</b> | <b>scanned into Appendix B.</b>  |

By submitting this Sabbatical Report Documentation Form and supporting documentation of completed objectives and activities to the FPDSSC for verification of successful completion of the proposed and approved sabbatical, I certify that the statements in this document are true and complete to the best of my knowledge, and that I have abided by the policies of the sabbatical program described in Article VII of the Faculty Personnel Policy Statement. The completed objectives and activities are equivalent to my contractual load.

I am sending this form and supporting documentation to the FPDSSC within 45 calendar days following the first day of accountability in my returning semester.

I agree to complete one semester or six months of service to the college for every semester or period of sabbatical that I received.

Signature *Franny Faculty* Date of Submission February 1, 2010



**Pima Community College**  
**Sabbatical International Travel Form**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

*In most cases, international travel will be approved only if the requester cannot obtain a similar experience within the country. Travel to Canada or Mexico will not be considered out-of-country travel. If the requester has been invited to present at a conference or professional meeting outside the U.S., it is expected that the inviting party will bear some of the cost of travel. The requester must submit evidence of support from the inviting party. (RG-2412/A)*

1. Yes \_\_\_ No \_\_\_ Can you obtain this professional development experience within the United States, Canada or Mexico? If not, please explain why.
2. What is the purpose of this travel?
3. How will this travel benefit your discipline, program, or department (e.g., curriculum enhancement, student learning, pedagogy, methodology)?
4. Please attach a copy of the State Department's Current Travel Warnings (<http://travel.state.gov/travel>) showing that your travel does not go through any country of location on the list.

**NOTE:** This form does not replace the formal approval process for out-of-country travel referenced below from RG-2412/A. If this sabbatical proposal is approved, please submit the required paperwork for approval as soon as possible.

*Approval for out-of-country travel must be received prior to making reservations for travel, and should be submitted for review at least two months prior to such travel to your Dean and Campus President's Office or Provost's Office. If the Campus President or Provost recommends approval, the request should be forwarded to the Chancellor's Office with complete justification. Such requests should include:*

- *The purpose of the trip, and how it is linked to the requester's role at the College.*
- *The names of the traveler(s), and names and telephone numbers for emergency contacts for each traveler.*
- *The routes, destinations, and dates of travel*
- *Assurance that the travel does not go to or through any country or location on the U.S. State Department warning list.*
- *Why the requester cannot obtain a similar experience within the U.S., Canada or Mexico.*
- *Modes of travel*
- *Sources of funding*
- *The estimated total cost*
- *The benefit to the College (the enhancement to the students, program or department of the requester.)*

*Evidence of approval by all appropriate supervisors and by any relevant federal or state agencies. (RG-2412/A)*

## SABBATICAL PROPOSAL SCORING RUBRIC

|  |                                 |                                |     |
|--|---------------------------------|--------------------------------|-----|
| Name:  | Proposal Title/Topic:           |                                |     |
| Semester and Year requested:   | FULL- PAY <input type="radio"/> | HALF PAY <input type="radio"/> |     |
| <b>PURPOSE of the SABBATICAL</b>   | <b>Percentage of Total</b>      | <b>Purpose Score</b>           |     |
| Statement of overall purpose of the sabbatical including specific objectives and detailed activities   | 45%                             |                                |     |
|  | High                            | Medium                         | Low |
| Provides a Statement of Overall Purpose of the Sabbatical  |                                 |                                |     |
| Provides Objectives and Activities which are:<br><div style="margin-left: 20px;">                     Clear, Specific, and Detailed<br/>                     Measurable<br/>                     Feasible<br/>                     Equivalent to the contractual load                 </div> |                                 |                                |     |
| Comments:  |                                 |                                |     |

| VALUE of the SABBATICAL  | Percentage of Total |        | Value Score |  |
|--|---------------------|--------|-------------|--|
| Value of sabbatical to the Faculty member, students, and the College       | 40%                 |        |             |  |
|  | High                | Medium | Low         |  |
| Overall Value of the Sabbatical  |                     |        |             |  |
| Evaluation Criteria for Value include:                                     |                     |        |             |  |
| Provides a Clear, Specific, Description of the Value to the Faculty Member |                     |        |             |  |
| Provides a Clear, Specific, Description of the Value to the Students       |                     |        |             |  |
| Provides a Clear, Specific, Description of the Value to the College        |                     |        |             |  |
| Comments:  |                     |        |             |  |



| CURRENT RÉSUMÉ or CV  |       | Percentage of Total |        | Résumé/CV Score |  |
|---|-------|---------------------|--------|-----------------|--|
| Current résumé or CV that details the Faculty member's professional activities and his/her service to students; his/her department, discipline and Campus; and to the College and community 15% |       | 15%                 |        |                 |  |
|   |       | High                | Medium | Low             |  |
| Résumé/CV Details of Activities and Accomplishments   |       |                     |        |                 |  |
| Evaluation Criteria for Résumé/CV:  |       |                     |        |                 |  |
| Provides Clear, Specific Details of the Faculty Member's Professional Activities  |       |                     |        |                 |  |
| Provides Clear, Specific Details of the Faculty Member's Service to Students  |       |                     |        |                 |  |
| Provides Clear, Specific Details of the Faculty Member's Service to the Department  |       |                     |        |                 |  |
| Provides Clear, Specific Details of the Faculty Member's Service to the Discipline  |       |                     |        |                 |  |
| Provides Clear, Specific Details of the Faculty Member's Service to the Campus/ College   |       |                     |        |                 |  |
| Comments:   |       |                     |        |                 |  |
|   |       |                     |        |                 |  |
| Purpose   | Value | Résumé/CV           |        | Total Score     |  |
|   |       |                     |        |                 |  |
| Final Comments:   |       |                     |        |                 |  |
|   |       |                     |        |                 |  |

**SCORING:**

**PURPOSE of the SABBATICAL 45% of total**

|   |   |  |
|---|---|--|
| <p>“HIGH RANGE” score will be merited by a proposal that:</p> <ul style="list-style-type: none"> <li>• Provides a detailed statement of the overall purpose of the proposed sabbatical.</li> <li>• Provides detailed clear, specific, measurable proposed sabbatical objective(s).</li> <li>• Provides a detailed description of each supporting activity required to meet the proposed sabbatical objective(s).</li> <li>• Provides a detailed description of activity products or outcomes that are quantifiable and measurable.</li> <li>• Provides a detailed description of how the Faculty member will document the completion of each objective and activity. <i>(For Example Only: Could include the identification of a finished product described in specific detail such as 1) developing a book proposal with a cover letter, rationale, sample statements of support tentative table of contents, and sample chapter on the topic of “ the symbolic use of space in Mayan architecture,” 2) creating a Chemistry 101 lab manual consisting of 16, 4-part learning modules, 3) reading 30 current journal articles applicable to developing nursing vocabulary and compiling a 20-page typed, double-spaced annotated bibliography detailing each with a 200 word summary, 4) conducting 3 site visits to Glendale, Estrella Mountain, and Paradise Valley Community Colleges for the express purpose of interviewing 12 different writing Faculty members and obtaining data on incidents of classroom disruption in developmental writing classes, 5) producing a 15-foot found metal sculpture incorporating mathematical concepts developed in MAT 201 for permanent display in the Luis Bernal Gallery, 6) writing and submitting a 10-page paper and half-page abstract to “Cooking in the College,” a juried publication in the field of culinary arts, etc.). Exemplary sabbatical proposals are available for reference in campus libraries.</i></li> <li>• Provides evidence of detailed planning that demonstrates the objective(s) and activities are feasible (can be completed in the allotted time).</li> <li>• Provides a detailed time management plan or specific timeline of activities that demonstrates the objectives and activities have been carefully considered and represent a realistic, temporally feasible project for the sabbatical timeframe.</li> <li>• Provides a detailed description of</li> </ul> | <p>A “MEDIUM RANGE” score will be merited by a proposal that:</p> <ul style="list-style-type: none"> <li>• Provides a general statement of the overall purpose of the proposed sabbatical.</li> <li>• Provides general proposed sabbatical objective(s).</li> <li>• Provides a general description of each supporting activity required to meet the proposed sabbatical objective(s).</li> <li>• Provides a general description of activity products or outcomes that are quantifiable and measurable.</li> <li>• Provides a general description of how the Faculty member will document the completion of each objective and activity. <i>(For Example Only: Could include the identification of a finished product such as 1) developing a book proposal on the topic of “ the symbolic use of space in Mayan architecture,” 2) creating a lab manual for Chemistry 101, 3) compiling an annotated bibliography containing a minimum of 30 articles applicable to developing nursing vocabulary, 4) conducting 3 site visits to Glendale, Estrella Mountain, and Paradise Valley Community Colleges to interview writing Faculty members to find out about incidents of classroom disruption in developmental writing classes, 5) producing a sculpture incorporating mathematical concepts for the College, 6) writing and submitting a paper to a juried publication in the field of culinary arts, etc.). Exemplary sabbatical proposals are available for reference in campus libraries.</i></li> <li>• Provides evidence of general planning that demonstrates the objective(s) and activities are feasible (can be completed in the allotted time).</li> <li>• Provides a general time management plan or broad timeline of activities for that demonstrates the objectives and activities have been considered and represent a realistic, temporally feasible project for the sabbatical timeframe.</li> </ul> | <p>A “LOW RANGE” score will be merited by a proposal that:</p> <ul style="list-style-type: none"> <li>• Inadequately provides or fails to provide a statement of the overall purpose of the proposed sabbatical.</li> <li>• Inadequately provides or fails to provide proposed sabbatical objective(s).</li> <li>• Inadequately provides or fails to provide a description of each supporting activity required to meet the proposed sabbatical objective(s).</li> <li>• Inadequately provides or fails to provide a description of activity products or outcomes that are quantifiable and measurable.</li> <li>• Inadequately provides or fails to provide a description of how the Faculty member will document the completion of each objective and activity.</li> <li>• Inadequately provides or fails to provide evidence of planning that demonstrates the objective(s) and activities are feasible (can be completed in the allotted time).</li> <li>• Inadequately provides or fails to provide a time management plan or timeline of activities that demonstrates the objectives and activities have been considered and represent a realistic, temporally feasible project for the sabbatical timeframe.</li> </ul> |
|---|---|--|

|   |  |  |
|---|--|--|
| <p>contractual equivalency (days of accountability, workload, active engagement, etc.) According to the Faculty Personnel Policy Statement, Article II.B.6., contractual load is equivalent to an average of 40 hours per week. <i>(Examples for workgroup only: Could include such things as a calculation of hours that will be required to accomplish EACH activity, an estimate of hours/days/weeks of engagement for each activity, a timeframe demonstrating approximate periods of engagement for each activity, etc.) Exemplary sabbatical proposals are available for reference in campus libraries.</i></p> | <ul style="list-style-type: none"> <li>• Provides a general description of contractual equivalency (days of accountability, workload, active engagement, etc.) <i>(Examples for workgroup only: Could include such things as a general estimate of hours/days/weeks that will be required to accomplish EACH activity, a statement indicating contractual equivalency based on estimated time for each activity, etc.). Exemplary sabbatical proposals are available for reference in campus libraries.</i></li> </ul> | <ul style="list-style-type: none"> <li>• Inadequately provides or fails to provide a description of contractual equivalency (days of accountability, workload, active engagement, etc.)</li> </ul> |
|---|--|--|

| VALUE of the SABBATICAL—40% of total  |   |  |
|---|---|--|
| <p>A “HIGH RANGE” score will be merited by a proposal that:</p> <ul style="list-style-type: none"> <li>• Provides a detailed description of the value of the proposed objectives and activities to the Faculty member’s professional development.</li> <li>• Provides a detailed description of the value of the proposed objectives and activities to the Faculty member’s personal development.</li> <li>• Provides a detailed description of how the completion of the proposed objectives and activities directly and/or indirectly benefits students at the College.</li> <li>• Provides a detailed description of how the completion of the proposed objectives and activities directly and/or indirectly benefits the College or College community.</li> </ul> | <p>A “MEDIUM RANGE” score will be merited by a proposal that:</p> <ul style="list-style-type: none"> <li>• Provides a general description of the value of the proposed objectives and activities to the Faculty member’s professional development.</li> <li>• Provides a general description of the value of the proposed objectives and activities to the Faculty member’s personal development.</li> <li>• Provides a general description of how the completion of the proposed objectives and activities directly and/or indirectly benefits students at the College.</li> <li>• Provides a general description of how the completion of the proposed objectives and activities directly and/or indirectly benefits the College or College community.</li> </ul> | <p>A “LOW RANGE” score will be merited by a proposal that:</p> <ul style="list-style-type: none"> <li>• Inadequately provides or fails to provide a description of the value of the proposed objectives and activities to the Faculty member’s professional development.</li> <li>• Inadequately provides or fails to provide a description of the value of the proposed objectives and activities to the Faculty member’s personal development.</li> <li>• Inadequately provides or fails to provide a description of how the completion of the proposed objectives and activities directly and/or indirectly benefits students at the College.</li> <li>• Inadequately provides or fails to provide a description of how the completion of the proposed objectives and activities directly and/or indirectly benefits the College or College community.</li> </ul> |

| CURRENT RESUME or CV—15% of total  |   |   |
|--|---|---|
| <p>A “HIGH RANGE” score will be merited by a proposal that:</p> <ul style="list-style-type: none"> <li>• Provides a detailed description of the Faculty member’s active participation and service throughout college employment.</li> <li>• Provides a detailed description of the Faculty member’s past and present professional activities.</li> <li>• Provides a detailed description of the Faculty member’s past and present service to students.</li> <li>• Provides a detailed description of the Faculty member’s past and present service to the department.</li> <li>• Provides a detailed description of the Faculty member’s past and present service to the discipline.</li> <li>• Provides a detailed description of the Faculty member’s past and present service to the Campus/College.</li> <li>• Provides a detailed description of the Faculty member’s past and present service to the community.</li> </ul> | <p>A “MEDIUM RANGE” score will be merited by a proposal that:</p> <ul style="list-style-type: none"> <li>• Provides a general description of the Faculty member’s active participation and service throughout college employment.</li> <li>• Provides a general description of the Faculty member’s past and present professional activities.</li> <li>• Provides a general description of the Faculty member’s past and present service to students.</li> <li>• Provides a general description of the Faculty member’s past and present service to the department.</li> <li>• Provides a general description of the Faculty member’s past and present service to the discipline.</li> <li>• Provides a general description of the Faculty member’s past and present service to the Campus/College.</li> <li>• Provides a general description of the Faculty member’s past and present service to the community.</li> </ul> | <p>A “LOW RANGE” score will be merited by a proposal that:</p> <ul style="list-style-type: none"> <li>• Inadequately provides or fails to provide a description of the Faculty member’s active participation and service throughout college employment.</li> <li>• Inadequately provides or fails to provide a description of the Faculty member’s past and present professional activities.</li> <li>• Inadequately provides or fails to provide a description of the Faculty member’s past and present service to students.</li> <li>• Inadequately provides or fails to provide a description of the Faculty member’s past and present service to the department.</li> <li>• Inadequately provides or fails to provide a description of the Faculty member’s past and present service to the discipline.</li> <li>• Inadequately provides or fails to provide a description of the Faculty member’s past and present service to the Campus/College.</li> <li>• Inadequately provides or fails to provide a description of the Faculty member’s past and present service to the community.</li> </ul> |

## CONFLICT OF INTEREST ADVISEMENT

**Below is Information concerning Arizona's Conflict of Interest Laws and the development or modification of materials while on a Sabbatical Leave of Absence.**

A Faculty member who is granted a sabbatical leave of absence will often, during the sabbatical, spend time to develop, update, or improve a document, book, pamphlet, course materials, software, or other item or items ("materials") that have potential commercial value. In some cases, the Faculty member's desire or intention is to use the newly developed or modified materials in his or her classes at Pima or in some other context at the College. These situations present potential conflicts of interest under Arizona's conflict of interest laws (A.R.S. §§38-501 through 38-511). Faculty members are responsible for understanding and complying with the obligations that are imposed on them by such laws.

Conflict situations arise when a College employee, or a relative of a College employee, has a direct or indirect financial or proprietary interest in (1) any decision to be made by the College, or (2) any contract to be entered into by the College. Subject to limited statutory exceptions, any such financial or proprietary interest, legally termed a "*substantial interest*," imposes specific obligations on the applicable employee.

In the context of materials created or modified during a Faculty member's sabbatical, the Faculty member may have a substantial interest in any decision as to whether such materials can or will be used at the College or in any College class. For example, assume that during a Faculty member's sabbatical, the Faculty member writes a textbook that he or she would like to use in his or her classes. If the Faculty member retains any financial interest in future sales of the textbook, the Faculty member has a substantial interest in any decision as to whether the textbook will be listed as a required book, or even a recommended book, for a Pima class (regardless of whether or not the particular class is being taught by the Faculty member who wrote the textbook). The Faculty member's substantial interest triggers specific obligations under Arizona's conflict of interest laws.

An employee that has a substantial interest in a decision or contract (such as in the example above) must do three things in order to comply with Arizona's conflict of interest laws: First, the employee must publicly disclose the substantial interest. Second, the employee must not participate in any manner in his or her role as a public employee in the decision or contract with respect to which he or she has a substantial interest. This prohibition includes making any recommendation in his or her role as an employee with respect to such decision or contract. Third, the employee must file a *substantial interest* disclosure statement in the College's *substantial interest* disclosure file maintained in the Chancellor's office.

The attached Acknowledgement and Agreement form must accompany a Faculty member's sabbatical application. If a Faculty member has any questions about whether a proposed sabbatical project will or is likely to raise conflict of interest issues, he or she should contact the District Human Resources Office for further assistance (see: *Faculty Personnel Policy Statement*, Article X).

# CONFLICT OF INTEREST ADVISEMENT

## Sabbatical Leave of Absence

I, \_\_\_\_\_, acknowledge and agree as follows:

- If:
- (a) I am granted a sabbatical leave of absence, and,
  - (b) during such leave of absence, I develop, update or improve a document, book, pamphlet, course materials, software, or other item or items (“materials”) that have potential commercial value, and
  - (c) I contemplate utilizing the materials in my classes at Pima, or contemplate that the materials may be used in some other context at Pima,

**Then, I acknowledge and agree as follows:**

- (1) I will inform the Campus President at the campus at which I work about the existence of materials that I develop, update, or improve during my sabbatical leave of absence, and,
- (2) I will insure that my conduct related to (i) any decision whether such materials can or should be used in my classes or elsewhere at the College, (ii) any contract related to the use of such materials in my classes or elsewhere at the College, or (iii) any actual use of such materials in my classes or elsewhere at the College, complies with Arizona’s conflict of interest laws found in ARS §§ 38-501 through 38-511, and the Faculty Personnel Policy Statement, Article X.
- (3) I have read the document entitled “Information Concerning Arizona’s Conflict of Interest Laws and the Development or Modification of Materials While on a Sabbatical Leave of Absence” and will contact \_\_\_\_\_ in the College’s Human Resources Department if I need additional information or guidance concerning my legal obligations related to Arizona’s conflict of interest laws.

\_\_\_\_\_  
Signature of Faculty member

\_\_\_\_\_  
Date Signed

## Appendix I: Faculty Exchange Cover Form

### FACULTY EXCHANGE PROGRAM APPLICATION COVER FORM AND GUIDELINES

Refer to *The Faculty Personnel Policy Statement (FPPS)*, Article VII C, for provisions of the Faculty Exchange Program.

|  |  |
|--|--|
| <b>I. Pima Community College Faculty</b><br>Name: _____<br>Campus: _____<br>Division/Dept.: _____<br>Date of Hire: _____ | <b>Visiting Faculty</b><br>Name: _____<br>Exchanging Institution: _____<br>Years of Experience in Area: _____<br>Teaching Area: _____<br>(Be specific) |
|--|--|

**II. Benefit of Exchange to Pima College and the Exchanging Institution.**  
*(Please summarize in one paragraph on a separate sheet of paper.)*

**III. Documentation that supports the visiting (exchange) Faculty member's ability to assume Pima Community College duties:** *(The visiting Faculty member must be qualified to assume the duties and responsibilities of the Pima College Faculty member. Please review the PCC Faculty Job Descriptions in the FPPS Appendix H.)*

1. Summarize the qualifications that demonstrate the visiting Faculty member's ability to assume the duties of a Faculty member at Pima.
2. Attach a current resume highlighting the areas in which the visiting Faculty member is qualified and prefers to teach or provide educational support services.
3. Also attach (if appropriate) letters of recommendation, certifications, publications in the field, videotapes and other information that demonstrate the visiting Faculty member's ability to assume the duties of a Pima College Faculty member.

➤ **Statement of Support from Pima Faculty member's Dean.** *(Please attach a signed statement of support that includes any relevant comments.)*

**GUIDELINES:**

- Contact and arrangements with exchanging institution are the responsibility of the applicant.
- Travel and Housing arrangements and expenses are the responsibility of the applicant. *(Faculty Professional Enrichment Funds may be applied toward Expenses; see FPPS Article IV C.)*
- The applicant should consult with the Benefits Analyst (206-4945) regarding insurance coverage prior to the exchange.

Applicant's Signature: \_\_\_\_\_ Date \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_ Date \_\_\_\_\_

Dean's Signature: \_\_\_\_\_ Date \_\_\_\_\_

Campus President's Signature: \_\_\_\_\_ Date \_\_\_\_\_  
*(Signifies his/her review and recommendation)*

## **Appendix J: Step Progression Plan**

### **I. History**

The first Step Progression Plan (SPP) was piloted during the 2005/06, 2006/07 and 2007/08 academic years. During 2007/08, a comprehensive review of step criteria was conducted to determine the effectiveness of step criteria and the extent of any unintended negative consequences. Following the pilot phase, recommendations regarding step criteria and advancement were reviewed through the Meet and Confer process and the plan finalized for implementation. Faculty who meet the step criteria for academic 2005/06, 2006/07 and 2007/08 were authorized for step advancements. In 2014/15, a 16th step was added to the Faculty Salary Schedules.

The SPP in its prior form was suspended by the Board of Governors for fiscal year 2015/2016 as a new Faculty Evaluation Plan was being developed. Its current form was adopted through the Meet and Confer process for 2017/2018.

### **II. General**

The SPP, including criteria for step advancement, is expected to have the positive effects of enhancing an individual Faculty member's professional development and personal growth. The College's Faculty are its leaders for teaching and fostering learning in others. In that regard, the SPP emphasizes continued growth and development of Faculty to meet the needs of the students and community and authenticates the past performance and professionalism of Pima Faculty.

This appendix outlines the processes and policies associated with qualifying an individual Faculty member for step advancement. Step advancement is not competitive among individual Faculty members, and the number of individual Faculty members receiving step advancement shall not be limited by any quota or predetermined number or percentage. In addition, the number of qualified Faculty members is not to be limited by the availability of financial resources or any other factor.

### **III. Step Progression Plan**

#### **A. Eligibility**

All faculty members will be eligible for step advancement except:

- Those who have served less than 60% of the accountable days on their contract.
- Those who are on a Corrective Action Plan Step Two (Section V. *Personnel Policy Statement for College Employees*) at the conclusion of the contract year. This may be based on failure to make satisfactory progress on an improvement plan resulting from not meeting evaluation criteria.
- Those who have received a disciplinary action equivalent to or greater than a written reprimand in lieu of suspension during the contract year.

#### **B. Notification and Rebuttal Process**

In the event that a Faculty member is not approved for a step advancement, the Faculty member will be notified in the form of a written memo that will state clearly which criteria were not satisfied and why.



A Faculty member who is not authorized for a step advancement may submit a rebuttal in writing to the supervisor of the employee responsible for denying step advancement within five working days of the notification. For the most faculty, this rebuttal will be submitted to the Dean of the division. The rebuttal must include an explanation of how all step eligibility criteria have been met. Other supporting material may also be included.

Upon request, the supervisor will schedule a meeting to interview the Faculty member and other parties as appropriate. Upon conclusion of the inquiry, all documents will be shared with the reviewing authority. The President, Vice Chancellor, or Executive Vice Chancellor in the Faculty member's supervisory chain will serve as the reviewing authority. The reviewing authority will make a final determination on the rebuttal and provide written notification, including rationale, to the faculty member and supervisor(s) within five working days.

The decision by the reviewing authority will represent final closing action on the rebuttal. Upon written authorization of the Faculty member, a copy of the notification will be forwarded to the President of PCCEA.

### **C. Faculty members who serve in an Acting non-Faculty Capacity**

Under no circumstance shall the acceptance by a Faculty member of an acting position abridge his/her right to participate in the SPP. A Faculty member serving in an acting position should consult any applicable SPP for the acting position as well as the Faculty plan to determine which plan s/he should follow. If the SPP for the acting role is unavailable, the Faculty member may always elect to use the Faculty SPP.

A Faculty member who has served in an acting position and returns to Faculty status will be granted a step on the Faculty salary schedule for each year that he/she satisfied the step criteria for either the acting position (when available) or the Faculty plan. The number of steps granted cannot exceed the number of steps granted to the Faculty group while the returning Faculty member was in the acting position.

Should the Faculty member serve in an acting capacity for less than one year, activities undertaken throughout the year in either capacity may be used to satisfy the SPP.

### **D. Sabbaticals and Faculty Exchange**

A Faculty member who satisfactorily completes the objectives in any approved sabbatical or who completes a Faculty exchange will automatically be approved for step advancement. Successful completion of a full-pay or half-pay sabbatical qualifies the Faculty member for step advancement.

## **IV. Confirmation of Step Progression**

Confirmation of step progression will be made via the Faculty member's salary notification and shall include the prior year's placement on the Faculty salary schedule and the current placement.

## **V. Step Adjustments**

In any fiscal year, all step adjustments for regular employees as a result of the completion of the SPP are subject to Governing Board approval and funding.

## **Appendix K: Task Force to Review Loading for Internship Courses**

### **Background:**

During the 2011/12 Meet and Confer session, PCCEA and the Board of Governor's Team agreed to convene a Task Force to review the Faculty Personnel Policy Statement pertaining to the language on loading for workplace learning (internships). The current language remains in effect during this review. The Task Force to Review Loading for Internship Courses did not convene. This Task Force will be formed in AY 2017-2018 with the original charge and composition to make recommendations. Revised dates are noted below in legislative style.

### **Charge:**

1. After review, propose a definition of "Internship Courses" to be included in the Curriculum Procedures Manual, Appendix A.
2. Propose policy language that delineates an equitable mechanism for loading workplace learning courses to be included in Article II. Section B. 5. Instructional Faculty Workload Calculations.
3. By February 2018, finalize the work and recommendations for presentation to Faculty and Administration in a final report. The final report will be subsequently presented to the Meet and Confer Teams for revision, as appropriate, in the 2018/2019 Meet and Confer process.

### **Task Force Membership, Composition and Meeting Schedule:**

1. PCCEA will appoint Faculty members to serve, including one to serve as Faculty co-chair.
2. Administration will include Vice Presidents of Instruction and/or Academic Deans, appropriate staff members, and a representative from the Provost Office.
3. Administration will provide staff support.

## **Appendix L: Task Force to Review Horizontal Movement on the Faculty Salary Schedule**

### **Background:**

During the 2014/2015 Meet and Confer session, PCCEA and the Management Team agreed to convene a Task Force to review the Faculty Personnel Policy Statement Appendix A pertaining to language on Horizontal Movement on the Faculty Salary Schedule. During the 2015/2016 and 2016/2017 Meet and Confer sessions, PCCEA and the Management Team agreed to extend the Task Force. During the 2016/2017 Meet and Confer session, initial language was brought forward to address Horizontal Movement on the Faculty Salary Schedule. However, due to timelines and the need to consult with Career and Technical Education (CTE) Faculty at large, PCCEA and the Management Team agreed to extend the Task Force for another year. Both PCCEA and Management are committed to pursuing the changes needed to address Horizontal Movement on the Faculty Salary Schedule.

The current language remains in effect during this review.

### **Charge:**

1. Evaluate the use of professional certifications and licensures for horizontal movement and initial horizontal placement on the Faculty Salary Schedule, with the goal of improving recruiting and career advancement for occupational Faculty.
2. Study additional options, such as approved undergraduate coursework, for horizontal movement and initial horizontal placement on the Faculty Salary Schedule for all Faculty.
3. Benchmark practices at other community colleges in Arizona and nationwide.
4. Where possible, organize recommendations as a range of options and estimate potential budgetary ramifications, so that costs for each option can be assessed and options can be implemented in different years.
5. Finalize work and policy language recommendations by February 2018 for presentation to Faculty and administration in a final report. The final report will be subsequently presented to the Meet and Confer Teams for revision, as appropriate, in the 2018/2019 Meet and Confer process.

### **Task Force Membership, Composition, and Meeting Schedule:**

1. PCCEA will appoint Instructional Faculty to serve from transfer, developmental education, and occupational disciplines, as well as Educational Support Faculty. The Faculty committee members will appoint a Faculty co-chair.
2. The Chief Human Resources Officer or designee will appoint Student Development Administrators, and Instructional Administrators in both academic and occupational disciplines to serve, including an administrative co-chair.
3. Management will provide staff support.
4. The Task Force will continue to meet as needed and will finish all work by February 2018.