FACULTY PERSONNEL POLICY STATEMENT

Adopted By

The Board of Governors
Pima County Community College District

State of Arizona

for

2012/2013
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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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, including but not limited to, Presidential Executive Order 11246; Title VII, Civil Rights Act of 1964, Section 503; Rehabilitation Act of 1973; the Vietnam Era Veterans Readjustment Assistance Act of 1974, the Americans with Disabilities Act of 1990 and the Civil Rights Act of 1991.

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.

If any provision of this policy statement is in conflict with any state or federal law, executive order or guideline, or any provisions or regulations pertaining thereto, including, but not limited to, Presidential Executive Order 11246; Title VII, Civil Rights Act of 1964, Section 503; Rehabilitation Act of 1973; the Vietnam Era Veterans Readjustment Assistance Act of 1974; the Americans with Disabilities Act of 1990 and the Civil Rights Act of 1991, 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.

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, part-time and one-semester Faculty appointments are not covered by the Faculty Personnel Policy Statement.

Administrative appointments are made non-competitively or on a limited competitive basis. Faculty on administrative appointments are represented by PCCEA. Terms and conditions of employment for Faculty administrative appointments shall not include: seniority except as outlined in Article III C, Faculty enrichment fund allocation, or credit for years of experience as stated under the Faculty Compensation Plan (Appendix A).

D. Policy Implementation

Regulations, unit guidelines, standard practice guides, and procedures followed in implementing this document shall be made available to PCCEA.

The Chief Human Resources Officer is responsible for interpreting the policies in the Faculty Personnel Policy Statement.
E. Code of Ethics of the Education Profession

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.

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 promote student access to varying points of view;

3. shall provide faithful and opportune information relevant to students’ progress;

4. shall make reasonable efforts to protect students from conditions harmful to their learning, health, and safety;

5. shall create and provide educational experiences so students are not intentionally exposed to embarrassment or disparagement;

6. 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, creed, religion, color, ethnicity, age, sex, national origin, domicile, marital status, sexual orientation, disability, political belief and/or affiliation, disabled veteran status, or Vietnam Era Veteran status, or on status as set forth in USERRA, or any other status proscribed by law 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;

7. shall maintain professional relationships with students and not engage students for private advantage; and
8. 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.

**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.

**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 H, 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 Discipline Standards Faculty, 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 Academic Dean receive in writing the course requirements, attendance requirements, and grading criteria by the first day of class for each section taught. If that date is delayed, the course information must be received by the end of the add period. Faculty members shall prepare and keep current all curricula, instructional materials, course outlines, and syllabi for the courses they are teaching.

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 the Supervising Administrator. 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 the Supervising Administrator or designee. Rescheduled office hours will be posted.

Faculty members may elect, with the approval of their Supervising Administrator, to hold up to 20 percent of their office hours using an electronic format. These electronic office hours may be off site and/or spread throughout the day/week. In consultation with the Supervising Administrator, a Faculty member may schedule additional electronic ‘office hours’ in lieu of traditional hours in the Faculty member’s office.

Faculty members teaching a full load of on-line courses may elect to hold up to 80 percent of their office hours using an electronic format. The electronic office hours may be off site and/or spread throughout the day/week. This alternative opportunity for students 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 days of accountability throughout the year.

At the request of the Faculty member and with the approval of the Supervising Administrator(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, 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 the Supervising Administrator 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 Academic 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.

Faculty grade records shall be retained for one year from the date of grade submittal.

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 be contacted by registered mail, the Department Chair for the same subject area, the appropriate Administrator, and the Registrar may certify grade changes.

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 Administrator. 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 Supervising Administrator, 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 Supervising Administrator 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 a Supervising Administrator to accommodate brief breaks away from the workspace (e.g., classroom, circulation desk, office) as needed.

2. With the agreement of the Supervising Administrator(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 Supervising Administrator(s) by March 7 for the summer sessions, April 7 for the fall semester, and September 15 for the spring semester. Exceptions to these deadlines may be granted by the Supervising Administrator(s) as needed to benefit the College, Campus or discipline(s). The assignment will be approved unless the Supervising Administrator(s) attests 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 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 Guide on Cross-Campus, Cross-Department and Cross-Discipline Faculty Assignments).

3. The priority of the College is to assure that the Supervising Administrator 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 Supervising Administrator have agreed to the specific responsibilities outlined in this Article, the Faculty member will designate, with the concurrence of Supervising Administrator, which courses are the regular and overload components on Workload Form (Appendix C) that the Academic Dean signs. In special circumstances, the Workload Form may have to be adjusted.

4. **Instructional Faculty Workload**

   a. The required teaching assignment shall be either 15 load hours per semester or 30 load hours per academic year.

   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 Supervising Administrator, 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 Supervising Administrator, 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 Supervising Administrator 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 Supervising Administrator 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.

5. **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:
   - Makes 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 of designee.

c. For courses in which the enrollment affects the calculation of work load, enrollment is determined at the end of the add period, unless the Faculty member selects the 45th day. This selection must be made prior to the end of the add period. For a non-16-week term, enrollment will be determined at the end of the add 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 110F1 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:

\[
\left( \frac{60}{150} \right) \times 1.0 + \left( \frac{90}{150} \right) \times 0.7 = 0.82 \text{ load per 50-minute hour}
\]

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. 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 graduation. 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 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 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.

e. Instructional Faculty will spend an average of 29 of these hours on campus, at the District Office, or other sites. Teaching, academic advising and institutional responsibilities occur throughout the workweek. Instructional Faculty preparation does not necessarily occur at a College location.

7. 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 days of accountability with the approval of the appropriate Supervising Administrator 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 Supervising Administrator 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.

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1 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.

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An Educational Support Faculty member can request his/her Supervising Administrator 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 Supervising Administrator demonstrates how the modification would negatively affect the operation of the service area involved. To accommodate extenuating circumstances, the Supervising Administrator 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 the Library Director or Coordinator of Counseling and Advising.

*Note: The appointment of the Advising and Counseling Coordinator 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 the Supervising Administrator to determine work schedules and coverage priorities. Education 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 Supervising Administrator 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 Administrator in consultation with the Coordinators of Counselors and the Library Directors. If a Coordinator of Advising and Counseling has not been selected, then the appropriate Administrator 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 Graduation Day, 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 may request to teach 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 requests will be approved unless the Supervising Administrator 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 does 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 Supervising Administrator, 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 Administrator. 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.

3. After Faculty regular teaching assignments have been approved each semester, Faculty desiring overload classes shall have first preference for the allowable number of unassigned sections in their subject area(s) across the district. Faculty members may request such overload assignments as early as the class schedule is developed, but no later than March 7 for the summer sessions, April 7 for the fall semester, and September 15 for the spring
semester. Such requests may either be submitted with the class schedule or submitted in writing to the appropriate Supervising Administrator.

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 Supervising Administrator 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.

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 H). 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. Exception: reassigned time provided for the purpose of performing Department Chair duties may not be used as an 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.

The maximum amount of reassigned time that may be granted is six load hours per semester. Reassigned time provided for the purpose of performing Department Chair duties is not considered part of the six-load hour per semester limit, and is excluded from this provision. The maximum of six load hours per semester may be waived upon the recommendation of the Campus President and the approval of the Chancellor (or designee).

A Faculty member who chooses to take reassigned time, and who does not perform the duties intended for the reassigned time, must notify his/her Supervising Administrator 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 campus administration will work with the department of 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 the Supervising Administrator.
F. 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. The individual 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 campus administration. 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 Supervising Administrator.

2. Duties and responsibilities of faculty members involved in grants:

a. In collaboration with the College’s grants office and, when appropriate, the Supervising Administrator 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 Supervising Administrator named in the grant with accurate and timely information about expenditures; confer with the Supervising Administrator 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 Supervising Administrator named in the grant and other College offices is responsible for providing reliable guidance and direction to the faculty member on details for administrating 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 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.)

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 through I for more information.)

1. Department Leadership

   The Instructional Department Chairperson is the Faculty educational leader responsible for the operation of the disciplines and/or programs within the administratively determined departments.

   The Library Director is the primary Educational Support Faculty leader responsible for coordinating library services at a campus, and consistently implementing library policies throughout the College.

   The Coordinator of Advising and Counseling is the primary Educational Support Faculty leader responsible for coordinating year-round advising and counseling services at the campus and consistently implementing functions within the advising and counseling centers.

   The Lead Faculty is a discipline/program expert who provides additional coordination and support to the Department Chair.

   Responsibilities, total compensation and other additional information (stipend and/or reassigned time) for Department Chairpersons, Lead Faculty, Library Directors and Coordinators of Advising and Counseling are described in Appendices D, G, E, and F, respectively.

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 Standard Practice Guide 1502/AA 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” (http://www.pima.edu/about-pima/policies/standard-practice-guides/SPG-3106-BB.html), SPG-3001/AA “Faculty Standard and Qualifications” (http://www.pima.edu/about-pima/policies/standard-practice-guides/SPG-3001-AA.html) 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).
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 a 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 14 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 SPG-4201/BB.

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.
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. 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); 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 where the vacancy exists will select the other two committee members.

   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.

   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 SPG-4201/BB.
C. Faculty Administrative Appointments

Information on Faculty Administrative Appointments can be found in Section 1, K. and Section II, A.3c of the Personnel Policy Statement for College Employees.

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 Faculty Administrative Appointments do not accumulate seniority. However, Faculty Administrative Appointments 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 Faculty Administrative Appointment. She/he shall be granted seniority from the original date of hire as a Faculty Administrative Appointment up to a maximum of two years. For seniority to accrue there can be no break in service as a Faculty Administrative Appointment.

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
If 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 August 20 through May 20. 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. 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.
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-2701, Copyright, and Board Policy BP-2702, Copyright 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.

B. Faculty Success Program

A detailed description of the Faculty Success Program will be provided to all Faculty members as an appendix to the personnel policy statement. (Appendix J.) The College is committed to providing on-going support for the growth and success of Faculty. As part of this commitment, every Faculty member will have an Annual Collegial Conference with his/her Supervising Administrator. During the Annual Collegial Conference, the Faculty member and the Supervising Administrator will collaborate on the development of the Faculty member’s professional enrichment goals.

1. Professional enrichment activities, Faculty evaluation, and participation in the Student Learning Outcomes process are three major areas of focus in the Faculty Success Program. The primary purposes of enrichment and evaluation are to strengthen the Faculty member’s teaching and complementary educational service in order to enhance student success.

2. Instructional Faculty will be evaluated by students in two classes each fall semester. Educational Support Faculty who teach in the fall semester will be evaluated in one class. Educational Support Faculty will be evaluated by students via client survey forms in the fall semester.

3. Briefly, the components of the Annual Collegial Conference are:
   a. A review of the challenges and accomplishments of the preceding 12 months
b. A review of the student feedback
c. A review of participation in Student Learning Outcomes process
d. A plan for the upcoming 12 months
e. Collaboration on the professional enrichment goals
f. Peer review of materials or classroom visitation (optional)

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

4. If a need for improvement is indicated, the College shall provide support for the improvement of individual Faculty performance. An Instructional or Educational Support Faculty Performance Plan will be mutually developed by the Faculty member and the Supervising Administrator.

5. PCCEA may appoint two members (one Instructional Faculty member and one Educational Support Faculty member) to the College committee or task force responsible for recommending modifications to the Faculty Success Program.

6. Changes in the Faculty Success Program shall be communicated to Faculty no later than thirty days following approval by the Chancellor.

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 two years, up to a maximum accrual of $3,000. Faculty members requiring professional enrichment funds above their account balance may apply for additional support through the Campus Faculty Enrichment 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, his/her Supervising Administrator and the Vice President of Instruction or Vice President of Student Development. 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 $3,000 must be expended during the fiscal year that the maximum is allocated. If not used, the amount of funds exceeding $2,000 will be appropriated to the Campus Faculty Enrichment 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 supervising 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. Campus Faculty Enrichment Funds

Each Regular Faculty member receives $1,000 on July 1 in Faculty Professional Enrichment Funds. These funds will be carried forward for two years, up to a maximum of $3,000. On June 30, the amount of funds exceeding $2,000 will be appropriated to the Campus Faculty Enrichment Fund at the Faculty member’s primary campus provided an additional $1,000 is allocated for the following fiscal year.

Campus Faculty Enrichment Funds are set aside by the campus administration to assist Faculty members in meeting their professional enrichment goals or for professional improvement. The campus fund also can provide support for Faculty-initiated professional development activities that enrich or improve the teaching, learning or complementary educational services environment on the entire campus.

These funds are particularly appropriate for Faculty members who have expended their accounts. Funds in individual faculty accounts must be designated, encumbered, or expended before Campus 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.

Application and Authorization

1. The Faculty member must apply for Campus Enrichment Funds by submitting a written proposal to the appropriate campus Administrator identifying how the funds will be used. The proposal should include: Name; Department; Date of Submission; Description of Proposed Activity; 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 account, the proposal must include an explanation of how those funds are designated to be used. A budget including transportation, meals, lodging, registration fees and miscellaneous costs also will be submitted.

2. The proposed activity may support the faculty enrichment goals or the Step Progression Plan; 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). Campus Professional Enrichment 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 follow Board Regulation 2412/A.

4. The Campus President will ensure the equitable use of these funds among all Campus Faculty.
5. The Campus President or designee(s) will authorize the use of any Campus Faculty Enrichment Funds and the expenditure of those funds will be in accordance with College policy.

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.

E. College Support of Faculty Professional Development

When the Faculty member and Supervising Administrator 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) support to meet the needs of academic personnel provided sufficient resources are available. 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 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 citizen's 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, 2012, there are 391 full-time regular faculty positions.

1. As a one-time adjustment, faculty members on steps 1-4 hired prior to July 1, 2011 and after July 1, 2007, are re-placed on the salary schedule using the criteria from Appendix A and their respective previous experience earned as of June 30, 2011 including employment experience as a regular faculty member at Pima Community College. If the revised placement of a faculty member is below his/her current placement, the current placement is maintained.

2. The College grants a one-step increase to those faculty members who qualify according to Appendixes A and N.

3. The entry salary (Grade S, Step 1) for the Academic Year Faculty Salary Schedule is $43,489. This figure is based on the 2011-12 entry salary, plus an adjustment related to changes in ASRS contributions, as well as any funding granted by the Board of Governors to increase faculty salaries that remains after funding paragraphs (1) and (2), above. (http://www.pima.edu/employee/classcomp/SalarySchedules.shtml).

4. 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 $56,913. (See Appendix A)

b) Individuals selected as a full-time regular Nursing faculty member who relocate to Pima County, the following reimbursement of expenses:
   - The cost of common carrier to move household furnishings and belongings in accordance with College policy;
   - The cost of rental accommodations, up to $1,000 per month for three months.

c) 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.

d) Administrative 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 HR 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.

A Faculty member required by the College to perform director duties beyond his or her contract shall be paid for those additional days based on the Faculty member’s average daily rate. Director duties for this purpose are defined as providing program oversight and ensuring licensing and accreditation requirements are met. Voluntarily teaching overload or summer courses do not meet the required standard.

C. Other Instructional Rates - Activity Related

See Appendix K 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:

      \[
      \text{hourly rate} = \frac{\text{base salary}}{\text{days of accountability}} \div 8
      \]

      \[
      \text{compensation} = \text{hourly rate} \times \text{time worked on grant activity}
      \]
   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:

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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 2012, the overload rate is $735 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.

Effective summer of 2013, the overload rate is $735 per load hour.

H. Substitute Pay

A full-time Faculty member, with the approval of the Supervising Administrator responsible for the class to be missed, may substitute for another full-time or Adjunct Faculty member. If this occurs, the substitute may elect to be compensated as per this section, or may elect not to be paid.

Substitute pay for Instructional Faculty members who miss a class taught in a setting other than an open center shall be computed based on the load of the class, including any adjustments (e.g., large enrollment), 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 Instructional Faculty members who miss a class in an open center (e.g., Alternative Math Center at the Downtown Campus) 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:

<table>
<thead>
<tr>
<th>Lecture Load Only</th>
<th>Lecture/Lab Load Mix</th>
<th>Laboratory Load Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>$46</td>
<td>$39</td>
<td>$32</td>
</tr>
</tbody>
</table>
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).

I. Pay Dates

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

Nine-month Faculty may elect to receive their salary paid on the basis of 20 or 26 pay dates as follows: 20 equal payments commencing with the first pay date of the contract year; or a deferred salary option of 26 equal payments commencing with the first pay date of the contract year. Flex-year Faculty will be paid on the basis of 26 pay dates.

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 Supervising Administrator 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 administrative 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 on a contract with 221 days of accountability are credited 13 days (104 hours) 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**

Sick leave shall be defined as a Faculty member’s absence from work due to:

1. Illness or injury of the Faculty member;
2. Illness or injury of a member of the Faculty member’s immediate family (spouse, or domestic partner,* legal dependent or parent) when care and attention by the Faculty member is needed. This absence is applicable only after the Faculty member has begun work in the particular year in which the leave occurs, unless such illness or injury qualifies under the FMLA.
3. Birth or care of a newborn child or the placement of a child with the Faculty member for adoption or foster care (following the FMLA). Use of sick leave under these provisions is limited to six weeks.
4. 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.

*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 Human Resources benefit 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 Supervising Administrator 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 (http://www.pima.edu/employee/policystatements/ http://www.pima.edu/administrative-services/human-resources/personnel-policy-statements/common-policy.html).

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 (see: http://www.pima.edu/administrative-services/human-resources/personnel-policy-statements/common-policy.html).

B. Personal Leave

Each year two days of Personal Leave are granted to each regular Faculty member. Regular Faculty may request not more than the equivalent of two days of personal leave per semester, for a maximum of the equivalent of four days per contract year. (Exceptions to this policy are noted below.) Once the two Personal Days have been exhausted, the Faculty member may choose to take up to two additional Personal 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 appropriate Administrator or designee. 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; or
- Under special circumstances, the Administrative Supervisor may grant an additional personal 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 Supervising Administrator 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 involuntary overloads.

C. Unpaid Leave

Unpaid leaves are available for up to one contract year. 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 N 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 supervising administrator.

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 N 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**

**FISCAL CONTRACT FACULTY**
**Holidays:**
Labor Day Holiday (Sept. 3, 2012)
Veterans Day Holiday (Nov. 12, 2012)
Thanksgiving Day Holiday (Nov. 22, 2012)
Martin Luther King, Jr. Holiday (Jan. 21, 2013)

**Recesses:**
Thanksgiving Recess (Nov. 22-25, 2012)
Tucson Rodeo Recess (Feb. 21-22, 2013)
Spring Recess (Mar. 11-17, 2013)

**Holidays:**
Independence Day Holiday (July 4, 2012)
Labor Day Holiday (Sept. 3, 2012)
Veterans Day Holiday (Nov. 12, 2012)
Thanksgiving Holiday (Nov. 22, 2012)
Christmas Eve Holiday (Dec. 24, 2012)
Martin Luther King, Jr. Holiday (Jan. 21, 2012)
Memorial Day Holiday (May 27, 2013)

**Recesses:**
Thanksgiving Recess (Nov. 22-25, 2012)
Tucson Rodeo Recess (Feb. 21-22, 2013)
Spring Recess (Mar. 11-17, 2013)

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 are 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

Representatives on the Faculty Professional Development and Sabbatical Standing Committee will be elected and will be apportioned according to campus divisions; each division is entitled to one representative. Those campuses with smaller Faculty populations will be represented with one member until they are large enough to warrant multiple divisions. Two representatives will be elected from the District for Educational Support Faculty, one representing Counselors and one representing Librarians. A Faculty member serves as chair. Effective 2012-2013, representation will be as follows: one from Community Campus; two from Desert Vista; two from Downtown; two from East; two from Northwest; four from West; and two District-wide Educational Support Faculty.

Elections will be conducted under the supervision of Human Resources at the District Office. In March, nominations will be requested from divisions or campuses, and the district Educational Support Faculty needing representation. In April, names of individuals who accept will be placed on a ballot for their respective divisions/campuses for membership 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. In the event that no nominations from within a division are received, the division Faculty may seek interested nominees from Faculty in other divisions on that campus.

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 administrative 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.

B. Sabbatical Program

In 2009/10, nine faculty members’ full-pay sabbatical proposals were recommended for approval to the Chancellor. Due to economic constraints, the Board of Governors suspended sabbaticals for 2010/11. The sabbatical program is 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.

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 in each campus library.

A Faculty member must submit a proposal that includes the Sabbatical Proposal Cover Form (Appendix L) to the Faculty Professional Development and Sabbatical Standing Committee for all sabbatical requests. After the Sabbatical Proposal has been reviewed, the Cover Form must be signed by the Academic Dean (if appropriate), the Vice President of Instruction or Vice President of Student Development, as appropriate, and the Campus President, attesting that the sabbatical has been reviewed and will not seriously hamper the operation of the subject/service area involved.

The Sabbatical Proposal Cover Form is available from members of the Committee, the Organizational and Professional Development Office of Human Resources, and is attached to this policy statement as Appendix L and is available at on the PCC 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 second Monday in October to the Academic Dean. The Academic Dean reviews proposal(s) and forwards signed proposal(s) to the next line administrator by the Friday of the same week. Signed proposal(s) are submitted to the Campus President by the following Friday. The Campus 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).

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.

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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.

- 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 Campus 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. At the discretion of the College, reports may be placed in the College library.

A Sabbatical Documentation Cover Form is to be used in submitting the report(s). The form is available from members of the committee, or the Organizational and Professional Development Office, and is available 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 and 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.
College’s discretion, the sabbatical report may be placed in the College library. 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 post-secondary 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 Supervising Administrator and Campus President.

3. A formal application that includes the Faculty Exchange Cover Form (Appendix M) must be submitted to the Faculty Professional Development and Sabbatical Standing Committee by April 10. The application must be signed by the appropriate Supervising Administrator signifying that such an exchange will not seriously hamper the operation of the subject/service area involved, and by the Department Chair 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.
2. Campus discipline faculty provides assistance to the department chair and Academic Dean in the development of the transfer announcement(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 the president of PCCEA and the president of the Faculty Senate.
5. Every Faculty member who applies for transfer will be interviewed by the Campus President and dean.
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 dean 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 dean 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 for College complaint processes.

A. Purpose

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 (Personnel Policy Statement for College Employees, Appendix F), 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. A grade change request based strictly upon academic considerations shall not be considered a complaint against a Faculty member. 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 or Academic and Grade Regulation 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 Campus President or Supervising Administrator.

It is the intent of this article to address complaints brought against a Faculty member by a student, another Faculty member, or another college employee. Concerns brought forward by a Supervising Administrator should be addressed following procedures outlined in Section V of the Personnel Policy Statement for College Employees. If during the processing of the complaint, it becomes clear to all involved that the complaint is valid and 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 Personnel Policy Statement for College Employees (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 or 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 are confidential and should be discussed privately. 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 F). 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 Supervising Administrator 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. While a student is encouraged to follow this timeline to preserve opportunities for the most satisfactory resolution, he/she may elect to submit the written request within seven working days of the complainant’s last meeting with the Faculty member.

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

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

The Dispute Resolution Committee has the following members:

- The Supervising Administrator who functions as the Dispute Resolution Committee Chair.
- The individual filing the complaint. A representative (excluding a lawyer) designated by the complainant may also 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 administrator’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 administrator 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 administrator 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 administrator’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 administrator has discretionary power to uphold, reverse, or modify the recommendation of the Dispute Resolution Committee Chair.

The reviewing administrator will prepare a written decision that will be sent to the complainant, to the committee chair, and to the Faculty member within 15 working days of receiving the appeal.

The decision of the reviewing administrator is final and completes the procedure for a complaint involving a Faculty member at Pima Community College. The Office of the reviewing administrator 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://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 in 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](http://www.pima.edu/current-students/code-of-conduct/docs/Student-Code-of-Conduct.pdf).
Article XI. Retrenchment of Faculty

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.

Faculty layoffs may occur during an enrollment decline, financial exigency, or program reduction. Such layoffs shall occur in accordance with the terms of this retrenchment policy, and only after rigorous efforts have been undertaken to alleviate the enrollment decline, financial exigency, or program reduction without laying off Faculty.

The provisions of the retrenchment policy are not applicable to those positions identified as newly established degree or certificate programs where enrollment target goals were not met.

B. Definitions

Layoff shall mean a reduction in the total number of Faculty of the College due to a demonstrated enrollment decline or financial exigency, which affects an individual program or the College District as a whole.

An enrollment decline shall mean two consecutive semesters of significantly declining full-time student equivalents in the College District or in a program.

A financial exigency shall be deemed to exist when substantial or recurring diminishing financial resources threaten the ability of the College to meet its present financial obligations.

Program reduction means a decision to terminate a Faculty member through cancellation, consolidation, or realignment of a program or discipline for reasons other than financial exigency (Article XI E).

C. Planning for Resource Reduction

The Faculty representative group (PCCEA) recognizes a responsibility to assist the College in times of financial exigencies. It also recognizes that advance planning is necessary if reaction (as opposed to planning) to crisis is to be avoided. Toward this end, the following procedures should be implemented:

1. The Chancellor or designee shall meet with PCCEA by October 15 to discuss the general programs. If a financial exigency or de-certification of a program by an official accrediting agency is likely to occur, PCCEA shall appoint a committee to assist the Chancellor or designee in planning for such exigency.²

2. The purpose of such committee shall be as follows:

² The Board is the only entity that can hire, fire, or layoff. To the extent that this policy, e.g. the “committee”, erodes that power, it is illegal.
a. describe any trends that may indicate a developing need for cancellation, consolidation, realignment, or deletion of programs or discipline;

b. recommend a series of alternatives that would lead to a renewal, consolidation, or termination of programs or discipline;

c. recommend a series of alternatives to reduce the full-time instructional and non-instructional expenses of the College through accountability, reduction in services, etc.;

d. recommend a series of steps that would equitably retrench College employees;

e. recommend to the Chancellor or designee the findings and recommendations for the programs or disciplines identified within 30 days of the activation of the committee.

D. Program Reduction

If program reduction is undertaken on the grounds of enrollment decline, the decline shall be substantial within the discipline and be demonstrable over a period of at least two semesters and be projected as a continuing trend.

When such an enrollment decline is projected, the following guidelines shall apply:

1. Program reduction shall apply to programs, disciplines, or services and not individuals within a program, discipline, or service.

2. Wherever possible, programs, disciplines, or services affected by enrollment decline should be consolidated into other appropriate programs, disciplines or services, or onto one campus location.

3. When a program, discipline, or service is overstaffed, full-time Faculty shall be considered for the following options:
   - Assignment to extended day on any campus
   - Assignment to more than one campus
   - Assignment to teaching in other certifiable areas
   - Retraining
   - Other options wherever possible

4. Faculty members in subject areas of significantly declining enrollments, or in other situations where the interests of the individual and the College will be well served, may be granted all or part of their accountable time to participate in approved retraining programs. Requests for such retraining must be approved, in writing, by the Campus President.

5. Notice of a possible program reduction shall be given affected Faculty members one year in advance of the reduction whenever possible.

6. In the absence of any other mutually acceptable criteria for layoffs due to program reduction, an individual laid off shall be the least senior Faculty member certified in that discipline. Faculty members who are selected for layoffs shall be provided with a written notice of the reasons for their selection.
E. Financial Exigency

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. Any reduction of Faculty for budgetary reasons should occur as one of the last resorts during a state of financial exigency.

When a state of financial exigency (see definition in Article XI B) is deemed to exist, the following procedures and/or recommendations shall be considered.

1. The committee, as set forth in the section entitled Planning for Resource Reduction, shall be called to proceed with the recommendations in the section.
2. All other reasonable means of achieving cost saving in other areas of the College shall be explored before layoff decisions are reached.
3. Notice of a possible Faculty layoff shall be given affected Faculty members one year in advance of the layoff wherever possible.
4. In the absence of any other mutually acceptable criteria for layoff, any individual laid off shall be the least senior Faculty member in the College.
5. Faculty members who are selected for layoffs shall be provided with a written notice of the reasons for their selection.

As part of its planning procedures, the administration will share appropriate materials with PCCEA as the two mutually attempt to alleviate the financial problems.

In addition to the items outlined in Article XI C, the committee may also consider the following:

1. Whether in view of the primacy of academic goals at the College, the reduction of Faculty is an appropriate method of cost saving.
2. Whether enrollment projections are consistent with the proposed reduction in the Faculty.
3. Whether all means of reducing the Faculty (such as early retirement, voluntary resignation, and voluntary transfer to reduced time status and redeployment, unpaid leave, etc.) have been exhausted.
4. The committee shall normally be expected to complete its recommendations within 30 days of its activation.
5. After the selection of the Faculty members who are to be laid off, but prior to the implementation of such layoffs, every reasonable effort shall be made to secure positions elsewhere in the College for those individuals who are to be laid off. Individuals who accept such alternate employment retain all pre-existing employment rights, including credit for sabbaticals, salaries, and sick leave. Individuals who accept such alternate employment shall be given the opportunity to retrain for their new duties whenever possible.
6. Groups and/or individuals who are selected for layoff pursuant to this policy may grieve their selection.

7. Faculty members who are laid off shall have, for a period of two years, a right to first refusal for any post in their area of certification, unless it can be demonstrated that the post is so specialized that it cannot be filled by the candidate or by a rearrangement of the duties of other members of the same academic or educational support service area. Disputes arising out of these recall procedures are referable to the College grievance process.

8. Individuals who are recalled pursuant to paragraph 7, shall have up to 30 days to accept such recall offer.

9. Layoff pursuant to this Article is not dismissal for cause, and shall not be recorded or reported as such.
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 http://www.pima.edu/faculty-staff/employee-organizations/pccea.html.

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 32 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, opaques 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.
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Appendix A: Faculty Salary Schedule and Compensation Plan
(169-Days of Accountability)

ACADEMIC YEAR FACULTY SALARY SCHEDULE

<table>
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9 month Nursing Faculty Salary Schedule 2012-2013

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Faculty Salary Schedule and Compensation Plan, Continued
(221-Days of Accountability)

FISCAL YEAR FACULTY SALARY SCHEDULE

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Faculty Compensation Plan
Approved by the Governing Board effective July 1, 2012

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.


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:

   Faculty Personnel Policy Statement 2012/2013
Page 70
• 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 2012/13 academic or fiscal year, a maximum of five steps (up to Step 5) may be awarded for previous experience as defined above.
Salary step placement will be at the rate of one step for three years of approved experience, subject to the five-step maximum placement (Step 5) 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.


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 N.

2. When the Board grants step advancement to the Faculty group, Faculty members who are on steps 1 through 14 and are approved for step advancement will move to the next higher step within the appropriate column.

3. If, for any reason, the Board does not grant step advancement to the Faculty group, all Faculty members who were approved for step advancement are automatically approved for step advancement in the succeeding year. Any Faculty members not approved for step advancement will have the opportunity to apply for step advancement the following year.

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.


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.

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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Cross-Campus, Cross-Department and Cross-Discipline Faculty Assignments ............................................. 78
Flex Year Contracts for Instructional Faculty ............................................................................................... 81
Supplemental Agreements (Non-teaching) ...................................................................................................... 84
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 his/her Academic Dean 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 Vice President of Student Development to the Academic Dean or designee to include, but not be limited to:

   Enrollment/Registration
   - Advising--all locations and modalities
   - Student Orientations and Workshops
   - Training for STU100 Modules
   - Instruction of STU100 Modules

   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 Prep Academy, Adult Basic Education and GED preparation

Technology-related Training
. Advising
. Retention
. Outreach

3. The appropriate Academic Dean 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 Vice President of Student Development or designee will provide the Academic Dean or designee with documentation of each Faculty member's participation in the approved activity.

5. The Academic Dean or designee will monitor and maintain accountability records for each Faculty member.

Evaluation of Activities/Programs

The Vice President of Student Development 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.
Unit Guideline
Cross-Campus, Cross-Department and Cross-Discipline Faculty Assignments

Introduction

With the agreement of the Supervising Administrator(s), 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.

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 Supervising Administrator(s). This primary assignment will also be made in consultation with the Faculty member.

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 Supervising Administrator 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 should be made in writing to the Supervising Administrators at both campuses (the primary campus and the campus at which the Faculty member wishes to teach) six months prior to the assignment whenever possible. Copies of the written request must also be given to the Presidents and appropriate Department Chairs at both campuses.

3. The cross-campus assignment will be approved unless the Supervising Administrator 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 Supervising Administrator 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. Supervising Administrators from different campuses, departments, and/or divisions shall collaborate with the primary Supervising Administrator to determine teaching load or work schedules for complementary educational services of the participating Faculty member.

6. The primary Supervising Administrator 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. Supervising Administrators 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 Supervising Administrator, 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 Supervising Administrator in consultation with the Supervising Administrators 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 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 the direct Supervising Administrator or Vice President of Instruction, will develop a Flex Schedule Calendar demonstrating how his/her 169 days of accountability and instructional annual workload of 30 load hours 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. In addition, the Faculty member is accountable for graduation day, All College Day, and All Faculty Day, if the flex year scheduled period coincides with these activities. The administration and the Faculty member are jointly and individually responsible to assure that the Faculty member’s accountability is met.

Eligibility
Current regular, Instructional Faculty interested in the program must submit a memo to their Supervising Administrator with a copy to their Department Chair 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 the Supervising Administrator, 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 at the conclusion of their second contract year of regular employment. However, a newly employed faculty member who agrees to work a schedule that otherwise meets the flex schedule definition may request an exception.

In consultation with his/her Supervising Administrator, a Department Chair may develop a flex schedule.

Selection Process
The Flex Schedule assignment will be approved unless the Supervising Administrator(s), in consultation with the Department Chair, 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. Administration reserves the right to consider extenuating circumstances in approving Flex Schedules.

After approval, the Faculty member, along with the Supervising Administrator(s), 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 Vice President of Instruction 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 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.

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.

**Other Provisions**

1. **Overload Contracts**

For Faculty participating in the flex year program, overload assignments may be made only after the required 30 load hours have been met.

2. **Supplemental Agreements**

Non-teaching activities beyond the regular assignment shall be paid by supplemental agreement at the rate defined in Article V D. A maximum of 384 hours of assignments may be given during the course of the flex year contract. The number of supplemental agreement clock hours shall decrease by two clock hours for each overload taught.

**Examples**

In order to assist 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 Interession, 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.

3. **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 his/her Supervising Administrator 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 C: Faculty Workload Form

**Pima Community College Faculty Load Form**

<table>
<thead>
<tr>
<th>SECTOR</th>
<th>OFFICE</th>
<th>INSTRUCTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE</td>
<td>PHONE#</td>
<td>ID#</td>
</tr>
<tr>
<td>PCN:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

INSTRUCTIONAL FACULTY (FT) CLASS SCHEDULE/LOAD (Non-Flex)

### REGULAR LOAD

<table>
<thead>
<tr>
<th>CRN</th>
<th>COURSE PREFIX/NO.</th>
<th>BLD./RM./CAMPUSS</th>
<th>DAYS</th>
<th>HOURS</th>
<th>REGULAR LD</th>
<th>ENRL.</th>
<th>Calc. Codes</th>
</tr>
</thead>
</table>

| Reassigned time & activity: |
| Reassigned time & activity: |

TOTAL REGULAR LOAD

Calculation Codes (Attach Formulas if Necessary)

1 = End of Add Period;  2 = 45th Day;  3 = Per Student;  4 = Over 42 Students;  5 = Other

### OVERLOAD

**OVERLOAD (Check box below "Inv. Overload" when appropriate)**

<table>
<thead>
<tr>
<th>CRN</th>
<th>COURSE NO.</th>
<th>BLD./RM.</th>
<th>DAYS</th>
<th>HOURS</th>
<th>OVERLOAD</th>
<th>Inv. Overload</th>
</tr>
</thead>
</table>

| Reassigned time & activity: |

TOTAL OVERLOAD

Amount of IOU to Spring Semester  (subtract from fall)

Amount of Carryover to Spring Semester  (add to spring)

TOTAL FACULTY LOAD:

**SUPPLEMENTAL/NON-TEACHING ASSIGNMENTS:**

DESCRIPTION OF ACTIVITY, COMPENSATION AND HOURS PER WEEK

<table>
<thead>
<tr>
<th>DESCRIPTION OF ACTIVITY, COMPENSATION AND HOURS PER WEEK</th>
</tr>
</thead>
</table>

COMMITTEE ASSIGNMENTS: PLEASE INDICATE WHETHER CAMPUS OR DISTRICT

COMMITTEE AND MEETING SCHEDULE

<table>
<thead>
<tr>
<th>COMMITTEE AND MEETING SCHEDULE</th>
</tr>
</thead>
</table>

OFFICE HOURS

<table>
<thead>
<tr>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THUR</th>
<th>FRI</th>
<th>SAT</th>
<th>SUN</th>
</tr>
</thead>
</table>

Faculty Date Dean Date
Appendix D: Instructional Department Chair Structure

1. Introduction
In the spring of 1994, Pima Community College instituted a new Department Chair structure. The effectiveness of this structure was reviewed in the Spring of 1996. (See PCC Department Chair Structure Evaluation Task Force Final Report, May 1996.) Following the 1996 Task Force report, modifications to the Department Chair structure were made. In May 1999, Faculty Senate and Chancellor’s Cabinet jointly convened a new Department Chair Task Force (DCTF) to re-evaluate the Department Chair structure. Recommendations based on this group’s work were reviewed by the Senate, Department Chairs, Deans and Vice Presidents of Instruction, and sent to the Chancellor’s Cabinet in April 2000; further modifications to the Department Chair system were included in the 2001/2002 Faculty Personnel Policy Statement (FPPS).

The DCTF was again convened in October 2002 and met during the 2002/2003 academic year. Due to a change in the College’s leadership in the Spring 2003, some of the recommendations from this group were tabled pending a thorough review by the new Chancellor; other recommendations were accepted and were included in the 2003/2004 FPPS. It was also agreed that existing Department Chairs would be asked to extend their three-year term for a fourth year and that the 2002/2003 DCTF members would continue to work during 2003/2004.

Work accomplished during the 2003/2004 academic year included changes approved in April 2004. Significant revisions included updating the number of Department Chair (DC) and Lead Faculty (LF) positions allocated to each campus; clarification of selection/election and evaluation processes; an evaluation instrument; modifications to the compensation formulae for DC and LF (both were tied to the overload rate for FT faculty); and, revisions in the job description.

A new Department Chair Task Force convened in the spring of 2007. The initial charge to this task force included a review of the Department Chair and Lead Faculty components of the FPPS. During the deliberations on those sections, additional reviews of the Library Director and Advisor/Counselor elements of the FPPS were added to the charge. During the charge of this task force, the economic conditions changed, eliminating the possibility of implementing recommendations that would cause a budget increase. Major recommendations based on the work of the 2007/2008 Task Force, include: adjusting compensation calculations (number of courses, disciplines, and adjuncts); clarifying points for accountability to external entities; adjusting reassigned time language; connecting annual stipend calculation to “Current Year FPPS Overload Rate” rather than specific dollar amounts; adjusting language on Compensation for Work Outside Instructional Faculty Days of Accountability; removing the special Selection Process at Community Campus; and, clarifying the evaluation process and evaluation form.

2. Campus Instructional Departments
The total number of departments for the College is 62. Departmental organization is determined by the Administration at each campus. The number of positions at each campus is listed below:

- Community Campus (6 departments)
- Desert Vista Campus (7 departments)
- Downtown Campus (14 departments)
- East Campus (9 departments)
- Northwest Campus (7 departments)
- West Campus (20 departments)
When the average number of points (see Section 4) per Department Chair is greater than 34, the Campus will receive a new DC position for the following year. If the point average drops below 24 at a Campus, the Campus may lose a position.

3. Term/Position
The term of the supplemental assignment for the Instructional Department Chair is three years. The term may be modified as a result of individual or College exigencies. Vacancies during the term of assignment may be filled temporarily by a Faculty member appointed by the Campus President according to the procedures described in Section 10 of this Appendix.

4. Compensation for Instructional Department Chairs
The intent of the total compensation (stipend and reassigned time) for Instructional Department Chairs is to recognize factors such as the size, scope, complexity, and additional responsibilities of different departments that contribute to their required workload in an objective and verifiable system.

In collaboration with his or her Supervising Administrator, the Instructional Department Chair will determine his or her estimated workload during the fiscal year by summing points earned in the following categories. Documentation of these points will be recorded on the “Department Chair Compensation Worksheet” and signed by the appropriate Administrator and DC. This worksheet is presented at the end of Section 5, and is also available in an electronic format via the Human Resources web site. A copy of the worksheet will be kept as part of the DC’s official personnel file housed in the Human Resources Office.

a. Disciplines/Occupational Programs:
   • Add one point for each discipline (determined by course prefix) and/or occupational program coordinated by the DC that has a section (e.g., CRN 00000) class offered at least once during the fiscal year, including occupational program/discipline to which the chair is currently assigned. (Maximum of nine points.)
   • Add one additional point for each different course (e.g., WRT 101) coordinated by the DC that has a section (e.g., CRN 00000) offered at least once during the fiscal year. (Maximum of nine points.)
   
   **Note: the total points for these first two categories may not exceed ten (10) points.**
   • Add one point for each program for which the department performs duties of the “Lead Campus” as defined by the Curriculum Alignment and Unification Plan.
   • Subtract one point for each Lead Faculty member assigned to the department.

b. Faculty:
   • Add one point for each full-time Faculty equivalent (FTFE) coordinated by the chair. *(FTFE is the total load in a department in one semester divided by 15 load.)*
   • Add points to the compensation sheet for the number of adjuncts as determined by the chart below:
     - 1 – 5 = 1 point
     - 6 – 10 = 2 points
     - 11 – 15 = 3 points
     - 16 – 20 = 4 points
• 21 – 25 = 5 points
• 26 or more = 6 points

NOTE: These points may be credited to a DC or LF, but not both within the same discipline (see Appendix G: Lead Faculty).

• The departmental Full-Time Faculty Equivalent (FTFE) and the number of unduplicated Adjunct Faculty needed to complete this section shall be calculated at the close of the last business day preceding the start of the contractual obligation for nine-month, full-time Faculty members. The reports are available on Pima Reports (Pima Reports (“Instructor Schedule by College and Division” and “Daily Enrollment by College, Division, Department and Subject”). These values are typically the numbers for the fall semester, and will remain constant for the academic year. However, some departments may experience significant variations in the spring session due to unique departmental staffing patterns. In these instances, upon the recommendation of the Academic Dean and Department Chair and with the approval of the Vice President of Instruction, the value may be recalculated and increased for the spring session. Any adjustment in compensation will then be made accordingly.

c. Complexity/Additional Responsibilities:
• Add two points when the Department Chair is serving at a campus other than his or her primary campus as defined by the Faculty Personnel Policy Statement (Unit Guide on Cross-Campus, Cross-Department and Cross-Discipline Faculty Assignments).
• Add one point for each distinct, different type of instructional lab facility for which the Department Chair has the primary responsibility for oversight. (For example: two general chemistry labs even when held in different rooms are not of different types.) ‘Different type’ refers to the type of instruction that occurs in the facility; different prefixes typically connote different types of instructional labs. However, courses taught in the same prefix may be different as well if the courses require significantly different safety standards, preparation, supplies and/or equipment. ‘Primary responsibility’ is defined as having responsibility for at least two of the following:
  1. Equipment and Supplies: creating or coordinating requisitions; equipment maintenance, repair, and/or service contracts; managing budgets.
  2. Facilities: recommending facility alterations, design, organization and remodeling; creating work orders; finding off-campus sites/locations.
  3. Instructional leadership: coordinating learning modalities (e.g., open vs. scheduled or integrated labs), providing pedagogical leadership (e.g., creating lab manuals or experimental designs), recommending and reviewing hardware and software, orienting new Adjunct Faculty to lab policies and procedures.
  4. Staffing: involvement in hiring, scheduling, training and evaluating staff and/or student aides.

If a College staff position has been assigned these responsibilities, the department chair may not also receive compensation (or points) for these same responsibilities.

This designation includes oversight of labs that support disciplines such as writing, reading, and sciences; labs designated to support self-paced academic instruction; and labs in occupational programs.
• Add one additional point for each distinct, different type of lab in which student safety (e.g.: following OSHA and Chemical Hygiene Plan guidelines) is a significant concern (e.g. science labs, some occupational labs).

• Add one point for Department Chairs who have the primary responsibility for managing or overseeing public performances, activities or productions (e.g.: the Aztec Press, performances in the Center for Arts, gallery showings, athletic events).

• Add points for the following accountability measures for reporting to external agencies and advisory committees.
  Add one to three points (see below) if the Department Chair is accountable to a state regulatory agency. (Example: State Board of Health)
  Add one to three points (see below) if the Department Chair is accountable to a national accrediting agency. (Example: National League of Nursing)

For regulatory or accrediting agencies, points to be determined in consultation with the supervising administrator based on the complexity of the agency requirements within the current fiscal year:
  • Minimal (one point) = routine single annual report or ongoing compliance requirements
  • Moderate (two points) = implementing additional or new requirements, changed guidelines, or an interim report
  • Extensive (three points) – major report and/or multi-year review, audit, or site-visit

Add one point if the Department Chair is responsible for administering, collating and reporting results of surveys of students, graduates or employers required by external agencies.

Add one point if the Department Chair, by direction of the accrediting agency, must “supervise and train” other Faculty members in the department and be accountable to the agency for this supervision and training.

Add one point for each advisory committee to which the Department Chair must report. (Maximum of two points.)

These points for regulatory and accrediting agencies and advisory committees may be credited to a Department Chair or a Lead Faculty, but not to both for the same discipline. (See Appendix G. Lead Faculty.)

d. Adjustment for Reassigned Time
  • Add ten points annually if the courses more prevalent (according to courses listed in the College Catalog for the current fiscal year) in the Department Chair’s primary instructional discipline have a workload value of three load hours or fewer (i.e., if the reassigned time awarded to the DC is three load per semester, see Section 5 below).

5. Determination of Total Points, Compensation, and Reassigned Time
Complete each row of the worksheet on the next page following the procedures outline in Section 4. Record the point sum on the worksheet. Round decimal values of 0.50 or greater points to the next whole number and then determine the value of the annual stipend using this table.
<table>
<thead>
<tr>
<th>Points</th>
<th>Annual Stipend Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>11*-19</td>
<td>4.5 load x Overload rate*</td>
</tr>
<tr>
<td>20-29</td>
<td>6.0 load x Overload rate*</td>
</tr>
<tr>
<td>30-39</td>
<td>7.5 load x Overload rate*</td>
</tr>
<tr>
<td>40-49</td>
<td>9.0 load x Overload rate*</td>
</tr>
<tr>
<td>50+</td>
<td>10.5 load x Overload rate*</td>
</tr>
</tbody>
</table>

*See Article V F for Overload Rate

*In order to qualify as a Department Chair, the point sum must be greater than or equal to eleven points.

The Department Chair, Academic Dean, and Vice President of Instruction must sign the Department Chair Worksheet to indicate agreement of points in all categories. Copies of this form will remain in the Campus Vice President of Instruction office and in the Human Resources Office.

The Department Chair will receive one class reassigned time each semester in addition to the listed annual stipend. For this purpose, the reassigned time per semester will be set at either three or four load hours, whichever is most prevalent in the instructor’s primary instructional discipline. Note that Chairs who receive less reassigned time will receive additional points, which will typically increase their stipends.

The Chair may elect to “purchase” up to four additional load hours of reassigned time per semester during either or both semesters by allocating the required amount from his or her stipend to the campus Adjunct Faculty line. This arrangement must be approved by the appropriate Administrator and is contingent upon the availability of an Adjunct Faculty member to teach the selected class and on reaching the necessary level of stipend to fund the time.
# Department Chair Compensation Worksheet

Department Chairs and Supervising Administrators MUST READ Sections 4 and 5 of this Appendix for definitions and criteria for each section. Demonstrate how each point total was determined by completing the Calculation column.

<table>
<thead>
<tr>
<th>Section</th>
<th>Topic</th>
<th>Calculation (Annual)</th>
<th>No. Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a</td>
<td>Disciplines*</td>
<td>(list disciplines) Maximum of nine points</td>
<td>Max nine points</td>
</tr>
<tr>
<td>4a</td>
<td>Courses*</td>
<td>(list courses) Maximum of nine points</td>
<td>Max nine points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*The subtotal for the two rows above cannot exceed 10 points. SUBTOTAL =</td>
<td></td>
</tr>
<tr>
<td>4a</td>
<td>Lead Campus</td>
<td>Circle one: (yes=1 point per lead campus / no=0 points)</td>
<td></td>
</tr>
<tr>
<td>4a</td>
<td>Lead Faculty</td>
<td>(identify LF position(s); subtract 1 per position)</td>
<td>( )</td>
</tr>
<tr>
<td>4b</td>
<td>FTFE</td>
<td>(value from Pima Reports-“Daily Enrollment by College, Department, Division and Subject”)</td>
<td></td>
</tr>
<tr>
<td>4b</td>
<td>Adjuncts</td>
<td>(value from Pima Reports-“Instructor Schedule by College and Division”)</td>
<td></td>
</tr>
<tr>
<td>4c</td>
<td>Cross Campus</td>
<td>Circle one: yes=2 points / no=0 points</td>
<td></td>
</tr>
<tr>
<td>4c</td>
<td>Lab Oversight</td>
<td>(list facilities/rooms and the number of each criterion that applies)</td>
<td></td>
</tr>
<tr>
<td>4c</td>
<td>Lab Safety</td>
<td>(list facilities/rooms and the safety requirement(s) that apply)</td>
<td></td>
</tr>
<tr>
<td>4c</td>
<td>The Arts</td>
<td>(list productions, publications, activities that apply)</td>
<td></td>
</tr>
<tr>
<td>4c</td>
<td>State Regulatory Agency</td>
<td>(identify the agency)</td>
<td></td>
</tr>
<tr>
<td>4c</td>
<td>National Accreditation Regulatory Agency</td>
<td>(identify the agency)</td>
<td></td>
</tr>
<tr>
<td>4c</td>
<td>Survey</td>
<td>(identify the required task(s))</td>
<td></td>
</tr>
<tr>
<td>4c</td>
<td>Supervision</td>
<td>(identify the required task(s))</td>
<td></td>
</tr>
<tr>
<td>4c</td>
<td>Advisory Committees</td>
<td>(identify the committee(s)) Max 2 points</td>
<td></td>
</tr>
<tr>
<td>4d</td>
<td>Adjustment for Reassigned Time</td>
<td>ten points annually if receiving three load hours per semester (if receiving four load hours per semester then 0 points annually</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL** (if total includes decimal value .50 or greater, round up to next higher number)

**Annual Stipend:** _______________

**Purchase Additional Reassigned time?**

Yes ________ No ________

If yes, amount for: Fall semester ________ Spring semester ________

**Reviewed by** _____________________ **Reviewed by** _____________________ **Reviewed by** _____________________

Department Chair (date) Supervising Administrator (date) Vice President of Instruction (date)

Reviewed by _____________________

President (date)

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6. Compensation for Work Outside Instructional Faculty Days of Accountability

A stipend will be provided for each DC for 80 clock hours (10 days) to be used as needed for work done on days outside of the instructional faculty days of accountability. This work could include days during summer, between fall and spring semesters, or other days not considered days of Faculty accountability. This stipend will be paid at the rate of $2 more per hour than the hourly rate for the Non-Teaching Supplemental Rate stated in Article V.D. Categorical funding is distributed to the campuses. If the DC is unwilling or unable to serve, these funds should be used to support the work of LF within the DC's department (if needed) or other DC or LF. The 10 days are available beginning on July 1 of each fiscal year and may be used until June 30. The scheduling of the actual dates for these 80 clock hours is to be requested by the DC and approved by the appropriate Supervising Administrator.

7. Reporting Relationship
The Department Chair reports to the Vice President of Instruction or Academic Dean, as appropriate. The job description for Department Chair is in Section 13 below.

8. Office Support
Funding for Department Chair support staff is provided by the District, through the Resource Allocation Model (RAM) or an alternative staffing formula.

9. Professional Development
Formal professional development programs are made available to Department Chairs. Focus groups may be held to determine appropriate options for professional development. Compensation for required attendance at these professional development programs may vary based on the scheduling of the event.

Activities sponsored by the Provost/Executive Vice Chancellor for Academic and Student Services and the Chief Human Resources Officer, addressing College operational issues and organizational development, respectively, are scheduled annually and conducted during the contractual year. Department Chairs are required to attend sessions offered during the academic year and receive no additional compensation for these events.

For other activities such as Department Chair workshop/academies coordinated by the office(s) responsible for Organizational Development, which may be held outside instructional days of Faculty accountability, Department Chairs who attend will be compensated at the rate of $2 more per hour than the hourly rate for the Non-Teaching Supplemental Rate stated in Article V.D. of the current year FPPS. These programs are in addition to the ten work days specified in Paragraph 6 above.

10. Election Process
An election process is used to select Faculty members for Department Chair supplemental assignments. Eligible Faculty are those regular full-time Faculty members who retain the rights and responsibilities as outlined in the FPPS (Article I C) and who teach the majority of their load in the department at the campus holding the election. Only faculty who meet this eligibility criteria can nominate or self-nominate Department Chairs on their campus. If no Faculty member in the department is nominated or self-nominates, regular Faculty members who teach the majority of their required load at that campus or site may then be nominated or self-nominate. If none is nominated or applies, the campus may then open the process to regular Faculty members.
who teach the majority of their workload in one of the departmental disciplines at another site or campus. Faculty members who are authorized for hire by the Board of Governors but are not yet on contract may neither apply for nor vote in this process. Faculty members who have announced their retirement but who are still on contract, and those who will be teaching at a different campus in the following fiscal year, are eligible to vote only at their current, primary campus. Faculty Administrative Appointments are not eligible to vote in Department Chair elections.

The election process is a confidential, vote-by-ballot process. The election process will begin no later than April 1 and conclude no later than May 1 unless extenuating circumstances exist. An Election Oversight Committee at each campus is appointed by the Campus President. The committee is made up of three, full-time, regular Faculty members, and a campus Administrator of an instructional area. Committee members will review the procedures outlined in this section prior to calling for nominees or applications. The Election Oversight Committee then calls for nominations and self-nominations from each department. Committee members verify nominations and the individual’s willingness to run for election and to serve if elected. A ballot is then printed with the candidates’ names. A locked ballot box is housed in the President’s Office; as each full-time Faculty member votes, his or her name is verified against the approved list for each department. All results are reported only to the Campus President, who notifies the elected individual and authorizes and processes the supplemental assignment. A copy of the notification along with all material and supporting documentation is forwarded to Human Resources-Employee Relations for post-audit and retention.

The candidate who receives the most votes cast will be declared the winner. In uncontested elections, the single candidate is declared the winner without an election after the deadline for nominations passes. In the case of a vote resulting in a tie between the top two vote-earning candidates in an election in which three or more ran, a run-off election between the top two-vote earning candidates will be held. If the final voting results in a tie, the Campus President and Supervising Administrator will request a letter of interest from each candidate, and will then conduct an interview. The President, in consultation with the Supervising Administrator, will appoint one of the Faculty members who received the tie vote to serve as the Department Chair. The responsibility inherent in the compensation for this position may not be split between Faculty members.

If a Department Chair must temporarily vacate the position for a period of one year or less (e.g., he/she accepts a temporary administrative appointment, goes on an extended leave, or on sabbatical), an election will be held to select an acting Department Chair. If needed, the Campus President, in consultation with the Supervising Administrator, may appoint a temporary Department Chair until the election can be held. The election will be held within four weeks. If a vacancy occurs at the end of the academic year or during the summer, the election will be held within four weeks of the beginning of the academic year. If a vacancy occurs during the Winter Intersession, the election will be held within four weeks of the beginning of the Spring semester.

If the original Department Chair returns to his/her Faculty position within a period of one year or less and wishes to return to the Department Chair position, s/he may complete the rest of the original three-year cycle provided more than one complete semester remains. The return to duty of the original Department Chair may occur immediately, at another point in the semester, or at the beginning of the next semester, as mutually agreed to by the acting Department Chair, the original Department Chair and the Supervising Administrator. If the absence of the original
Department Chair extends beyond one year, then the acting Department Chair becomes a permanent replacement and will serve until the end of the original three-year cycle.

If an elected Department Chair resigns in writing from his/her assignment or permanently leaves the College, an election will be held to select a permanent replacement Department Chair who will serve out the remainder of the original three-year term. If needed, the position may be filled temporarily with a Faculty member appointed by the Campus President, in consultation with the Supervising Administrator. A new election will be held within four weeks. If a vacancy is announced in advance, and occurs at the end of the fiscal year, the election will be held within the last four weeks of the spring semester. If a vacancy is not announced in advance and occurs at the end of the academic year or during the summer, the election will be held within four weeks of the beginning of the academic year. Department Chair terms cannot overlap.

11. Evaluation

Department chairs are evaluated each year in April. The evaluation process is a collegial conference between the Supervising Administrator and the Department Chair. By the first Monday in April, the Supervising Administrator will notify the Department Chair to schedule a conference meeting time. Prior to the meeting, the Supervising Administrator and the Department Chair will each complete the evaluation form (shown in Section 13 below.) The purpose of the meeting is to discuss the evaluation forms and the performance of the Department Chair. The evaluation form is presented in section 13 below.

Should concerns regarding the performance of the Department Chair, as a Department Chair, be raised during the evaluation process, a Department Chair Corrective Action Plan (see Personnel Policy Statement for College Employees, Section V.G) based on these concerns will be mutually developed by the Supervising Administrator and Department Chair. In no case would this lead to a Step Two Corrective Action Plan.

The Department Chair Corrective Action Plan will not become part of the Department Chair’s personnel file. The Department Chair Corrective Action Plan will not affect the Step Progression Plan because the Department Chair work is a supplemental assignment.

A Department Chair who has received a Department Chair Corrective Action Plan will be evaluated again in November of the following year. If, based on this follow-up evaluation, the Supervising Administrator determines that the Department Chair has satisfactorily met the objectives in his/her Department Chair Corrective Action Plan, the Corrective Action Plan has been accomplished. Alternatively, if the Supervising Administrator determines that the Department Chair has not satisfactorily met the objectives in his/her Department Chair Corrective Action Plan, the Supervising Administrator may recommend the removal of the Department Chair to the Campus President. The Department Chair may appeal the President’s decision to the Chief Human Resources Officer, whose decision is final. If this recommendation for removal is accepted, a new election will be held within 4 weeks (see Section 10 – Election Process).

12. Instructional Department Chair Job Description

Definition
The Instructional Department Chair is the primary educational Faculty leader responsible for assisting in the coordination of the disciplines and/or programs within administratively
determined departments. The Instructional Department Chair is also the primary Faculty member responsible for assisting the Vice President of Instruction or Academic Dean in achieving College and campus goals and objectives.

The Instructional Department Chair provides positive Faculty leadership for the enhancement of the image of the College, campus and department toward the promotion of a healthy work environment and overall student success.

**Supervision Received**
The Instructional Department Chair receives general direction and supervision from an Academic Dean or Vice President of Instruction, as appropriate.

**Examples of Duties** - Duties may include but are not limited to the following:

**Budget** – Provide input in the development of departmental and division budgets and monitor those budgets for the department.

**Curriculum** – Coordinate efforts for the departmental curriculum, program development and program review. Represent the department in College Discipline Area Committees (CDAC) meetings and Program Review for which there are no full-time Faculty members at the campus.

**External Relations and Articulation** – Provide Faculty leadership to promote current, relevant, and quality academic and occupational programs through interaction with the community and external groups/organizations. Activities may include participating on advisory committees and secondary and post-secondary institution meetings. Coordinate department activities in articulating academic programs with K – 12 schools, colleges, and universities, and other educational institutions as appropriate.

**Facilities and Equipment** – Recommend instructional support equipment, materials, maintenance, services, supplies, and facilities planning within the department.

**Instructional Support** – Coordinate department efforts that relate to the instructional support.

**Master Schedule** – Coordinate the development of the schedule of classes for their particular department. It is expected that the Department Chair will collaborate with Department Chairs in like disciplines at other sites as part of this process. Assist the appropriate Administrator in coordinating departmental schedules with the College Master Schedule.

**Strategic Planning** – Coordinate departmental efforts in the implementation of goals and objectives as well as policies and procedures regarding College and campus instructional academic support programs.

**Student Success, Assessment and Reporting** – Coordinate the implementation of student success efforts within the campus/College to promote student success and academic achievement. Coordinate the implementation and application of the College’s Assessment Plan.
Provide data for research projects and/or the development of reports related to the effectiveness of academic and instructional programs.

**Work Plans and Staffing** – Coordinate class assignments for Regular Faculty members. Recruit, mentor and train Adjunct Faculty (e.g., syllabi review and approval and support for institutional instructor certification standards). Recommend staffing assignments for departmental Adjunct Faculty to the Academic Dean. Utilize effective conflict resolution strategies with department Adjunct Faculty and students. The Department Chair acts as the first line of communication in the handling of complaints from students regarding general issues within the department, and attempts to resolve complaints regarding Adjunct Faculty members in the department. Note: complaints against departmental Full-time Faculty are referred to the Supervising Administrator. Plan and conduct regularly scheduled departmental meetings.
13. Evaluation Form

Pima County Community College District

Department Chair Evaluation

EVALUATION FOR (NAME OF DEPARTMENT CHAIR): _________________________________________

EVALUATOR (NAME OF SUPERVISING ADMINISTRATOR): ______________________________

DATE _____________________________

Instructions: Please read the following information before responding to this evaluation of your department chair.

The Instructional Department Chair is the primary educational Faculty leader responsible for assisting in the coordination of the disciplines and/or programs within administratively determined departments. The Instructional Department Chair is also the primary Faculty member responsible for assisting the Vice President of Instruction or Academic Dean in achieving College and campus goals and objectives. The Instructional Department Chair provides positive Faculty leadership for the enhancement of the image of the College, Campus and Department toward the promotion of a healthy work environment and overall student success. The Instructional Department Chair receives general direction and supervision from the Academic Dean or Vice President of Instruction, as appropriate.

Please assess the Department Chair on the following criteria. The answers in items 1-8 should be marked according to this scale:

Strongly Agree, Agree, Disagree, Strongly Disagree, or NDO for Not Directly Observed

The Department Chair:

1. Collaborates with departmental Faculty and Supervising Administrator(s) to develop a future direction for the department.
   ___ Strongly Agree ___ Agree ___ Disagree ___ Strongly Disagree ___ NDO

2. Seeks input from others in departmental decision-making.
   ___ Strongly Agree ___ Agree ___ Disagree ___ Strongly Disagree ___ NDO

3. Moves work tasks and activities forward in a timely and positive manner.
   ___ Strongly agree ___ Agree ___ Disagree ___ Strongly Disagree ___ NDO

4. Plans and conducts regularly scheduled departmental meetings.
   ___ Strongly Agree ___ Agree ___ Disagree ___ Strongly Disagree ___ NDO

5. Effectively recruits, mentors and trains Adjunct Faculty.
   ___ Strongly Agree ___ Agree ___ Disagree ___ Strongly Disagree ___ NDO

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6. **Recommends appropriate teaching assignments for Adjunct Faculty to the Supervising Administrator.**
   ___ Strongly Agree ___ Agree ___ Disagree ___ Strongly Disagree ___ NDO

7. **Advocates on behalf of the department.**
   ___ Strongly Agree ___ Agree ___ Disagree ___ Strongly Disagree ___ NDO

8. **Demonstrates effective educational leadership for the department.**
   ___ Strongly Agree ___ Agree ___ Disagree ___ Strongly Disagree ___ NDO

9. **Effectively coordinates departmental curriculum.**
   ___ Strongly Agree ___ Agree ___ Disagree ___ Strongly Disagree ___ NDO

Other:
Additional Comments

What does this Department Chair do that successfully impacts the department?

What could this Department Chair do to improve in their role as Department Chair?

Signatures below indicate participation in a meeting and discussion on the date noted above:

Department Chair _______________________________ Supervising Administrator _______________________________
Appendix E: Director of Library Structure

1. Introduction
The current structure for the Library Director has been in place since 1997/1998. Job
descriptions and compensation were reviewed in 2001/2002, but no changes were recommended
at that time. The latest review occurred in 2007/2008 and was conducted by members of the
Department Chair Task Force (DCTF), including a Library Director. A review of this appendix
was added to the charge of the 2007/2008 DCTF. During the charge of this task force, the
economic conditions changed, eliminating the possibility of implementing recommendations that
would cause a budget increase.

2. Term/Position
Campus Library Directors are twelve-month Educational Support Faculty.

Library Directors are evaluated annually by the Supervising Administrator. This evaluation is in
addition to, but may occur concurrently with, the Faculty Annual Collegial Conference &
Evaluation in which campus library directors are evaluated as librarians.

A vacancy in an allocated Library Director position will be filled through the following selection
process:

1. The College discipline faculty and CDAC will be notified about vacancies on All College
Day.
2. Campus discipline faculty provide assistance to the Supervising Administrator in the
development of the transfer announcement(s) in an effort to reflect the needs of the
campus. If no campus discipline faculty are 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 he or she is 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 the president of PCCEA, the president of
the Faculty Senate.
5. Every Faculty member who applies for transfer will be interviewed by the Campus
President and Supervising Administrator.
6. Each transfer candidate will meet with the campus discipline faculty.
7. The Campus President and Supervising Administrator will meet with the campus
discipline faculty to discuss the strengths and limitations of each transfer 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.
10. Subsequent transfer opportunities and the external recruitment follow the process
outlined in Article III Faculty Employment Sections A and B and SPG 4201/BB Faculty
Hiring Process.
11. For an out-of-cycle vacancy, every attempt will be made to fill it within the semester of the vacancy and by no later than the beginning of the following semester.

If a Library Director temporarily must vacate the position (e.g., he/she accepts a temporary administrative appointment, goes on an extended leave, or on sabbatical), an Acting Library Director will be appointed by the Campus President in a timely manner to serve until the incumbent returns.

3. **Library Director Job Description**

**Definition**

The Library Director provides vision and leadership for the development, coordination, and implementation of library services and resources at their respective campuses and college-wide. The Library Director is the primary Educational Support Faculty member responsible for assisting the Vice President of Instruction or Academic Dean in achieving library program-related College and campus goals and objectives. They meet monthly with the Director of Library Technical Services and the Assistant Vice Chancellor for Academic Services to coordinate college-wide library service and resource implementation.

The campus Library Director coordinates and monitors the development of college library resources (real and virtual), services (reference, circulation and reserves, serials control, information literacy), and technologies that are designed to enhance student learning. Working closely with district Library Technical Services the Library Director develops, recommends, and assesses the efficacy of college-wide library plans and policies to the college administration.

**Supervision Received**

The Library Director receives general direction and supervision from an Academic Dean or Vice President, as appropriate.

**Examples of Duties**

In addition to the duties listed in the FPPS Appendix H, the Library Director performs duties such as, but not limited to, the following:

**Vision and leadership**

Monitors developments in technology, publishing, and librarianship and recommend improvements to library services and resources in the college.

Works with department chairs, instructional and educational support Faculty, staff, and administrators to articulate and promote the role of the library in enhancing the educational process for students.

Develops and implements marketing strategies for promoting library resources and services to students, Faculty and staff.
Provides direction to library Faculty and staff serving on working groups that advise the library directors (e.g., collection development, information literacy, library web, circulation).

**Strategic planning**

Plans for the introduction of new technologies and services to improve access to educational resources for both students and Faculty.

Through Library Service Review, accreditation self-study, and similar mechanisms, assesses existing library resources and services and recommends changes where appropriate.

Develops and evaluates annual library goals and objectives consistent with strategic and institutional goals.

**Instruction and instructional support**

Develops and coordinates campus information literacy and bibliographic instruction and provides leadership in the development and maintenance of a strong and effective college-wide information literacy program.

Develops collections of educational resources that are responsive to the needs of students and Faculty at each campus.

**Work plans and staffing**

Coordinates the daily operations and work plans of a campus library operation, including collection development, staffing, reference, circulation and reserves, serials control, technology, and facilities maintenance and planning.

Recommends the scheduling of staff work assignments and assists the Supervising Administrator in developing recommendations to the campus and district administration for campus library staffing.

Establishes and maintains a collaborative climate within the library unit; provides and/or coordinates Faculty staffing and staff training; utilizes effective conflict resolution strategies with librarians, staff and students.

**External Relations and Articulation**

Provides leadership in maintaining a strong and effective public service orientation in the campus library.

Serves as the representative of the campus library to various constituencies both on and off campus.

Acts as the first line of communication in the handling of complaints from students regarding general issues within the library, and attempts to resolve complaints regarding library services. Note: complaints about library full-time Faculty are referred to the Supervising Administrator.
Facilities and equipment

Coordinates the evaluation, selection, and maintenance of library support equipment and facilities.

Recommends the acquisition of new and replacement equipment to the campus and district administration.

Coordinates library services for patrons, Faculty, staff, and administration.

Student success, assessment and reporting

Assesses campus library activities and services, including technology-based library delivery systems; assists in establishing and monitoring program evaluation systems and procedures consistent with College policies and procedures.

Coordinates the implementation of student success efforts within the campus/College library program to promote student success and academic achievement.

Coordinates the implementation and application of the College Assessment Plan as it relates to campus library services.

Budget Development

Assists Academic Dean in developing the campus library budget by preparing budget estimates, including recommendations of funds needed for equipment, materials, services, supplies and staffing.

Monitors expenditures of campus library budgets.

3. Reporting Relationship

The Library Director reports to the Vice President of Instruction or Academic Dean, as appropriate.

4. Professional Development

The Library Director is expected to remain current in their profession through ongoing participation in professional development opportunities. A plan for professional development will be discussed and reviewed with the Supervising Administrator each year.

5. Compensation

Library Directors receive an annual stipend of up to $3,000 per year depending upon the full-time Faculty equivalency and full-time staff equivalency (budgeted staff FTE) in the department. The stipend schedule is:

<table>
<thead>
<tr>
<th>FTE Range</th>
<th>Stipend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 4 FTE</td>
<td>$1,420</td>
</tr>
<tr>
<td>At least 4.0 FTE up to and including 10.0 FTE</td>
<td>$1,500</td>
</tr>
<tr>
<td>More than 10.0 FTE up to and including 15.0 FTE</td>
<td>$2,000</td>
</tr>
<tr>
<td>More than 15.0 FTE up to and including 20.0 FTE</td>
<td>$2,500</td>
</tr>
<tr>
<td>More than 20.0 FTE</td>
<td>$3,000</td>
</tr>
</tbody>
</table>
Appendix F: Coordinator of Advising and Counseling Structure

1. Introduction
The Counseling and Library Department Chair status was to be evaluated after the first year (1997/1998). The College conducted a study of comparable institutions to determine the role of directors of Advising/Counseling services and library services as well as other Educational Support Faculty relative to the Department Chair structure. In 1999, it was determined that the nine-month Department Chair model did not provide adequate coverage for the twelve-month advising and counseling services. The Vice Presidents of Student Development proposed the creation of a Coordinator of Advising and Counseling which was approved by the Cabinet on May 16, 2000.

The position description has been updated as part of the College Department Chair Task Force 2007/2008 and was conducted by members of the Department Chair Task Force (DCTF), including a Coordinator of Advising and Counseling. A review of this appendix was added to the charge of the 2007/2008 DCTF. During the charge of this task force, the economic conditions changed, eliminating the possibility of implementing recommendations that would cause a budget increase.

2. Term/Position
The term of the supplemental assignment for the Coordinator of Advising and Counseling is one fiscal year (July through June), and may be renewed on an annual basis subject to continuation of employment and satisfactory performance. Coordinators of Advising and Counseling are evaluated annually by the Supervising Administrator. This evaluation is in addition to, but may occur concurrently with, the Faculty Annual Collegial Conference and Evaluation

Vacancies during the term of assignment may be temporarily appointed by the Campus President until a selection can be conducted.

If a nine-month educational support counselor has not been selected, as defined in the process below, for a fiscal year to serve as Coordinator of Advising and Counseling, the campus has the option of dividing the 52 additional days of accountability to allow multiple coordinators to provide a combined total of 221 days of service. The additional days of accountability will be paid at the average daily rate of the selected individuals. These additional days extend the days of accountability to perform the duties listed in Appendix H and the duties described in this Appendix.

3. Selection Process
The selection process will be a competitive process consisting of the following:

- The Supervising Administrator sends notification to campus Counselors/Educational Support Faculty of the vacancy and the deadline for application. The notification is sent by March 1, each year with a deadline date of the Monday following Spring Break.
- Letters of interest and resumes are submitted by Counselors to the Supervising Administrator. Only those who respond by the stated deadline will be considered.
- The Supervising Administrator interviews all candidates.
- The Supervising Administrator recommends his/her selection and alternates to the Campus President. The decision will be made by April 1, in order for the coordinator to include the
days of accountability in their proposed flex schedule, due to the Supervising Administrator by graduation day in May (Article II., B.7)

- When a decision is made, in consultation with the Supervising Administrator, the Campus President offers the assignment to the selected Faculty member(s).

4. Coordinator of Advising and Counseling Job Description

Definition
The Coordinator of Advising and Counseling is the primary Educational Support Faculty leader responsible for assisting the coordination of the provision of high quality, year-round advising and counseling services at the campus and for coordinating consistent implementation of functions within the advising and counseling centers. The Coordinator is also the primary Educational Support Faculty member responsible for assisting the Supervising Administrator in achieving student success related College and campus goals and objectives.

Supervision Received
The Coordinator of Advising and Counseling receives general direction and supervision from the Supervising Administrator, as appropriate.

Examples of Duties
In addition to the duties listed in the FPPS Appendix H, the Coordinator of Advising and Counseling performs duties such as, but not limited to, the following:

**Budget Development** – Provide input in the development of departmental and division budgets and monitor those budgets for the department. Assists Administrator in developing the campus advising and counseling center budget by preparing budget estimates, including recommendations of funds needed for equipment, materials, services, supplies and staffing; and where appropriate, budget for STU Student Success courses, instructors, textbooks, etc.

**Curriculum** – Coordinate efforts for the departmental curriculum, program development and program review. Represent the department in College Discipline Area Committees (CDAC) meetings and Program Review for which there are no full-time Faculty members at the campus.

**External Relations and Articulation** – Provide Faculty leadership to promote current, relevant, and quality academic and occupational programs through interaction with the community and external groups/organizations. Activities may include participating on advisory committees and secondary and post-secondary institution meetings. Coordinate department activities in articulating academic programs with K – 12 schools, colleges, and universities, and other educational institutions as appropriate.

**Facilities and equipment** – Recommend instructional support equipment, materials, maintenance, services, supplies, and facilities planning to support advising and counseling services and STU courses.

**Instruction and instructional support** – Coordinate department efforts that relate to instructional support. Provide counseling liaisons to instructional divisions to conduct
classroom visitations to promote student success and retention. Develop materials for the campus related to counseling, advising, and student success resources.

**Master Schedule** — Coordinate the development of the schedule of classes for STU courses. It is expected that the Coordinator will collaborate with campus Department Chairs and other advising and counseling coordinators at other sites as part of this process. Assist the appropriate Administrator in coordinating departmental schedules with the College Master Schedule.

**Staffing and Work Plans** — Recruit, mentor and train Adjunct Faculty. Recommend staffing assignments for departmental Adjunct Faculty to the Supervising Administrator. Utilize effective conflict resolution strategies with department Adjunct Faculty and students. The Advising Counseling Coordinator acts as the first line of communication in the handling of complaints from students regarding general issues within the department, and attempts to resolve complaints regarding Adjunct Faculty members in the department. Note: complaints against departmental Full-time Faculty are referred to the Supervising Administrator. Plan and conduct regularly scheduled departmental meetings. Coordinate the daily operations and work plans of a campus advising and counseling center to include coverage of one stop student service areas, new student orientation offerings, STU-Student Success course offerings, and temporary staffing needs during peak registration periods etc.

**Strategic planning** — In support of the College Plan, through STU-Student Success Program Review, and Advising and Counseling Service Review, College accreditation self-study, and similar mechanisms, assess existing resources and services and recommends changes where appropriate. Coordinate departmental efforts in the implementation of goals and objectives as well as policies and procedures regarding College and campus instructional academic support programs. Assist Administrator in developing, coordinating, and evaluating annual advising and counseling goals; develop and implement Advising and Counseling Center operating procedures consistent with those provided to students by all Advising and Counseling Centers in the district. Assist Administrator in recommending the selection of advising and counseling Faculty and staff, and recruiting, hiring, and training temporary employees on an annual basis to supplement for peak periods of orientation and registration.

**Student Success, Assessment and Reporting** — Coordinate the implementation of student success efforts within the campus/College to promote student success and academic achievement. Coordinate the implementation and application of the College’s Assessment Plan. Provide data for College research projects and/or the development of reports related to the effectiveness of academic and instructional programs.

**Other Duties** — Perform other duties as agreed upon in collaboration with the Supervising Administrator.

5. **Reporting Relationship**

Coordinators of Advising and Counseling report to the appropriate Supervising Administrator or Vice President of Student Development as appropriate.
6. Professional Development – Formal professional development programs are made available to Advising and Counseling Coordinators. Compensation for required attendance at these professional development programs may vary based on the scheduling of the event.

Activities sponsored by the Provost and Executive Vice Chancellor for Academic and Student Services, and the Executive Vice Chancellor for Finance and Administration, addressing College operational issues and organizational development, respectively, are scheduled and conducted during the contractual year. Advising and Counseling Coordinators are required to attend sessions offered during the contractual year and receive no additional compensation for these events.

7. Compensation – Coordinators of Advising and Counseling receive a stipend of up to $3,000 per year depending upon the full-time Faculty equivalency and full-time staff equivalency (budgeted staff FTE) in the department. The stipend schedule is:

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<thead>
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</tr>
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<td>$3,000</td>
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</tbody>
</table>
Appendix G: Lead Faculty

1. Introduction
Where greater expertise in a subject area or program of study is needed, Lead Faculty (LF) may be administratively appointed to assist the instructional Department Chair (DC). Lead Faculty report to the Vice President of Instruction or Academic Dean, as appropriate, and are expected to perform the duties and responsibilities as described in the job description.

2. Compensation
Lead Faculty (LF) will be compensated with a salary supplement equivalent to the value of 2.5 load hours (see Article V F). The compensation formula for Lead Faculty includes points for Lead Faculty members who perform the duties below, but are not Department Chairs for the same discipline(s) and campus. In collaboration with his/her Supervising Administrator, the Lead Faculty will determine his/her estimated workload during the fiscal year by summing points earned in the following categories. Documentation of these points will be recorded on the “Lead Faculty Compensation Worksheet.” Allocation of points on the Lead Faculty and Department Chair worksheets will be determined in collaboration with the Supervising Administrator. In no case can the Department Chair and the Lead Faculty claim points for the same topic on the Department Chair or Lead Faculty worksheet. If the Department Chair and Lead Faculty share responsibility for a topic, the point(s) will be divided proportionately.

The approved worksheet will be reviewed and signed by the LF, Supervising Administrator, Vice President, and President. This worksheet is presented below, and is also available in an electronic format via the Human Resources website. A copy of the worksheet will be kept as part of the LF’s official personnel file housed in the Human Resources Office.

When a Department has one or more LF, it may be appropriate for the LF to take the points for certain topics (see worksheet) instead of the DC, depending on which individual actually performs the task.

Adjuncts:

Add points to the compensation sheet for the number of adjuncts as determined by the chart below:

- 1-5 = 1 point
- 6-10 = 2 points
- 11-15 = 3 points
- 16-20 = 4 points
- 21-25 = 5 points
- 26 or more = 6 points

NOTE: Within a discipline, these points may be credited to a DC or LF or distributed between a LF and DC, but may not be fully credited to both.

The number of different unduplicated Adjunct Faculty needed to complete this section shall be calculated at the close of the last business day preceding the start of the contractual obligation for 9-month Faculty members. The reports are available on Pima Reports (“Instructor Schedule by College and Division” and “Daily Enrollment by College, Division, Department and Subject”). These values are typically the numbers for the fall semester, and will remain constant for the
academic year. However, some departments may experience significant variations in the spring session due to unique departmental staffing patterns. In these instances, upon the recommendation of the Dean and Lead Faculty and with the approval of the Vice President of Instruction, the value may be recalculated and increased for the spring session. Any adjustment in compensation will then be made accordingly.

Cross Campus:
- Add two points when the Lead Faculty is serving at a campus other than his or her primary campus as defined by the Faculty Personnel Policy Statement (Unit Guide on Cross-Campus, Cross-Department and Cross-Discipline Faculty Assignments).

Lab Oversight:
- Add one point for oversight of each distinct, different type of instructional lab facility for which the Lead Faculty has the primary responsibility. (For example: two general chemistry labs even when held in different rooms are not of different types.) ‘Different type’ refers to the type of instruction that occurs in the facility; different prefixes typically connote different types of instructional labs. However, courses taught in the same prefix may be different as well if the courses require significantly different safety standards, preparation, supplies and/or equipment. The CDAC identifies which courses qualify as significantly different. “Primary responsibility” is defined as having responsibility for at least two of the following:

1. Equipment and Supplies: creating or coordinating requisitions; equipment maintenance, repair, and/or service contracts; managing budgets
2. Facilities: recommending facility alterations, design, organization and remodeling; creating work orders; finding off-campus sites/locations
3. Instructional leadership: coordinating learning modalities (e.g., open vs. scheduled or integrated labs), providing pedagogical leadership (e.g., creating lab manuals or experimental designs), recommending and reviewing hardware and software, orienting new Adjunct Faculty to lab policies and procedures
4. Staffing: involvement in hiring, scheduling, training and evaluating staff and/or student aides.

This designation includes oversight of labs that support disciplines such as writing, reading, and sciences; labs designated to support self-paced academic instruction; and labs in occupational programs.

Lab Safety:
- Add one additional point for labs in which student safety (e.g., following OSHA and Chemical Hygiene Plan (CHP) guidelines) is a significant concern (includes science labs and some occupational labs).
- Add one additional point for each distinct, different type of lab in which student safety (e.g., following OSHA and CHP guidelines) is a significant concern (e.g., science labs, some occupational labs).
The Arts:

- Add one point for Lead Faculty who have the primary responsibility of managing or overseeing public performances, activities or productions (e.g., the Aztec Press, performances in the Center for Arts, gallery showings, athletic events).

Regulatory Agencies and Advisory Committees:

- Add points for the following accountability measures for reporting to external agencies and advisory committees.
- Add 1-3 points if the Lead Faculty is accountable to a state regulatory agency (e.g., State Board of Health)
- Add 1-3 points if the Lead Faculty is accountable to a national accrediting/regulatory agency (e.g., National League of Nursing).

The points for reporting to external agencies and advisory committees are to be determined in consultation with the Supervising Administrator, based on the complexity of the agency requirements, with 1 point = Minimal requirements, 2 points = Moderate requirements, 3 points = Extensive requirements. The terms “minimal,” “moderate” and “extensive” are defined as follows:

- Minimal = routine single annual report or ongoing compliance requirements
- Moderate = implementing additional or new requirements, changed guidelines, or an interim report
- Extensive = major report and/or multi-year review, audit, or in-site visit

- Add one point if the Lead Faculty is responsible for administering, collating and reporting results of surveys of students, graduates or employers required by external agencies.
- Add one point if the Lead Faculty, by direction of the accrediting agency, must “supervise and train” other Faculty members in the department and be accountable to the agency for this supervision and training.
- Add one point for each advisory committee to which the Lead Faculty must report (maximum of two points).

These points for regulatory and accrediting agencies and advisory committees may be credited to a Department Chair or Lead Faculty, but not to both for the same discipline. (See Appendix D Department Chair).

The Lead may elect to use his or her stipend to purchase reassigned time during one or both semesters by allocating the required amount from his or her stipend to the campus Adjunct Faculty line. This arrangement must be approved by the appropriate Administrator and is contingent upon the availability of an Adjunct Faculty member to teach the selected class and on reaching the necessary level of stipend to fund the time.
## Lead Faculty Compensation Worksheet

<table>
<thead>
<tr>
<th>Section</th>
<th>Topic</th>
<th>Calculation</th>
<th>No. Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Adjuncts</td>
<td>(value from Pima Reports – “Instructor Schedule by College and Division”)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Cross Campus</td>
<td>(Yes=2 points or No=0 points)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Lab Oversight</td>
<td>(list facilities/rooms and the number of each criterion that applies):</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Lab Safety</td>
<td>(list facilities/rooms and the safety requirement(s) that apply):</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The Arts</td>
<td>(list productions, publications, activities that apply):</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>State Regulatory Agency</td>
<td>(identify the agency):</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>National Accreditation /</td>
<td>(identify the agency):</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Regulatory Agency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Survey</td>
<td>(identify the required task(s)):</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Supervision</td>
<td>(identify the required task(s)):</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Advisory Committees</td>
<td>(identify the committee(s)) Max 2 points:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>(round decimal values of 0.50 or greater up to the next integer value)</td>
<td></td>
</tr>
</tbody>
</table>

**Annual Stipend:** ______________

**Purchase Additional Reassigned time?** Yes _____ No ______

If yes, amount for: Fall semester ______  Spring semester ______

**Reviewed by** ______________  **Reviewed by** ______________  **Reviewed by** ______________
Lead Faculty (date)  Department Chair (date)  Supervising Administrator (date)

**Reviewed by** ___________________  **Reviewed by** ___________________
Vice President of Instruction (date)  President (date)
Use the table below to calculate the additional compensation based on the Lead Faculty Compensation Worksheet. (NOTE: Numbers based on current year FPPS overload rate).

<table>
<thead>
<tr>
<th>Total Points From Worksheet</th>
<th>Additional Stipend Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1</td>
<td>0 x 0.22 (Current year FPPS overload rate)</td>
</tr>
<tr>
<td>2 or 3</td>
<td>2 x 0.22 (Current year FPPS overload rate)</td>
</tr>
<tr>
<td>4 or 5</td>
<td>4 x 0.22 (Current year FPPS overload rate)</td>
</tr>
<tr>
<td>6 or 7</td>
<td>6 x 0.22 (Current year FPPS overload rate)</td>
</tr>
<tr>
<td>8 or 9</td>
<td>8 x 0.22 (Current year FPPS overload rate)</td>
</tr>
<tr>
<td>10 or 11</td>
<td>10 x 0.22 (Current year FPPS overload rate)</td>
</tr>
<tr>
<td>12 or more</td>
<td>12 x 0.22 (Current year FPPS overload rate)</td>
</tr>
</tbody>
</table>

3. **Selection Process**

Lead Faculty members are appointed by the Vice President of Instruction or Academic Dean, with input from the Department Chair.

4. **Lead Faculty Positions**

Nine Lead Faculty positions are allocated to each campus. A campus can elect to support additional Lead Faculty positions using alternative funds.

5. **Lead Faculty Job Description**

**Definition**

The Lead Faculty is a discipline/program expert who provides additional coordination and support to the Department Chair. In the performance of such duties, the Lead Faculty supports enhancement of a healthy work environment and overall student success.

**Examples of Duties** – Lead Faculty must perform three or more duties below, agreed upon in collaboration with the Supervising Administrator, the Department Chair, and the Lead Faculty. In no case can the Department Chair and the Lead Faculty complete the same duties. If the Department Chair and Lead Faculty complete the same duties, the point(s) for those duties will be divided equitably.

- **Curriculum and Strategic Planning** – Assist the Department Chair in developing discipline curriculum, program development, and program review. Represent the department in the College Discipline Area Committee (CDAC) meetings and Program Review for which there are no full-time Faculty members at the campus. Coordinate subject area efforts in the implementation of goals and objectives as well as policies and procedures regarding College and campus instructional and academic support programs. Coordinate or assist in coordinating the implementation of student success efforts within the campus/College to promote student success and academic achievement.

- **External Relations and Articulation** – Assist the Department Chair with external subject area support and compliance requirements. Assist with subject area and discipline articulation by working with colleagues at K-12 schools, colleges and universities, and other institutions as appropriate.
**Facilities, Equipment, Budget Development and Instructional Support** – Assist the Chair in coordinating and recommending equipment, materials and facilities needs within the subject area. Provide input in the development of departmental budgets and monitor those budgets for the department. Assist in coordinating efforts that relate to instructional support.

**Master Schedule** – Assist the Chair in the development of the schedule of classes for the particular department. Collaborate with Lead Faculty and/or Department Chairs in like disciplines at other sites as part of this process. Assist the Chair in coordinating departmental schedules with the College Master Schedule.

**Staffing and Work Plans** – Coordinate class assignments for Regular Faculty members. Recruit, mentor and train Adjunct Faculty. Recommend staffing assignments for departmental Adjunct Faculty to the Department Chair.

**Other Duties** – Perform other duties as agreed upon in collaboration with the Academic Dean and Department Chair.

6. **Supervision Received**
The Lead Faculty receives general direction and supervision from an Academic Dean or Vice President of Instruction, as appropriate, in coordination with the Department Chair.

7. **Evaluation**
Lead Faculty are evaluated each year in April. The evaluation process is a collegial conference between the Supervising Administrator and the Lead Faculty. By the first Monday in April, the Supervising Administrator will notify the Lead Faculty to schedule a conference meeting time. Prior to the meeting, the Supervising Administrator and the Lead Faculty will each complete the evaluation form (shown in section 8 below). The purpose of the meeting is to discuss the evaluation forms and the performance of the Lead Faculty.

Should concerns regarding the performance of the Lead Faculty as a Lead Faculty be raised during the evaluation process, a Lead Faculty Performance Improvement Plan based on these concerns will be mutually developed by the Supervising Administrator and Lead Faculty.

The Lead Faculty Performance Improvement Plan will not become part of the Lead Faculty’s personnel file. The Lead Faculty Performance Improvement Plan will not affect the Step Progression Plan because the Lead Faculty work is a supplemental assignment.

A Lead Faculty who has received a Lead Faculty Improvement Plan will be evaluated again in November of the following year. If, based on this follow-up evaluation, the Supervising Administrator determines that the Lead Faculty has satisfactorily met the objectives in his/her Lead Faculty Improvement Plan, then the Lead Faculty Improvement Plan has been accomplished. Alternatively, if the Supervising Administrator determines that the Lead Faculty has not satisfactorily met the objectives in his/her Lead Faculty Improvement Plan, then the Supervising Administrator may recommend the removal of the Lead Faculty to the President of the Campus. The Lead Faculty may appeal the President’s decision to the Vice Chancellor for...
Human Resources, whose decision is final. If this recommendation for removal is accepted, a new selection will be conducted (see Section 3 – Selection).
8. Lead Faculty Evaluation

EVALUATION FOR (NAME OF LEAD FACULTY): ____________________________

EVALUATOR (NAME OF SUPERVISING ADMINISTRATOR): ______________________

DATE: ________________________

Instructions: Please read the following information before responding to this evaluation of your Lead Faculty.

The Lead Faculty is a discipline/program expert who provides additional coordination and support to the Department Chair. In the performance of such duties, the Lead Faculty supports enhancement of a healthy work environment and overall student success.

Please assess the Lead Faculty on the following criteria. The answers in items 1-8 should be marked according to this scale:

**Strongly Agree, Agree, Disagree, Strongly Disagree, or NDO for Not Directly Observed**

The Lead Faculty:

1. **Collaborates with departmental faculty, Department Chairs and supervising dean to develop a future direction for the discipline.**
   ___ Strongly Agree ___ Agree ___ Disagree ___ Strongly Disagree ___ NDO

2. **Seeks input from others in decision-making.**
   ___ Strongly Agree ___ Agree ___ Disagree ___ Strongly Disagree ___ NDO

3. **Moves work tasks and activities forward in a timely and positive manner.**
   ___ Strongly agree ___ Agree ___ Disagree ___ Strongly Disagree ___ NDO

4. **Assists the Department Chair in planning faculty meetings.**
   ___ Strongly Agree ___ Agree ___ Disagree ___ Strongly Disagree ___ NDO

5. **Effectively recruits and trains adjunct faculty.**
   ___ Strongly agree ___ Agree ___ Disagree ___ Strongly Disagree ___ NDO

6. **Recommends appropriate teaching assignments for Adjunct Faculty to the supervising dean.**
   ___ Strongly agree ___ Agree ___ Disagree ___ Strongly Disagree ___ NDO

7. **Advocates on behalf of the discipline.**
   ___ Strongly Agree ___ Agree ___ Disagree ___ Strongly Disagree ___ NDO

8. **Demonstrates effective educational leadership for the discipline.**
   ___ Strongly agree ___ Agree ___ Disagree ___ Strongly Disagree ___ NDO
9. **Effectively coordinates discipline curriculum.**

___ Strongly agree ___ Agree ___ Disagree ___ Strongly Disagree ___ NDO

Additional comments:

What does this lead faculty do that successfully impacts the discipline?

What could this lead faculty do to improve in their role as Lead Faculty?

Signatures below indicate participation in a meeting and discussion on the date noted above:

_________________________________________   __________________________
Lead Faculty                                     Supervising Administrator
Appendix H: 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.
- Participates in classroom, discipline, and program assessment activities, including the Student Learning Outcomes process.
- Participates in continuous improvement by engaging in a program of professional development.
- Participates in the development and implementation of applicable policies and procedures.
- 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.

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 within their discipline, as well as the assessment and analysis 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 the Department Chairperson 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 the supervising administrator. 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 I: 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.
1. **Professional Enrichment and Evaluation**

   Professional enrichment activities and Faculty evaluation are two major areas of focus in the Faculty Success Program. The primary purposes of enrichment and evaluation are to strengthen the Faculty member’s teaching and complementary educational service in order to enhance student success. The College shall provide on-going support for the growth and success of Faculty. (Article IV B.)

2. **Components of the Faculty Evaluation Program**
   
a. **Annual Collegial Conference**

   Every Faculty member will meet each year with his/her Supervising Administrator to:

   i) review the challenges and accomplishments of the preceding 12 months
   
   ii) review student feedback
   
   iii) develop a plan for the coming year
   
   iv) collaborate on professional enrichment goals

   The Faculty member and Supervising Administrator will mutually agree upon a time for the collegial conference. Collegial conferences are held during spring semester. The meeting should be scheduled at least three weeks in advance to allow the Faculty member time to prepare a self-evaluation.

   The Faculty member should provide the self-evaluation to the Supervising Administrator at least one week prior to the scheduled conference.

b. **Student Evaluations**

   Instructional Faculty will be evaluated by students in two classes each fall semester. Educational Support Faculty who teach in the fall semester will be evaluated in one class. The classes used for evaluation will be selected during the fall semester. All class evaluations will use the same form. Educational Support Faculty will be evaluated by students via client survey forms in the fall semester. All Educational Support Faculty will use the same client survey form.

   Student feedback employs a process that protects the anonymity of the student while providing valuable information to the Faculty member regarding student satisfaction. The Supervising Administrators are responsible for reviewing feedback with the Faculty member during the Annual Collegial Conference. Specific feedback scores and documents are not retained in the Faculty member’s personnel file.

c. **New Faculty**

   Every newly hired Faculty member will meet with his/her Supervising Administrator during the Faculty Learning Academy to set goals and discuss expectations. A Faculty member who is hired after the Faculty Learning Academy is completed will meet with his/her Supervising Administrator during the first sixty days of accountability to set goals and discuss expectations.
d. **Peer Review (Optional)**
   A Faculty member may select a peer to review course materials and syllabus and/or for classroom visitation or video review. Peer Review is a confidential process between the Faculty member and the peer reviewer. A peer review form may be completed to verify that this process was completed.

e. **Self-Evaluation**
   Faculty members will complete a self-evaluation form prior to the Annual Collegial Conference and will submit this form to the Supervising Dean one week prior to the conference.

3. **Professional Accountability**
   If a need for improvement is indicated, the College shall provide support for the improvement of individual Faculty performance. A Performance Improvement Plan will be mutually developed by the Faculty member and the Supervising Administrator 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 Supervising Administrator 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 Resource Center(s) or similar campus resources and Supervising Administrator 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.

4. **Faculty Annual Collegial Conference and Evaluation Form**
   The forms used annually in the collegial conference are enterable and may be accessed at: on the PCC Intranet; College Forms; Human Resources link.

5. **Review Process**
   A process will be created to review the Faculty Success Program. The review process will include Administration and Faculty. Faculty representation will include both PCCEA and Faculty Senate members. Subsequent recommendations, if any, will be forwarded to Faculty Senate or to the Faculty meet-and-confer process as appropriate.
Appendix K: 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 Supervising Administrator.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Load Hour Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter Intersession Coordinator</td>
<td>3.2</td>
</tr>
<tr>
<td>College Accreditation Coordinator(^1)</td>
<td></td>
</tr>
<tr>
<td>Program Accreditation Coordinator(^2)</td>
<td>1-3</td>
</tr>
<tr>
<td>Band Director</td>
<td>5</td>
</tr>
<tr>
<td>Aztec Press Advisor</td>
<td>6</td>
</tr>
<tr>
<td>Chair or Co-Chair of Major Task Force(^1)</td>
<td></td>
</tr>
<tr>
<td>Chorale Director</td>
<td>5</td>
</tr>
<tr>
<td>Drama Productions Director, each production</td>
<td>5</td>
</tr>
<tr>
<td>Honors Coordinator, each coordinator</td>
<td>2.5</td>
</tr>
<tr>
<td>Publication Advisor, each publication(^3)</td>
<td>5</td>
</tr>
<tr>
<td>Program Review Coordinator (during semester of Program Review)(^4)</td>
<td>1</td>
</tr>
<tr>
<td>Student Learning Outcomes Facilitator(^5)</td>
<td></td>
</tr>
</tbody>
</table>

\(^1\) Activity and rate determined by the Chancellor’s Cabinet. Other activities and rates may be determined by the Chancellor’s Cabinet.

\(^2\) Activity and load recommended by the Supervising Administrator with Campus President approval.

\(^3\) Approved publications are \textit{SandScript}, and \textit{Cababi}.

\(^4\) The number of uses of this stipend will vary from year to year. There will be one stipend per program that may be shared among multiple coordinators.
SLO Facilitators are given three options of how they can be compensated for the supplemental assignment per semester: 1) Reassign time for 6 load hours; 2) supplemental faculty pay (Article V.D.) for 12 hours per week; 3) a combination of 3 load hours reassigned time and 6 hours of supplemental pay per week.
Appendix L: 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 Working Group, 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 Supervising Administrator for approval and to obtain these signatures for the Sabbatical Proposal Cover Form by the second Monday in October.

8. Submit your completed and signed Cover Form, sabbatical proposal (including résumé or CV), and summary to the Campus President for his/her signature by the following Friday in October. Upon approval by the Campus President, s/he will forward the packet to the Organizational and Professional Development Office, Human Resources (mail code DO-1188) by the last Friday in October. Concurrently, the Campus President also will send a copy of the signed cover page to the Faculty member.

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

Steps for completing a Sabbatical Report

1. Complete the Sabbatical Report Cover Form (page after next).

2. Submit the report, with Report Cover Form, to your Supervising Administrator for Signature.
3. Submit copies of your report to your Campus President and to the Faculty Professional Development Working Group 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:  

Supervising Administrator ___________________________  Administrator’s E-mail ___________________________

Start Date as Regular, full-time Faculty ___________________________

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.

<table>
<thead>
<tr>
<th>Objectives/Activities (Must be copied exactly from those listed on the sabbatical proposal.)</th>
<th>Specific Documentation to be Provided (How will each of the objectives/activities documented?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1:</td>
<td>Objective 1:</td>
</tr>
<tr>
<td>Activity A:</td>
<td>Activity A:</td>
</tr>
<tr>
<td>Activity B:</td>
<td>Activity B:</td>
</tr>
<tr>
<td>Objective 2:</td>
<td>Objective 2:</td>
</tr>
<tr>
<td>Activity A:</td>
<td>Activity A:</td>
</tr>
<tr>
<td>Activity B:</td>
<td>Activity B:</td>
</tr>
<tr>
<td>Objective 3:</td>
<td>Objective 3:</td>
</tr>
<tr>
<td>Activity A:</td>
<td>Activity A:</td>
</tr>
<tr>
<td>Activity B:</td>
<td>Activity B:</td>
</tr>
</tbody>
</table>

- 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, 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 Faculty Professional Development and Sabbatical Standing Committee 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 Supervising Administrator ___________________________  Date ___________________________

Signature of VP of Instruction/Student Development ___________________________  Date ___________________________

Signature of Campus 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.**

*Faculty Personnel Policy Statement 2012/2013  
Page 128*
Pima Community College
Sabbatical Documentation Cover Form

Name: ___________________________ E-mail: ___________________________

Subject/ Support Service: ___________________________ Assigned Campus/Location: ___________________________

Supervising Administrator ___________________________ Administrator’s 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.

<table>
<thead>
<tr>
<th>Objectives/Activities (Must be copied exactly from those listed on the original, approved sabbatical proposal.)</th>
<th>Specific Documentation Provided (How are each of the objectives/activities documented?)</th>
<th>Location of Documentation (Where is this documentation located? (File name, page number, appendix, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1:</strong></td>
<td><strong>Activity A:</strong></td>
<td><strong>Activity A:</strong></td>
</tr>
<tr>
<td><strong>Objective 1:</strong></td>
<td><strong>Activity B:</strong></td>
<td><strong>Activity B:</strong></td>
</tr>
<tr>
<td><strong>Objective 2:</strong></td>
<td><strong>Activity A:</strong></td>
<td><strong>Activity A:</strong></td>
</tr>
<tr>
<td><strong>Objective 2:</strong></td>
<td><strong>Activity B:</strong></td>
<td><strong>Activity B:</strong></td>
</tr>
<tr>
<td><strong>Objective 3:</strong></td>
<td><strong>Activity A:</strong></td>
<td><strong>Activity A:</strong></td>
</tr>
<tr>
<td><strong>Objective 3:</strong></td>
<td><strong>Activity B:</strong></td>
<td><strong>Activity B:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved Sabbatical Modifications</th>
<th>Approval Date</th>
<th>Specific Documentation Provided</th>
<th>Location of Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified Objective:</td>
<td></td>
<td>Modified Objective:</td>
<td>Modified Objective:</td>
</tr>
<tr>
<td>Modified Activity:</td>
<td></td>
<td>Modified Activity:</td>
<td>Modified Activity:</td>
</tr>
</tbody>
</table>

By submitting this Sabbatical Documentation Cover 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 Documentation Cover Form**

**Name:** Franny Faculty  
**E-mail:** Franny.Faculty@pima.edu

**Subject/Support Service:** Social Justice  
**Assigned Campus/Location:** Community

**Supervising Administrator:** 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, FPDC 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.

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

**Approved Sabbatical Modifications**

| Modified Objective: 2 | Modified Objective: 2 | Modified Objective: 2 |
| Sept. 15 | Modified Activity: Unable to attend conference in Atlanta, requested and | Modified Activity: See File on CD entitled Appendices. Appendix B. The final PCC Travel Expense Report is |

*Faculty Personnel Policy Statement 2012/2013  
Page 130*
Association of Social Justice Researchers Conference in Florida approved to attend a similar national conference in Florida. Submitting copy of final PCC Travel Expense report as verification. scanned into Appendix B.

By submitting this Sabbatical Documentation Cover 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
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 Supervising Administrator 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)
<table>
<thead>
<tr>
<th>Name:</th>
<th>Proposal Title/Topic:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester and Year requested:</td>
<td>FULL- PAY  ○  HALF PAY  ○</td>
</tr>
</tbody>
</table>

### PURPOSE of the SABBATICAL

<table>
<thead>
<tr>
<th>Percentage of Total</th>
<th>Purpose Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
</tr>
</tbody>
</table>

Statement of overall purpose of the sabbatical including specific objectives and detailed activities

45%

- Provides a Statement of Overall Purpose of the Sabbatical
- Provides Objectives and Activities which are:
  - Clear, Specific, and Detailed
  - Measurable
  - Feasible
  - Equivalent to the contractual load

Comments:
## VALUE of the SABBATICAL

<table>
<thead>
<tr>
<th>Percentage of Total</th>
<th>Value Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>40%</td>
<td></td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Résumé/CV Details of Activities and Accomplishments</th>
<th>Percentage of Total</th>
<th>Résumé/CV Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>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%</td>
<td>15%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation Criteria for Résumé/CV:</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides Clear, Specific Details of the Faculty Member’s Professional Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides Clear, Specific Details of the Faculty Member’s Service to Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides Clear, Specific Details of the Faculty Member’s Service to the Department</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides Clear, Specific Details of the Faculty Member’s Service to the Discipline</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides Clear, Specific Details of the Faculty Member’s Service to the Campus/College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides Clear, Specific Details of the Faculty Member’s Service to the Community</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

### PROPOSAL TOTALS

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Value</th>
<th>Résumé/CV</th>
<th>Total Score</th>
</tr>
</thead>
</table>

**Final Comments:**
## SCORING:

<table>
<thead>
<tr>
<th>PURPOSE of the SABBATICAL—45% of total</th>
<th>A “MEDIUM RANGE” score will be merited by a proposal that:</th>
<th>A “LOW RANGE” score will be merited by a proposal that:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A “HIGH RANGE”</strong> score will be merited by a proposal that:</td>
<td>• Provides a detailed statement of the overall purpose of the proposed sabbatical.</td>
<td>• Inadequately provides or fails to provide a statement of the overall purpose of the proposed sabbatical.</td>
</tr>
<tr>
<td>• Provides detailed clear, specific, measurable proposed sabbatical objective(s).</td>
<td>• Provides general proposed sabbatical objective(s).</td>
<td>• Inadequately provides or fails to provide proposed sabbatical objective(s).</td>
</tr>
<tr>
<td>• Provides a detailed description of each supporting activity required to meet the proposed sabbatical objective(s).</td>
<td>• Provides a general description of each supporting activity required to meet the proposed sabbatical objective(s).</td>
<td>• Inadequately provides or fails to provide a description of each supporting activity required to meet the proposed sabbatical objective(s).</td>
</tr>
<tr>
<td>• Provides a detailed description of activity products or outcomes that are quantifiable and measurable.</td>
<td>• Provides a general description of activity products or outcomes that are quantifiable and measurable.</td>
<td>• Inadequately provides or fails to provide a description of activity products or outcomes that are quantifiable and measurable.</td>
</tr>
<tr>
<td>• Provides a detailed description of how the Faculty member will document the completion of each objective and activity.</td>
<td>• Provides a general description of how the Faculty member will document the completion of each objective and activity.</td>
<td>• Inadequately provides or fails to provide a description of how the Faculty member will document the completion of each objective and activity.</td>
</tr>
<tr>
<td>(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.</td>
<td>(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.</td>
<td>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).</td>
</tr>
<tr>
<td>• Provides evidence of detailed planning that demonstrates the objective(s) and activities are feasible (can be completed in the allotted time).</td>
<td>• Provides evidence of general planning that demonstrates the objective(s) and activities are feasible (can be completed in the allotted time).</td>
<td>• 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).</td>
</tr>
<tr>
<td>• 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.</td>
<td>• 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.</td>
<td>• 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.</td>
</tr>
<tr>
<td>• Provides a detailed description of contractual equivalency (days of</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
accountability, workload, active engagement, etc.) According to the Faculty Personnel Policy Statement, Article II.B.6., contractual load is equivalent to an average of 37.5 hours per week. (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.

**VALUE of the SABBATICAL—40% of total**

<table>
<thead>
<tr>
<th>HIGH RANGE</th>
<th>MEDIUM RANGE</th>
<th>LOW RANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provides a detailed description of the value of the proposed objectives and activities to the Faculty member’s professional development.</td>
<td>• Provides a detailed description of the value of the proposed objectives and activities to the Faculty member’s professional development.</td>
<td>• Inadequately provides or fails to provide a description of the value of the proposed objectives and activities to the Faculty member’s professional development.</td>
</tr>
<tr>
<td>• Provides a detailed description of the value of the proposed objectives and activities to the Faculty member’s personal development.</td>
<td>• Provides a detailed description of the value of the proposed objectives and activities to the Faculty member’s personal development.</td>
<td>• Inadequately provides or fails to provide a description of the value of the proposed objectives and activities to the Faculty member’s personal development.</td>
</tr>
<tr>
<td>• Provides a detailed description of how the completion of the proposed objectives and activities directly and/or indirectly benefits students at the College.</td>
<td>• Provides a general description of how the completion of the proposed objectives and activities directly and/or indirectly benefits students at the College.</td>
<td>• 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.</td>
</tr>
<tr>
<td>• Provides a detailed description of how the completion of the proposed objectives and activities directly and/or indirectly benefits the College or College community.</td>
<td>• Provides a general description of how the completion of the proposed objectives and activities directly and/or indirectly benefits the College or College community.</td>
<td>• 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.</td>
</tr>
<tr>
<td>A “HIGH RANGE” score will be merited by a proposal that:</td>
<td>A “MEDIUM RANGE” score will be merited by a proposal that:</td>
<td>A “LOW RANGE” score will be merited by a proposal that:</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>• Provides a detailed description of the Faculty member’s active participation and service throughout college employment.</td>
<td>• Provides a detailed description of the Faculty member’s past and present service to students.</td>
<td>• Inadequately provides or fails to provide a description of the Faculty member’s active participation and service throughout college employment.</td>
</tr>
<tr>
<td>• Provides a detailed description of the Faculty member’s past and present professional activities.</td>
<td>• Provides a detailed description of the Faculty member’s past and present professional activities.</td>
<td>• Inadequately provides or fails to provide a description of the Faculty member’s past and present professional activities.</td>
</tr>
<tr>
<td>• Provides a detailed description of the Faculty member’s past and present service to students.</td>
<td>• Provides a detailed description of the Faculty member’s past and present service to the department.</td>
<td>• Inadequately provides or fails to provide a description of the Faculty member’s past and present service to the discipline.</td>
</tr>
<tr>
<td>• Provides a detailed description of the Faculty member’s past and present service to the discipline.</td>
<td>• Provides a detailed description of the Faculty member’s past and present service to the Campus/College.</td>
<td>• Inadequately provides or fails to provide a description of the Faculty member’s past and present service to the Campus/College.</td>
</tr>
<tr>
<td>• Provides a detailed description of the Faculty member’s past and present service to the community.</td>
<td>• Provides a detailed description of the Faculty member’s past and present service to the community.</td>
<td>• Inadequately provides or fails to provide a description of the Faculty member’s past and present service to the community.</td>
</tr>
</tbody>
</table>
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

Faculty Personnel Policy Statement 2012/2013
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Subject taught or educational service provided:

Start date of Sabbatical

End date of Sabbatical

Semester Sabbatical taken as: Full-Pay ___ Fall ___ Spring
Half-Pay ___ Fall ___ Spring

List all objectives and activities from approved sabbatical proposal dates or timeline that was included and the documentation that substantiates completion of the objectives and activities:

I certify that the statements in this report are true and complete to the best of my knowledge, and 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 contractual load.

I am sending this report and supporting documentation to the Faculty Professional Development Working Group and a copy of the report is submitted to my Campus President with 45 calendar days following the first day of accountability in my returning semester. I also agree to complete one semester or six months of service to the College for every semester of sabbatical that I received.

<table>
<thead>
<tr>
<th>Objectives/activities</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Please attach additional sheets if necessary.

Signature of Faculty Member Date

Signature of Supervising Administrator Date
Appendix M: 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.

I. Pima Community College Faculty  Visiting Faculty

Name: ______________________________
Campus: ____________________________
Division/Dept.: ______________________
Date of Hire: _________________________

Name: ______________________________
Exchanging Institution: __________________
Years of Experience in Area: __________
Teaching Area: _________________________

(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.) 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 Supervising Administrator. (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: __________________________________________________________

Department Chair's Signature: ____________________________________________________

Supervising Administrator's Signature: _____________________________________________

Campus President’s Signature: ___________________________________________________

(Signifies his/her review and recommendation) Date

Submission Date: __________
Review Date: __________

Faculty Personnel Policy Statement 2012/2013
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Appendix N: Step Progression Plan

Effective July 1, 2008

I. General

The 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.

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 in the 21st century and authenticates the past performance and professionalism of PCC Faculty.

This appendix outlines the processes and policies associated with qualifying an individual Faculty member for step advancement. The SPP allows an individual Faculty member to qualify for step advancement based on a Professional Progression Plan (PPP) (on the PCC Intranet; College Forms; Human Resources link) developed in consultation with his/her Supervising Administrator and meeting the criteria as described below. 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.

II. Step Progression Plan Process

A. Eligibility

To be eligible for consideration, the Faculty member must have served more than 60% of the accountable days on his/her contract. Any Faculty member hired after the last workday in September will have 30 calendar days from date of hire to submit an initial plan for a step increase. The Supervising Administrator is responsible for facilitating the submission of the PPP. A Faculty member who is on a Performance Improvement Plan at the conclusion of the contract year is not eligible for step advancement. A Faculty member who has received a disciplinary action equivalent to or greater than a written reprimand in lieu of suspension during the contract year is not eligible for step advancement.

A Faculty member who is in the process of completing a Performance Improvement Plan or is using the Grievance Procedure (Section VI, Personnel Policy Statement for College Employees) to appeal a disciplinary action should follow the process described below in order to maintain the possibility of step advancement.

B. Step Criteria

Step advancement requires a Faculty member to satisfy one professional development and one student success activity and one of the two service requirements. At least one of the three activities must demonstrate substantive participation in the Student Learning Outcomes process of the discipline or program.
1. **Professional Development** - Efforts to improve effectiveness, maintain currency, or expand area(s) of expertise of the Faculty member.

2. **Commitment to Student Success** - Activities or efforts that are intended to improve the educational experience of Pima College’s students.

3. **Service to Department/Program/CDAC** - Efforts to improve College instructional offerings, educational services, and/or ensure the success of College programs within the Faculty member’s area of expertise.

4. **Service to Campus/College** - Faculty members may fulfill this obligation by serving on a Campus or College committee or by representing the College on a local, state, regional, or national committee or board.

5. **Commitment to Assessment of Student Learning Outcomes** – Activities or efforts, in conjunction with other discipline or program faculty and the CDAC, that demonstrate substantive participation in the assessment of Student Learning Outcomes plan of the discipline or program.

A PPP describing a Faculty member’s plans for the year will be submitted to the Supervising Administrator by the last Friday in September. A preliminary evaluation and approval will be completed by the Supervising Administrator and the Vice President of Instruction/Vice President of Student Development by the second Friday in October. Should the Faculty member and the Supervising Administrator be unable to agree on the PPP, the Faculty member may appeal (the appeal is due by the third Friday in October) to the Provost whose decision, rendered no later than the fourth Friday in October, is final.

If a Faculty member is hired after September 30, s/he has 30 days to submit an initial plan. If needed, appeal decisions must be made within 30 days.

A lack of notification by the stated deadline automatically results in the approval of the Faculty member’s PPP as proposed by the Faculty member. Upon approval, original initial plans will be returned to the Faculty member. A copy will be retained by the supervisor.

The Faculty member is also encouraged to review progress on his/her plans with his/her Supervising Administrator throughout the contract year. A Faculty member may choose to discuss progress towards satisfying the step criteria during his/her annual collegial conference.

Any modification needed to the Faculty member’s PPP must be submitted for approval to the Supervising Administrator and Vice President of Instruction/Vice President of Student Development as soon as possible. Should the Faculty member and the administrator be unable to agree on the modification(s), the Faculty member may appeal to the Provost whose decision, rendered within ten working days of the appeal, is final. A lack of notification by the stated deadline automatically results in the approval of the Faculty member’s PPP as proposed by the Faculty member.

By the last Friday in March, the Faculty member will fill in the verification line on the PPP form confirming completion of activities and resubmit it to the Supervising Administrator. Failing to meet this deadline will disqualify the Faculty member from step advancement eligibility. The reputation, standing and job status of a Faculty member will not be negatively affected if he/she elects not to submit a step criteria form.

The Supervising Administrator reviews the final form and forwards a recommendation to the Vice President of Instruction or Vice President of Student Development, as appropriate, who determines whether the activities previously agreed upon have been accomplished.
The Faculty member will be notified by the Vice President of Instruction or the Vice President of Student Development, in writing by email, of his/her step advancement status by the second Friday in April. In the event that a Faculty member is not approved for step advancement, the notification will be in the form of a written memo and will state clearly which criteria were not satisfied and why. A lack of notification within the ten day timeframe automatically qualifies the Faculty member for step advancement.

The final approved form will be forwarded to Human Resources by the Vice President of Instruction or the Vice President of Student Development.

C. Appeal Process

A Faculty member who is not authorized for step advancement may appeal the decision to the Chair of the Appeals Committee, which consists of five Administrators and two alternates appointed by the Chancellor and a non-voting ex-officio Faculty member appointed by PCCEA. Should a member of the Appeals Committee be an Academic Dean or Vice President of Instruction/Student Development for the appellate Faculty member, then the Supervising Administrator shall recuse him/herself from that decision.

The Faculty member must declare an intention to appeal in writing to the Chair of the Appeals Committee within five working days of the notification deadline. The declaration will include a written response to the notification of denial explaining why the denial is inappropriate and copies of the Faculty member’s Step Criteria Form(s), the notification of denial, and any other appropriate materials. It is the responsibility of the Chair of the Appeals Committee to notify the Supervising Administrator(s) of the appeal.

Within five working days of the declaration deadline, the Appeals Committee will schedule a meeting to interview the Faculty member and the Supervising Administrator(s). The meeting will typically take place the last Friday in April or the first Friday in May. The Appeals Committee will make a written recommendation to the Provost within five working days of the meeting. The Provost will review all written materials and may elect to meet with any of the involved parties. The Provost will make a decision and will provide written notification including rationale to the Faculty member, the Supervising Administrator(s), the Appeals Committee and Human Resources within five working days from receipt of the Committee recommendation. Upon written authorization of the Faculty member, a copy of the notification will be forwarded to the President of PCCEA.

D. Completing the Professional Progression Plan

Activities used to satisfy step criteria should be verifiable. Generally, activities used to satisfy the step criteria need to have occurred during the current contract year. Professional Development activities that are completed after April 30th and are not used to satisfy the Professional Development Criterion that year may be used during the following year.

All criteria activities should be substantially completed by the time the form is submitted in March with the possible exception of Professional Development. Professional Development activities planned to occur after form submission but before June 30th may be used to satisfy the Professional Development criteria for the current year. Failure to complete the planned activity may jeopardize step advancement.

In general, any specific activity should only be used to respond to a single criterion. For example, serving on a hiring committee for a vacancy within your discipline could be used for Service to the Department/Program/CDAC or Service to Campus/College but not for both. With the agreement of the Supervising Administrator, an activity requiring an unusually large amount of effort may be used to satisfy more than one criterion.
Activities for which the Faculty member receives either supplemental pay or reassigned time are eligible for submission to complete the PPP.

At the conclusion of this Appendix, there is a matrix of activities that may be used to provide guidance in completing and approving a PPP. The activities noted on the matrix are not intended to be all inclusive. Indeed, Faculty members and Supervising Administrators are encouraged to identify innovative ways to satisfy the SPP.

**Professional Development** Each Faculty member has a responsibility to maintain currency within his/her area of specialty and to engage in activities intended to improve his/her effectiveness. Faculty members may satisfy this criterion by engaging in scholarly activities intending to develop his/her own expertise or by modeling the behavior of a lifelong learner.

**Student Success** as the primary focus of most Faculty assignments is direct student service. Faculty are asked to list one activity that best represents their efforts to improve student success/retention or to provide additional enrichment in the experience of PCC’s students. Faculty should be able to state in a sentence or two how the activity is expected to benefit PCC’s students. Faculty members are encouraged to highlight new or innovative efforts.

**Student Learning Outcomes** entails development of outcomes assessment instruments, administration of such instruments, and analyzing resulting data; it also entails utilizing the results to improve curriculum and instruction in demonstrable ways.

**Service to Department/Program/CDAC** For the purpose of the SPP, service to Department/Program/CDAC refers to activities directed at ensuring the success of the programs, courses, and educational services of Pima College. Discipline activities that support personal growth of the Faculty member should be used to satisfy the Professional Development criterion.

**Service to Campus/College** Faculty members may fulfill this obligation by serving their campus or the College as a representative of the College or within their specific area of expertise. Listing a Governance Body, Standing Committee, Working Group, Ad Hoc Committee, Task Force, and/or Meet and Confer Team indicates that the Faculty member will attend meetings and contribute to the work while the group is in session. If a Faculty member serves the campus/college in an innovative fashion, the response should include a brief description of the activity.

*Note: Faculty members should document one Professional Development activity, one Student Success activity and one of either of the two Service activities. At least one of the three activities must demonstrate substantive participation in the Student Learning Outcomes process of the discipline or program.*

**E. Carry Forward Provision**

Completed activities included in the PPP may carry forward from year to year until the step progression plan is satisfied. The step progression is approved for the contract year following the year in which all activities are completed.

**F. Faculty members who serve in an Acting 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 the 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. The Faculty member has 30 calendar days from the time that s/he returns to faculty status to submit an initial plan for a step increase.

G. 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. A Faculty member granted a sabbatical will submit his/her PPP form with the sabbatical box checked to his/her Supervising Administrator no later than the last Friday in September. Successful completion of a full-pay or half-pay sabbatical qualifies the Faculty member for step advancement. Failure to complete the sabbatical report satisfactorily jeopardizes step advancement. At the Faculty member’s request, the Supervising Administrator will complete and submit the form.

III. 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.

In the event that step progression is not granted by the Board of Governors, each Faculty member’s salary notification will indicate whether or not the faculty member satisfied his/her Professional Progression Plan for the next year the Board grants step advancement (see Appendix A. II. B 3).

STEP ADJUSTMENTS

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

The Board of Governors last approved step advancement in 2007/08. From 2008/09 through 2010/11, the Board did not grant step advancement. Step plans completed and approved during those years were held in abeyance until 2011/12. During these years, faculty members accumulated no more than one step in abeyance.
Refer to the FPPS (Appendix N) for details regarding this process.

Faculty Professional Progression Plan (PPP) Instructions
To meet the requirements for step advancement, you must satisfy the following criteria

- Describe and complete
- **ONE** Professional Development activity *(Required)* *(Line 1 on the PPP form)* &
- Describe and complete **ONE** Commitment to Student Success activity *(Required)* *(Line 2 on the PPP)* &
- Then describe and complete **ONE** of the following:
  - **One** activity demonstrating the Service to Department/Program/CDAC criteria *(Line 3 on the PPP)*
  - **One** activity showing the Service to Campus/College criteria *(Line 4 on the PPP)*

At least one of the three activities described must include participation in the Student Learning Outcomes (SLO) process

**Initial Submittal of PPP**
Fill out Page 2 and sign and date your initial submittal on the lines provided at the bottom of Page 2. If you will be on sabbatical, check the space on Page 2 and skip the Activity Table.

**Instructions for Activity Table**
For the Initial PPP submission, fill in the Activity line stating the activities you plan to accomplish, including specifics, within the year. You may refer to the Faculty Step Progression Plan’s matrix of activities for examples. Check the box if the activity qualifies as an SLO activity.

Submit your completed and signed Initial PPP to your Supervising Administrator by THE LAST FRIDAY IN SEPTEMBER. Approval of your Plan by your Supervising Administrator(s) is by the second Friday in October. If your plan is not approved, you may appeal the decision to the Provost by the third Friday in October. The appeal will be decided by the fourth Friday of October.

**Modification of Initial PPP**
You may modify your Initial PPP any time after it is submitted and before the Final Submission in March. Submit a new PPP form to your Supervising Administrator by following the instructions for the Initial Submittal. For any activities that you initially listed and subsequently modified, check the Modification column on the far right side of the Activity Table. Sign and date your modified Initial PPP on the lines provided on Page 3. Approval of your modified Initial PPP by your Supervising Administrator is within 10 working days of receipt.

**Final Submission and Approval of PPP**
For the Final PPP submission, on the Activity Table provide a one- or two-sentence verification statement about the completion of each activity. Sign and date your Final PPP on the lines provided on Page 3.

Submit your Final PPP to your Supervising Administrator by the last Friday in March. You will be notified of your step advancement status by the second Friday in April. If your PPP is not approved, you may choose to appeal (see directions below).

**Appeal Process (if applicable)**
Appeals must be made according to the details described in Appendix N of the FPPS.
**Activity Table**

<table>
<thead>
<tr>
<th>TYPE OF ACTIVITY</th>
<th>ACTIVITIES AND VERIFICATION</th>
<th>Check here if this is a modification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This form with the activities listed is due to the Supervising Administrator on the last faculty work day of September. This same form with the completion of the activities described in verification statements is due on the last Friday of March.</td>
<td></td>
</tr>
</tbody>
</table>

| 1.   | SLO activity  | (Required) Professional Development | Activity | Verification | False |
| 2.   | SLO activity  | (Required) Student Success Activity | Activity | Verification | False |
| 3.   | SLO activity  | Service to Department/ Program/CDAC | Activity | Verification | False |
| 4.   | SLO activity  | Service to Campus/College | Activity | Verification | False |

**Faculty Member** _____________________ Date ______ Supervising Administrator (print name) ______________________ Date ______

Supervising Administrator _____________________ Date ______ Plan accepted ______ Approved with modification ______ Plan Denied ______

Appeal to Provost (if applicable): _____________________ Date ______

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Modification of PPP:
Faculty Member _______________ Date _______ Supervising Administrator: _______________ Date _______
Dean _________________________ Date _______ Appeal to Provost (if applicable): ______________________ Date _______

Final Submission and Approval of PPP and its Verification Statements:
Faculty Member _______________________________ Date _______

Threshold Test for Approval of PPP (Completed by Supervising Administrator):

<table>
<thead>
<tr>
<th>Condition</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Regular Faculty Member?</td>
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<td></td>
</tr>
<tr>
<td>Faculty member has served more than 60% of the accountable days on his/her contract?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least one activity includes participation in the SLO process?</td>
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<td></td>
</tr>
</tbody>
</table>

Supervising Administrator _______________ Date _______ Administrator _______________ Date _______
_____ Activities accomplished  _____ Not approved

Appeal Process (if applicable):
Faculty Member _______________________________ Date _______

Appeals Committee _____ Recommend approved  _____ Recommend not approved  Date _______
Provost _______________________________ Date _______
_____ Activities accomplished  _____ Approve Step  _____ Not approved
FACULTY PROFESSIONAL PROGRESSION PLAN (PPP)

Master List of Status By Division

Master List of Faculty Status on Professional Progression Plans by Division – Refer to FPPS Appendix N for details regarding policy implementation.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Division</th>
<th>Supervising Administrator</th>
</tr>
</thead>
</table>

Timeline for Faculty Professional Progression Plan (PPP) Submittal and Approval

**NOTE: ADD SPECIFIC DATES FOR EACH ACADEMIC YEAR**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>September 28, 2012</td>
<td>A On or Before the Last Friday in September - Faculty member submits PPP to Supervising Administrator</td>
</tr>
<tr>
<td>October 12, 2012</td>
<td>B On or Before the Second Friday in October – Response to Faculty member of preliminary evaluation and approval or non-approval of plan by Supervising Administrator and Vice President of Instruction/Vice President of Student Development (NOTE: Lack of notification by deadline results in approval of Faculty member’s PPP as submitted)</td>
</tr>
<tr>
<td>October 19, 2012</td>
<td>C On or Before the Third Friday in October – Faculty member’s appeal of non-approval of plan to the Provost.</td>
</tr>
<tr>
<td>October 26, 2012</td>
<td>D On or Before the Fourth Friday in October - Provost’s response to Faculty Member’s appeal (NOTE: lack of notification by deadline results in approval of Faculty member’s PPP as appealed)</td>
</tr>
<tr>
<td></td>
<td>E Prior to final submission - Faculty member may submit a revised a PPP during the year to Supervising Administrator</td>
</tr>
<tr>
<td></td>
<td>F 10 working days after Modification submitted - Notification of Faculty member of approval or non-approval of modification to the PPP. (NOTE: lack of notification by deadline results in approval of Faculty member’s PPP as modified)</td>
</tr>
<tr>
<td></td>
<td>G 10 working days after Modified PPP is not approved - Faculty member may appeal to the Provost.</td>
</tr>
<tr>
<td>March 29, 2013</td>
<td>H 10 working days after the Modified PPP is appealed - Provost’s response to Faculty Member’s appeal (NOTE: lack of notification by deadline results in approval of Faculty member’s PPP as modified)</td>
</tr>
<tr>
<td>April 12, 2013</td>
<td>I On or Before the Last Friday in March - Faculty member’s deadline for submittal of documentation showing completion of PPP activities to Supervising Administrator</td>
</tr>
<tr>
<td>April 19, 2013</td>
<td>J On or Before the Second Friday in April – Response to Faculty member on recommendation for approval or non-approval by Supervising Administrator of the final PPP. (Approved PPP submitted to Human Resources, Attention: Faculty Contracts) (NOTE: a lack of notification by deadline automatically qualifies the Faculty Member for step advancement)</td>
</tr>
<tr>
<td>May 3, 2013</td>
<td>K On or Before the Third Friday in April - Faculty member’s appeal of non-approval of plan to the Appeals Committee</td>
</tr>
<tr>
<td>May 10, 2013</td>
<td>L On or Before the First Friday in May – The Appeals Committee makes a recommendation to Provost and notifies the Faculty member.</td>
</tr>
<tr>
<td></td>
<td>M On or Before the Second Friday in May – The Provost provides written notification of rationale for accepting or rejecting the Appeals Committee Recommendation. (Approved PPP submitted to Human Resources, Attention: Faculty Contracts)</td>
</tr>
</tbody>
</table>
FACULTY PROFESSIONAL PROGRESSION PLAN
(PPP) Master List of Status by Division

Master List of Faculty Status on Professional Progression Plans by Division

Campus: XC     Division: Academic     Supervising Administrator: ___XYZ_____

SAMPLE FORM

<table>
<thead>
<tr>
<th>FTE #</th>
<th>Faculty Member</th>
<th>Step 2011/12</th>
<th>Status</th>
<th>A 9/28/12</th>
<th>B 10/12/12</th>
<th>C 10/19/12</th>
<th>D 10/26/12</th>
<th>E Write in Date as Needed</th>
<th>F Write in Date as Needed</th>
<th>G Write in Date as Needed</th>
<th>H Write in Date as Needed</th>
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<th>J 4/12/13</th>
<th>K 4/19/13</th>
<th>L 5/3/13</th>
<th>M 5/10/13</th>
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<th>Step Not Granted</th>
<th>Step Granted for 2012-2013</th>
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<tr>
<td></td>
<td>Faculty A</td>
<td>1</td>
<td>FT Reg</td>
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<td>1/14/13</td>
<td>1/29/13</td>
<td>2/12/13</td>
<td>2/28/13</td>
<td>√</td>
<td>√</td>
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<td>NA</td>
<td>NA</td>
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<td>Yes</td>
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<tr>
<td></td>
<td>Faculty B</td>
<td>2</td>
<td>On Leave</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>1/2/13</td>
<td>2/28/13</td>
<td>2/12/13</td>
<td>2/12/13</td>
<td>√</td>
<td>√</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>Yes</td>
<td>Yes</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>Faculty C</td>
<td>7</td>
<td>Sabbatical</td>
<td>√</td>
<td></td>
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<td></td>
<td></td>
<td>Yes</td>
<td>Yes</td>
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<td></td>
<td>Faculty D</td>
<td>6</td>
<td>FT Reg</td>
<td>√</td>
<td>√</td>
<td>NA</td>
<td>NA</td>
<td>1/14/13</td>
<td>1/29/13</td>
<td>2/12/13</td>
<td>2/28/13</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>Yes</td>
<td>Not Approved</td>
<td>6</td>
</tr>
</tbody>
</table>

A copy of this form will be forwarded to Human Resources by the Vice President of Instruction or the Vice President of Student Development.
## Faculty Personnel Policy Statement 2012/2013

### Step Criteria Matrix for Faculty

<table>
<thead>
<tr>
<th>ACTIVITIES OR EFFORTS</th>
<th>1. COMMITMENT TO STUDENT SUCCESS</th>
<th>2. SERVICES TO DEPARTMENT/PROGRAM/CDAC</th>
<th>3. SERVICE TO CAMPUS/COLLEGE</th>
<th>4. PROFESSIONAL DEVELOPMENT</th>
<th>5. STUDENT LEARNING OUTCOMES</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Promote and enhance instruction, communication, and/or feedback with technology</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Web site; WebCT; Internet or computer-based instructional supplement, on-line grade book</td>
</tr>
<tr>
<td>2. Implement best practices to advance student success</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Frequent grade summaries/progress reports/conferences; copies of notes or PPT slides; other prompt and instructive feedback; study guides; practice exams; test or homework solutions; lecture notes or PowerPoint slides; CATS; extra study, preparation, self-analysis, or assessment materials</td>
</tr>
<tr>
<td>3. Support individual/group needs of students in achieving their career, educational, or personal goals</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>One-on-one goals assessment; specialized materials and/or workshops tailored for student groups such as ESL or Native American students; customized letters of recommendation</td>
</tr>
<tr>
<td>4. Provide focused support and/or opportunities for students who are struggling or incur unusual circumstances</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>One-on-one meetings, conferences, or tutoring; Early Academic Alert; design or conduct workshops such as study skills, time management, and/or managing test anxiety; Students deployed mid-semester, students who fall ill or miss time because of family or travel</td>
</tr>
<tr>
<td>5. Create innovative assignments to challenge students</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Portfolios; projects; presentations; case studies</td>
</tr>
<tr>
<td>6. Create activities that connect course content to the real-world</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Field trips; guest speakers; case studies; intern-, extern- and/or apprentice-ships; service learning</td>
</tr>
<tr>
<td>7. Accommodate a variety of learning styles</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Learning style inventory; study and instructional strategies for different styles</td>
</tr>
<tr>
<td>8. Provide information literacy instruction to support self-directed, self-sufficient learning</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Bibliographic instruction; research skill development; in-depth, one-to-one reference services</td>
</tr>
<tr>
<td>9. Serve as a liaison with faculty in subject areas</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
<td>Cross-discipline and advising/counseling/instructional faculty communications; information dissemination</td>
</tr>
<tr>
<td>ACTIVITY</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>EXAMPLES</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
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<td>---</td>
<td>---</td>
<td>---</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>10. Recruit, recommend, mentor and/or train Faculty, tutors, and/or staff</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>Mentor a new Faculty member; provide training in academic advising and library services; peer and/or materials review; classroom observation; Adjunct Faculty Fair</td>
</tr>
<tr>
<td>11. Review, critique, and/or revise official College curricula</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>Faculty-driven or institutionally-mandated leadership or in-depth participation in curricular review</td>
</tr>
<tr>
<td>12. Recruit, recommend, mentor and/or train Faculty, tutors, and/or staff</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>Mentor a new Faculty member; provide training in academic advising and library services; peer and/or materials review; classroom observation; adjunct faculty fair</td>
</tr>
<tr>
<td>13. Coordinate a course</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>Leadership of Faculty who all teach the same course</td>
</tr>
<tr>
<td>14. Develop web-based resources for the College community</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>Web-page development for the College</td>
</tr>
<tr>
<td>15. Review and select materials</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>Library collections; texts; software; lab materials</td>
</tr>
<tr>
<td>16. Institutionalize changes in College’s policy or requirements from external agencies</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>MAAO, AGEC, occupational crediting agencies</td>
</tr>
<tr>
<td>17. Collaborate with colleagues on review or evaluative activities</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>Program review programmatic accreditation, NCA team member or leader</td>
</tr>
<tr>
<td>18. Host or coordinate a professional development training, seminar, workshop, or conference</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>Discipline-based, professional, student success committees</td>
</tr>
<tr>
<td>19. Develop and/or conduct career awareness and job placement activities</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>Career-oriented clubs; campus presentations; referral and placement networks development</td>
</tr>
<tr>
<td>20. Sponsor or actively support student activities or clubs</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>PTK; Honors; ArizMATYC math contest; blood drives; voter education/registration; student government; fine arts; athletics</td>
</tr>
<tr>
<td>21. Coordinate special student service programs</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>Progress!; adult-learning grants; Summer Bridge</td>
</tr>
<tr>
<td>22. Participate in activities that support outreach, enrollment growth and retention</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>Transfer &amp; K-12 institutional collaboration; dual-enrollment; LULAC; Upward-Bound; Talent Search</td>
</tr>
<tr>
<td>23. Collaborate on designing or improving College facilities</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>Laboratory, classroom, or library design or renovation; equipment selection to meet current standards</td>
</tr>
<tr>
<td>24. Serve as a PCCEA officer or campus representative</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>College-wide selection advisory committee, Faculty Senate, standing committees, working groups, ad hoc task force groups, meet and confer group</td>
</tr>
<tr>
<td>25. Serve as a member of, campus representative to, or co-chair of a College or Campus committee</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>College-wide selection advisory committee, Faculty Senate, standing committees, working groups, ad hoc task force groups, meet and confer group</td>
</tr>
<tr>
<td>ACTIVITY</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>EXAMPLES</td>
</tr>
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</tr>
<tr>
<td>26. Participate in developing or revising Student Learning Outcome (SLO) assessments for the discipline or program</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
<td></td>
<td>✅</td>
<td>Attend SLO meetings. Work with colleagues to create SLOs, SLO assessments, SLO grading keys and/or rubrics.</td>
</tr>
<tr>
<td>27. Administer SLO assessments and collect and share assessment results with the discipline SLO leader</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>28. Participate in the analysis of SLO assessment results and providing Discipline/Program faculty with those results</td>
<td></td>
<td>✅</td>
<td>✅</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>29. Participate in the development of an action plan based on SLO assessment results</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. Participate in the implementation of the action plan</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>31. Apply information obtained from attending a conference or workshop that focused on the SLO process</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
<td></td>
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</tr>
<tr>
<td>32. Participate as an SLO leader</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>33. Serve as the College’s representative on an Articulation Task Force</td>
<td></td>
<td>✅</td>
<td></td>
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</tr>
<tr>
<td>34. Serve as the Faculty co-chair or secretary of the CDAC or sub-CDAC</td>
<td></td>
<td></td>
<td>✅</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>35. Represent the College or one’s profession on community-based, state-wide, and/or national committees or Boards</td>
<td></td>
<td></td>
<td>✅</td>
<td></td>
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<tr>
<td>36. Collaborate with PCC Government Relations on legislative agenda</td>
<td></td>
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<td></td>
<td>✅</td>
<td></td>
<td>Assistance in drafting or presenting correspondence or testimony; research and analysis</td>
</tr>
<tr>
<td>37. Author, co-author, review or edit publications</td>
<td></td>
<td></td>
<td></td>
<td>✅</td>
<td></td>
<td>Articles; papers; book chapters; software; or texts</td>
</tr>
<tr>
<td>38. Practice, perform, or consult within the area of specialty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>39. Attend or present at a College or external conference or seminar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✅</td>
<td>Presenter or facilitator of a professional development workshop; Faculty Learning Academy coordination/instruction</td>
</tr>
<tr>
<td>40. Complete college credit classes</td>
<td></td>
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<tr>
<td>41. Teach or deliver, for the first time, a course or unique service that uses a non-traditional delivery method or is personally challenging to the</td>
<td></td>
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</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Faculty member</th>
<th></th>
<th>✓</th>
<th>Outreach and retention; distance education; curricular improvements; articulation; new program design; assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>42. Contribute to an objective in the College Plan</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Appendix O: 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.

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 Monday, January 23, 2013, 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 2012/2013 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.
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